

# Northumbria Research Link

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# ***#FillingtheHolidayGap***



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# #Fillingtheholidaygap

- Challenges for families
- International learning
- Community benefits
- Best practice from UK
- Ideas and where to start

Professor Greta Defeyter - research and importance of evaluation

# Holidays in Poverty

Clip via @ChildhoodTrust London

<https://vimeo.com/128382783>

# Child Poverty in UK

Complex issue – emotive for all  
Traditional measures - shifted

@CPAGUK

- 3.5ml children living in poverty in UK (costing £29bl PA)
- IFS projects CP by 2020 will be in region of 30.5% (4.3ml)
- Child poverty is policy responsive
- Previous 2020 child poverty target untenable
- Cost of child 2008 -14 - Child care up 42%
- CB cut, tax credits slashed
- Rise in child poverty within working families

# Challenges for Families in Holidays

- ***FSM unavailable (1.7 million in UK)***
- *Pressure on household budget*
- *Benefit delay ,sanctions*
- *School readiness and learning decline*
- *Safeguarding risk elevated*
- *Access /availability to food*
- *Social contact diminished*
- *Family Stress*

*(Extra £30 - £40 per week)*

*Children's Society Fair and Square*



## UN Convention - Rights of the Child



# USA



## Rural provision to outlying sites



## 8 million meals delivered in New York City





# Other Points of Interest







# Community Benefits

## COMMUNITY BENEFITS



# Examples of Provision

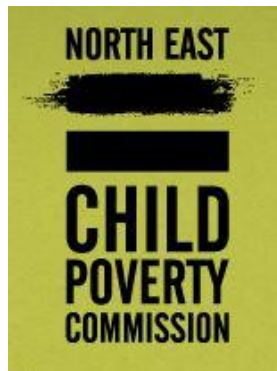


[www.makelunch.org.uk](http://www.makelunch.org.uk)

51 clubs 12,000



<http://accordgroup.org.uk/articles/444-Holiday-learning-food-and-play-for-families-who-need-it-most->



***ASPE Snapshot  
Survey Feb 2014, 120  
responses in first 24  
hours 72% stated  
holiday hunger is an  
issue in their area.***



North Ayrshire  
88% =124 FSM

<http://www.nechildpoverty.org.uk/>

5 Ongoing projects



# APPG School Food Holiday Hunger Task Group

**1. Principles** – Why does your organisation want to deliver holiday meals? Consider your understanding of local children and young people's nutritional and wellbeing needs and the ethos of other groups you may wish to partner with.

**2. People** – Have you agreed leadership for your project that has clear lines of responsibility to staff and volunteers, partners and funders? Consider who is best to lead your project and what useful skills you will need to make it successful.

**3. Plan** – Have you worked out a budget for your project? Assess your capacity in relation to community need and work out what your project can realistically do. Timetable what you will need by way of resources and when. Consider how your project may align to existing statutory services including health and education.

**4. Partnership** – Have you contacted the right partners to help refer and deliver? Get in touch with schools, family support teams, agencies such as public health and your local council teams, voluntary organisations, food suppliers and individuals that can help short, medium and long term with your project. Formalise their support and agree referral routes. Consider working with existing programmes.

**5. Policies** – Have you got the right policies in place that protect your project and the children that will be in your care? Ensure you have the correct policies in place for working with vulnerable children and families. These may include - health and safety, food hygiene, child protection, confidentiality, safeguarding, and public insurance. Also make sure your activities are compliant with Ofsted/HMI/HSC/Estyn requirements when working with children. Safe working practices require these by law in the UK.

**6. Premises** – Have you found the right venue for your project? Identify and secure a venue for the duration of your project that has the capacity to meet your project's needs. If working with existing programmes ensure that you are able to adapt either your project or the venue appropriately.

**7. Preparation** – How will you ensure your project is delivered well? Do your project marketing in advance, and register all referrals with special reference to dietary requirements and additional needs as required. Source your food and plan its preparation. Ensure all frontline staff have the correct certification and training needed. Have your resources and documentation in place e.g. food safety manual, policies. As far as possible engage potential participants or their advocates/families in planning the food and activities.

**8. Provision** – Have you considered all the elements that will make your project a good social experience as well as providing good food? Play and fun activities make a valuable part of a successful project so agree with your partners how many days your project will run, what it will offer, who will be at each session and the time it will be on. You may wish to regularly invite outside agencies to help signpost to other supportive services.

**9. Plate** – Have you considered your food options? You may wish to vary your offer between a hot service, packed lunch, make and taste self-catering or a mixture. Dietary requirements and cultural preferences should be accommodated. Offer where possible food that is freshly prepared and healthy.

**10. Pause** – Have you thought about the impact your project may have? It's important to keep a record of participation and activities. Monitoring and evaluating your project will help you to adapt your activities to ensure your project best meets the needs and preferences of participants. This can help give ideas of how your project can be continually improved or identify where you may be having challenges. This will also help support fundraising and demonstrate the outcomes of how your project is helping your community.

Ofsted – Office for Standards in Education England  
HMI – Her Majesty Inspectors Education Scotland  
HSC – Health and Social Care Northern Ireland  
Estyn – Her Majesty Inspector of Education and Training Wales

## 10 FILLING THE HOLIDAY GAP

Guiding key points for organisations in UK providing community holiday time meals for children



### PRINCIPLES

Why does your organisation want to deliver holiday meals?



### PREMISES

Have you found the right venue for your project?



### PEOPLE

Have you agreed leadership for your project that has clear lines of responsibility to staff and volunteers, partners and funders?



### PREPARATION

How will you ensure your project is delivered well?



### PLAN

Have you worked out a budget for your projects?



### PROVISION

Have you considered all the elements that will make your project a good social experience as well as providing good food?



### PARTNERSHIP

Have you contacted the right partners to help refer and deliver?



### PLATE

Have you considered your food options?



### POLICIES

Have you the right policies in place that protect your project and the children that will be in your care?



### PAUSE

Have you thought about the impact your project may have?

# Some ideas

- Decide on age group – early years/primary
- Utilise expert resource – YOU!
- Funding – other policy area – proceeds crime – pupil premium (summer transition) – Housing - Commercial partnerships – third sector
- Leadership – appoint local champion/s
- Market early with clear aims on why
- Seek evaluation partnership

# Where to start?

- Filling the Holiday Gap – Utilise
- Identify need and gather baseline data
- Plan according to need and resource
- Start small with targets sites and existing projects
- Align to strategic outcomes - Poverty/Obesity
- Seek sustainable partnerships –Education /Health
- Innovate on enrichment activities
- Link to Out of school child care and play schemes
- Monitor progress and challenges



# Service Excellence 2010

- Well prepared workforce
- Joint agency implementation
- Pupil consultation
- **Strong community partnerships**
- Clear and targeted marketing
- Intelligent procurement
- Digital technology
- Strong leadership
- Research
- **Innovation**



*Relevant to 2015/16 Holiday Meal Provision*

# What to focus on 2010

Early years

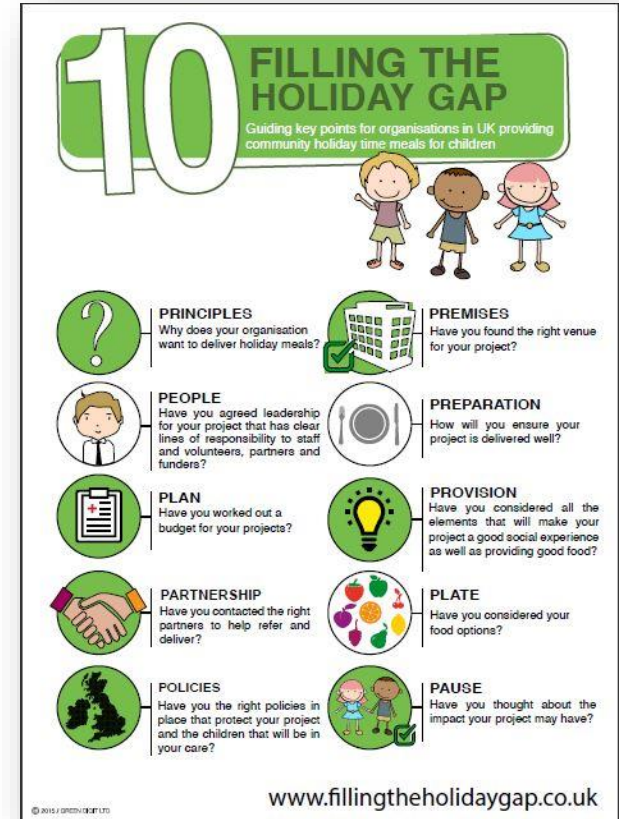
8 – 6 provision

Connect Digitally

Sustainably practices

Delivering on Poverty/Obesity programmes

*Relevant to 2015/16 Holiday Meals Provision*



# Thank-you

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**Hungry  
children  
need your  
help**



Hungry



## TRUSSEL TRUST FOOD PARCEL DISTRIBUTION BY REGION

**TOTAL: 913,138**  
**Adults: 582,933**  
**Children: 330,205**

**Northern  
Ireland**  
Adults: 6,473  
Children: 5,224  
**Total: 11,697**

**North West**  
Adults: 87,561  
Children: 51,083  
**Total: 138,644**

**Wales**  
Adults: 51,148  
Children: 27,901  
**Total: 79,049**

**West Midlands**  
Adults: 58,036  
Children: 35,425  
**Total: 93,461**

**South West**  
Adults: 68,958  
Children: 36,563  
**Total: 105,521**

**London**  
Adults: 58,315  
Children: 37,324  
**Total: 95,639**

**Scotland**  
Adults: 49,041  
Children: 22,387  
**Total: 71,428**

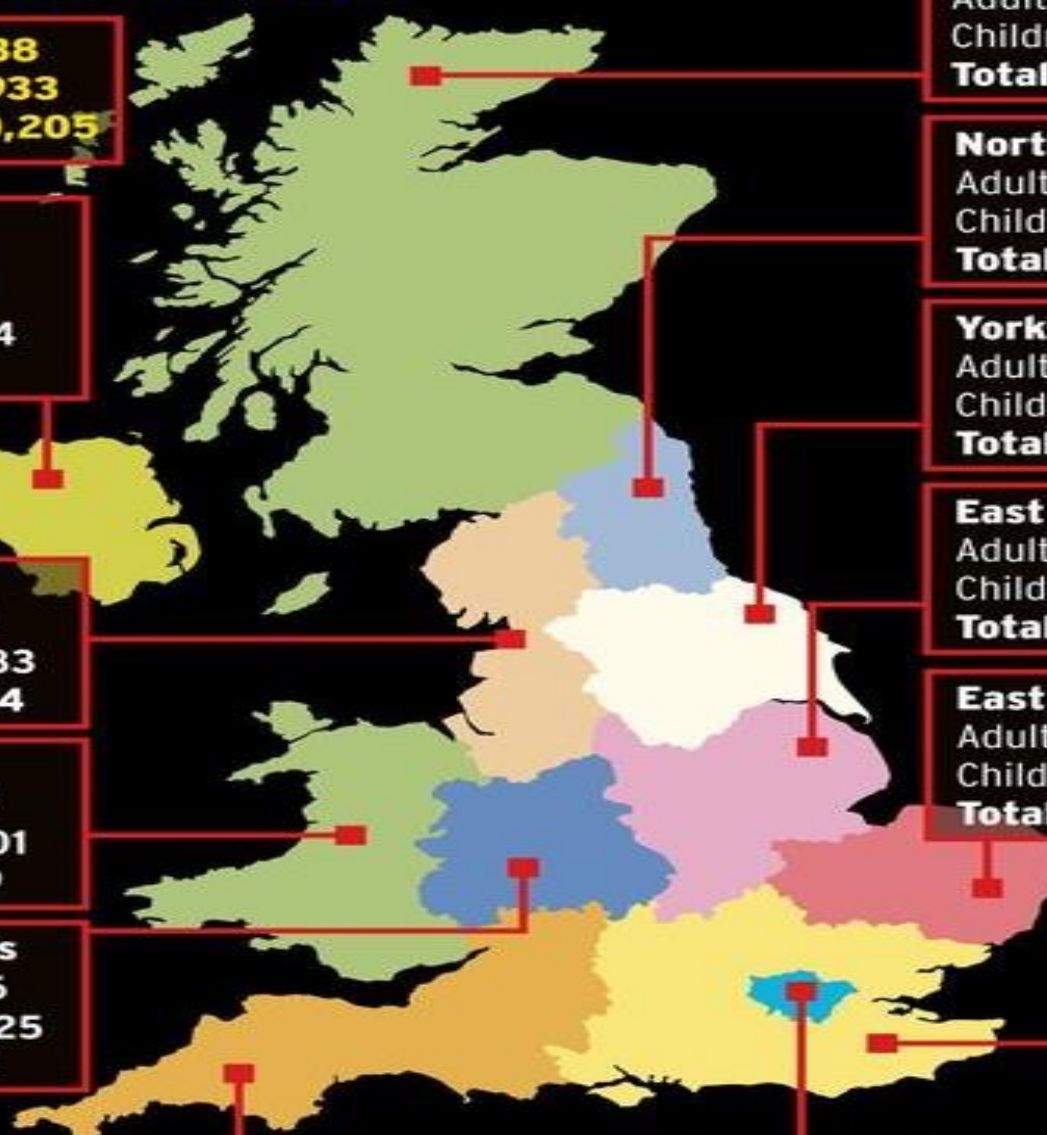
**North East**  
Adults: 36,273  
Children: 22,873  
**Total: 59,146**

**Yorks & Humber**  
Adults: 25,167  
Children: 12,236  
**Total: 37,403**

**East Midlands**  
Adults: 24,039  
Children: 13,717  
**Total: 37,756**

**East**  
Adults: 59,827  
Children: 31,593  
**Total: 91,420**

**South East**  
Adults: 58,095  
Children: 33,879  
**Total: 91,974**



# Human Rights

- Sufficient access to food is recognised as a basic human right (Article 25 of the Universal Declaration of Human Rights (General Assembly of Nations, 1948)).



Research links hunger and educational performance (Alaimo et al., 2001; Frongillo et al., 2006, Winicki & Jemison, 2003)



(Szajewska & Ruszczynski, 2010); Hoyland et al., 2009; Haire-Joshu et al., 2011; Graham et al., 2014; 2015)





(FRAC, 2012; von Hippel et al., 2007)



# The Present Research Project

- Aims:
  - Evaluate the impact of summer breakfast clubs
  - Health, Social and Educational outcomes

Design:

Mixed methods approach (self-report questionnaires and semi-structured interviews)

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.*

# Participating Clubs

Oldham Community Building (40-50 attendees/day)

Trafford Community Building (50-70 attendees/day)

Coventry Community Church Building (30 attendees/day)

Strabane Trussell Trust Food Bank (30 attendees/day)

Liverpool Trussell Trust Food Bank (only 1 attendee)

Coventry Trussell Trust Food Bank (4-6 attendees/day)



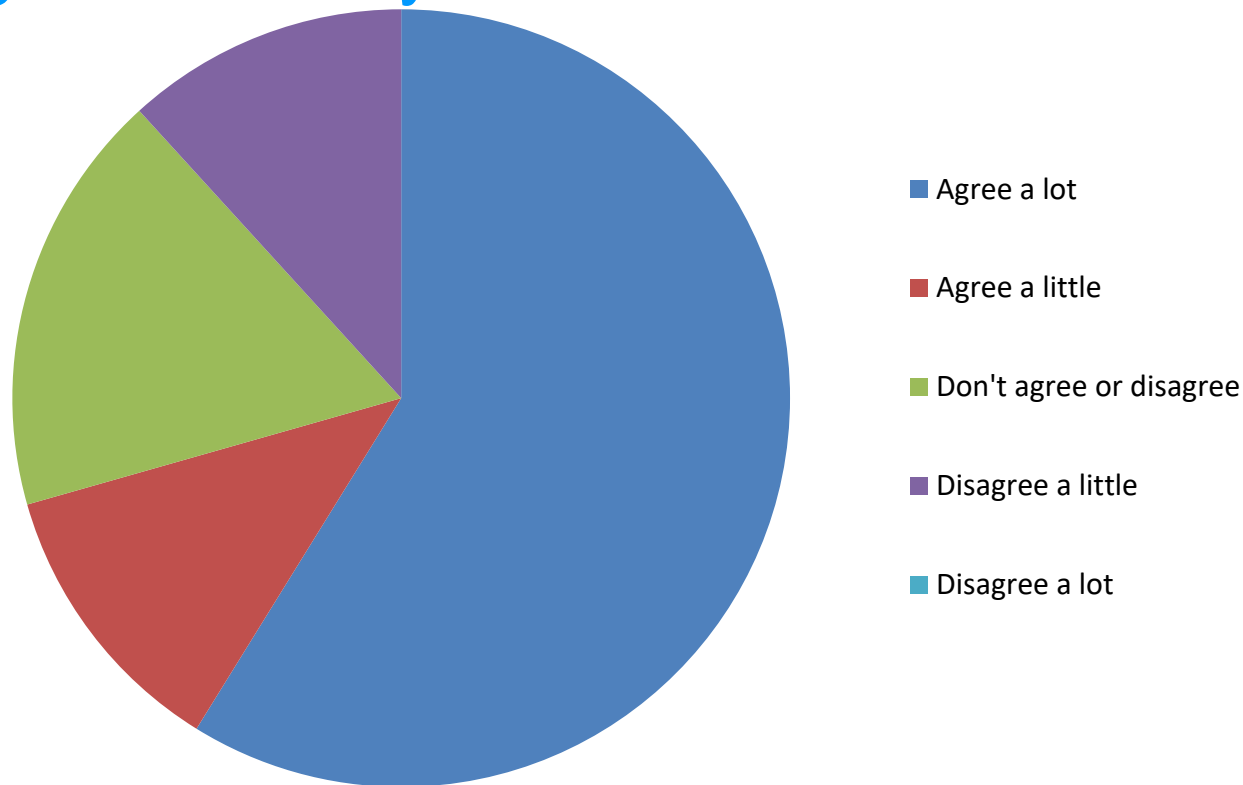
# Parental Questionnaire (N =17)

- Breakfast Provision
- Recreation
- Family Impact
- School Preparedness
- Food Security



# Questionnaire Part A: *Summer Circumstances*

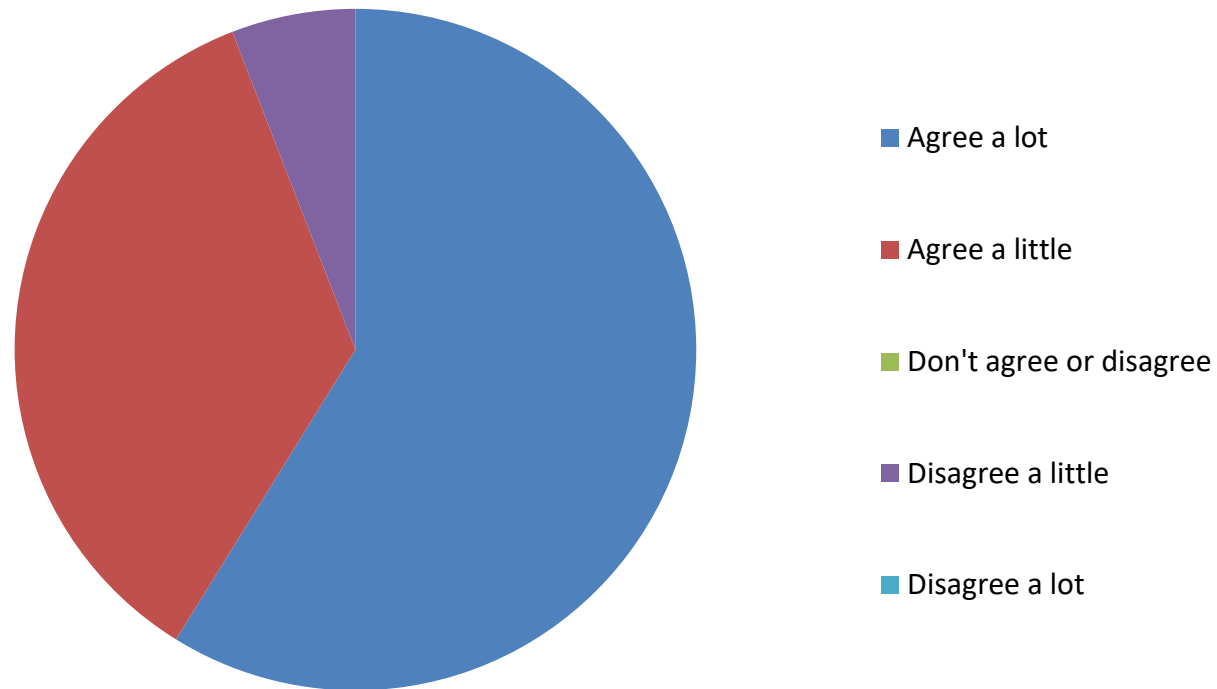
Q1. “It’s harder to make ends meet during the summer than during the school year”



**71% of parents agreed that it's harder to make ends meet during the summer holidays**

# Questionnaire Part A: *Summer Circumstances*

Q2. “We spend more on food during the summer than during the school year”

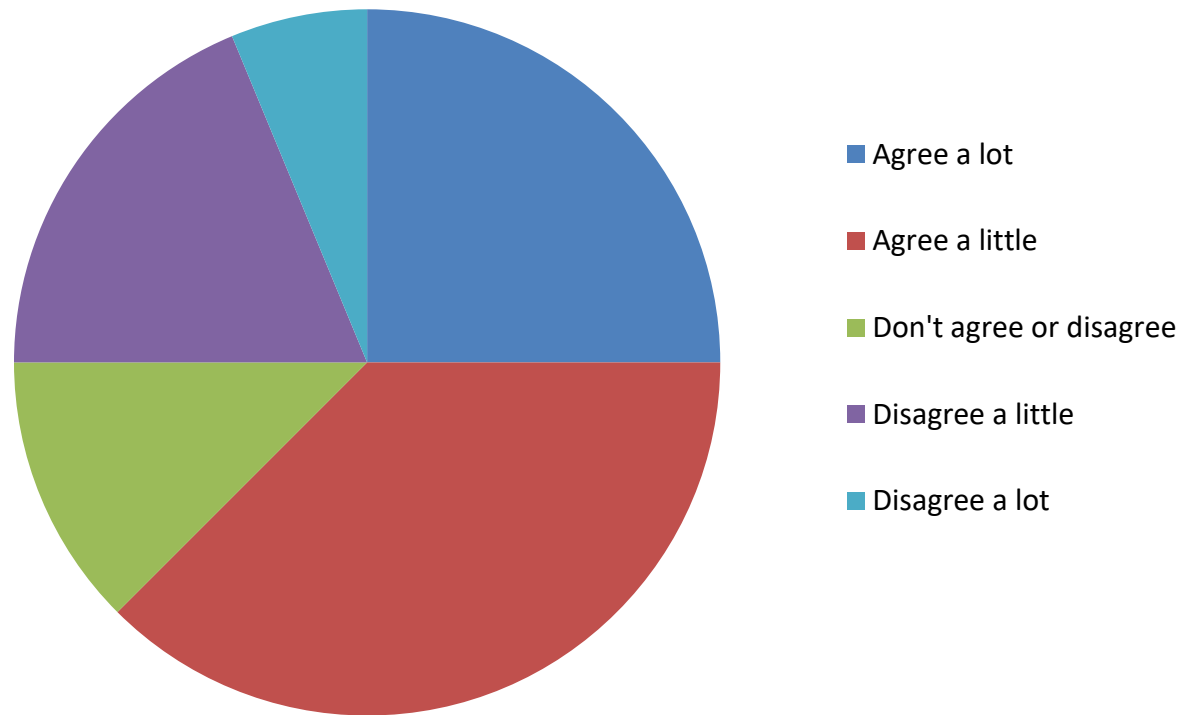


**94% of parents agreed that their family spend more money on food during the summer than during the school year**



# Questionnaire Part A: *Summer Circumstances*

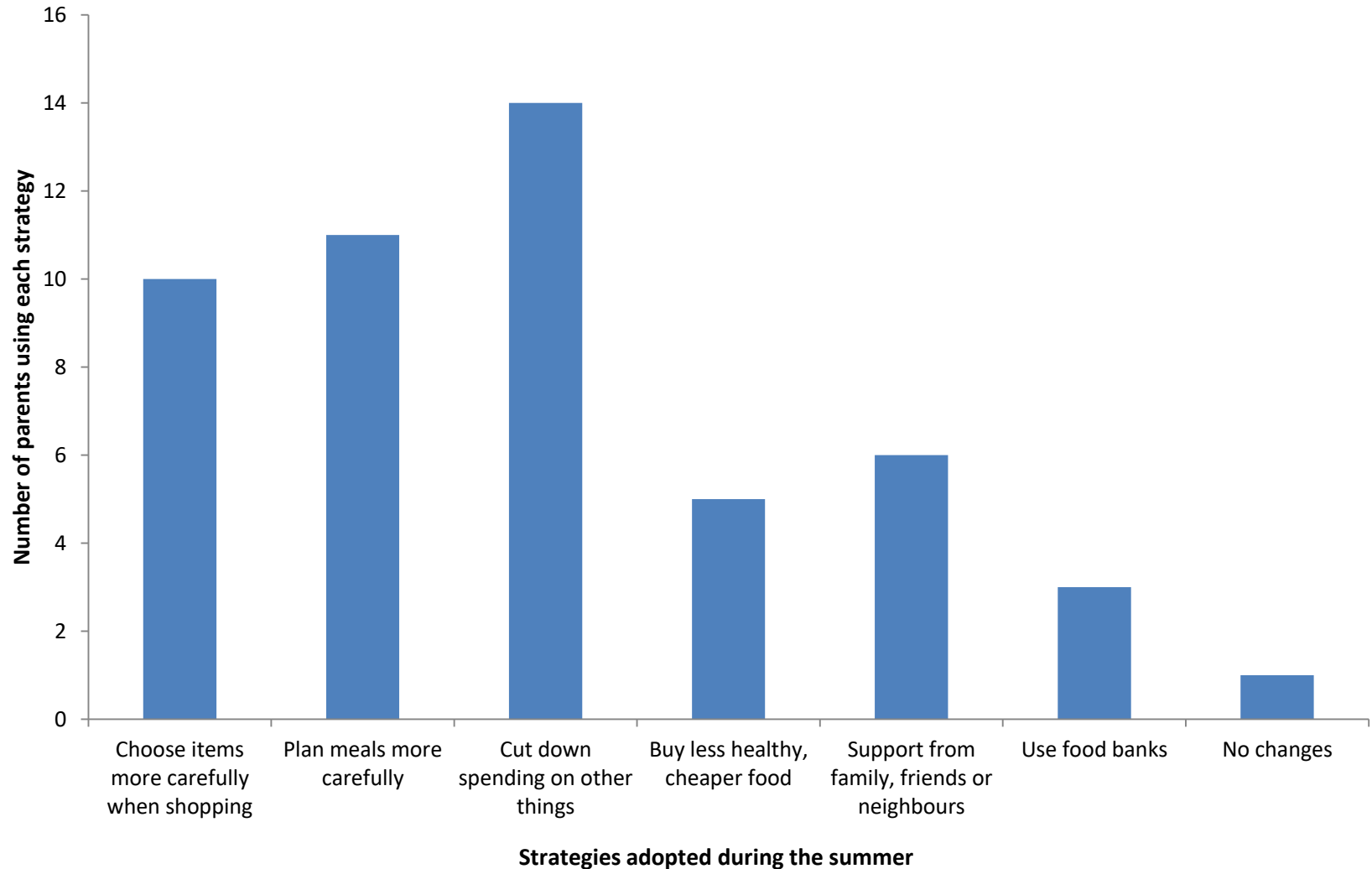
Q3. “We sometimes find ourselves without enough money for food during the summer”



**62% of parents agreed that they sometimes find themselves without enough money for food during the summer**

# Questionnaire Part A: *Summer Circumstances*

Q4. “What changes, if any, does your family make to deal with increased food costs and/or tighter budgets during the summer?”



# Questionnaire Part B: Views on Breakfast Clubs

	Holiday Breakfast Club...	Average Rating	% Parents Agreeing with Statement
Breakfast Provision	Serves a healthy breakfast	4.53	88.2%
	Serves a wide variety of breakfast foods	4.53	94.1%
	Serves foods that my child enjoys	4.75	88.2%
	Serves food that my child doesn't have at home	3.13	82.4%
Recreation	Has made my child feel less bored than they usually are during the summer holidays	4.69	94.1%
	Has allowed my child to make new friends	4.47	94.1%
	Has allowed my child to learn a new skill	4.25	64.7%
	Has given my child more activities to do than they usually have during the summer holidays	4.36	58.8%
Family Impact	Has taken pressure off our family by giving my child activities to do	4.65	94.1%
	Has taken pressure off our family by reducing the amount of	4.06	64.7%

	Holiday Breakfast Club...	Average Rating	% Parents Agreeing with Statement
School Preparedness	Has given my child more of a structured routine than they usually have during the summer holidays	4.56	64.7%
	Will make it easier for my child to get back into a structured school routine after the summer holidays	4.63	94.1%
	Will make it easier for my child to get on with their work when they return to school after the summer holidays	4.06	94.1%
	Has allowed my child to spend time with school friends that they wouldn't usually see during the summer holidays	4.13	64.7%
Practical Aspects	Has been well advertised	4.35	76.5%
	Should be available for more hours during the day	3.88	94.1%
	Is viewed positively by people in the local area	4.75	35.3%

# Semi-structured Interviews (N = 50 children (mean age 9 years), parents and staff)



- 1) What are holiday breakfast clubs utilised for?
- 2) What are the perceived impacts of holiday breakfast clubs?
- 3) What factors need to be considered in the development of holiday breakfast clubs in the future?



# Materials

Three separate interview schedules were designed to guide discussions with parents, children and staff.

USDA Household Food Security Survey Module was administered in order to gage the level of food security reported by families accessing the breakfast clubs.

## Thematic Anlysis (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

# Staff Views on Holiday Breakfast Clubs

## What are holiday breakfast 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” (Strabane)*



*“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” (Trafford)*

# Staff Views on Holiday Breakfast Clubs

**What are the perceived impacts of holiday breakfast 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” (Strabane)*



# Social Impacts

*“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” (Liverpool)*



*“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” (Oldham)*

# Familial Impacts



*"It's seeing families enjoy it together you know sitting down just enjoying time together" (Coventry)*

*We were able to sign post that parent on for help because that parent wasn't getting any help so we were able to find what we call here Social Services Gateway the gateway team so that's that just started instantly within a week they were able to go and get support" (Strabane)*



# Children's Views on Holiday Breakfast Clubs

## What are holiday breakfast clubs utilised for?

*"It's somewhere that you can just come, be with your friends and have a healthy breakfast"*



# What are the perceived impacts of holiday breakfast clubs?

## Breakfast Habits

*I don't have that much cereal at home but I'll have some so I've been having much more cereal 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*

# Adult's Views on Holiday Breakfast Clubs

## What are holiday breakfast clubs utilised for?

*"To have something to eat firstly and to join in"* (Parent. Oldham)



*"To be honest for me it mainly is the social side urm '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"* (Parent. Church-Based Club, Coventry)

# What are the perceived impacts of holiday breakfast clubs?

*“The day before pay day can be tough as you know and it's- they don't run out, they don't run out of cereal or they don't run out of milk or they don't run out of bread and so they've got the choice there all the time whereas they wouldn't necessarily at home”*

(Parent. Church-Based Club Coventry)

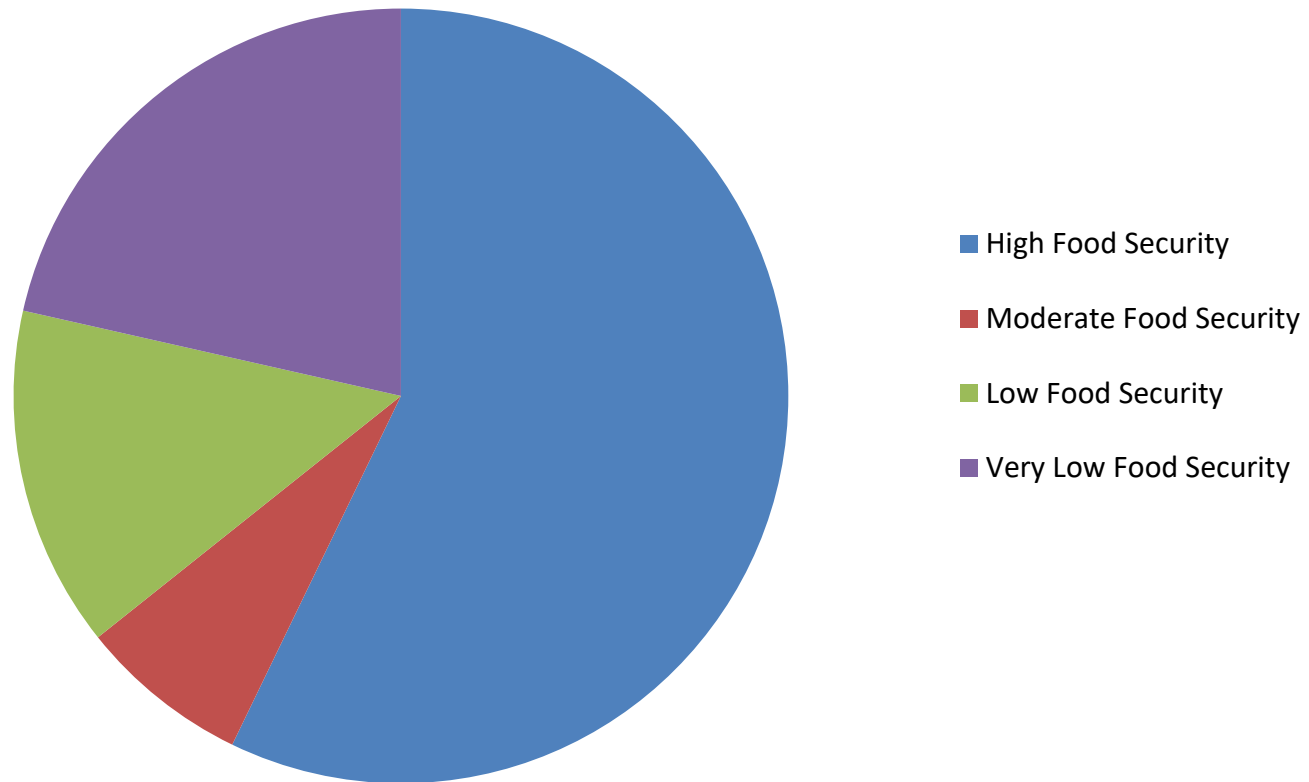
*I've been able to get to know some of the other mum's a bit more especially some that are going- whose children are going into school with [child] so it's been nice and numbers have been exchanged and things”*

(Trafford)



# Incidence of Food Insecurity (N = 14)

*Food security has been defined as “access at all times to sufficient, safe and nutritious food for an active and healthy life at affordable prices” (DEFRA, 2008; p. 2).*



57% of adult participants were considered to be food secure whilst 43% experienced some level of food insecurity.



# Conclusion

- Need for holiday food provision
- Food Bank data...tip of the iceberg
- More than just feeding
- Evaluation Framework
- Balance between intervention and evaluation

# Thanks & Questions



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