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Winter of Wellbeing Evaluation

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

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Glossary

Acronym	Definition
ALN	Additional Learning Needs
CAMHS	Children and Adolescent Mental Health Services
CYP	Children and Young People
EMA	Education Maintenance Allowance
ESOL	English to Speakers of Other Languages
FE	Further Education
FSM	Free School Meals
HE	Higher Education
HEFCW	Higher Education Funding Council for Wales
ILS	Independent Living Skills
LA	Local Authority
MI	Management Information
SoF	Summer of Fun
TA	Teaching Assistant
WG	Welsh Government
WLGA	Welsh Local Government Association
WoW	Winter of Wellbeing

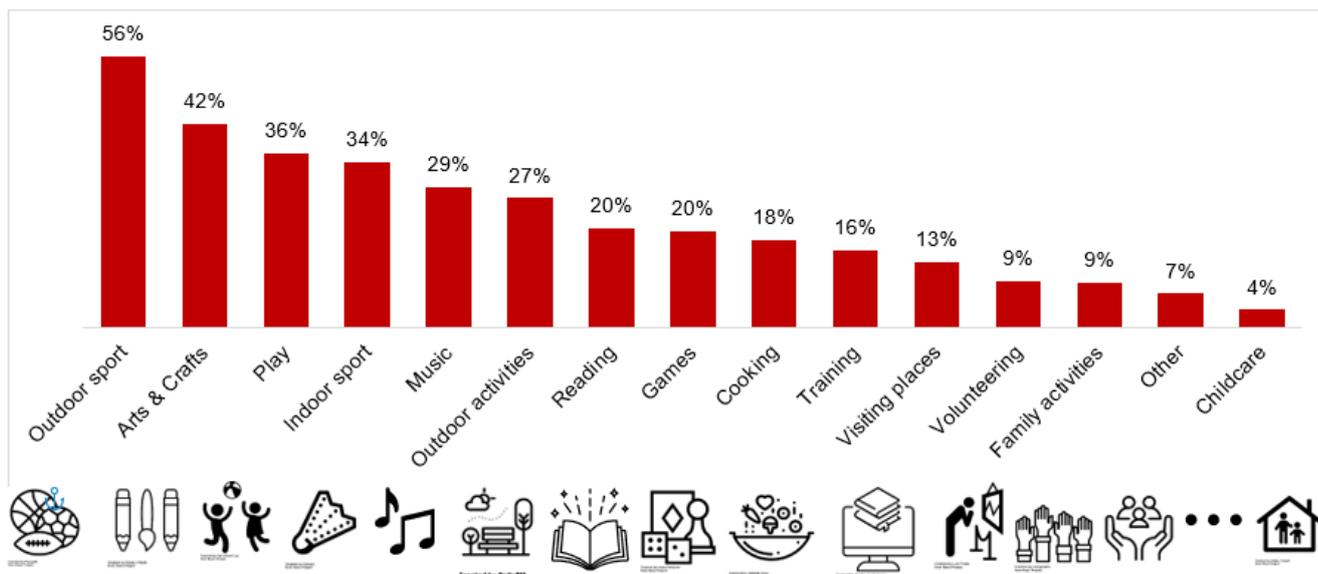
Winter of Wellbeing 2021-22 key outcomes



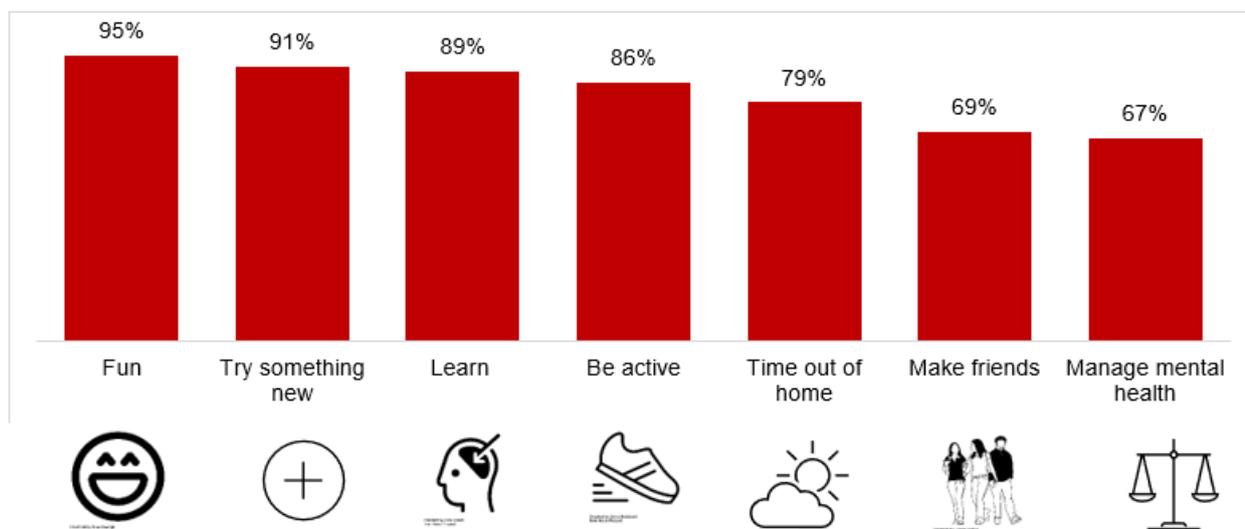
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95% of children and young people said they had **fun**

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: Participant survey. Base (activities)=2513; Base (benefits)=3601-3549, manage mental health question only asked to age 12+, base=627.

The content of this report is summarised in the table below.

Table 1. Report outline

Chapter 1	Introduction
Chapter 2	Outlines the evaluation methodology
Chapter 3	Outlines key findings
Chapter 4	Examines how the programme was designed
Chapter 5	Explores how strand leads planned WoW
Chapter 6	Reports on how the programme was delivered
Chapter 7	Reports on the experiences of children and young people
Chapter 8	Explores considerations for sustainability and lessons learnt
Chapter 9	Examines the overall outcomes and benefits of WoW
Chapter 10	Presents recommendations emerging from the research

1. Introduction

- 1.0 Since March 2020, children and young people have missed out on access to essential play and recreation, sports, culture and education opportunities due to the COVID-19 pandemic. They have navigated multiple challenges, from isolation from peers to adapting to home learning. A nationwide survey ran by the Children's Commissioner for Wales in January 2021 revealed that 14 per cent of children aged 7-11 and 40 per cent of 17-year-olds 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. A survey by YoungMinds (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.
- 1.1 Reduced access to safe facilities, including schools, has negatively affected children and young people's mental and physical health, mental wellbeing and learning. While all children have been impacted, the pandemic and the restrictions have had particular impacts on those who were already disadvantaged. In particular, looked after children, those in families where there are significant child protection concerns and disabled people (King's College London, 2022). It has adversely impacted those from poorer communities and backgrounds and children from families who had previously been identified as requiring extra support, e.g. children and young people with additional learning needs.
- 1.2 The Welsh Government announced the Renew and Reform recovery plan to address these growing concerns, with a particular focus on supporting children and young people's wellbeing and learning progress. By recognising the pandemic has affected individuals differently, it offered a holistic approach to support all children and young people to achieve the best outcomes (Welsh Government, 2021). As part of the plan, the Summer of Fun (SoF) programme (2021) was launched, for children and young people aged 0-25 to play and participate in leisure, sports and

cultural activities. The evaluation of SoF found that the activities supported children and young people's recovery from the pandemic and re-engagement with their local community. Children and young people who took part in SoF activities, reported that they had fun and valued the chance to reconnect with peers, which in turn supported the development of their personal and social skills. They also reported improvements to their physical and mental wellbeing (Welsh Government, 2021).

1.3 Winter of Wellbeing (WoW) built on the success of SoF, through a £20m package of wellbeing funding from Welsh Government. This aimed to support children and young people by providing the space and time for play and recreation by:

- generating community based interactive, creative and play/recreation-based initiatives for all ages;
- providing opportunities to play/spend time with friends and peers;
- creating space and opportunity for free play and recreation.
- supporting their fun and the opportunity to express themselves through play and recreation;

1.4 WoW aimed to provide all children and young people aged 0-25 in Wales the opportunity to access free activities, including opportunities to play and engage in leisure, recreational, sporting and cultural activities, in addition to (not instead of) regulated childcare provision, and formal education. Access to these types of activities is considered critical in the recovery from COVID-19 to support the social, emotional, physical and mental wellbeing of all children and young people. In turn, this is integral to supporting children and young people to re-engage with learning and education following the pandemic, enabling them to reach their full potential.

1.5 WoW was delivered through five strands of activity, based on the organisations to whom WoW funding was disbursed. The following organisations were responsible for delivering WoW activities (described in detail in Chapter 3):

- Local authorities (LAs), delivered mostly through Play leads and continuing the work of SoF;

- National organisations, delivered by Sport Wales, the Society of Chief Librarians, the National Music Service, Urdd Gobaith Cymru, Amgueddfa Cymru, and the Federation of Museums and Art Galleries of Wales.
- Schools, with funding allocated to virtually all (1463) primary and secondary schools across Wales.
- Further Education (FE) institutions, with funding allocated to 13 institutions.
- Higher Education (HE) providers¹, with funding distributed to 11 HE providers via the Higher Education Funding Council for Wales (HEFCW).

1.5 Funding for the higher education strand was allocated to HEFCW, which is a Welsh-Government sponsored body responsible for funding and regulating higher education providers in Wales. HEFCW distributed the Winter of Well-being funding through its normal mechanisms to all directly funded higher education providers in Wales (eight universities and three further education colleges). Higher education providers were encouraged to identify activities for funding within seven priority areas which build upon existing well-being and health, including mental health strategies, to help ensure the funding had maximum impact. Providers were required to work with their students' unions to determine how the funding would be used to deliver the WoW objectives. Providers submitted monitoring reports to HEFCW in April 2022, and these were used to provide a report to HEFCW's sponsor team within Welsh Government. Due to the different way in which the higher education strand was managed including the pre-existing arrangements for monitoring, the higher education strand has not been included in this evaluation report. Further details can be found in the separate evaluation report ([W21/39HE](#)) or can be requested from info@hefcw.ac.uk.

Objectives of the evaluation

1.6 The aim of this evaluation was to assess the WoW programme 2022, how it was implemented, perceived outcomes for children and young people, as well as learning to inform future policy and practice. Specifically, the objectives were to:

¹ Please note the HE strand was not part of this evaluation. HEFCW was responsible for evaluating the HE strand.

- Map how Local Authority, national bodies, school and Further Education delivery models were organised and have varied.
- Explore the impacts of participating from the perspective of children and young people, their families, and providers.
- Provide an understanding of what enables and motivates children and young people to attend the activities, as well as the key barriers to their participation.
- Outline influencing factors and barriers to participation for parents/carers.
- Consider the efficiency of administration and operational processes, and what worked well and what did not work well.
- Review how strand leads and providers have considered equal opportunities, accessibility, and promoting and/or delivering through the medium of Welsh.

1.7 This report addresses each of these objectives in the chapters that follow.

2. Methodology

2.0 Primary and secondary research was undertaken as part of this mixed methods process evaluation of WoW, between February and July 2022. The methods, participant groups, and achieved sample are shown in the Table below.

Table 2. Methods and achieved sample

Participant group	Achieved sample	Method	Purpose
Senior stakeholders Welsh Government officials/ national partners	10	Qualitative interview	Provide programme context, how it was intended to be delivered
Strand leads			Explore local programme delivery, learning and perceived outcomes
• LAs	21	Qualitative interview	
• National bodies	9	Qualitative interview	
• Schools	14	Qualitative interview	
• FE institutions	8	Qualitative interview	
Providers	496	Online survey	Collect views and experiences of managers and staff delivering WoW activities
Programme participants			Gather views and experiences of people participating in WoW activities
Children, young people and families	2813	Online survey (all strands)	
• LA	9	Focus groups ²	
• National bodies	6	Focus groups	
• Schools	9	Focus groups	
• FE	4	Focus groups	
Round table Strand leads and WG stakeholders	32	Virtual round table	Present early findings and co-develop conclusions and recommendations

² The number of focus group participants ranged between 5 and 10

Recruitment of participants and ethical considerations

- 2.1 A copy of data collection materials is provided in Annex A. All participant-facing study materials were professionally translated into Welsh once final versions were agreed with the Welsh Government. Qualitative interviews and surveys were offered in both Welsh and English: one senior stakeholder interview, one LA lead interview and one children and young people focus group (FE strand) were completed in Welsh; 186 participant and 41 provider surveys were also completed in Welsh.
- 2.2 The Welsh Government provided the research team with email addresses of senior stakeholders and strand leads. Following an initial email from Welsh Government, the research team invited potential participants to take part in an interview, sending up to two reminders. Interviewees were sent privacy notices in advance of the interview and the researcher checked whether they understood them before starting the interview.
- 2.3 During interviews with strand leads, the interviewers asked for contact details of providers who might be willing to help arrange focus groups with children and young people. Providers whose details were shared, were contacted about organising focus groups and sent up to two reminders. Interviews with children and young people under the age of 16 were done with an adult present in the room (e.g., provider staff). Before starting an interview, the researcher checked that interviewees understood what participation involved and wanted to take part.
- 2.4 The research team shared links to the online surveys with strand leads to forward to providers to complete (provider survey) and disseminate (participant survey). Programme participants (or in some cases their parents/carers) were asked to complete the survey by providers who they knew and were working with.

Data collection, management and analysis

- 2.5 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. 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.

- 2.6 Management information (MI) relating to the distribution of funding was analysed in Excel and a heat map³ of funded organisations was produced. Analysis of the quantitative survey data was also done in Excel. The data was cleaned before running descriptive statistics (frequencies) to explore the programme's outputs and outcomes.
- 2.7 The results across different stakeholders and data collection approaches were then triangulated by comparing findings thematically to address each research objective, across qualitative interviews and surveys. This allowed examination of the findings across participant groups and analysis of the extent to which there was agreement across each theme.

Data considerations

- 2.8 The majority of data collection took place between April-July 2022, after the end of WoW provision (delivered October 2021-March 2022), reducing the research team's ability to reach WoW providers and participants. This also caused a potential issue around recall for research participants.
- 2.9 The response rates to the provider (n=496) and participant (n=2,813) surveys were sufficient to generate strong findings. However, the timing of the evaluation, and the potential burdens upon providers meant that it was not possible to collect accurate information about participant demographics, meaning it is not possible to ascertain if the achieved sample fully represents all strands.
- 2.10 It was also not possible to explore the experiences of children/young people and parents/carers who would have benefited from participation, but did not participate, or to explore the types of provision that different strands and settings would have liked to offer, but could not.

³ A heat map is a data visualisation technique that shows the magnitude of a phenomenon (in this case, organisations receiving WoW funding) as colour, providing visual cues about how the phenomenon varies over space.

- 2.11 A sample based on school stage, amount of funding awarded, Free School Meal (FSM) status, and whether the school was Welsh medium was initially developed to select WoW school leads to take part in interviews. However, the recruitment of schools through the contact details initially provided was limited, in large part due to emails being undeliverable, or email addresses corresponding to generic school inboxes, where they may not have been picked up by the appropriate staff member. Therefore, Welsh Government's policy officials provided contact details of schools with which they had direct links because of prior contact in relation to WoW, many of which agreed to take part in interviews. This resulted in fewer interviews with school leads than originally planned (14 completed against a target of 30), and may have resulted in some bias relating to more engaged schools taking part in the research.
- 2.12 It was originally hoped that MI data collected by providers could be used to provide a figure for the total number of WoW participants. However, this has not proved possible, mainly due to a lack of consistency in the way that the information was recorded. Specifically, there were inconsistencies in how providers recorded information, for example, some providers recorded unique participants, while others recorded individual sessions attended. Funding amounts also appeared to be recorded multiple times, making it impossible to confidently determine whether identical amounts of funding were provided to multiple settings, or whether the amounts stated were used to fund activities in different locations
- 2.13 Unpicking the issues would have required asking strand leads and providers to review the data they had provided and would likely not have been possible to do accurately. While it is not possible to provide a figure for the total number of WoW participants, the MI collected was used to inform and strengthen findings throughout the report. Additionally, the challenges encountered have provided some valuable lessons for undertaking similar data collection in the future.
- 2.14 There was also a change to the initial requirement to collect personal data from programme participants during delivery, following push back from providers who largely felt they did not have adequate systems and capacity to undertake such a task.

- 2.15 There was a reliance on providers to assist in administering and disseminating the participant survey as part of the evaluation activity and, while there was a high volume of responses to the participant survey (n=2,813), the research team was limited in its ability to ensure a representative sample of respondents. This was to reduce data protection risks and enable the survey to be distributed at pace.
- 2.16 Fewer focus groups with children were carried out than originally planned. This was partly due to focus groups being organised after the end of provision, when providers had less or no direct contact with participants due to activities no longer taking place. This limited the opportunities to recruit for focus groups.
- 2.17 All primary research was conducted remotely, to support with delivery of an evaluation at pace and at a time when organisations and schools were navigating a return to activities after COVID-19 restrictions.
- 2.18 The findings report on perceived and self-reported programme outcomes, meaning that the outcomes reported are based on stakeholders' (e.g. children/young people, parents/carers, strand leads, providers/school staff) views of the changes experienced as a result of WoW.
- 2.19 The HE strand was not evaluated by Ecorys, and we have not checked the findings about the HE strand in the HEFCW report. Where these findings are included in this report, it is stated that they are not from Ecorys' research.

3. Key Findings

- 3.0 WoW took place between 1st October 2021 and 31st March 2022, with most activities delivered in 2022. Each strand was given flexibility around programme format, design and delivery. Overall, WoW delivered an extremely broad range of activities through a mix of open access and targeted provision. This was achieved despite the short timescales available to plan, launch and promote the programme. Delivery through the five strands allowed to target and reach the entire target age of 0-25, however reaching older young people was more challenging.
- 3.1 Providers tended to plan delivery by a mix of internal and external staff, bringing in external people with specialist skills or to target a specific group of children/young people, e.g. those with ALN (Additional Learning Needs). Although strand leads considered how to offer bilingual and Welsh medium activities, relatively limited Welsh medium provision was offered. This was partly due to the difficulty finding Welsh-medium providers.
- 3.2 Overall, strand leads felt well supported by the Welsh Government. They found the guidance clear and appreciated the flexibility which allowed them to tailor provision to their local needs. However, they would have benefited from longer lead-in time to plan delivery and develop partnerships with new providers and would have liked to receive marketing guidance when the funding was announced. There were examples of consultation and co-production with children and young people, particularly among national organisations, FE institutions and HE providers⁴, but the short timescales limited the extent that this was possible.
- 3.3 Having free provision was a key enabler to children and young people's participation, as in many cases parents would not have been able to afford to pay for these activities. Ease of access, or the provision of transport in rural areas were also key enablers. Some providers offered childcare in order to enable both young adults and their infants/ toddlers to take part.

⁴ The HEFCW report notes that Students' Unions were extensively involved in deciding on the activities to be funded and their delivery.

- 3.4 Tight timelines to deliver provision represented a key barrier across all strands. Short lead-in times impacted procurement, making it difficult to recruit new external providers and to get DBS checks and adequate COVID-19 policies in place.
- 3.5 The vast majority (95 per cent) of children and young people who completed the participant survey reported that they had fun. Additionally, WoW participants reported that the programme had helped them make new friends (68 per cent), manage their mental health (67 per cent) and feel more confident.
- 3.6 Children and young people's participation helped to address some of the negative impacts of the pandemic. For example, WoW gave them opportunities to try new things (92 per cent), learn new skills (83 per cent) and be more physically active (87 per cent). Children and young people self-reported improvements to wellbeing, confidence and socialisation, which they attributed to participation in WoW activities. This suggests that WoW achieved its aim of providing fun, leisure and recreational opportunities for children and young people, to support their wellbeing.
- 3.7 Providers benefited from much-needed financial input following lockdowns and developed relationships with local schools and the wider community. WoW also provided the opportunity to develop new relationships between strand leads and local providers.
- 3.8 A potential unintended outcome is that WoW (followed by SoF) has raised the expectation among children and families of free-to-access provision being offered in the long-term.
- 3.9 The programme was well received by strand leads and providers. They called for sustained, long-term funding to provide ongoing support for COVID-19 recovery and ensure that the positive outcomes from WoW are sustained.

Detailed Findings

4. Programme design

4.0 This section reflects on the programme design process from the perspective of senior stakeholders, including Welsh Government officials, LA, national organisations, school, and FE leads involved in the planning and delivery of the programme. The section also includes MI.

Programme rationale

4.1 As mentioned in Chapter 1, the overarching aim of WoW was to support children and young people's recovery from the impacts of the COVID-19 pandemic, with a particular focus on addressing their wellbeing.

'It [WoW] was imperative, really, to be about wellbeing and then feeling safe to go out and access things.' (Senior stakeholder, Welsh Government)

4.2 The programme built on the success of SoF in 2021, and key learnings informed Welsh Government's development of the programme (Welsh Government, 2021). There was widespread support for WoW across senior stakeholders in Welsh Government. They believed it would support children, young people and families to socialise, access fun and engaging activities and provide safe spaces where they could develop skills, confidence and new interests. As WoW was delivered through five strands, it was an opportunity to engage with different partners across Welsh Government. Each strand received guidance which specified parameters they needed to follow.

Programme delivery by LAs

4.3 LAs mainly continued the activities they delivered as part of SoF and their WoW programme design was influenced by and adapted from their SoF offer. Most LA delivery was managed by Play leads, who knew what had worked well for their LA in delivering SoF; yet felt there was scope to try new things, such as engaging with new providers. Activities for school-aged children were delivered after school, during weekends and during half-term. There was no limit on when the activities for non-school aged children and young people could take place. From December

2021, the option to provide food (healthy snacks and drinks) during WoW activities was added to the LA guidance, which was well-received by LA leads and providers.

'[Snack provision is] quite significant. If you're trying to address wellbeing needs and wellbeing is about physical and emotional needs, and you've got a lot of kids that are hungry – you want to run something all day, but you can't give them food, it just becomes overly complicated.' - (LA lead)

Programme delivery by national organisations

- 4.4 Five national organisations delivered the programme through their networks: Sport Wales, the Society of Chief Librarians, the National Music Service, Urdd Gobaith Cymru, Amgueddfa Cymru, and the Federation of Museums and Art Galleries of Wales. Each of these organisations focused their provision on different types of activities and aimed to establish and/or re-ignite children and young people's interests (e.g., in music, reading and sports).
- 4.5 In addition, Welsh medium provision was part of the national organisation strand and was delivered through six routes: eight FE institutions; Cymru FM podcast workshops; extension of the Welsh Language Youth Services Pilot Scheme; and three national organisations (Urdd Gobaith Cymru, The National Centre for Learning Welsh and The National Library of Wales).
- 4.6 Music provision was also part of the national organisation strand. Welsh Government awarded the Welsh Local Government Association (WLGA) additional funding for extra-curricular music projects across Wales. This provision involved music activities and workshops after school and in school holidays, music therapy and increasing access and inclusion for disadvantaged and vulnerable children and young people.

Programme delivery by schools

- 4.7 WoW funding was distributed to schools through two funding streams: Winter of Wellbeing funding for all primary and secondary schools (described in detail below), and funding to deliver a trial of Additional Enrichment Sessions to a small number of schools and FE institutions (detailed in a separate evaluation report ([W21/39HE](#))),

4.8 Every school in Wales received up to £20,000⁵ for three months (January to March 2022) to carry out WoW activities taking a whole-school approach. Funding was allocated to schools based on:

- total number of learners
- number of learners eligible for FSM
- number of learners with ALN
- number of Black, Asian, Minority Ethnic and Gypsy, Roma, Traveller learners
- number of learners taught Welsh as a first language.

4.9 The funding calculation was based on a standard amount per learner, augmented by 25 per cent for learners in each of the priority funding groups listed above (with multiple uplifts applied to learners meeting more than one criterion).

4.10 Funding was allocated as follows:

⁵ Some large secondary schools received considerably more funding than average due to the number of their pupils.

Table 3 Average funding per LA and overall

Local Authority	Average funding per school
Cardiff	£5,902.66
Newport	£5,760.02
Torfaen	£5,179.34
Swansea	£4,777.99
Vale of Glamorgan	£4,658.89
Bridgend	£4,215.24
Rhondda Cynon Taf	£4,147.96
Neath Port Talbot	£4,100.81
Blaenau Gwent	£3,982.29
Merthyr Tydfil	£3,739.00
Denbighshire	£3,665.22
Caerphilly	£3,655.25
Carmarthenshire	£3,650.31
Ceredigion	£3,511.41
Isle of Anglesey	£3,494.74
Monmouthshire	£3,351.59
Pembrokeshire	£3,346.29
Wrexham	£3,283.83
Flintshire	£3,235.86
Conwy	£3,198.75
Gwynedd	£3,107.61
Powys	£2,125.40
Total average	£3,975.87

Source: Management Information

4.11 Schools could offer activities to any or all children and young people, before, during or after school. Each school designed and ran its own provision using a mix of

internal and external staff and providers. Funding amounts were based on number of children and young people, proportion entitled to FSM and whether the language of instruction was Welsh (with Welsh medium schools receiving more funding than English medium schools).

- 4.12 Some schools allocated a proportion of the funding toward paying for external providers to deliver activities and to purchase additional resources for WoW activities, which remain available for use after the end of WoW. There was a mix of new and existing external providers. School leads wanted to employ external providers to bring additional skills and expertise to their offers. Boosting children and young people's emotional wellbeing and facilitating socialising after repeated lockdowns was a key theme for school leads in their planned activities. In one exceptional example, a school used WoW funding to renovate a small building into a wellbeing classroom where more anxious children could start the school day early with games or reading.

'I was very keen to have a soft start [to the day] for certain children, to give them someone to talk to and check in with on a regular basis. Children feeling safe and loved at school is a priority for me.' - (School lead)

Programme delivery by FE institutions and HE providers

- 4.13 Funding to FE institutions and Universities was made available through four routes:
- Via Sport Wales: FE institutions bid via an application process set out by ColegauCymru who had made a collective bid on behalf of the sector for Sport Wales funding.
 - Direct funding to FE institutions for wellbeing activities, with funding being allocated based on the size of the institution.
 - Direct funding to FE institutions to support Welsh medium provision.
 - Funding to HEFCW for allocation to higher education providers to work in partnership with students' unions, as detailed in paragraph 1.5 (covered in a separate report produced by HEFCW).

Alignment with other COVID-19 recovery programmes

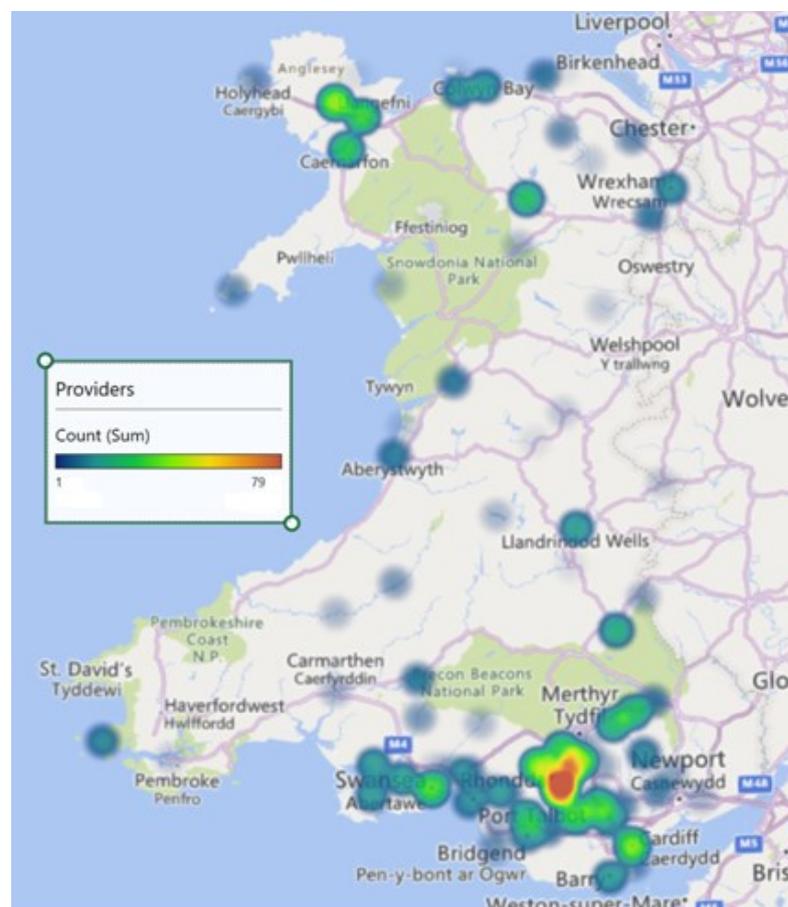
- 4.14 LAs saw WoW as an opportunity to build upon existing initiatives or continue the play and recreation provision that was put on hold due to the pandemic. This was seen as a positive, as it meant that LAs were aware of other, more targeted grants and were able to use WoW funding to target children and young people not reached by other programmes, and complement rather than duplicate provision.
- 4.15 A strong theme that emerged from LA interviews was that even though WoW complemented other COVID-19 recovery programmes, the funding for this range of programmes was short term. This was seen as an issue by LA leads, as the impacts of COVID-19 are unlikely to be addressed in a sustainable way with this approach. For some LAs it was also difficult to coordinate all COVID-19 programmes including WoW, alongside business-as-usual responsibilities. WoW funding was welcomed by LAs, but in some cases, they struggled with the administrative task of managing it.

Geographical distribution of delivery

- 4.16 WoW activities were delivered across Wales through 563 LA and national organisation providers; approximately 1500 schools; 13 FE institutions 11 HE providers. The heatmaps below illustrate the distribution of WoW funding.
- 4.17 The map in

4.18 Figure 1 shows the geographical spread of Play, Sport and National Organisation providers that received WoW funding (please note, the figure does not include funding allocated to schools, FE and HE institutions). It does not show the amount of funding each provider received (it was not possible to create a map of amount of funding received, due to the inconsistencies in how funding was recorded in the MI). Additionally, the map shows the location of the headquarters of each funded organisation, not reflecting the wider reach of WoW through outreach work.

Figure 1. Geographical distribution of WoW-funded providers (LA and National Organisation strand)



Source: Management Information

Delivery timetable

- 4.19 The WoW programme could run from 1st October 2021 to 31st March 2022. Due to time pressures, a number of LAs and national organisations started their provision from December 2021 or January 2022. LAs ran provision into March 2022, offering activities at different times depending on the target groups, including mornings, evenings, before/after school and school holidays.
- 4.20 Schools and FE institutions did not receive funding till January 2022, therefore their provision was delivered in the second half of the WoW funding period.

Marketing and branding

- 4.21 The Welsh Government produced marketing guidance to encourage all programme activities to share a common and recognisable WoW brand including a logo and

marketing templates. Strand leads were responsible for promoting the guidance to delivery provider applicants. LA leads promoted the guidance on Welsh and English language social media and websites, and via community councils and word-of-mouth. They also provided marketing flyers and posters in both Welsh and English.

4.22 LAs followed the same approach for WoW marketing as they had done for SoF, drawing on internal and external marketing experts from their LA communications team. The LAs supplied marketing materials to delivery partners:

‘If you deliver on Winter of Wellbeing, you get a partner pack. You get a banner or flag, window decals and digital assets. It’s all a coherent brand. We’ve done things like paid social media to set demographics.’ - (LA Lead)

4.23 All WoW commissioned providers were expected to use the WoW logos from the marketing pack provided by the Welsh Government. A key challenge was receiving the WoW guidance late from the Welsh Government. Some LAs did not receive the marketing pack until January, which meant they were not able to put the WoW branding on all their promotion materials and used their own logo for local publicity. However, in some cases LA leads noted that they had received marketing materials early enough that they could include them in the Expression of Interest forms they sent out to providers, as part of the provider procurement process. Providers said they would have preferred to have received the Welsh Government marketing pack at the beginning of the programme.

4.24 LAs asked providers to use the WoW name/branding once received but did not have the capacity to audit it. Given the delays, some LAs used their communication team/internal graphics team to put together WoW social media adverts whilst waiting for the Welsh Government branding. They used Welsh Government issued hashtags on social media once available. One LA anticipated that if there are future rounds, the marketing pack will be updated, which should speed up distribution to providers.

4.25 Social media was a popular marketing channel used by LAs, including LA apps for children and young people and their families to sign up to local activities. LAs also marketed via local family services and hubs, support workers, libraries, and leisure centres, and via press releases and hard-copy flyers on community boards. Some

LAs' internal web teams designed a dedicated webpage for WoW activities, which was updated regularly.

4.26 National bodies also noted that the official Welsh Government branding was delayed, and so partners created their own branding, although they did use the official logo and branding where possible. Examples of logos provided by Welsh Government and used in marketing materials are below.

Figure 2. Winter of Wellbeing logos



- 4.27 One national organisation consulted all the LAs to share planning ideas and set up a national webpage for local libraries to promote their events. National bodies also promoted WoW in the press and on social media, and through local partners.
- 4.28 FE institutions used the WoW branding once available. The majority of their WoW promotion activities were through internal staff and student communication channels, social media, and word-of-mouth. One FE institution purchased WoW T-shirts with the logo on to help promote the programme. FE institutions also mentioned developing student packs to promote WoW, and highlighted the importance of the funding being completely inclusive (i.e. not excluding participants already receiving other grants).
- 4.29 School leads also advertised WoW on their social media, in newsletters, via posters, and through internal communication channels with staff, parents/carers, children and young people. One school involved the children and young people in designing their WoW logo, which was a good example of co-production with participants.

5. Local planning

5.0 This section explores approaches to planning the WoW programme locally, including administrative and operational processes, what worked well and any challenges to implementation. The evidence is drawn from interviews with LA leads, national organisation leads, school leads and the participant survey.

Guidance and support

5.1 Overall, strand leads felt they had received sufficient support and guidance from Welsh Government but noted that this arrived late. This meant that after receiving the guidance, there was a short period of time to plan provision. However, strand leads mentioned that the guidance materials clearly laid out the scope and criteria of the funding opportunity and they understood what the programme aimed to achieve. They found the online platform used to share the guidance (Objective Connect) user-friendly, as they could access all guidance materials in one place. Strand leads said the guidance was clear and they did not need to ask for clarifications. However, they knew they could reach out to Welsh Government directly if needed. FE institutions particularly welcomed the flexibility within the WoW planning guidance, which they considered essential to plan provision which reflected the needs of the local area.

Collaboration in planning

5.2 The LA leads commonly collaborated with colleagues from a number of internal teams, including childcare, play, community wellbeing and prevention, and community development. LA leads also worked with key people within their own department, such as the Open Strategy officer and Early Years officer. Some LA leads also collaborated with other LAs and libraries, although this was very limited given the timescales, and tended to be based on existing relationships. LAs with an existing summer offer, including SoF, often drew on this provision to plan their WoW programme. This included building on established relationships with providers and outdoor provision that had worked well through SoF.

5.3 Wider programme collaboration was somewhat limited because of capacity constraints and the very tight timescales available for setting up the programme. LA

leads commented that they were often administering WoW on top of a full workload. LA leads were also quickly transferred from one funding programme to another, and therefore focused on immediate processing requirements.

'It's hard to get all the processes in place and to know exactly what's needed at what point. As soon as we finish collating information on WoW, we've got to move straight into administering Summer of Fun, and this is on top of other roles.' - (LA lead)

5.4 LA leads reflected that additional staff time and resource allocations would be beneficial for planning future programmes, as staff were delivering WoW in addition to their regular job. Funding for staff time would enable them to better plan and support delivery.

5.5 National organisations collaborated with partners to plan and deliver provision. Delays in funding allocation affected national organisations' ability to develop new partnerships, with some choosing to reach out to their existing pool of partners who they knew could offer good value for money. School leads worked with staff to design their delivery with some also consulting with children and young people to understand what type of activities they would have liked (see below). FE strand leads worked with FE institution staff to discuss how to allocate the funding, focusing on provision that would benefit young people's wellbeing, facilitate socialisation and address their needs.

Consulting with children, young people and local partners

5.6 There were some examples of consultation and co-production with children and young people to help inform the planning of local WoW activities, particularly among national organisations, FE institutions and schools.

'I sat with the children and [explained] 'we've got some money to spend and we want to buy some things that you can play with. What do you think?' They were very clear what they wanted. [The children] wanted puppets and we use those a lot in teaching Welsh.' - (School lead)

5.7 Other examples include a national organisation engaging with children and young people locally to inform their WoW plans, and a primary school consulting Year 1

children via a mind map to visualise what the outdoor space might look like with WoW resources. Young people's voices were also a key factor considered by FE institutions when planning the programme.

- 5.8 However, LAs typically reported that they did not have sufficient time to consult directly. Instead, they built on past consultations and feedback on similar programmes or sought to make provision child- and youth-centred by talking to youth services or based on what activities had worked well in SoF.

Targeted versus open access provision

- 5.9 A theme that emerged among LAs interviewed was that they aimed to offer both an open access and targeted offer, an approach similar to SoF. The emphasis and funding allocated to each of these components varied by LA. LAs commonly planned some universal WoW provision, and explained this was because all children and young people were impacted by the pandemic. One LA initially intended to target their specialist provision at Flying Start⁶ areas only, but planning discussions revealed deprivation outside the Flying Start catchment area, and therefore the activity was broadened to a generic offer.

- 5.10 Strand leads interviewed also expressed a desire to lift community spirit following COVID-19. Community-based activities, whilst focused on the 0-25 age range, were said to be intended to reach extended families too. Open access offers were planned by FE institutions, schools and youth services, whilst LA leads reached out to specialist providers to deliver targeted provision where needed.

'We spoke about...would we target it? And no, it worked much better [open access] because we were getting whole families coming along. We've had Dads coming in with their toddlers and thinking it was for their toddlers but then actually having a go themselves.' – (LA lead)

- 5.11 LA leads reported that they planned targeted activities across the 0-25 age range, typically to engage vulnerable families and groups that would benefit from participation but may face barriers to take up open access provision, for example

⁶ Flying Start helps families with children under 4 years old in disadvantaged areas of Wales by offering childcare, enhanced Health Visiting, parenting programmes and support to children to learn to talk and communicate.

classes for young parents and babies through to young single homeless people. Families that would not be able to afford to pay for activities were identified and offered to take part through partnership working, for example through social services, prevention services and community hubs. LAs also created targeted offers to meet known needs. For example, several LAs targeted children at the 'end of life', and others vulnerable groups more broadly, such as children in care or in families with significant child protection issues, young carers, young people with additional learning needs and disabled young people, especially those in mainstream schools. LA teams planned provision for young people aged 12-18 years with youth organisations. Some LAs also planned WoW provision for children and young people for whom English was an additional language.

- 5.12 National bodies also reported having planned open provision covering a wide age range (0-25s) and targeted provision for specific groups. They offered Welsh medium provision where possible. Some local events were planned specifically for disadvantaged areas. In some cases these activities were planned in partnership with local FE institutions and charities.
- 5.13 One exceptional example was a national organisation that planned its provision with an emphasis on vulnerable children, including children with learning disabilities and/or visual impairments, looked after children, and children eligible for free school meals. The national organisation reported much higher demand than it could cater for⁷. Such an extent of overdemand was very uncommon, but one LA lead had a similar experience, commenting that demand was high and more children and young people could have been reached if further funds had been available.
- ‘There were no gaps left in provision, but a lot of demand – could have easily spent double the amount of funding.’ - (LA lead)
- 5.14 Schools interviewed also reported having planned a mix of universal and targeted provision, and emphasised the opportunities WoW offered for upskilling internal staff and boosting staff morale, as well as the primary aspirations around enhancing children and young people’s wellbeing. Planned school-based activities often

⁷ The organisation offered 75 places per week and received 610 applications leading to many children being turned away.

focused on practical and vocational activities, such as gardening and allotment activities, arts and crafts, woodwork, music and sports. For example, one school planned to use its WoW resources to create a calming space that could benefit the whole school, whilst planning targeted support within it for children struggling with anxiety or the transition back to the school environment after COVID-19 restrictions. Some schools also planned WoW provision for the most vulnerable families (such as families with FSM-eligible children or where there are safeguarding concerns) to provide opportunities for children that would not be available to them otherwise. In some schools, WoW resources were planned to extend existing provision for these groups, whilst other schools planned new activities for them. Some schools allocated WoW resources to giving children cultural experiences, such as cinema or theatre tickets, or to encourage children and young people to access local services, such as the leisure centre or library, with an aim to encourage a lasting interest and to also support the local economy.

Other aspects of provision planning

Outdoor activities

- 5.15 Planning outdoor activities were a key feature of school offers. Some schools planned outdoor WoW activities such as horse riding or rock climbing, or trips to animal care sites, which in some cases was viewed as particularly helpful for young people aged 12+ who could be disruptive in a classroom setting. There were examples of previously disruptive children now settling down, being more engaged with school, and being excited about going to school.
- 5.16 Outdoor WoW activities were also commonly planned by primary schools; teachers explained that outdoor learning environments helped to engage younger children (Years 1-2), and linked well to aspects of the curriculum, such as the Year 1-2 topic “the garden”. The WoW grant was reported to have enabled schools to purchase gardening equipment and plants. This offered children and young people the chance to take responsibility for nurturing plants.

Older age groups: 11–25-year-olds

- 5.17 LA leads commonly reported having experienced challenges in developing an offer for 11+ age groups. Leads noted that this age group often have competing priorities, like spending time with friends or paid work. Building on learning from SoF, LAs planned novel activities with providers for the 11+, such as youth nights and camping trips. LAs also reported having funded local agencies to help engage older young people. One example was a careers-focus agency that provided practical support to young people to draft CVs and explore career choices. LAs also offered tailored sports for older young people, such as skating activities.
- 5.18 National bodies helped to plan engagement of older age groups, for example by collaborating with national sports charities. Outdoor centres also enhanced the offer for 16+ age groups, for example offering climbing wall activities.
- 5.19 FE leads interviewed provided examples of the groups targeted, and the activities planned by FE institutions. For example, they planned to support and target students experiencing financial hardship:
- ‘They gave the money to students in financial hardship – gym memberships for example were done on a needs-based analysis to enable students to participate where they wouldn’t otherwise be able to do so.’ - (FE lead)
- 5.20 Additionally, they targeted provision towards mature students, Independent Living Skills (ILS) students, Education Maintenance Allowance (EMA) students, and English for Speakers of Other Languages (ESOL) students. FE institutions also aimed to engage young people that do not usually attend local sports facilities, and focused on those who are less active, designing activities such as holiday camps and sport camps. Outdoor challenges, trips and overnight stays at campsites were also planned for young people who had not been away from home before. They also provided upskilling and coaching opportunities for FE students to work with younger children and young people. Through these activities, they aimed to give young people new and enriching experiences to develop their personal, social and vocational skills.

Purchasing equipment

- 5.21 Schools highlighted the value of being able to apply to purchase equipment and resources through WoW. Schools also applied for WoW funding to equip areas for children with additional needs. For example, one school applied to purchase disabled-friendly benches for their children/young people in wheelchairs. This school also planned to purchase sofas for its sixth form area, to promote social and emotional learning and interaction, and encourage students to stay in school more as school offers a safe place where they can engage in positive activities. For example, one school planned to set up a sensory area, to support students with disabilities to develop their hand-eye coordination. Some schools applied for sports equipment to support all students, but also particular groups, such as boxing equipment which they felt was particularly helpful to help manage behaviour and build confidence in some learners.

Transportation costs

- 5.22 WoW funding could be used to cover participants' transport costs. LAs typically decided to fund the travel costs for targeted groups, for example those living in rural areas. LAs reported having tried to plan activities located in walking distance for local communities, to reduce the risk of transportation being a barrier to participation. Some LAs reported attendance was affected by financial constraints on families, for example, not being able to afford the cost of fuel to drive children to activities. Where possible transport was organised by the education provider (for trips and overnight stays), and much of the delivery was planned to take place on the education site or in the local community, to minimise transportation costs.

WoW providers

- 5.23 All LAs ran a grant application process for potential providers. Providers tended to plan delivery by a mix of internal and external staff. Internal staff from LAs included members of childcare, play, community wellbeing and prevention and community development teams. Internal staff from FE institutions included teachers/technicians from vocational subjects (including photography, graphics, catering and sports), whilst schools included their Teaching Assistants in delivery plans. External staff recruited by FE institutions were identified among local businesses and

organisations offering specialist/niche skills and activities, including outdoor activity centres, therapists, musicians, artists and professional sports people. Involving internal staff was a practical consideration, given the short planning timescales. FE institutions also hoped that this approach would aid sustainability (i.e. being able to continue delivering at least some of the activities after the end of WoW funding) by building staff skills and giving them opportunities that would contribute to retaining them.

- 5.24 Within all WoW strands, external specialist providers were approached to deliver particular skills or expertise. For example, one school applied for WoW funding for an external music therapist to work primarily with looked after children. Another school planned WoW delivery by a professional paralympic athlete, in collaboration with the Youth Sports Trust, to promote the inclusivity of sport. Another school applied for funding for the military to run a two-day event for children in Years 2-6, to support their emotional and social development.

‘[We planned] teamwork, problem solving skills, critical thinking. It addressed all of those types of skills and confidence building.’ - (School lead)

Specialist providers for children and young people with disabilities

- 5.25 LAs engaged specialist providers to deliver activities for disabled children and young people. Some LA leads reported that the availability of specialist providers was limited in their area. Schools also planned specialist provision for disabled children and young people, such as funding additional teaching assistant (TA) time to provide one-to-one support for children to participate in sensory activities. These schools reported that the one-to-one work was necessary to promote children’s wellbeing and relieve stress. TA time was used to support children with autism and children who had recently arrived in Wales (for example, from Ukraine) to take part in WoW.

Welsh medium providers

- 5.26 All LA leads were aware of the need to offer Welsh-medium provision. However, availability of providers able to deliver through the medium of Welsh varied by LA. In some LAs, providers had staff who were able to deliver activities bilingually. Some

LA leads reported providing Welsh-medium sessions for participants who were interested in opportunities to use Welsh.

- 5.27 Some LAs explained that local providers lacked staff with Welsh medium skills, particularly in predominantly English-speaking counties. A small number of LA leads interviewed expressed the view that families in their area demonstrated low interest for Welsh-medium provision. Several LA leads felt it would have been helpful if they had requested information in the application from providers about the primary language of provision, and how they would cater for people who want provision in Welsh. One national organisation planned for young Welsh speakers as their main target audience. A FE institution highlighted that as part of their WoW planning, they had developed a partnership with ColegauCymru that would provide curriculum development opportunities beyond WoW, thus sustaining some of the benefits of WoW beyond the funding timescale.

Quality assurance of providers

- 5.28 LAs issued funding agreements to selected providers. All newly appointed organisations were required to meet the LA's quality standards. Examples of quality assurance processes included reviews of provider public liability insurance, health and safety policy and safeguarding policy. LAs also reported ensuring that all providers had DBS checks and risk assessments in place. LA strand leads reported that they had quality assurance processes and where possible carried out occasional monitoring visits to observe some of the activities delivered, although capacity was a barrier and limited the extent to which LAs could monitor providers' delivery. Combined with the speed at which providers were appointed, some LA leads had concerns about whether all quality assurance processes had been sufficiently covered.
- 5.29 National organisations reported in interviews that they already had robust quality assurance processes in place. One national organisation highlighted that monitoring visits were not always carried out, owing to widespread locations and tight timescale.
- 5.30 On several occasions national bodies received queries from providers which they passed onto the Welsh Government – such as whether parents/carers could be

included in the target numbers for outdoor activities (which also suggests lack of clarity around how to record MI).

- 5.31 Some of the FE institutions interviewed said they provided details of their financial regulations policy around costings to their providers, while external providers had their own safety procedures and public liability insurance in place. Some FE institutions also said they adhered to rigorous educational visits policies (for trips and overnight stays): group leaders prepared all the paperwork and risk assessments, which was reviewed by the institution's Health and Safety committee and signed off by senior management.

Work experience and volunteering

- 5.32 Volunteer workforces were part of some LA WoW models. These LAs reported having mobilised their existing volunteers to support provider delivery.

'The sheer volume of partners in communities that came forward surprised me, in terms of people that wanted to do something in their community - perhaps the pandemic has fostered that spirit of stepping up and volunteering.' (LA lead)

- 5.33 One of the national bodies planned volunteering opportunities for 14-25 year olds and paid work experience/ employment (for 16-25 year olds) to design digital and social media content into their WoW model. These activities were reported to be extremely popular and oversubscribed.
- 5.34 Several secondary schools planned work-related opportunities into their WoW provision. For example, at one school older children and young people were responsible for organising events and engaging younger children and young people.

Barriers and enablers to local planning

- 5.35 Programme leads across all strands experienced similar barriers and enablers to planning.

Barriers

- 5.36 A key theme across the national organisation and LA strands was planning how to spend a large sum of money within a short time frame and with a short lead-in time. Interviewees felt they had been able to spend the funds effectively, but noted that more lead-in time would have allowed for more thorough planning. The short time

period also meant that some struggled to engage staff to get involved in planning and delivery and LAs struggled to recruit additional staff to fill capacity gaps.

- 5.37 WoW was operating in the context of COVID-19 and changing national and local measures. LA leads explained that some events were cancelled or planned with restricted capacity, owing to COVID-19 safety measures. Some families were reluctant to take up offers due to nervousness around mixing with others and becoming unwell. The WoW guidance encouraged the use of outdoor venues where possible, causing some practical planning challenges during the winter months, given the poor weather and shorter daylight hours.

‘[Some activities] had to be cancelled or moved or changed or they went online... Hopefully [for the next WoW] we will be able to use indoor venues as opposed to trying to encourage our providers to use outdoor venues, which isn’t the best in the winter.’ - (LA lead)

- 5.38 As noted previously, a further barrier reported by LA leads was the delay in receiving the official marketing and branding guidance. This created uncertainty and meant that some providers developed their own WoW branding. One LA reported asking Welsh Government whether local programmes could be extended through to Easter, but this was declined. The short timescales and delays made it difficult to plan delivery and secure external delivery partners.

- 5.39 Another complication affecting local planning were last minute changes made to WoW monitoring information requirements. One LA commented that the mandatory data collection exercise was more in-depth compared with SoF. One LA lead said this change in requirement had been made by the Welsh Government “at the last minute” and that time spent helping providers to set up data monitoring systems had therefore been wasted locally

- 5.40 Recruiting delivery staff was reported by LA leads to be a challenge given the short-term nature of the funding, which meant some appropriate suppliers were already booked and not available.

‘Sometimes we had expressions of interest and it became clear that they would not be able to deliver everything they wanted to because of staffing.’ - (LA lead)

Enablers

- 5.41 Several factors were reported by LA leads to have facilitated the planning phase, namely having sufficient and good quality support from Welsh Government and having established relationships and connections with providers, which in some cases mitigated the short time period for planning. LA leads reported a high level of providers who had participated in SoF, offering services for WoW, and noted that this was because outdoor activities are popular as people felt safer mixing outdoors. This meant that FE and school providers were able to get up to speed with planning requirements quickly, and in some cases, draw on existing partnerships. National organisations also welcomed the option to build on existing relationship with partners/providers.
- 5.42 The WoW funding also gave LAs the opportunity to trial new activities that they had previously not had the funding for (such as skate park events for young people). Flexibility for LAs to reallocate funding worked well. In several cases, they reported that a voluntary sector provider anticipated requiring more funding and the LA was able to check with other providers and ask if they anticipated an underspend, and if so, the LA could reallocate funding to maximise reach.
- 5.43 Another enabler mentioned by some LAs was that involving the LA's finance team from the very beginning as opposed to at the end of the application process worked well. FE and school providers also welcomed the level of support provided by LAs. For example, one LA developed a grant information sheet to help FE institutions and schools easily understand what was required of them.
- 5.44 LA leads also commented that WoW enabled them to use the funding to recruit providers and address gaps – such as support for disabled young people – by providing resources to extend provision, purchase more equipment and deliver extra sessions. This was echoed by FE institutions, schools, and national bodies, which planned to provide new activities open to all (such as sports, arts and crafts) and targeted provision and equipment for specialist groups (such as sensory activities for ALN children, and overnight stays for young people who had not been away from home before).

6. Delivery

6.0 This section details how WoW was delivered, including the main activities offered, location, timing and language of delivery, whether transport was provided, providers involved, and the level of take-up and attendance. The findings are based on interviews with strand leads and the provider survey.

Participant profile

6.1 The participant survey provides an overview of the demographic characteristics of WoW participants. However, this data should be treated with caution as the survey was conducted with a convenience sample. Based on responses to the participant survey, more than half of participants were aged five to 10, and one quarter were aged 11 to 13. A full age breakdown is shown in the table below.

Table 4. Age breakdown of WoW participants

Age	Participants
0-4	5%
5-10	51%
11-13	26%
14-16	8%
17-20	8%
21-25	2%
<i>Base</i>	2,813

Source: participant survey

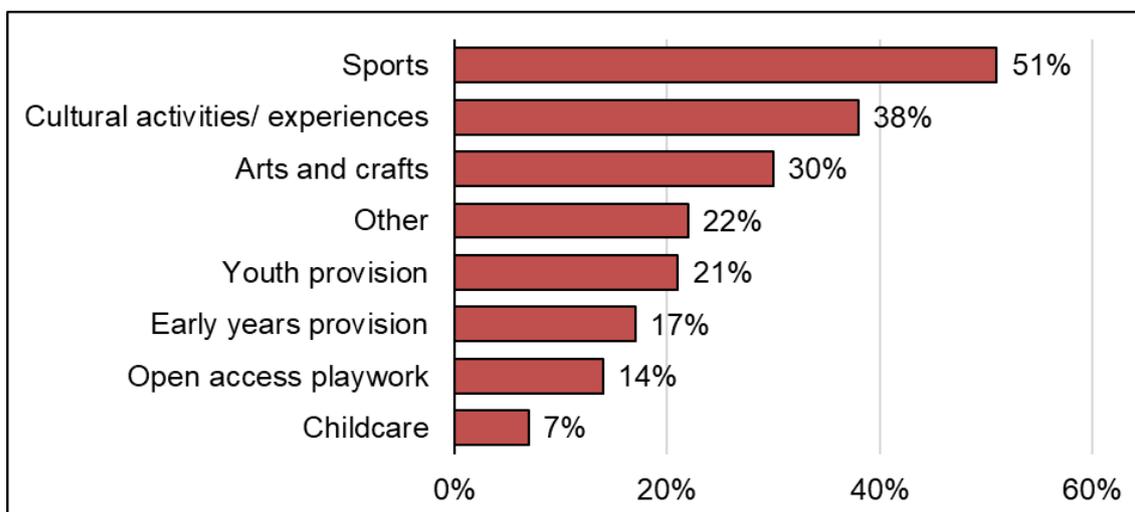
6.2 Slightly more participants identified as female (52 per cent) than male (45 per cent). Two per cent identified as another gender, and two per cent preferred not to specify their gender (n=2,801). Ninety per cent of participants identified as White, two per cent as Asia, two per cent as Black, and one per cent as each of the following: Arab, Mixed or Multiple ethnic groups, and another ethnic group. Three per cent preferred not to say their ethnic group (n=2,303). Ten per cent of respondents said they had a physical or mental illness lasting or expecting to last one year or more, 80 per cent said they did not, and nine per cent said they did not know (n=2,227).

Activities delivered

- 6.3 The types of activities delivered through WoW varied across the strands. Activities fell into broad categories of sports and outdoor activities, arts and crafts, events held in community spaces and trips, e.g. to the cinema or bowling. Examples of sports included yoga, general fitness, table-tennis, netball, football, parkour, and gymnastics, whilst outdoor activities included camping, caving, kayaking, paddleboarding, skating, gardening and mountain-biking. A broad range of arts and crafts activities, including sewing, cooking/ nutrition, singing, drumming, rap and DJing were also mentioned in interviews with strand leads. Cultural visits to museums and libraries were offered by LA leads and national organisations.
- 6.4 Activities focused on wellbeing were also offered, such as yoga, dog therapy and relaxation activities across all strands (including HE, as mentioned in the HEFCW report).
- 6.5 In some cases, there focus differed by age groups, such as activities designed to build confidence for older young people. For example, one LA targeted young people through young carers networks, and ran wellbeing activities for them, such as yoga. Activities focused on fun and socialising were the key focus for FE institutions. One FE institution used the funding to run a Festival of Fun for young people, including cinema trips, bowling, laser-tag, go-karting, bouncy castles, and coaching.
- ‘[Festival of Fun] was just for learners in friendships groups. Many were struggling to maintain or re-establish social ties. They had lost the art of conversation and paying attention to others, it was about bringing out social skills of interaction and enjoying yourself with others.’ - (FE lead)
- 6.6 National organisations tended to deliver activities through wide-reaching local and national events. For example, one national organisation ran 440 local and national events across Wales, whilst another held a WoW festival involving 27 different activities with over 50 programme sessions in local and national museums across Wales. Another national organisation ran 38 youth-led community and partnership projects. Please see Annex B for case studies provided by WoW providers.

- 6.7 School leads offered a choice of indoor and outdoor activities. Some schools offered specific activities for different age groups, whilst others took the opportunity to encourage older and younger children to socialise with each other. A small number of school leads mentioned offering academic learning activities, for example using cooking and nutrition or playing card games to teach maths skills.
- 6.8 Results from the provider survey, conducted with activity providers across all strands, gives an overview of the categories of activities offered. It shows the high prevalence of sport, cultural and arts and craft activities alongside a range of other activities.

Figure 3. Activities offered by providers



Base n=477; Source: Provider survey. Respondents could select multiple options.

Location of delivery

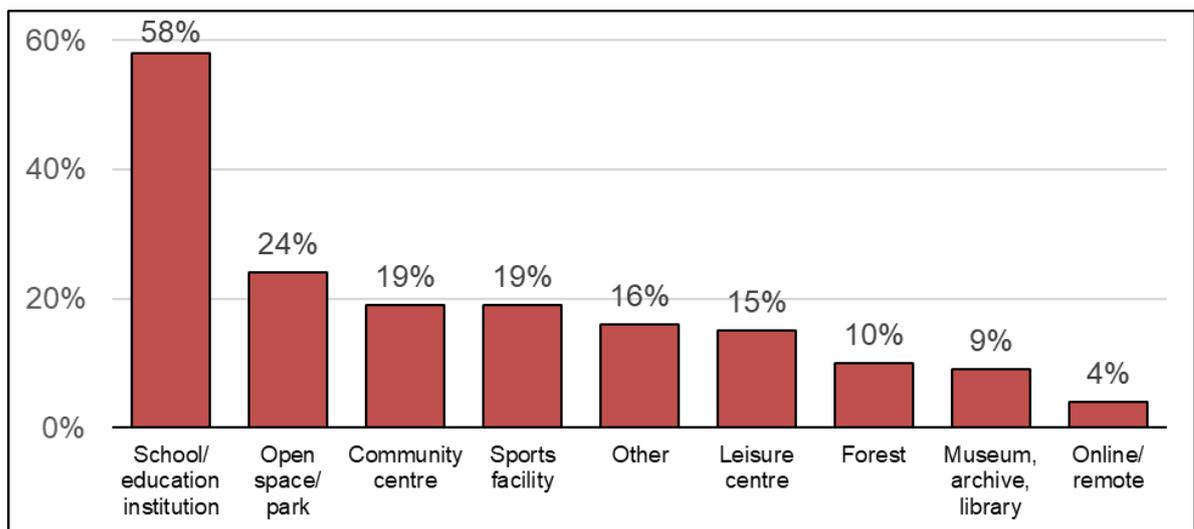
- 6.9 A key theme across LAs was the use of community spaces, such as family centres, leisure centres, libraries, or youth centres to run activities. One LA set up a wellness pop-up in a town centre where they delivered family activities designed to include all ages, including infant play areas, yoga and wellness sessions aimed at adolescents. This was similar for national bodies, where delivery was also centred around community spaces as part of local or national events.
- 6.10 Schools and FE institutions used their buildings to deliver activities where possible. In some cases, delivery took place in local leisure or sports centres. FE institutions

running 'fun days' used local entertainment centres, such as cinemas and bowling alleys.

6.11 Across all strands, outdoor activities were delivered in parks, forests, or local water-sports facilities.

6.12 The provider survey echoed the findings mentioned above from interviews with strand leads, showing that activities were delivered in a range of community spaces. Schools and education institutions represents the most common location where activities were delivered. This is likely largely because school staff completing the survey indicated that they used their own school facilities.

Figure 4. Where activities were delivered by providers



Base n= 478; Source: provider survey. Respondents could select multiple options.

Time and frequency of delivery

6.13 Across all strands, activities were run at varied times to allow as much involvement from the target groups as possible, including mornings, evenings, and weekends. Frequency of provision also varied, with providers running sessions one or more days a week around school hours, while others delivered activities during half term to encourage participation from children, young people, and their families.

6.14 By contrast, schools and FE institutions tended to deliver WoW activities around the school day. A major theme for FE institutions was catering to those at the oldest age groups, who were more likely to have additional responsibilities, such as

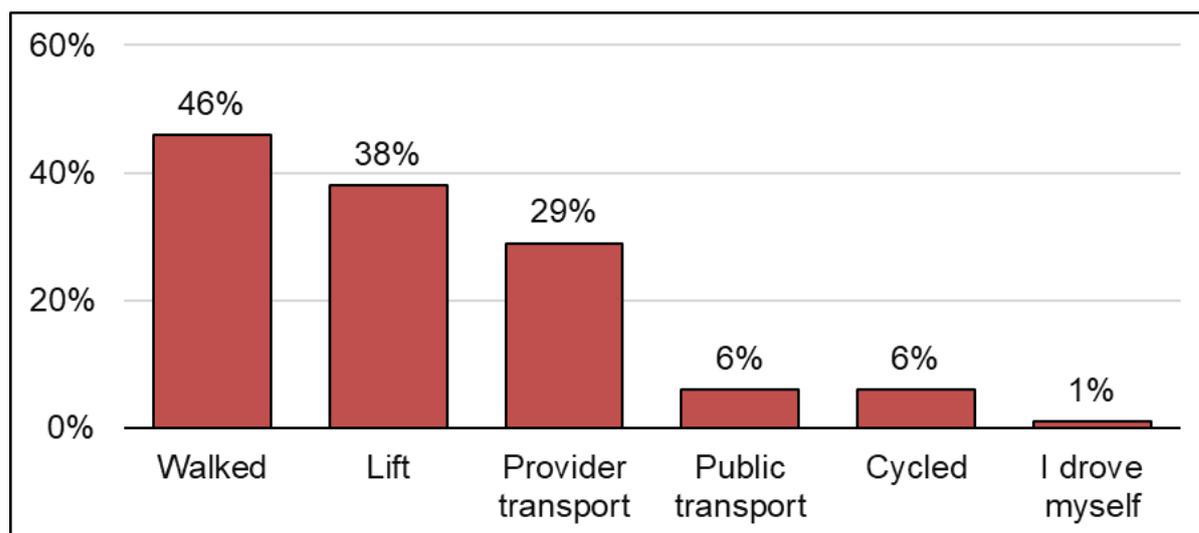
children or employment. Some FE institutions timed their offers flexibly to accommodate this.

Transport provision

6.15 Some LA leads and national organisations provided transport for specific opportunities, for example, a minibus to take participants to activities outside their immediate local area e.g. zip-lining, or to avoid transport barriers for those participating in targeted support offers. Schools and FE institutions offered transport to activities held off campus.

6.16 Survey results show that nearly one-third of participants received transport from the provider (29 per cent), however in most cases they made their own way to activities.

Figure 5. How participants travelled to activities



Base n = 2,315; Source: participant survey. Respondents could select multiple options. Base n for 18+: 136. Of those aged over 18, 24 per cent drove themselves to activities

Welsh-medium provision

6.17 The ability to include Welsh medium provision varied across strands and localities. Effort to include Welsh medium provision was a key theme across LA leads, where some tried to offer activities bilingually and allow children and young people to choose. One LA offered activities solely through the medium of Welsh, but this was not common practice. For others, effort was made to include Welsh medium in delivery, but it was not always possible to find providers who were able to deliver

bilingually or through the medium of Welsh. This was largely due to difficulties finding providers who could deliver activities in Welsh. In some instances, LA leads felt that it was important to foster inclusion by having the offer of Welsh and they were able to find providers that could offer activities bilingually.

'[The Local Authority] is one of the areas where Welsh is the first language in most of the areas, so a lot of the sports clubs they actually coach and play and do everything through the medium of Welsh, it's just a natural way of doing it. So I think it's creating that, you know, although there's two different languages within the county, that it is important that nobody is excluded because you only speak Welsh, or you only speak English.' - (LA lead)

6.18 The Welsh Government Welsh Language lead for WoW felt that Welsh medium was treated more as an add-on to activities that were funded as part of the Winter of Wellbeing programme. They could see that LA leads made efforts to ensure bilingualism but would have liked to see 'more creativity' when it came to the use of Welsh. This view was reflected by other respondents who said they felt it was difficult to deliver activities through the medium of Welsh.

6.19 A key theme amongst LA leads was that they struggled to recruit Welsh-medium providers for their youth provision. Some commented on the lack of availability of providers offering activities for older age groups, that included activities through the medium of Welsh

'We do find that youth range is missing for providers... but we funded the Welsh providers that we had but don't have anywhere near as many Welsh providers as English providers applying.' - (LA lead)

6.20 In some cases, opportunities for Welsh provision focused on cultural events. For example, one LA held an event that was Welsh themed that included opportunities to use Welsh. This method of encouraging Welsh medium through creative activities was something the Welsh Language lead had encouraged. Welsh provision was not common in the provision delivered by FE institutions. One FE lead described the use of St David's celebrations to encourage the use of Welsh.

'[On] David's day events for example, [we] were encouraging use of Welsh. And [there was] one case where they've used the money to get them [online resources] translated into Welsh so that they can offer them in Welsh as well.' - (FE lead)

Providers and procurement

6.21 Using this funding as an opportunity to build connections with new providers across the LA area, as well as maintain connections with providers they had used before, was a major theme for LA leads. Some set up a panel to process applications and offered a wide range of support.

'We organised a lot of support sessions for the providers, on top of emailing them, inviting proposals, checking proposals, issuing awarding emails to everybody, and attaching the grant agreements, the formal agreements which stipulated all their outcomes and targets and the dates that we required different sets of information.' - (LA lead)

6.22 Some LAs found procurement of providers challenging, particularly confirming that new providers had the correct COVID-19 policies and procedures in place, and uploading new providers' information to the Welsh Government's website. In some cases, LAs struggled to carry out quality assurance checks on new providers due to COVID-19 restrictions. For these reasons, some opted to use known providers.

6.23 A major theme for national organisation leads was the use of external providers to deliver activities, such as sport coaches, music teachers or providers specialising in family events. For example, one national organisation held 'meet the author' events for children in local libraries and digitally.

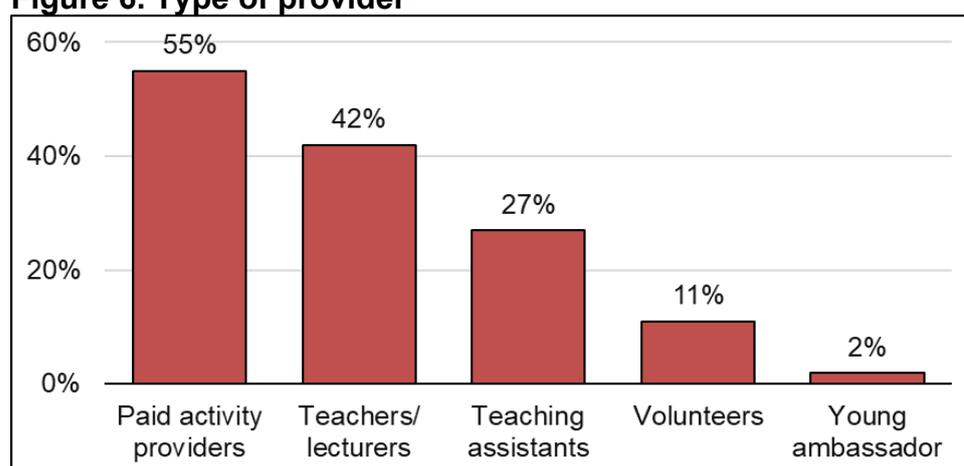
6.24 A theme for schools and FE institutions was the use of existing teaching staff to deliver activities within school. School leads who were able to use external providers felt positively about this, for example a school lead praised a provider for running fun games with children that also taught them confidence and leadership skills. In some cases, schools have continued to run activities with external providers after the end of WoW funding.

6.25 Some FE leads felt that, due to the tight timelines associated with this funding, they were largely unable to partner with national bodies or external providers to deliver

activities on campus. Some experienced difficulties around getting external providers to deliver activities on campus due to COVID-19 restrictions. Those who did want to partner with external providers got around these difficulties by holding events and activities at local leisure centres where existing centre staff could run provision. Others opted to use freelance instructors rather than established companies, as they felt companies would require more time to set up to deliver activities on campus. These freelance instructors were typically used to deliver specialist activities, such as animation, dance, or parkour.

- 6.26 In some cases, FE institutions offered childcare for older participants with young children to enable as many people as possible to take part in activities. Some FE institutions offered childcare on campus whilst activities were running or partnered with external providers that also provided childcare. Others combined provision for young adults and toddlers to allow those with children to attend the same activity.
- 6.27 Over half of all provider survey respondents (55 per cent) reported using paid staff to deliver activities. More than four in ten (42 per cent) used teaching staff and 27 per cent used TAs. School staff were typically paid an hourly rate to run WoW activities at school.

Figure 6. Type of provider⁸



Base n=482; Source: Provider survey. Respondents could select multiple options.

⁸ The provider survey was distributed to providers delivering WoW activities. This included LA providers, national organisations and schools. One of the questions in the survey was: "Which of the following best describes the staff who run your Winter of Wellbeing provision for children and young people?" (select all that apply): Teachers/ lecturers, Teaching Assistants, Paid activity providers including paid coaches, Young ambassador, Volunteers including volunteer coaches, Don't know

Volunteers

- 6.28 The use of volunteers to run activities represented a small proportion of the WoW workforce, across all strands. As Figure 6 shows, 11 per cent of respondents to the provider survey reported using volunteers. In a few cases, LAs asked for volunteers to get involved in provision of community events or to enable activities to run on a large scale.

Specialist providers

- 6.29 Across all strands there were examples of attempts to engage particularly vulnerable children and young people, including those eligible for free school meals, children with additional learning needs and disability or children with anxiety around transitioning back to school after COVID-19 related partial school closure. For example, one LA partnered with a local provider to run art sessions for young adults with severe learning disabilities. Another LA used an organisation that targets children and young people with physical and learning disabilities to run specific programmes for disabled children, including for children in care. However, some school and FE leads felt the short timelines meant they had little time to focus on more vulnerable children and young people, and families who would not normally engage in additional enrichment activities.

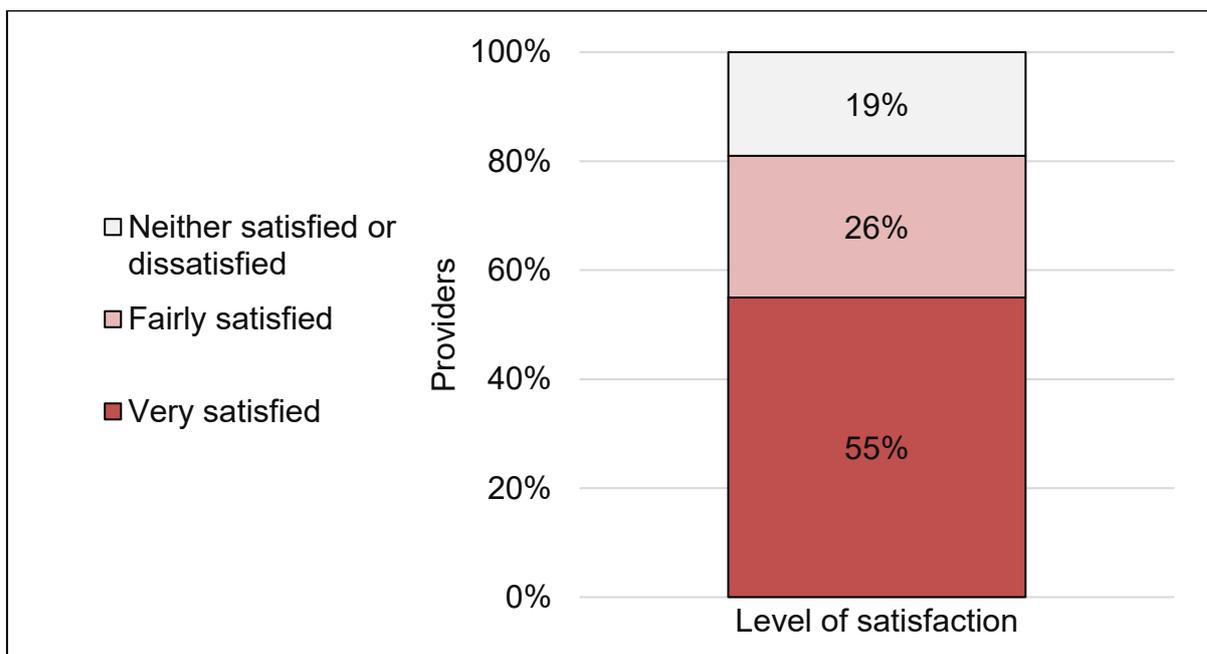
Older young people

- 6.30 Some providers experienced a drop off in attendance over time for those aged 16 and over, as well as difficulty engaging with this particular age group. This was a particular challenge for LAs and national bodies. However, across strands, attempts to engage youth and young adults were evident. Some LAs and national bodies made use of youth centres and organisations focused on youth provision to engage this group. One national organisation worked with local theatres to get older children involved in developing and performing a play for the community. Another partnered with a radio station to run a youth programme aimed at getting young people involved in the behind-the-scenes of radio production and podcasting.

Support from the Welsh Government

- 6.31 Providers' experience of the support received by the Welsh Government was extremely positive, with just over half (55 per cent) saying they were very satisfied and a quarter (26 per cent) saying they were fairly satisfied. None reported dissatisfaction.

Figure 7. Provider satisfaction with support received from WoW strand lead⁹



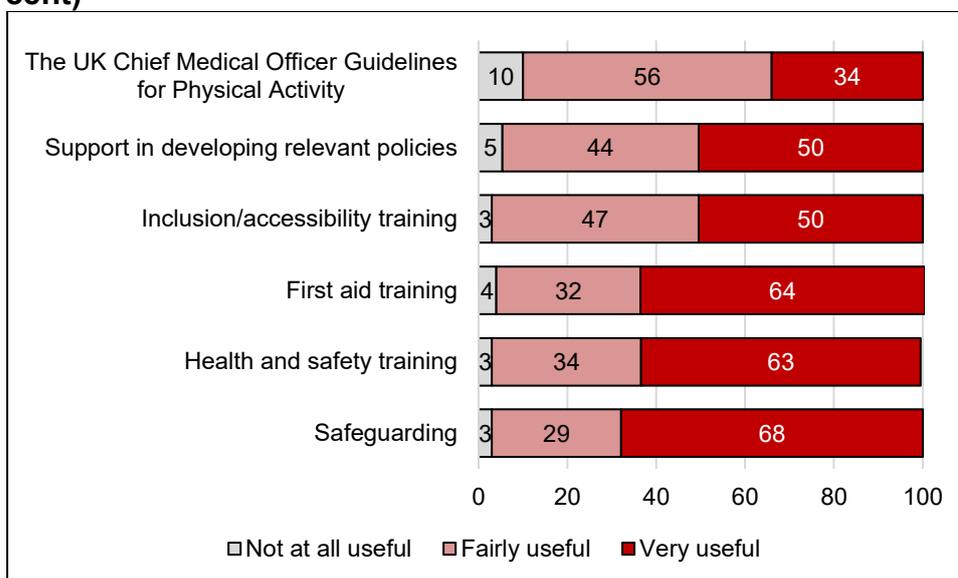
Base n= 277; Source: provider survey.

- 6.32 Overall, providers were satisfied with the training received to deliver WoW. Providers reported that the safeguarding training (68 per cent), health and safety training (63 per cent) and first aid training (64 per cent) were very useful, as shown in Figure 7.

‘The strand lead has been responsive to our queries and supportive and understanding on the complexities of the nature of our audience and the project we deliver.’ - (Provider survey respondent)

⁹ No respondents reported dissatisfaction

Figure 8. Provider satisfaction with training from Welsh Government (per cent)

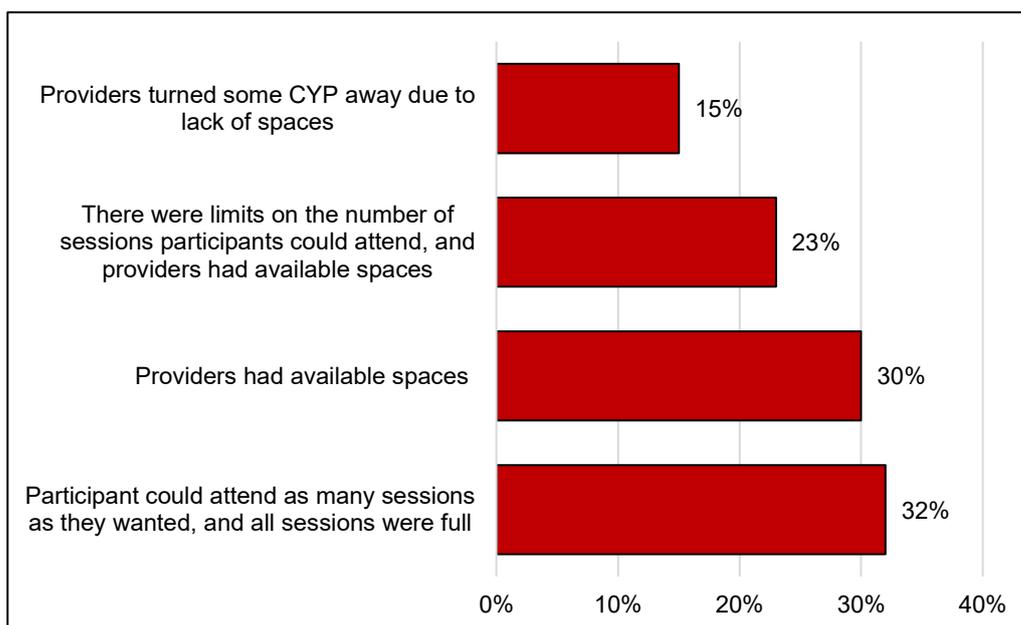


Base n= 134-100; Source: provider survey.

Sign-up and attendance

- 6.33 Some 30 per cent of providers reported having spare capacity during programme. Examples of this included schools where not all pupils participated or providers in rural areas where population density is low, so it is possible that the total number of participants could not realistically have increased much. Other providers (23 per cent) reported holding some capacity to allow specific groups of children/young people to access activities, but this was not taken up. Providers felt this was important to aid the targeting of the programme.
- 6.34 About one-third of providers surveyed (32 per cent) reported that they allowed participants to attend as many sessions as they wanted, and all sessions had been filled to capacity without having to turn anyone away. Additionally, 15 per cent had to turn some children and young people away.

Figure 9. Availability of provision



Base n= 454; Source: provider survey.

6.35 The main reason cited for turning children and young people away was due to being at participant capacity with their bookings (86 per cent)¹⁰. None said it was due to an inability to meet language, health or accessibility needs, which were the other options offered in the survey. Twenty-four per cent of respondents said this was for another reasons, such as lack of space, lack of staff, COVID-19 restrictions, and targeted provision where some of those wanting to participate did not meet the eligibility criteria.

6.36 A key theme amongst LA leads was that they were only able to organise activities to start after Christmas. This was due to the administration efforts required to set up all the external provision. However, some LA leads still felt this worked well.

‘Delivering something after the post-Christmas slump... raised emotional health and well-being, [and] also helped provide business at a time when [providers] haven't got much in the way of business.’ - (LA lead)

¹⁰ n= 63, source: provider survey

Enablers

- 6.37 Children and young people, and strand leads mentioned free provision as a key enabler to participation, as in many cases parents would not have been able to afford to pay for these activities:

‘I would like to be a dancer, I have not had the opportunity until now. The classes are normally too expensive for my family. [Other] free sessions are [...] ok, but this was different, this was excellent, it was like something from London. It made me feel that I could be a dancer, I could go and be on the stage.’ - (Young person, age 14, survey respondent)

- 6.38 Ease of access was also a key enabler, with activities delivered at school/FE institution in walking distance for most participants, e.g., in local community, youth, children’s centres, libraries, etc. In more rural areas, or in cases where activities were delivered in venues that were more difficult to reach, or outside of normal school hours, providing transport was an enabler.

‘[Transport] is essential and expensive... if we’re looking at inclusion and stuff like that, then you have to factor it in.’ - (LA lead)

- 6.39 Some providers offered childcare in order to enable both young adults and their infants/ toddlers to take part.

‘[Offering childcare was important], especially the families that haven’t got much money so can’t afford £25 a day for childcare for doing the normal [programmes] we would run. It gave them the opportunity [to attend] instead of having to miss out.’ - (FE lead)

Barriers

- 6.40 Tight timelines to deliver provision represented a key barrier across all strands. Short lead-in times impacted procurement, making it difficult to recruit new external providers and to get DBS checks and adequate COVID-19 policies in place. Some FE institutions and schools similarly struggled to organise enough provision or recruit external providers within the allocated funding timeframe. Some FE institutions only started planning after Christmas, giving them just two months to plan and deliver provision, which limited their offer.

- 6.41 COVID-19 restrictions and cancellations also represented a barrier, as they caused uncertainty and resulted in staff and participant absences due to illness and self-isolation requirements. Another challenge for providers was that they could not claim for non-attendance, and it was difficult to predict no-show rates in advance.
- 6.42 Offering suitable provision for youth and young adults was a challenge, particularly for LAs. Some LAs felt this was because they struggled to attract external providers offering activities aimed at those aged 16+, which was compounded by the short lead-in time. Some mentioned there was only a limited number of providers catering to the older age range within their specific area or that they offered very niche opportunities that lacked broad appeal.
- 6.43 Difficulties around meeting all the requirements within the ambitious scope of the project, including reaching every child and young person aged 0-25, led some to comment that a narrower focus might be more manageable and enable fuller provision to be offered. Others felt that short timelines meant they had to leave some groups out in order to focus on the majority.
- 6.44 Finally, strand leads mentioned the challenge of finding providers who could deliver through the medium of Welsh, which in some cases resulted in them offering fewer Welsh-medium activities than they would have liked. It was suggested that an injection of funding into building the capacity of Welsh-medium providers would help fill this gap.

7. Child and young people's experiences

7.0 This section presents children and young people's experiences of the WoW programme. It is based on data collected through the participant survey and focus groups with children and young people taking part in WoW activities across the LA, national organisation, schools and FE strands.

Motivations to participation

7.1 Children and young people surveyed, reported that the main ways they found out about WoW was through a childcare provider/school (38 per cent), word of mouth (32 per cent) or social media (23 per cent) (n=2,446)¹¹. Among those aged 18+, more than half (51 per cent) found out through their FE institution (n=313)¹². This was reflected in the focus groups, with those taking part in WoW through schools and FE institutions typically hearing about the activities from school/college staff directly.

7.2 The table below shows how participants heard about WoW, by age group. For participants aged 5 and under, the main source of information was social media (50 per cent), followed by childcare providers (17 per cent) and other sources. For primary and secondary school aged children (ages 6 to 10 and 11 to 15) the main way they heard about WoW was school (45 and 41 per cent respectively), followed by social media (21 per cent). All College and University respondents had heard about WoW from College or University.

¹¹ Respondents were allowed to select multiple options

¹² Respondents were allowed to select multiple options

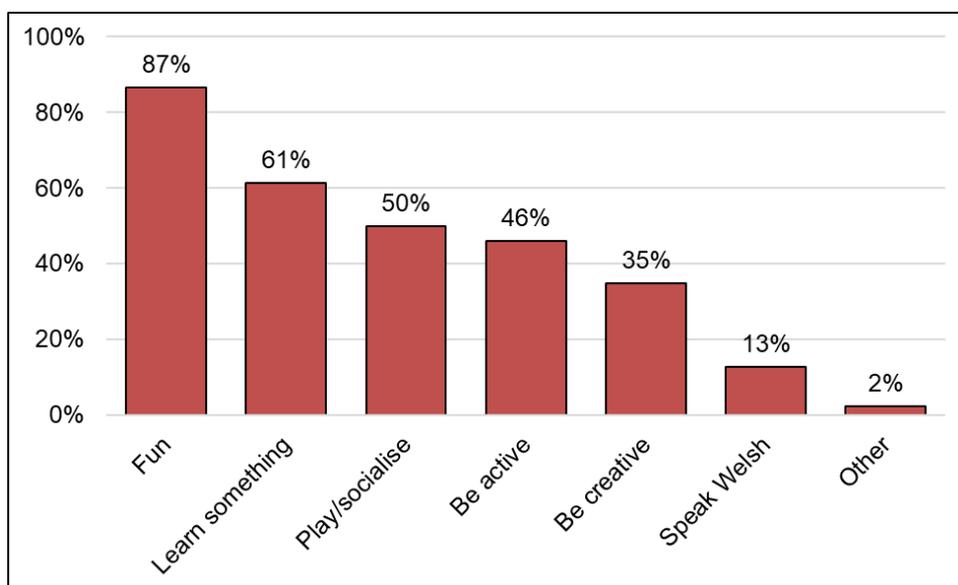
Table 5. How participants heard about WoW, by age group (percentages)

Age	Social media	Word of mouth	Poster/banner in my area	LA website	Childcare provider/school	FE institution	Other	Don't know	Base
0 to 5	50%	5%	4%	5%	17%	0%	17%	3%	157
6 to 10	21%	6%	5%	6%	45%	0%	6%	12%	1296
11 to 15	21%	4%	5%	4%	41%	0%	9%	16%	750
16 to 17	0%	0%	0%	0%	0%	100%	0%	0%	94
18+	0%	0%	0%	0%	0%	100%	0%	0	66

Source: participant survey

7.3 The participant survey identified the main motivations for attending WoW were to: have fun (87 per cent), learn something new (61 per cent) and play and socialise with others (50 per cent) as shown in Figure 10. More than one in ten (13 per cent) mentioned the opportunity to speak Welsh as a motivation for attending (n=2,460)¹³.

Figure 10. Children and young people's motivation to attend WoW



Source: Participant survey. Base: 2,460. Participants could select multiple options.

7.4 More than three quarters (78 per cent; n=2,310) of children and young people who completed the survey agreed 'a lot' or 'a little' that WoW helped them spend more

¹³ Respondents were allowed to select multiple options

time out of their house. Males were slightly more likely than females, those reporting their gender as other and those who preferred not to state their gender to ‘agree a lot’ that WoW had helped them spend more time out of their house (60 per cent, compared to 55, 51 and 45 per cent). A full breakdown is provided in the table below.

Table 6. Extent to which WoW helped participants spend more time out of their house, by gender

Gender	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot	Don't know	Base
Female	55%	22%	12%	2%	4%	5%	1,203
Male	60%	19%	11%	2%	3%	3%	1,023
Other	51%	30%	11%	0%	3%	5%	37
Prefer not to say	45%	13%	17%	2%	9%	15%	47
Total	57%	21%	12%	2%	4%	4%	2,310

Source: participant survey

7.5 Additionally, those who said they had a physical or mental health condition lasting more than one year, were slightly more likely to ‘agree a lot’ that WoW helped them spend more time out of their house than those who did not (63 per cent, compared to 59 per cent), as shown below

Table 7. Extent to which WoW helped participants spend more time out of their house, by disability status

Physical or mental health condition lasting >1 year	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot	Don't know	Base
Yes	63%	17%	13%	1%	3%	3%	223
No	59%	21%	11%	2%	4%	4%	1534
don't know	51%	22%	16%	3%	3%	5%	375
Prefer not to say	55%	22%	12%	2%	6%	4%	130

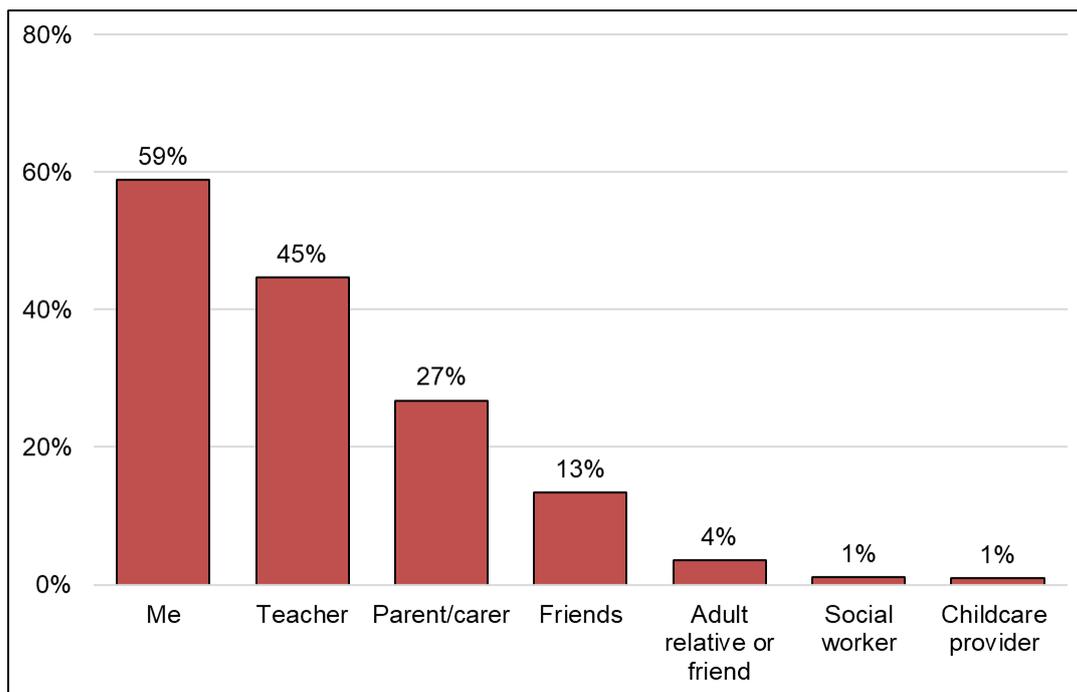
Source: participant survey

7.6 Focus group participants attending sessions run by LAs and national bodies, said that without WoW they would likely have been at home. Those who took part in activities run by schools and FE institutions said that without those activities they would have been taking part in regular lessons, or would have gone home. This suggests WoW added value by offering new and different activities and opportunities for children and young people. Those who took part in WoW activities during school holidays appreciated having something fun and interesting to do.

'In half term, because you're not doing school or anything it gets a bit boring, so it was nice to go out and have fun with interesting people you might have never met before.' - (Child/young person (LA strand))

7.7 When asked who decided they should take part in WoW activities, more than half of survey respondents (59 per cent) said it was their choice to attend the activities. A large proportion were also encouraged by teachers (45 per cent) and parent/carers (27 per cent) (n=2,497).

Figure 11. Person deciding child should take part in WoW



Source: Participant survey. Base: 2,497. Participants could select multiple options.

Participant experiences of WoW provision

7.8 Children and young people’s experiences of WoW were overwhelmingly positive. Nearly all (97 per cent) of participant survey respondents said they enjoyed taking part, with 77 per cent saying they enjoyed WoW ‘a lot’, 20 per cent enjoyed it ‘a little’, two per cent ‘not a lot’ and one per cent ‘not at all’ (n=2,739).

‘It was really fun and I learnt a lot’ - (Child/young person (National organisation strand))

7.9 The table below shows that those aged 0-5 reported the highest rate of enjoyment of WoW activities, with 92 per cent enjoying them ‘a lot’, while those aged 11-15 had the lowest rate of enjoyment, with 68 per cent saying they enjoyed activities ‘a lot’. However, it is worth noting that across age groups only small proportions did

not enjoy WoW 'very much' or at all (the highest proportion was 5 per cent for those ages 11-15).

Table 8. Participant enjoyment of WoW, by age

Age	Not at all	Not very much	A little	A lot	Base
0 to 5	0%	1%	7%	92%	188
6 to 10	0%	2%	18%	80%	1349
11 to 15	2%	3%	27%	68%	844
16 to 17	0%	2%	19%	79%	201
18+	1%	3%	15%	81%	157

Source: participant survey

7.10 The table below shows that there was no difference in responses between males and females. Overall participants greatly enjoyed WoW. The enjoyment ratings of those who described their gender as 'other', and those who preferred not to say their gender were slightly less positive. A full breakdown is provided in the table below.

Table 9. Participant enjoyment of WoW, by gender

Gender	Not at all	Not very much	A little	A lot	Base
Female	1%	2%	19%	78%	1,409
Male	1%	2%	20%	77%	1,219
Other	2%	4%	23%	70%	47
Prefer not to say	3%	7%	24%	66%	58

Source: participant survey

7.11 The table below shows that there were no differences in enjoyment of WoW across ethnicities.

Table 10 Participant enjoyment of WoW, by ethnicity

Ethnicity	Not at all	Not very much	A little	A lot	Base
Arab	8%	8%	8%	77%	13
Asian	0%	0%	24%	76%	55
Black	0%	0%	23%	77%	39
Mixed or multiple ethnic groups	0%	0%	22%	78%	32
White	1%	2%	18%	79%	2073
Any other ethnic group	0%	7%	29%	64%	14
Prefer not to say	1%	3%	26%	70%	73

Source: participant survey

- 7.12 The table below shows that participants who did not have a physical or mental health condition lasting more than one year, reported enjoying WoW more than those who did (83 per cent compared to 76 per cent said they enjoyed it 'a lot'). Those who said they did not know if they had a long-term health condition reported the lowest rate of enjoyment of WoW, with 64 per cent saying they enjoyed it 'a lot'.

Table 11. Participant enjoyment of WoW, by long-term health condition

Physical or mental health condition lasting >1 year	Not at all	Not very much	A little	A lot	Base
Yes	2%	3%	19%	76%	233
No	0%	1%	15%	83%	1,593
Don't know	2%	4%	30%	64%	397
Prefer not to say	1%	6%	24%	69%	137

Source: participant survey

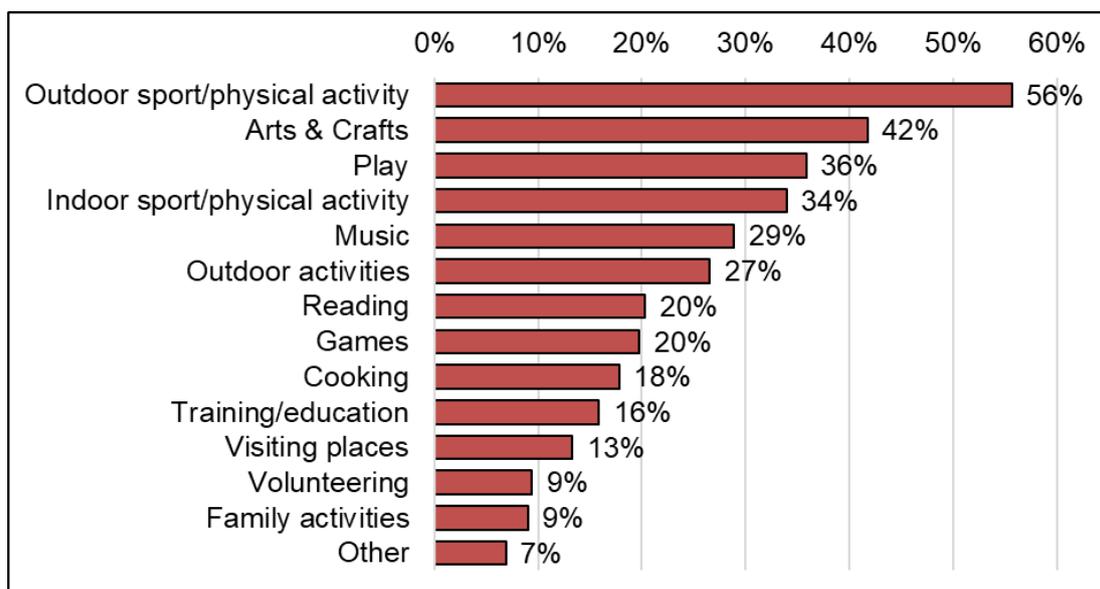
- 7.13 A key theme among children and young people interviewed and surveyed¹⁴ was that they enjoyed the variety and diversity of engaging and fun activities offered by WoW, and they found that it made the programme inclusive of people with different interests.

¹⁴ Open-ended question: "What did you like about the activities?"

‘I found it very exciting to be able to have a go at different activities on the yard with both of the Year 4 classes and I really enjoyed gardening because we got to plant different plants in our soil.’ - (Child/young person (School strand))

7.14 Activities mentioned in focus groups included sports (including basketball, hockey, football, rugby, frisbee, dance, parkour, archery, badminton), physical activities (e.g., bouncy castle, rope jumping, circuits and obstacle courses), outdoor activities (gardening, including growing food), games (such as puzzles, board games and card games), arts and crafts (for example sewing, colouring, woodwork, making films, animation, song-writing), wellbeing activities (such as laughing yoga and dog therapy), a range of other activities including mentoring and activities leading to a qualification (FE strand), as well as coding, cooking, teambuilding exercises, and going on trips. The activities survey respondents took part in are shown in below.

Figure 12. Activities children and young people participated in



Source: participant survey. Base: 2,513. Participants could select multiple options.

7.15 Table 12 below shows a breakdown of activities by age. Children ages 0 to 5 were most likely to take part in arts and crafts, play and indoor and outdoor sport and physical activity. Children ages 6 to 10 were most likely to take part in outdoor sport or physical activity, arts and crafts, and play. Those ages 11 to 15 were most likely to take part in outdoor and indoor sport or physical activity, arts and crafts, and play. Young people aged 16 and 17 were most likely to take part in outdoor and indoor sport or physical activity and visiting places, while those aged 18 and over were

most likely to take part in outdoor and indoor sport or physical activity, and training or education.

Table 12. Activities children and young people participated in, by age

Age	0 to 5	6 to 10	11 to 15	16 to 17	18+
Outdoor sport/ physical activity	12%	56%	50%	40%	30%
Indoor sport/ physical activity	12%	32%	30%	32%	26%
Arts & Crafts	15%	47%	31%	19%	18%
Games	2%	20%	19%	15%	11%
Childcare	3%	3%	3%	3%	4%
Play	14%	39%	30%	13%	12%
Cooking	4%	19%	16%	10%	7%
Visiting places	3%	11%	11%	20%	20%
Training/ education	1%	13%	17%	17%	21%
Volunteering	0%	9%	9%	10%	10%
Outdoor activities	9%	26%	24%	16%	16%
Family activities	8%	8%	7%	4%	6%
Reading	4%	23%	19%	7%	4%
Music	8%	32%	22%	15%	12%
Other	3%	6%	11%	6%	9%
<i>Base</i>	<i>448</i>	<i>1,373</i>	<i>874</i>	<i>208</i>	<i>164</i>

Source: participant survey. Respondents could select more than one option.

7.16 Females and males were most likely to take part in outdoor sport or physical activity, while those identifying with another gender were most likely to take part in arts and crafts. A full breakdown is provided in the table below.

Table 13. Activities children and young people participated in, by gender

Gender	Female	Male	Other	Prefer not to say
Outdoor sport/ physical activity	44%	58%	38%	43%
Indoor sport/ physical activity	31%	30%	31%	22%
Arts & Crafts	42%	32%	42%	37%
Games	17%	18%	27%	12%
Childcare	4%	3%	4%	2%
Play	33%	31%	25%	28%
Cooking	18%	13%	19%	12%
Visiting places	13%	10%	21%	8%
Training/ education	14%	15%	13%	15%
Volunteering	8%	9%	6%	12%
Outdoor activities	24%	23%	13%	28%
Family activities	8%	8%	10%	8%
Reading	19%	17%	13%	22%
Music	27%	24%	25%	25%
Other	7%	5%	13%	8%
<i>Base</i>	<i>1,444</i>	<i>1,249</i>	<i>48</i>	<i>60</i>

Source: participant survey

7.17 Children and young people mentioned they liked trying new activities, learning something new, developing skills and gaining confidence.

‘[Cooking] was a completely new experience and it was quite fun. The girl [who ran the activity] had good energy, so I liked that.’ – (Child/young person (School strand))

7.18 Activities which involved making something useful the children could then use were very popular, for example making bunting, working with clay and making models, bushcraft (making shelters), creating structures using planks and crates and water pipes so water could run through them, and making houses out of sponge bricks and block towers.

‘I like getting old stuff and making them better than they looked before.’ – (Child/young person (National organisation strand))

7.19 WoW participants also appreciated the opportunity to socialise with their friends and make new friends, including from different year groups, different schools and other youth clubs.

‘I liked that you were put in random teams to have a chance to make friends with other people.’ - (Child/young person, survey respondent)

7.20 Children and young people valued that the provision was inclusive, creating opportunities for those who might otherwise be less likely to take part in fun community activities. This included children with additional needs, young carers, refugee children, and those from low-income households.

‘I am a young carer, I look after my Mum and make sure my little sister is ok. I loved being able to go to the [WoW activity] and join in with [staff member]. I felt like a kid again, [...] most of my friends want to grow up and I guess I feel a little different. Just being able to lark around [...] made me feel great.’ - (Child/young person, survey respondent)

Providers and staff

7.21 Children and young people surveyed highlighted that providers and school staff delivering WoW were friendly and welcoming, and said they explained activities clearly.

‘They were really good, they explained everything clearly to us whilst we were taking part in the activities.’ - (Child/young person (FE strand))

7.22 Children and young people also valued having providers with specialist skills from whom they could learn. School-based activities delivered by teachers gave children and young people the opportunities to get to know their teachers better in an informal learning context. This was a positive step as teachers felt that, after so long in isolation, children and young people needed to feel supported and encouraged in a learning environment to help them improve their engagement, social skills, behaviour, and relationships with education.

7.23 Parents/carers reporting feeling that their children were safe when taking part in WoW activities. They also said providers made an effort to be inclusive of all participants.

‘I like the fact that it’s indoors, so it feels safer, secure with [...] the [staff] team and they’re all fantastic with the children. They’re really responsive to every child’s individual needs and wants.’ – (Parent/carer (LA strand))

Participant suggestions to further enhance WoW

7.24 Programme participants were extremely positive about their experiences, as reflected in their suggestions to improve WoW. They would have liked more activities, more frequent and longer sessions and for WoW to continue in the longer term. It was also suggested that timings could be more flexible to accommodate working parents/carers.

7.25 Other suggestions to improve the activities included: providing food (e.g., drinks and snacks) for families that attend; to deliver indoor activities in poor weather conditions and outside when it is nicer. Participants also suggested being given more opportunities to co-design activities.

‘Maybe we could [...] have a vote about which activities [to do] because we didn’t really get to decide. Some of the stuff – I wasn’t really into them.’ – (Child/young person (school strand))

7.26 Some school provision participants mentioned that they would have liked to mix with others more, for example other year groups, or to do activities outside of school, however they understood COVID-19 limited the possibilities to do this.

8. Learning and sustainability

Key learning from planning, set-up and implementations

- 8.0 There was a consensus that sufficient time is needed between announcing funding and programme launch. This would support effective strategic planning, involving a wide range of partners and encourage innovative practice. Partnerships formed through SoF joined up again for WoW, but the time constraints limited the development of new partnerships (although some new partnerships were forged through WoW and will continue). FE institution and school leads explained that planning time is needed to consult and recruit external specialist providers and would also enable lead applicants to consult children and young people to help shape provision. The timescales also constrained the scale of some provision, for example one national organisation wanted to extend their coverage to the whole of Wales, but this was not possible in the timescales.
- 8.1 LA leads would have liked a longer planning window, to convene online sessions with providers and/or establish an online provider forum to share good practice/learning. One stakeholder also suggested the potential for collaborative bids.
- ‘Going forward, we could encourage people to be more collaborative. You could have one application from 10 groups rather than 10 individual applications and get them to work geographically or thematically.’ – (LA lead)
- 8.2 Planning processes would be enhanced by distributing Welsh Government guidance on marketing and branding at the programme outset. Whilst providers welcomed the flexibility within WoW to create a local identity to some extent, they would have benefited from clearer guidance on requirements to use the national WoW logo and branding. LA leads anticipated that if there are future rounds, the marketing pack will only need updating, which should speed up distribution to providers.
- 8.3 Strand leads were often administering WoW in addition to a full workload. Future rounds would benefit from increasing staff capacity or bringing in an additional resource to manage the procurement process, to lessen the burden on LA teams.

8.4 All stakeholder groups recommended sustained investment in annual provision for children and young people. Some LA leads suggested spreading the same amount of funding across the year.

‘We always wanted more grant money, but in reality, a smaller amount of money over a longer period of time helps us plan everything much better.’ – (LA lead)

8.5 Longer-term funding would also help to recruit and retain LA and provider staff to support programme planning and delivery. For example, some LA leads struggled to recruit play workers because the grant period was less than six months. LAs noted challenges in making those type of roles more sustainable/permanent. Challenges in recruiting short-term delivery staff were echoed by FE institutions and school leads, resulting in some providers relying on internal staff and offering less provision.

‘Stop throwing large amounts of money every six months at us. It doesn’t work. It’s never going to work. It will enable us to do something, but we won’t be able to employ people to think about it and maximize the effort.’ – (LA lead)

8.6 The tight timescales resulted in limited collaboration and learning exchange between LA areas and providers. FE leads noted that most collaborative working was with existing partners or internal colleagues. Stakeholders at all levels would welcome building in time for these activities for future programmes. For example, Welsh Government leads were keen to create opportunities for direct engagement with groups of Head Teachers to share good practice, which could help design more comprehensive programmes in the future.

‘Communication is really important, not ‘doing to’ people but ‘doing with’. By-and-large, headteachers know best for their school, so you don’t want to be too prescriptive. Give them the broad parameters and let them design how they see fit, using pupils as a sounding board.’ – (Senior stakeholder, Welsh Government)

Considerations for sustainability

8.7 The legacy of WoW is evident from the perspective of both providers and LAs. Stakeholders built on existing partnerships established through SoF or forged new collaborative partnerships between LAs and providers through WoW. Stakeholders

are now more aware of local providers' capabilities and are committed to maintaining these partnerships beyond WoW.

8.8 Welsh Government leads, strand leads and providers also highlighted the need for longer term funding to see the effects of investing in communities, recognising that restricted timeframes reduce options for strategic planning and delivery. Stakeholders consistently advocated for sustained funding to support children, young people and families living with the long-term effects of the pandemic, and the increased costs of living. Annual funding rounds were recommended, in addition to prior notification to give LAs, FE institutions and schools time to plan and recruit external providers as needed. Schools recommended notification at least a term in advance; so that provision could be planned alongside other activities and the curriculum.

8.9 LA leads were also concerned that the short-term funding created expectations, which could not be sustained.

'That does worry me because we offer so much at the moment, which is great, but in one minute it's just going to stop and that doesn't help. It would be better reducing the funding and making it run over a longer period of time.' *LA lead*

8.10 These concerns were echoed by national bodies, reflecting that short-term funding can do more harm than good, by raising expectations and not being able to meet them beyond a short funding period.

8.11 LA, FE and school leads considered the inclusion of volunteering and work experience for older young people within the WoW model an important enabler for sustainability. One national organisation set a target to reach 500 volunteering hours for young people aged 14-25. Similarly, one FE institution provided volunteering opportunities at their holiday camp for young people from local high schools. This approach had the potential to boost internal capacity for future rounds, by developing further opportunities and progression routes for volunteers within the programme. They also supported children and young people's personal development and wellbeing, which in the longer term could enhance local communities and strengthen the local skills base and economy. Providers hoped

that some children and families would sustain the skills and interests developed by participating in WoW independently.

- 8.12 The importance of collecting monitoring data and evidence to support impact reporting was recognised across provider groups and is needed to help make the case for further funding.

‘It would have been helpful if we’d had a meeting with all the activity providers... a workshop around what’s expected of the monitoring information and the data collection... That, for me, is a key lesson.’ – (Senior stakeholder, Welsh Government)

- 8.13 FE leads also noted challenges for their finance teams in monitoring short-term funding pots and providing an audit trail. This highlights the need for more joined up thinking to establish monitoring systems which produce best value for money.

- 8.14 The breadth of the funding criteria was welcomed by LAs, FE institutions and schools, enabling providers to plug gaps and invest in target groups with diverse needs.

Ongoing benefits of funding

- 8.15 WoW has raised the profile of participating organisations and enabled them to enhance their reach in local communities. WoW also led to some providers who had not worked with their LA before subsequently being employed to deliver community-based play provision. This is also supporting the local economy by supporting the viability of specialist providers.

‘We get feedback from individual organisations that being involved in it has allowed them to raise their profile locally, and reach new audiences, and improve the viability of their individual service or business.’ – (Senior stakeholder, Welsh Government)

- 8.16 Some providers used WoW funding to purchase equipment and resources, and undertake small-scale structural repairs, which would support longer-term delivery, enabling other cohorts to benefit in the future.

‘That equipment will be there for the lifetime and children will benefit from that.’ – (LA lead)

8.17 This included purchasing sports equipment (such as paddleboards and mountain bikes), gardening and allotment equipment, furniture, and sensory aids. For example, a school lead explained how a sensory room built with WoW funding could change some children's behaviour.

'That 10-15 minutes in here can make a difference to someone's day every day. Whereas that 10-15 minutes straight into the class can mean that they are in trouble every day. Having that space that is specifically for feeling good and feeling well cannot be underestimated.' – (School lead)

8.18 Spaces refurbished using WoW funding will be utilised by FE institutions and school providers for more permanent health and wellbeing partnership working, such as with Child and Adolescent Mental Health Services (CAMHS).

8.19 WoW funding provided an opportunity for upskilling internal staff, and increased staffing capacity for example by funding school TAs to deliver extra hours, which they welcomed. School leads suggested that WoW had increased staff job satisfaction as a result.

'The enthusiasm levels have just spiked and that has a real impact on the children in front of them because, 'happy children, happy staff', but also 'happy staff, happy children'. It [the funding] really has had a community feel about it and it's been community facing.' – (School lead)

8.20 Due to the change in learners' attitudes towards school following WoW, some schools and FE institutions decided to continue running activities after the funding had ended. One school commented that the funding enabled them to get things off the ground and see where demand and need was; something they were previously struggling with.

9. Outcomes

9.0 This section presents perceived and self-reported outcomes for children and young people, parents/carers and families, providers, schools, delivery organisations, and local areas. Unexpected or unintended outcomes are also explored. It draws on interview and survey data.

Outcomes for children/young people

Fun, play/recreation and socialisation

9.1 Strand leads believed that WoW created opportunities for children and young people to play/have opportunities for recreation, and have fun. This was reflected in the participant survey, where 95 per cent (n=2,264) said they had fun.

‘They [children and young people] have been able to come together again and just be children – play, enjoy, have fun. They’ve been able to develop, build emotional skills, resilience and we’ve helped to promote their health and wellbeing, and their physical fitness. A lot of education has happened through the medium of play.’ – (LA Lead)

9.2 There was no difference between those with and without a long-term health condition in the extent to which participant reported having fun. However, males and reported having fun slightly more than females (74 per cent of males agreed ‘a lot’ that they had fun, compared to 69 per cent of females), as shown in the table below.

Table 14. Extent to which participants had fun, by gender

Gender	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot	Don't know	Base
Female	69%	19%	6%	2%	2%	2%	1,163
Male	74%	17%	5%	2%	1%	1%	987
Other	76%	8%	8%	0%	0%	8%	37
Prefer not to say	58%	21%	15%	0%	2%	4%	48

Source: participant surveys

9.3 Most of the providers surveyed (68 per cent, n=303) selected as a key intended outcome of their WoW provision for children and young people to feel more socially

connected. This was echoed in interviews, with children and young people saying they had spent more time with their friends and met new people.

9.4 Additionally, 68 per cent of children and young people surveyed (n=2,268) felt that WoW had helped them make new friends. There was no difference across gender and disability status in the extent to which respondents felt that WoW helped them to make friends.

9.5 Focus group participants said WoW was key in enabling them to interact and play/have opportunities for recreation with others, and make new friends, reducing the sense of loneliness and isolation they had experienced during lockdowns. Children and young people interviewed felt that the activities gave them the opportunity to mix with people they would not normally have spent time with, and helped them build friendships and teamwork skills which, in turn, strengthened their mental wellbeing.

‘I love representing my school by playing netball because I get to play with my friends and working as a team.’ – (Child/young person, survey respondent)

9.6 Parents/carers commented that by attending WoW activities run by their LAs, their children had been able to see their school friends outside of school and make new friends. This had enabled them to reconnect with friends and meet new people.

Mental health and wellbeing

9.7 The majority of providers selected improving (79 per cent, n=350) and maintaining (64 per cent, n=285) mental health and wellbeing as key intended outcomes for the children and young people attending their WoW provision. Strand leads interviewed felt confident that activities had a positive impact on participants’ physical, emotional and social wellbeing. Mental health was highlighted as having improved during WoW through the development of peer support networks, opportunities to address social anxiety, and increased awareness of support services.

9.8 The HEFCW report states that 100 per cent of HE participants surveyed stated they were ‘very satisfied’ with the event/activity they had taken part in, and 100 per cent said the event/activity had a positive impact on their wellbeing.

9.9 Two-thirds of young people surveyed (67 per cent) felt that WoW had helped them manage their mental health (n=627)¹⁵. A number of WoW activities were specifically focused on wellbeing, for example activities focused on relaxation or yoga. Some children and young people interviewed reported they were better able to focus on schoolwork as a result. The HEFCW report also mentions that improved well-being and health were key outcomes among participants at HE institutions. School lead interviews also suggested that involving children and young people in WoW activities acted as a catalyst for engaging them in other services. For example, one child/young person was previously disengaged in school and refused to access Children and Adolescent Mental Health Services (CAMHS) but responded positively to the school's cooking project and it was suggested that as a result, they were more willing to seek support.

Confidence

9.10 Increased confidence was a key benefit for the children and young people who participated in WoW, thanks to the opportunities they had to try new things and meet new people. Children and young people also felt more confident in communicating their ideas a result of participating in WoW activities, such as drama.

'When I did [the WoW activity], I enjoyed finally having a voice. I've never been the type to stand up and talk to groups of people because I never even knew where to start, but it helped me a lot.' – (Child/young person, survey respondent)

9.11 Some providers were able to provide work opportunities for young people as part of delivering WoW (paid and voluntary), for example volunteers from local high schools running holiday camps; health and beauty students providing sessions to other FE students; and children and young people being employed to work on digital and social media content. This helped children and young people to develop skills and increase their confidence as well as support them to recover from the effects of the pandemic. Some young people were able to gain qualifications, for example as sports coaches. School leads reported that the increase in vocational

¹⁵ This question was only asked to young people aged 12 and over.

opportunities helped some students make decisions about what they wanted to do when they left school.

‘I thought the activities we took part in on our trip provided me with amazing insight into the arts and what attending a drama school would be like. I feel as if the knowledge I have gained from this experience will help me with my further education and career choices.’ – (Child/young person, survey respondent)

9.12 A minor theme among secondary-school aged young people was that the support and encouragement received during WoW helped them feel more confident in their GCSE choices.

9.13 Parents/carers also felt that their children’s confidence had improved because of WoW.

‘It definitely made [my child] a lot more confident because, with lockdown, she hasn’t really had the chance to do a lot of social groups’ – (Parent (LA strand))

Opportunities to try new activities and develop skills

9.14 Nearly two-thirds of providers (62 per cent, n=444) selected developing specific skills and motivating children and young people to take up new interests or hobbies as key intended outcomes for WoW. This was echoed in the participant survey, with the vast majority of respondents saying that WoW helped them try new things (92 per cent, n=2,269), learn something new (83 per cent, n=1,292).

9.15 There was no difference across genders in respondents’ views of whether they learnt something new through WoW. However, those who did not have a physical or mental health condition lasting one year or more, were more likely to ‘agree a lot’ that they had learnt something new by taking part in WoW (68 per cent compared to 58 per cent). A full breakdown is provided in the table below.

9.16

Table 15. Extent to which WoW participants learnt something new, by disability status

Physical or mental health condition lasting >1 year	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot	Don't know	Base
Yes	58%	27%	9%	1%	3%	2%	216
No	68%	24%	5%	1%	0%	1%	1,510
Don't know	54%	32%	9%	1%	2%	2%	363
Prefer not to say	56%	26%	12%	3%	1%	2%	127

Source: participant survey

9.17 A key theme among children and young people was that they learnt new skills from taking part in WoW.

‘It’s been amazing, honestly. I’ve learnt [art] skills that I would never have been able to figure out by myself and it’s been so much fun.’ *Child/young person (School strand)*

9.18 Males were slightly more likely than females and those identifying as another gender to ‘agree a lot’ that they had tried new things as part of WoW (72 percent, compared to 69 and 68 percent), as shown in the table below.

Table 16. Extent to which WoW participants tried something new, by gender

Gender	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot	Don't know	Base
Female	69%	22%	5%	1%	1%	1%	1,176
Male	72%	20%	5%	1%	1%	1%	1,004
Other	68%	24%	3%	0%	0%	5%	37
Prefer not to say	63%	17%	10%	0%	6%	4%	48

Source: participant survey

9.19 Additionally, those who did not have a mental or physical health condition lasting more than one year, were more likely to ‘agree a lot’ that they had tried something

new by taking part in WoW (75 per cent compared to 65 per cent). A full breakdown is shown in the table below.

Table 17. Extent to which WoW participants tried something new, by disability status

Physical or mental health condition lasting >1 year	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot	Don't know	Base
Yes	65%	24%	5%	0%	3%	2%	214
No	75%	19%	4%	1%	0%	1%	1,515
Don't know	60%	27%	9%	2%	2%	1%	365
Prefer not to say	65%	23%	7%	1%	2%	2%	127

Source: participant survey

9.20 A theme from interviews with strand leads was that children and young people had the opportunity do things they had never experienced before, such as rock climbing, kayaking and cooking. Strand leads and participants explained that activities helped children and young people to develop soft skills, such as resilience, independence, teamwork and leadership.

‘It’s lovely to see, they’re all playing collaboratively, getting along with teamwork and skills. They are replicating those schemes during play times and lunchtimes.’ –
(School lead)

9.21 One national organisation lead described how they were able to show children and young people how reading can support their wellbeing by “escaping into another world, whether it’s because you can recognise and identify yourself in a book.” The programme provided children and young people with a safe space to explore strategies that had helped them during the pandemic and challenged perceptions of reading.

9.22 Additionally, one school lead who noted that training older children/young people as sports ambassadors through WoW had led to more structured sessions and greatly reduced first aid incidents when playing sports. Another school lead described

specific benefits for refugee children who were not yet ready to read and write in English but had developed their language skills through play.

- 9.23 Others mentioned increased empathy following a national organisation-led activity including The Alphabet of Emotions, Emotions crosswords, Emotions board games, making ‘empathy’ goggles/glasses and listening to stories promoting empathy. These activities helped the children be more empathetic outside school and towards their family and friends.

Physical activity

- 9.24 Around half of providers surveyed selected improving (55 per cent) and maintaining (48 per cent) their physical health and motivating them to continue regular physical activity after WoW (46 per cent) as key intended outcomes for the children and young people attending their WoW provision (n=444).
- 9.25 The vast majority of participant survey respondents (87 per cent; n=2,240) felt that WoW had helped them be more active. Many children and young people interviewed and surveyed said that they enjoyed taking part in sport and physical activities.

‘[It] made me feel more energetic being outside instead of sitting in a chair. It made me feel really happy working in a team with my friends.’ – (Child/young person (School strand))

- 9.26 Males were more likely than females and those identifying as another gender to ‘agree a lot’ that WoW had helped them be more active (70 percent, compared to 64 and 51 per cent), as detailed below.

Table 18. Extent to which WoW helped participants be more active, by gender

Gender	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot	Don't know	Base
Female	64%	21%	8%	3%	3%	2%	1,162
Male	70%	20%	5%	2%	2%	1%	988
Other	51%	30%	8%	3%	0%	8%	37
Prefer not to say	48%	23%	17%	0%	6%	6%	48

Source: participant survey

9.27 Those who did not have a physical or mental health condition lasting more than one year were slightly more likely to ‘agree a lot’ that WoW had helped them be more active (68 per cent compared to 64 per cent). A full breakdown is provided in the table below.

Table 19. Extent to which WoW helped participants be more active, by disability status

Physical or mental health condition lasting >1 year	Agree a lot	Agree a little	Neither agree or disagree	Disagree a little	Disagree a lot	Don't know	Base
Yes	64%	19%	8%	2%	3%	3%	212
No	68%	20%	6%	2%	2%	1%	1,499
Don't know	59%	24%	8%	4%	3%	2%	356
Prefer not to say	59%	23%	8%	3%	5%	2%	129

Source: participant survey

Welsh medium

9.28 A sizable minority of providers (16 per cent; n=444) selected improving Welsh medium skills as a key intended outcome of WoW. Provision widened access to Welsh heritage through cultural events, and access to activities delivered through the medium of Welsh. Some FE institutions adapted their focus from mainly supporting Welsh speakers to encouraging the development of Welsh learners.

9.29 Interviews with school leads suggested that WoW activities provided an opportunity to introduce Welsh medium in a fun, informal way which participants found engaging. For example, one school introduced Welsh words through puppet shows and noticed that after the end of the programme, participants continued to use Welsh medium when playing with the puppets.

Outcomes for parents/carers and families

9.30 A theme from LA lead interviews was that parents/carers and families benefited from seeing positive outcomes for their child/ren, primarily because they were grateful that their child/ren were given the opportunity to take part in activities they

would not otherwise have had, due to financial constraints. This was seen as reducing stress for families and benefiting their mental wellbeing.

‘A happy child makes a happy parent.’ - (LA Lead)

9.31 Where activities and events were attended by whole families, LA leads reported that this provided opportunities for bonding and strengthened relationships between family members. For example, a school lead said they felt children and young people who typically fought with siblings now get along because of the WoW afterschool club. This was seen as particularly important where families had experienced high levels of stress during the pandemic, which may have strained relationships. In some cases, WoW activities incorporated parenting skills, with books and tools provided to encourage parents/carers and families to continue activities at home and beyond the WoW programme. For example, one LA lead said that families had provided positive feedback about attending sessions with playworkers, as this changed the dynamic in which they interacted with their child/ren.

9.32 Parents/carers also commented on how they were able to engage with other parents/carers and relax while their children participated in the activities.

‘You’re almost able to kind of sit back and relax a little bit and catch up with other parents, you know, and share your own stories, you know, and offer advice [...], while you know your children are well looked after and they’re safe.’ – (Parent (LA strand))

Outcomes for organisations delivering WoW

9.33 LA leads noted that WoW gave providers an opportunity to raise their profile in their local area and engage with more children and young people and families, which they felt would have a lasting effect beyond the period of funding. Furthermore, providers were motivated by seeing that they had made a difference for families. LA leads felt that previous funding cuts had negatively affected staff morale and WoW provided a “real boost”.

9.34 Outcomes for schools and FE institutions centred around nurturing a sense of community and making school a positive place where to be.

‘Schools tend to become viewed as, not quite hostile, but not very welcoming places either. [WoW] gets youngsters back to being in touch with school.’ – (School lead)

- 9.35 School leads reported that WoW created opportunities for children and young people to engage with teaching staff outside of the classroom, improving the relationship between them, and making school as a welcoming place. This led to improved school attendance and greater engagement in school from learners, as well as improved job satisfaction reported by staff.
- 9.36 A strong theme from school leads was that they had observed a positive difference in children and young people’s behaviour, which they felt was due to engaging in WoW activities.
- ‘There are noticeable differences in children who have been disruptive in class now settling down and being more engaged. By being chosen [to take part in WoW], it’s made some children feel very special.’ – (School lead)
- 9.37 One school lead described a decrease in reports of anti-social behaviour in the area since introducing free swimming passes. They felt this highlighted the need to offer free activities for children and young people.
- ‘Where they have got something to do, if something is there on offer, then they do choose to do that positive activity rather than engage in negative behaviour.’ – (School lead)
- 9.38 An outcome mentioned across strands was that the equipment purchased using WoW funding would benefit the organisation/school and children/young people taking part in activities beyond the end of WoW. Sport equipment, cooking utensils and musical instruments were examples of items that were bought by schools and providers.
- 9.39 Additionally, strand leads interviewed suggested that many of the relationships developed between delivery organisations have and will continue beyond the WoW programme, for example a school lead noted that they have established relationships with music therapy, sports and tennis providers who have continued to offer paid activities following the WoW’s success. Another maintained links with a

local band which had supported a community concert, meaning the school now has access to technical resources, such as lighting and microphones.

‘It wasn’t just a one-off activity. It’s been kind of, the hub of everything we’ve done this year.’ – (School lead)

Outcomes for local areas

9.40 Findings from the provider survey¹⁶ suggest that providers aimed to create new opportunities for staff and volunteers, including upskilling; improve collaboration with local schools and businesses; improve staff and volunteer confidence and self-esteem; and foster community cohesion. This was highlighted in interviews with strand leads as well, who reported that they prioritised the use of local providers and facilities to help the local economy, for example using local cinemas, bowling venues and bus companies, rather than providing vouchers for national chains.

9.41 A strong theme from senior stakeholder interviews was that the programme encouraged greater collaboration between local areas, voluntary organisations, schools, FE institutions and HE providers and resulted in better information sharing and relationship building.

‘We didn’t want people working in silos...it’s about sharing, knowing what’s there and who can use it.’ – (Senior stakeholder, Welsh Government)

9.42 In addition, senior stakeholders from the Welsh Government recognised that officials working in different policy areas had worked more closely and collaborated more than previously.

‘For example, we have [in the past] worked with the curriculum division [in the Education, Social Justice and Welsh Language Group] to draft guidelines and documents. But this time round we have been able to have conversations [with officials responsible for other policy areas] around the kind of activities you might want to include as part of the education set up. It’s given us an opportunity to be at the table in terms of discussions of school reform. And similarly with sports colleagues.’ – (Senior stakeholder, Welsh Government)

¹⁶ Open text question

9.43 LA leads highlighted that the WoW programme saw an increase in outside provision, for example local parks and community events in outdoor spaces, which they hope will continue beyond the programme period.

10. Recommendations

10.0 This section presents recommendations for future programmes of enrichment activities for children and young people. Information is drawn from interviews, surveys and discussions at the round table.

Retain the focus on fun and play

- Strand leads and programme participants believed the focus on fun and play/recreation was crucial to support positive outcomes for children and young people's physical and mental wellbeing, and should be retained.

Longer-term investment

- All participant groups recommended sustained investment in all-year round provision for children and young people. Longer-term funding would also help to recruit and retain provider staff to support programme planning and delivery.

Longer lead-in time for planning and set-up

- There was a consensus that sufficient time is needed between announcing funding and programme launch. This would support effective strategic planning, involving a wide range of partners, and create more opportunities to co-design the programme with children and young people.
- Additional set-up time would also enable strand leads to carry out some background research to identify the most appropriate balance between universal and targeted provision, and develop partnerships with suitable providers.
- A longer planning window would have allowed strand leads to convene online sessions with providers and/or establish an online provider forum to share good practice/learning.
- There was also a suggestion that additional time could have allowed for collaborative bids among providers.

Strengthen support for strand leads

- Strand leads and senior stakeholders welcomed the breadth of funding criteria to allow leads to meet their local needs. Training and support provided by the

Welsh Government was appreciated and should continue to be delivered in future programmes.

- The change in guidance to allow provision of refreshments as part of activities was welcomed. This flexibility, and other freedom to purchase equipment and provide transport was said to add value and support take-up of activities.
- Strand leads typically administered WoW in addition to a full workload. Any potential future rounds would benefit from increasing staff capacity or bringing in an additional resource to manage the procurement process, to lessen the burden on strand leads.
- Planning would be enhanced by distributing Welsh Government guidance on marketing and branding at the programme outset. Whilst providers welcomed the flexibility to create a local band identity to some extent, they would have benefited from clearer guidance on requirements to use the national WoW logo and branding.
- More detailed guidance around MI collection should be offered, to ensure data is collected efficiently and effectively across providers and strands. Support should be offered to providers who are struggling to record MI accurately, to ensure it is collected consistently and accurately.
- Any similar schemes in the future may wish to consider early on whether personal data is required, and if so, make arrangements in line with UK GDPR for this data to be collected and shared with an independent evaluation company.

Enhance reach and inclusivity

- Senior stakeholders and strand leads highlighted the importance of free provision, particularly for low-income families, to support children and young people's wellbeing and offer them opportunities they may not otherwise have. The ability to use funding to provide food and transport were seen as crucial in making provision more inclusive.
- Offering suitable provision for youth and young adults was a challenge, partly due to the difficulty finding providers catering to that age group. The inclusion of FE institutions and HE providers helped to fill this gap. Future provision could

increase the scale of these strands, and maintain the offer of volunteering, mentoring, work placements and offering certification of attendance. Additionally, co-producing the offer with young people would increase their involvement and engagement.

- The inclusion of Welsh medium provision was stipulated in the programme guidance. Some strand leads reported a lack of local providers with Welsh medium skills and recommended strengthening the capacity of providers to offer activities through the medium of Welsh.

Methodological recommendations

- Similar studies in future may benefit from the inclusion of observation of activities, and in-person interviews with providers and children, young people and families.
- 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.

Reference section

Children's Commissioner for Wales (2021). [Coronavirus and Me](#).

King's College London (2022). [An isolated generation: the impact of COVID-19 on children and young people](#).

Welsh Government (2021). [Renew and reform: supporting learners' wellbeing and progression](#).

Welsh Government (2021). [Summer of Fun evaluation](#).

YoungMinds (2021). [The impact of COVID-19 on young people with mental health needs](#).

Annex A Data collection tools

Senior stakeholder, Welsh Government – Interview topic guide

Background – about them / WoW programme

- Roles and responsibilities
 - Job role, organisation, (brief outline of) responsibilities
 - Involvement in Winter of Wellbeing and/or how it fits with the organisation you represent
 - Check if they are involved in the ‘changes to the school day’ trial
- Overview of the programme and funding model
 - Why is WoW/changes to the school day 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 is intended to be implemented across Wales
 - Why is it needed
 - Rationale for delivery via three funding streams – LAs, national bodies, schools
 - How it complements existing provision
- Role of LAs / national bodies / schools, FE + HE organisations
 - Guidance and information for each of the three funding stream lead organisations
 - What was provided?
 - How and when information was communicated?
 - How LAs/national bodies/schools/ FE / HE organisations responded?
 - Explore value of giving organisations flexibility vs a prescriptive approach
- Target groups
 - Who is WoW aiming to reach and why
 - Expected participation rate
 - Considerations for:
 - reaching youngest/ middle / oldest age groups
 - reaching CYP in rural areas
 - 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 WoW and why
 - What is new/different about WoW compared with existing and previous provision
 - What gaps in provision remain

- Expected outcomes and for who
 - How will it benefit
 - children/young people
 - families
 - local providers
 - national providers
 - local areas
 - schools, FE + HE organisations

Lessons learnt and recommendations

- Reflections on programme development
 - Key issues/unexpected events that impacted planning or delivery
 - Lessons learnt developing and setting up the WoW programme/ school day trial programme
 - Experiences of joined up working with Welsh Government officials and senior stakeholders from sports, arts and culture, education, play
- 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

Strand leads (LA, National organisation, Schools, FE leads) – Interview topic guide

Background – about them / WoW programme

- Roles and responsibilities
 - Job role, organisation, (brief outline of) responsibilities
 - Involvement and responsibilities in Winter of Wellbeing
 - For LA leads / national bodies – check if they were involved in Summer of Fun

Programme design and set-up

- Overview of how you organised the WoW programme
 - Check name/branding for WoW locally/strand of provision
 - Local context / key considerations (e.g., local population needs/school needs)
 - Who was involved in planning / delivery
 - Your organisation
 - Any partners – explore if these are new or existing relationships
 - Involvement of children, young people and families voice in planning which activities should be offered
 - How the model fits with previous approaches to community/school/FE/HE provision coordination
 - How WoW complements other Covid-19 recovery initiatives
 - Social activity
 - Mental health
 - Physical activity
 - School engagement
 - Communication and support from Welsh Government
 - Communication / support received
 - Guidance
 - 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
 - What lessons have been learnt
 - Opportunities for collaboration
- New partnerships/collaborations developed Benefits and challenges of collaborations

Programme delivery

- Activities
 - What activities are you running?
 - What's available across 0-25 age range. Probe on specific activities per age/age groups.
 - Timeline - are activities available across 1 October 2021- 30 March 2022 period
 - Difference in activities / quantity on offer during term time and school holidays (interviewer note: FE and HE activities are only offered during holidays)
 - Localities (for national provision)
 - Locations of activities –schools, community settings, outdoors
 - Why were particular activities/locations chosen?
 - Transport provision

 - What is new/different about WoW compared with existing and previous provision
 - What gaps in provision remain and for who?

- Providers
 - Procurement process – e.g., split of new vs. existing providers
 - Support offered to providers – what is available
 - Quality assurance processes – e.g., spot check?
 - Opportunities for providers to share learning / good practice – frequency and format of these
 - Challenges/ what has worked well – in setting up providers for WoW

- Target groups
 - Who are you aiming to reach and why?
 - Expected and actual uptake of WoW offer
 - Have some activities / locations had better uptake than others
 - Explore reasons for this
 - Considerations for:
 - reaching youngest/ middle / oldest age groups
 - reaching CYP in rural areas
 - reaching most vulnerable and or disadvantaged
 - accessibility and inclusive provision (e.g., Black, Asian and minority ethnic CYP, CYP with additional needs, Welsh language provision)
 - How will you know if target groups are reached

- Marketing / branding
 - Promotion/engagement methods you and your providers using to reach CYP/families to encourage take-up
 - More/less successful approaches and for which groups of CYP
 - How useful has WG guidance on marketing and branding been and reasons for this

- Delivery
 - Is delivery running as expected / intended
 - What have been the key barriers / enablers to implementation?
 - Is the WoW appealing to CYP and providers – or would they like a different type of support/activity

Programme outcomes/impacts

- Expected outcomes and for who
 - How will it benefit children, young people, families and local areas?
 - Short-term and longer-term outcomes
 - COVID-19 recovery
 - Physical activity levels
 - Social, emotional, and mental wellbeing
 - Preparation for school/learning
 - Differences in outcomes by groups of young people (age, gender, ethnicity, etc)
 - Other
- Considerations at planning/implementation stages to ensure sustainability of provision and of outcomes
 - Perceptions about potential legacy for local area / your organisation – e.g., equipment, resources, approach to provision planning

Lessons learnt and recommendations

- Reflections on programme development
 - Lessons learnt developing, setting up and delivering the WoW programme
 - Did you share learning with others? If so, who? How?
 - Did you learn from others? In what circumstances? What did you learn? Were there opportunities to apply the learning?
- Recommendations for future similar provision
 - National policy and practise
 - Local policy and practise
 - Supporting providers
- Check if there is anything else you would like to tell us about WoW

Children and young people focus group topic guide

Background

- What is your name?
- What's your age?/ How old are you?
- Have you been coming to [name of club/place] before this term?
 - 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 coming [here/to name of club/place]?
 - Do any brothers/sisters/friends come as well?
- Have you been to any other similar clubs/activities?
 - Which ones and when?

Reason for attending

- Who decided that you should go to [name of club/activity] this term?
 - Why did you/they think you should go to [name of club/activity]?
 - Were there any reasons why you might not be able to or want to attend [name of club/activity]? Probe: examples and detail such as logistics, level of interest, transport, costs.
- What would you have done instead of attending [name of club/activity]?
Probe: for examples and detail, e.g. Have you stopped any clubs or activities because you have been coming to this one?

Thoughts on the club/activity

- What do you think about [name club/activity]?
 - What do you like?
 - What do you not like?
- While you have been at [name of club/doing name of activity], have you...?
 - Done any activities? E.g. physical activity, sport, creative, art, cultural, music, trips, volunteering-for older young people only
 - Have you learnt anything new?
 - 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?
- What do you think of the people that run [name of club/activity]?
 - What is good/not good about the people/leaders/teachers/coaches?
- How does [name of club/activity] compare to...
 - Other after school/half term clubs/activities you have been to?

- Other activities you might have been doing this term/half 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?
 - **People/Leaders**- 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 club/activity?
- What type of things would you like to do in the in the future?

Outcomes

- What difference has coming to [name of club/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** (Probe for opportunities to *speak* Welsh. Is this opportunity to use Welsh as part of the club/activity something you don't usually have?)
 - If you had the opportunity to use Welsh, has this made a difference to your Welsh skills and confidence? If not, what has this meant for you? Would you have preferred more chances to speak Welsh?
 - **New skills** (Probe for additionality- were they skills you wouldn't have gained without the programme?)
 - **Meet people** / new friendships (Probe for reducing loneliness and isolation through meeting other people)
 - **New experiences** (Probe for additionality- were they experiences you wouldn't have gained without the programme?)
 - **Health and wellbeing** (secondary school only - Probe around maintaining or improving physical and mental health)
 - Will you do more of the activities you've done here in the future? (e.g. continue to do a particular sport)
- What, if anything, will you tell your friends/family about [name of club/activity] when you see them?
 - What do you think they will think about that?
- Is there anything else you would like to say before we finish?

Participant survey

Please tell us who is completing the questionnaire. If the person completing it is *not* the child or young person, the adult completing it should complete it **on behalf of the young person**.

Me (child/young person)	<input type="checkbox"/>
A parent/carer	<input type="checkbox"/>
The activities provider	<input type="checkbox"/>
A teacher/Teaching assistant	<input type="checkbox"/>
Other (Please specify) [Type in option]	<input type="checkbox"/>

About you

1. **How old are you?** (Please choose the age of the child/young person taking part in activities)

[\[0-25+ drop down list\]](#)

2. **What is your gender?** (Please choose the gender of the child/young person who is taking part in activities)

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

About the activities

The rest of the questions are about the activities you are taking part in. If you aren't sure what this means ask a parent or teacher/staff member to help explain.

3. **Where do you go to take part in the activities?** ((Please choose as many answers as you want)

- Open space / park
- Forest
- Community space
- Sports facility
- Leisure centre
- Museum, archive, library

- School
- College
- University
- Online / remote
- Other (please specify)

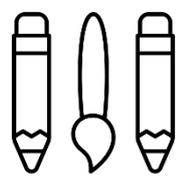
4. **Have you enjoyed taking part in the activities?** (Please choose one answer)

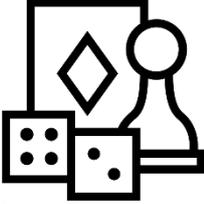
Yes, a lot 😄 Yes, a little 😊 No, not very much 😞 No, not at all ☹️

5. **What did you like about the activities?** (Please answer in the box below) 😄

6. **What would make the activities better?** (Please answer in the box below.)

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

 <p><small>Created by Piasa08 from Noun Project</small></p> <p>Outdoor sport or physical activity</p>	 <p><small>Created by Kokota from Noun Project</small></p> <p>Indoor sport or physical activity</p>	 <p><small>Created by Made x Made from Noun Project</small></p> <p>Arts & Crafts (including drama and music)</p>
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 <p><small>Created by Icons Producer from Noun Project</small></p> <p>Games (quizzes, board games etc) that aren't physical activity</p>	 <p><small>Created by Adrien Coquet from Noun Project</small></p> <p>Childcare</p>	 <p><small>Created by Gan Khoon Lay from Noun Project</small></p> <p>Play activities that anyone can join</p>
 <p><small>Created by Berkah Icon from Noun Project</small></p> <p>Cooking</p>	 <p><small>Created by Luis Prado from Noun Project</small></p> <p>Visiting places (art gallery, museum, etc.)</p>	 <p><small>Created by Andrei Yushchenko from Noun Project</small></p> <p>Training or education</p>
 <p><small>Created by Icongeek26 from Noun Project</small></p> <p>Volunteering</p>	 <p><small>Created by DailyPM</small></p> <p>Outdoor activities (e.g. forest school, circus skills, historical re-enactments, eco warrior programmes)</p>	 <p>Family activities (where my parents or carers participated or attended activities too e.g. parenting classes, stay and play)</p>
 <p>Reading</p>	 <p>Music</p>	<p>Other [Type in option]</p>

My local authority's website	Childcare provider/school	College/university [16+]
Other [Type in option]	Don't know	

10. Why did you/ they think you should take part in the activities? (Please choose as many answers as you want)

 <p><small>Created by Anna Jones from Noun Project</small></p> <p>To have fun</p>	 <p><small>Created by Alan Jones from Noun Project</small></p> <p>To play/socialise with other children</p>	 <p><small>Created by Anna Jones from Noun Project</small></p> <p>To learn something new</p>
 <p><small>Created by Anna Jones from Noun Project</small></p> <p>To do something creative (such as play, arts & crafts, music)</p>	 <p><small>Created by Anna Jones from Noun Project</small></p> <p>To do something active (such as dance or sport)</p>	 <p><small>Created by Anna Jones from Noun Project</small></p> <p>To have a chance to speak Welsh</p>
Other (please specify)		

11. How did you travel to the activities? (Please select as many answers as you need to)

 <small>Created by Anneke Lubbers from Rock Project</small> Provider transport	 <small>Created by Anneke Lubbers from Rock Project</small> Public transport (such as bus or train)	 <small>Created by Rocky Morlock from Rock Project</small> I had a lift from someone
 <small>Created by Anneke Lubbers from Rock Project</small> Walked	 <small>Created by Anneke Lubbers from Rock Project</small> Cycled	 <small>Created by Rocky Morlock from Rock Project</small> I drove myself [18+]

12. Was the cost of your travel covered by the activity provider or club? [\[only ask if Q12= public transport\]](#)

- Yes
- No
- Don't know

13. How much do you agree or disagree that the 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"/>
Make new 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"/>
Manage my mental health [for 12+]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What is your ethnic group? (Please choose one answer)

White

- Welsh, English, Scottish, Northern Irish or British
- Irish
- Gypsy or Irish Traveller
- Any other White background

Mixed or Multiple ethnic groups

- White and Black Caribbean
- White and Black African
- White and Asian

Any other Mixed or Multiple ethnic background

- Asian or Asian British
- Indian
- Pakistani
- Bangladeshi
- Chinese

Any other Asian background

- Black, African, Caribbean or Black British
- African
- Caribbean
- Any other Black, African or Caribbean background

Other ethnic group

- Arab
- Any other ethnic group

- Prefer not to answer

15. Do you have a physical or mental illness lasting or expected to last one year or more?

- Yes
- No
- Don't know
- Prefer not to say

Provider survey

1. Which of the following best describes your organisation?

- Voluntary or community based group
- Local authority
- Sports club
- Private organisation
- Church or faith group
- School/college
- Further Education Institution
- Higher Education Institution
- National provider organisation
- Other (please specify)

2. Which Local Authority area(s) is your Winter of Wellbeing provision delivered in? (Select all that apply)

(include drop down list with 'All LAs at the top of the list)

3. Which of the following best describes the staff who run your Winter of Wellbeing provision for children and young people? (select all that apply)

- Teachers/ lecturers
- Teaching Assistants
- Paid activity providers, including paid coaches
- Young ambassador
- Volunteers, including volunteer coaches
- Don't know

4. Which type(s) of Winter of Wellbeing activities do you offer? (select all that apply)

- Open access playwork
- Childcare
- Early years provision
- Cultural activities/experiences
- Youth provision
- Sports provision
- Arts and crafts
- Other (please specify)

5. Where are your Winter of Wellbeing activities delivered? (select all that apply)

- Open space / park
- Forest
- Community centre
- Sports facility
- Leisure centre
- Museum, archive, library
- School / educational institution
- Online / remote
- Other (please specify)

6. Is your provision able to offer spaces to all the children and young people who would like to attend?

- Yes and we have additional available spaces
- Yes, we have enough space for everyone to attend as many sessions as they want but no additional available spaces
- Yes, we have space for everyone but can't offer everyone as many sessions as they want
- No, we have to turn some children and young people away

7. [If 8=No] What are the reasons you've not been able to offer spaces to all children and young people? (select all that apply)

- Bookings are at full capacity
- We cannot fully meet their language needs
- We cannot fully meet their health needs
- We cannot fully meet their accessibility needs
- Other [Please specify]

8. What factors, if any, do you think are barriers to the attendance of children and young people at your provision? Please consider any factors that you think may have been relevant, including marketing and referral approaches

- The activities didn't appeal to children/young people
- Parent/carer choice
- Peer influence
- Local marketing campaign
- Transport difficulties
- Accessibility issues with the location

- Covid-19 related: self-isolation, health concerns, lack of lateral flow tests, masks, etc.
- Other [please specify]

9. What are the key intended outcomes for the children and young people attending your Winter of Wellbeing provision? (select all that apply)

- Develop specific skills (e.g., artistic, musical, sport)
- Make them feel more socially connected
- Maintain their physical health
- Improve their physical health
- Maintain their mental health and wellbeing
- Improve their mental health and wellbeing
- Improve their core academic skills
- Improve Welsh language skills
- Support Covid-19 recovery
- Motivate them to take up new interests/hobbies after Winter of Wellbeing
- Motivate them to continue regular physical activity after Winter of Wellbeing
- Other (please specify)

10. Are there any other key outcomes your provision aims to achieve for the organisation, staff/volunteers or the local area? [open text]

11. Please rate how useful you found the following elements of training

	Very useful	Fairly useful	Not very useful	Not at all useful	N/A Did not receive this training
Safeguarding training					
Health and safety training					
First aid training					
Inclusion/accessibility training					
Support in developing relevant policies (safeguarding, health and safety, food hygiene,					

inclusion/accessibility, insurance cover etc)					
The UK Chief Medical Officer Guidelines for Physical Activity (and accompanying infographic)					
Other					

12. Overall, how satisfied were you with the support you received from the WoW strand lead?

- Very satisfied
- Fairly satisfied
- Neither satisfied nor dissatisfied
- Fairly dissatisfied
- Very dissatisfied
- Did not receive any support

13. Why do you say this? [open text]

14. Do you think the children and young people you are working with have sufficient support for COVID-19 recovery?

- Yes
- No

15. Why do you say that? (open text)

16. Is there anything else you would like to add about Winter of Wellbeing? (open text)