Citation: Defeyter, Margaret Anne (Greta) (2017) Holiday hunger: Summer learning loss and wellbeing. In: Children in Scotland Conference, 1 June 2017, Glasgow.

URL:
This version was downloaded from Northumbria Research Link:
hhttp://nrl.northumbria.ac.uk/33290/

Northumbria University has developed Northumbria Research Link (NRL) to enable users to access the University's research output. Copyright © and moral rights for items on NRL are retained by the individual author(s) and/or other copyright owners. Single copies of full items can be reproduced, displayed or performed, and given to third parties in any format or medium for personal research or study, educational, or not-for-profit purposes without prior permission or charge, provided the authors, title and full bibliographic details are given, as well as a hyperlink and/or URL to the original metadata page. The content must not be changed in any way. Full items must not be sold commercially in any format or medium without formal permission of the copyright holder. The full policy is available online: http://nrl.northumbria.ac.uk/policies.html

This document may differ from the final, published version of the research and has been made available online in accordance with publisher policies. To read and/or cite from the published version of the research, please visit the publisher's website (a subscription may be required.)
Holiday Hunger: Summer Learning Loss and Wellbeing

Professor Greta Defeyter
Format of Talk

- Setting the Scene
- Study 1: National Mapping of Holiday Provision
- Study 2: The User’s Voice
- Study 3: Summer Learning Loss
- Study 4: BMI Scores & Food Diaries
- Conclusions & Future Directions
• More than 93% adults skipped meals (Poverty & Social Exclusion, UK, 2013)
• 54% increase in Food Bank 2012-2014
• Ashton & Lang (2014) Food prices risen by 12% and wages fallen by 7.6% since 2007
• Coe (2014) Increase in fat, salt and sugar consumption
Child Poverty in UK

- Lack Capital (Townsend, 2014)
- Lack Human Capital
- 3.7M children living in poverty in UK (costing £29bl PA)
- IFS projects CP will be in region of 30.5% by 2020 (4.3M)
- Cost of child care 2008 -14 - Child care up 42%
- CB cut, tax credits slashed
- Rise in child poverty within working families
Child Poverty: Human Capital

- Education: FSM 3 terms lag behind affluent peers in terms of educational attainment but at age 14 this gap grows to over five terms (DfE)
- Health: low birthweight; premature death, Type II Diabetes, dental carries (Hirsch, 2013)
- Housing (x2): Poor Housing, multiple occupancy
- Fuel Poverty (Hills, 2011)
Challenges for Families in Holidays

- **FSM unavailable (1.7 million in UK)**
- **Pressure on household budget**
- **Benefit delays, sanctions**
- **Safeguarding risk elevated**
- **Access /availability to food**
- **Social contact diminished**
- **Family Stress**
  
  *(Extra £30 - £40 per week)*

Children’s Society Fair and Square
Holiday Hunger in Scotland

• 2015: 39.2% children living in poverty (after housing costs)

• Child care: one week holiday childcare in Scotland (£104 per week)

• Food: 38.8% primary school children in receipt of free school meals
Study 1: Mann, Defeyter & Stretesky (under review)

Mapping of holiday provision programmes by childhood deprivation across local authorities

428 Organisations

Legend:
- 0.0000 - 0.0466
- 0.0500 - 0.0666
- 0.1000 - 0.1466
- 0.1500 - 0.1666
- 0.2000 - 0.5420

Paul Stretesky - Northumbria University
Which organisation do you represent?
In which part of the UK is your organisation located?

- London
- South West England
- North West England
- North East England
- East Midlands
- West Midlands
- Yorkshire and The Humber
- Wales
- Scotland
- South East England
- Northern Ireland
- East of England
What do you consider the top 3 needs holidays?
What is offered at the holiday scheme?

- Craft / art activities
- Physical Activities
- Cookery
- Educational Activities
- Off-site visits or activities
- On-site advisory services for parents / carers
- Off-site advisory services for parents / carers
- Other activities

Number of Responses
Study 2: Questionnaires, Interviews & Focus Groups

Aims:
- Evaluate the impact of summer holiday clubs (N = 14)
- Health, Social and Educational outcomes

Design:
Questionnaire, semi-structured interviews & focus groups

Data collected from parents, children and staff

Ethical Approval for this project was granted from Northumbria University’s Faculty of Health and Life Sciences Ethics Board.
Q1. “It’s harder to make ends meet during the summer than during the school year”

71% of parents agreed that it’s harder to make ends meet during the summer holidays.
Q2. “We spend more on food during the summer than during the school year”

94% of parents agreed that their family spend more money on food during the summer than during the school year
Q3. “We sometimes find ourselves without enough money for food during the summer”

62% of parents agreed that they sometimes find themselves without enough money for food during the summer
Q4. “What changes, if any, does your family make to deal with increased food costs and/or tighter budgets during the summer?”

- Choose items more carefully when shopping: 10
- Plan meals more carefully: 11
- Cut down spending on other things: 14
- Buy less healthy, cheaper food: 5
- Support from family, friends or neighbours: 6
- Use food banks: 3
- No changes: 1

Number of parents using each strategy.
Three separate interview schedules were designed to guide discussions with parents, children and staff.

Thematic Analysis (Braun & Clarke, 2006)

Orthographically transcribed
Each transcript was repeatedly read and pertinent points relevant to the research questions were highlighted.
Main themes and subthemes were developed to summarise the data
Staff Views on Holiday Clubs

What are holiday clubs utilised for?

“There is a lot of poverty in [town] I think they’ve only touched the surface of it here erm it has came on pretty quick you know to get it set up we’d have probably maybe a hundred wee’uns in here if you know if we had the facility to let them in cos in the food bank alone we have over a thousand people come through the food bank and that’s families as well and it shows you that there is need for it and I think there is a big big need for what we’re doing”

“The first couple of days was hard cos all of a sudden we had a hundred people turn up at half past nine in the morning I was like aaaaah! What! But erm you know since we’ve got used to that that’s been ok”
Staff Views on Holiday Clubs

What are the perceived impacts of holiday clubs?

“What brings you there is the food but that’s the smallest part of it, it’s whatever else you offer then and whatever comes with it”
“Some people are quite lonely I mean as a young mum I found you know if you don’t sort of get out there and mix you can be isolated I think that would have been an advantage to a lot of mums”

“It's given them the social event every day when they're mixed with children they might not normally mix with er there's friendships forming that wouldn't have formed otherwise they'd all stay in their little cliques er but they're not they're integrating with each other a lot better”
Parents Views on Holiday Clubs

What are holiday clubs utilised for?

“To have something to eat firstly and to join in”

“To be honest for me it mainly is the social side 'cause obviously they're not seeing their school friends during the holidays so it's sort of helping them to sort of create other friendships with children they probably wouldn't necessarily normally urm socialise with urm with various ages too”
Children’s Views

Dietary Habits

I don’t have that much to eat at home but I’ll have some so I’ve been having much more food here.

At home we like we just rush around a bit and we don’t really eat it.

Social Time

Well I didn’t have friends the first time it started and then when people started coming I joined friends with them.

I’ve got one friend who usually just sits at home playing on his XBox but he’s been coming.
Study 3: Summer Learning Loss (Shinwell & Defeyter, under review)

• Prior research in USA ...1 month’s instruction (Cooper, 1987)

• Aim
  – Investigation of the phenomenon of “Summer Learning Loss”

• Study Design
  – 1 x 3 mixed factorial design
  – Time - Three levels: Time 1- end of summer term; T2 – start of autumn term & T3 - 7 weeks later

• Dependent Measures
  – Scores in WRAT 4 literacy test (Reading and Spelling)
Study 3: Summer Learning Loss

- **Participants**
  - N = 121 (6-8 year olds)

- **Data Analysis**
  - Repeated Measures ANOVA
  - Post-hoc Analyses
## Results: Spelling

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1 Spelling total 1 - T2 Spelling total 2</td>
<td>1.237</td>
<td>2.686</td>
<td>.436</td>
<td>.354 - 2.120</td>
<td>2.839</td>
<td>37</td>
<td>.007</td>
</tr>
<tr>
<td>Pair 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T2 Spelling total 2 - T3 Total Spelling 3</td>
<td>-2.684</td>
<td>2.886</td>
<td>.468</td>
<td>-3.633 - 1.736</td>
<td>-5.733</td>
<td>37</td>
<td>.000</td>
</tr>
<tr>
<td>Pair 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1 Spelling total 1 - T3 Total Spelling 3</td>
<td>-1.447</td>
<td>2.446</td>
<td>.397</td>
<td>-2.251 - .643</td>
<td>-3.647</td>
<td>37</td>
<td>.001</td>
</tr>
</tbody>
</table>
Results: Reading

Estimated Marginal Means of MEASURE_1

Hol club attendance
1=Y 2=N

Reading

Estimated Marginal Means
Children’s BMI Scores & Food Diaries

(FRAC, 2012; Early Childhood Longitudinal Study (von Hippel et al., 2007))
5. What did you do when you got home from holiday club yesterday? (Please draw a circle around the correct answer - if you did more than one thing, put a circle around everything you did)

<table>
<thead>
<tr>
<th>Played on the computer</th>
<th>Listened to music</th>
<th>Went out</th>
<th>Played out</th>
<th>Arts and crafts</th>
<th>Watched TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or did you do something else? What else did you do?</td>
<td>Watched TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Did you eat or drink anything when you got home but before your evening meal yesterday? Please tick (✓) Yes or No:

Yes [✓] No [ ]

If you said yes, please write and draw what you had:

I had:

Chips and choco chip

I drank:

If you had something to eat after you got home but before your evening meal, draw it here.
Results: Club 2 BMI Scores

Estimated Marginal Means of MEASURE_1

Tests of Within-Subjects Effects

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMI</td>
<td>Spherically Assumed</td>
<td>.665</td>
<td>2</td>
<td>1.237</td>
<td>.306</td>
</tr>
<tr>
<td></td>
<td>Greenhouse-Geisser</td>
<td>.665</td>
<td>1.394</td>
<td>1.237</td>
<td>.297</td>
</tr>
<tr>
<td></td>
<td>Huynh-Feldt1</td>
<td>.665</td>
<td>1.611</td>
<td>1.237</td>
<td>.301</td>
</tr>
<tr>
<td></td>
<td>Lower-bound</td>
<td>.665</td>
<td>1.000</td>
<td>1.237</td>
<td>.265</td>
</tr>
<tr>
<td>BMI* Hot club attendance 1</td>
<td>Spherically Assumed</td>
<td>1.909</td>
<td>2</td>
<td>3.555</td>
<td>.042</td>
</tr>
<tr>
<td></td>
<td>Greenhouse-Geisser</td>
<td>1.909</td>
<td>1.394</td>
<td>3.555</td>
<td>.062</td>
</tr>
<tr>
<td></td>
<td>Huynh-Feldt1</td>
<td>1.909</td>
<td>1.611</td>
<td>3.555</td>
<td>.054</td>
</tr>
<tr>
<td></td>
<td>Lower-bound</td>
<td>1.909</td>
<td>1.000</td>
<td>3.555</td>
<td>.060</td>
</tr>
<tr>
<td>Error(BMI)</td>
<td>Spherically Assumed</td>
<td>7.520</td>
<td>28</td>
<td>.289</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Greenhouse-Geisser</td>
<td>7.520</td>
<td>19.519</td>
<td>.385</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Huynh-Feldt1</td>
<td>7.520</td>
<td>22.554</td>
<td>.333</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lower-bound</td>
<td>7.520</td>
<td>14.000</td>
<td>.537</td>
<td></td>
</tr>
</tbody>
</table>
Conclusion

- Need for holiday food provision
- Provision for ethnic populations and special needs requires careful consideration
- Widespread provision but piecemeal, unregulated
- Potential to help combat obesity
- Evidence of Summer Learning Loss (spelling, but trend for gain in reading)
- Food and Physical Activity (MVPA)
What Works
Collaborators:
Professor Paul Stretesky
Dr Michael Long
Dr Pamela L Graham
Jackie Shinwell
Emily Mann

School holiday food provision in the UK: A qualitative investigation of needs, benefits and potential for development

A qualitative evaluation of holiday breakfast clubs in the UK: views of adult attendees, children, and staff

Hungry Holidays
A report on hunger amongst children during school holidays