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RESEARCH • TRAINING • EVALUATION

### Holiday Hunger, Summer Learning Loss and the Importance of Summer Clubs in Tackling these Phenomena

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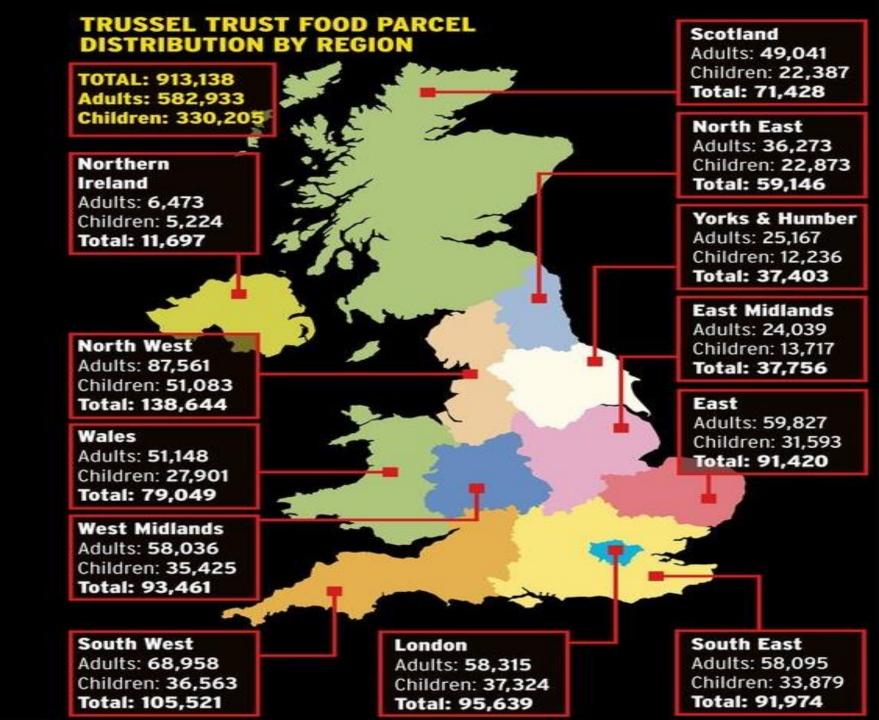
www.healthylivinguk.org

### Format of Talk

- Poverty
  - Child Poverty
- Study 1: National Mapping of Holiday Provision
- Study 2: Holiday Provision
- Study 3: Summer Learning Loss
- 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









## Poverty

 Individuals, families and groups in the population can be said to be in poverty when they lack resources to obtain the type of diet, participate in the activities and have the living conditions and amenities which are customary, or at least widely encouraged and approved, in the societies in which they belong (Townsend, 1979)

### **Causes of Poverty**

- Worklessness...personal and structural
- Low Pay/No Pay (zero hour contracts)
  - In 2009/10 58% families below the Poverty line contained at least one working member
  - Zero hours contracts (low pay/no pay)
- Inadequate Benefits (JSA...only 65% money required to live above the poverty line)
- Benefit Sanctions (Department of Work & Pensions, 2017)

## **Child Poverty Myths**

- Drugs and alcohol dependency (6.6%)
- Family Breakdown (63% children in poverty lived in two parent households)
  - Issues with affordable childcare
- Benefit Dependency (67% Jobseekers Allowance find work within 6 months)

 G Hay and L Bauld, Population Estimates of Problematic Drug Users in England Who Access DWP Benefits: A Feasibility Study, DWP Working Paper No 46 2008

2. See ONS wesbite for up to date claimant count figures

<u>3.</u> DWP, Beliefs About Work: An Attitutidinal Segmentation of Out-of-work People in Great Britain, Research Report 1, DWP Customer Insight Team 2011

## Child Poverty in UK

- 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

9 CHILDREN IN POVERTY IN A CLASSROOM OF 30

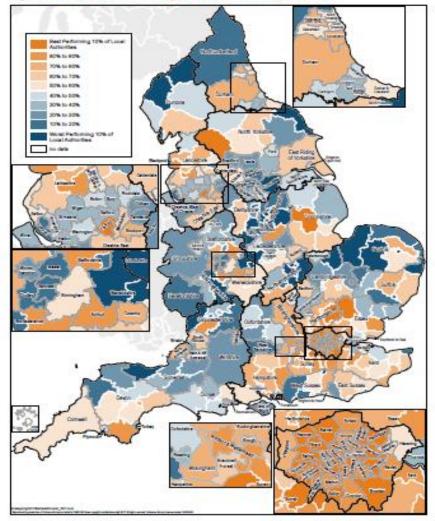
## Child Poverty: Human Capital

- Child Poverty costs the UK at least £29 billion p.a
- Education: FSM 3 terms lag behind affluent peers in terms of educational attainment but 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)

# Social Mobility Report (2017)

- In Kensington and Chelsea half of disadvantaged teenagers make it to university, but the figure for the same group in Barnsley, Hastings and Eastbourne is just 10%.
- No longer the North/South Divide but a division between London and the rest of the UK

Figure 1.1: Map of performance against all social mobility indicators



# **Challenges for Families in Holidays**

- FSM unavailable (2.3 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



# Holidays in Poverty (Graham & Defeyter, 2015)

Clip via @ChildhoodTrust London

https://vimeo.com/128382783







#### **Rural provision to outlying sites**

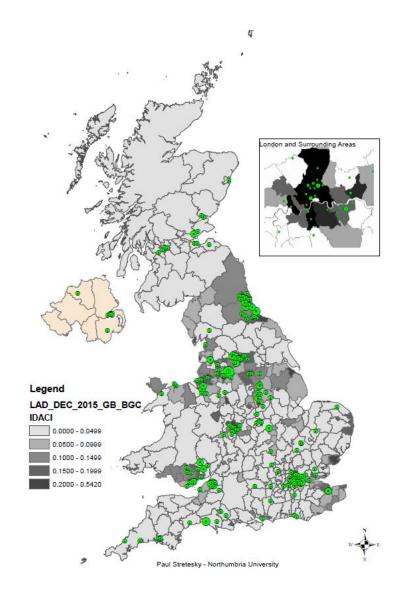


#### 8 million meals delivered in New York City



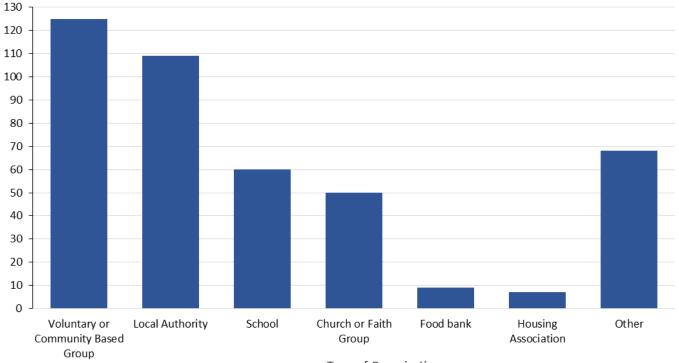
#### **Examples of Provision** Hiday Kitchen School lunches and activities during the VGFR ( GAPI ashram NORTH EAST **ASPE Snapshot** Survey Feb 2014, 120 responses in first 24 hours 72% stated COMMISSION holiday hunger is an **MAYOR'S** issue in their area (Defeyter & FUND FOR Stretesky, 2014) LONDON Meals CiN Children in HELPING YOUNG LONDONERS GROW Northern Ireland

# Study 1: Mann, Defeyter & Stretesky (under review)



Mapping of holiday provision programmes by childhood deprivation across local authorities 428 Organisations

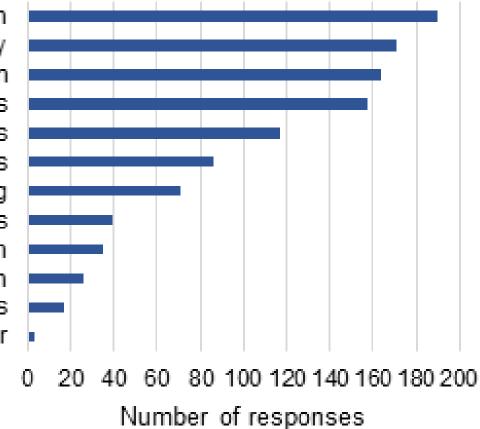
### Which organisation do you represent?



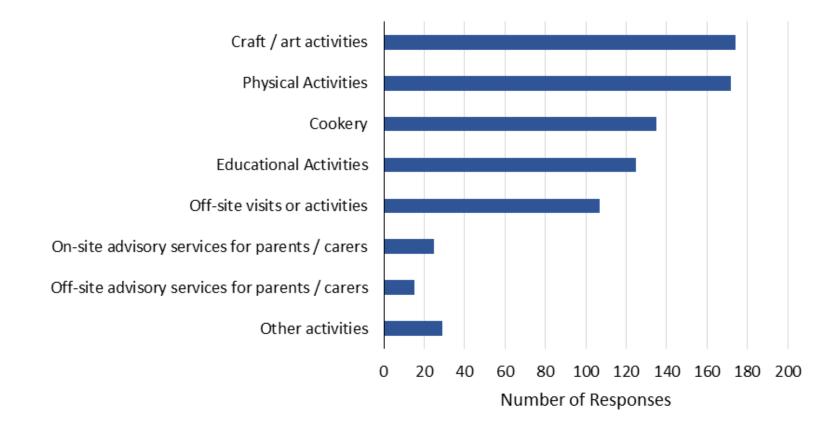
Type of Organisation

# Priority needs for families and children in the communities

Food Provision Safe Place to Play Childcare Provision Social Activities Enrichment Activities Physical Activities Wellbeing Educational Activities Health Crime Prevention School Readiness Other



### What is offered at the holiday scheme?



### Conclusions

- Wide-scale provision but fragmented
- Similar activities for children/families
- Nutritional standards?
- Unregulated

 Currently mapping provision in a large-scale survey in Northern Ireland

# Study 2: Holiday Breakfast Clubs (Graham & Defeyter, 2016; Defeyter, Graham & Stretesky, 2017)

- Aims:
  - Evaluate summer breakfast clubs from the perspective of delivery partners, parents and children.

Design:

Mixed methods approach (self-report questionnaires and semistructured 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.



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



#### (FRAC, 2012; Early Childhood Longitudinal Study (Von Hippel et al., 2007)

### **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)

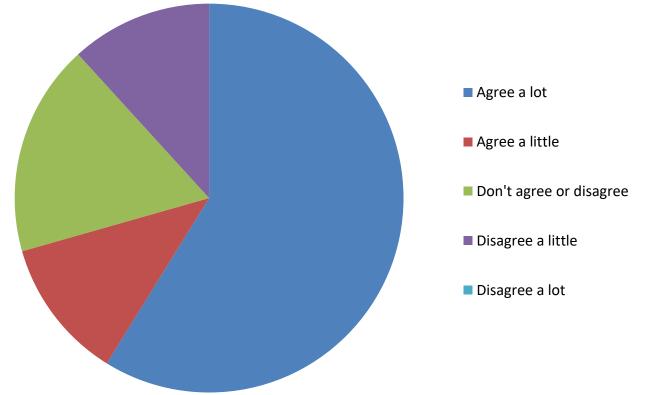
Liverpool Trussel Trust Food Bank (only 1 attendee)

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



### Questionnaire Part A: *Summer Circumstances* (N = 256)

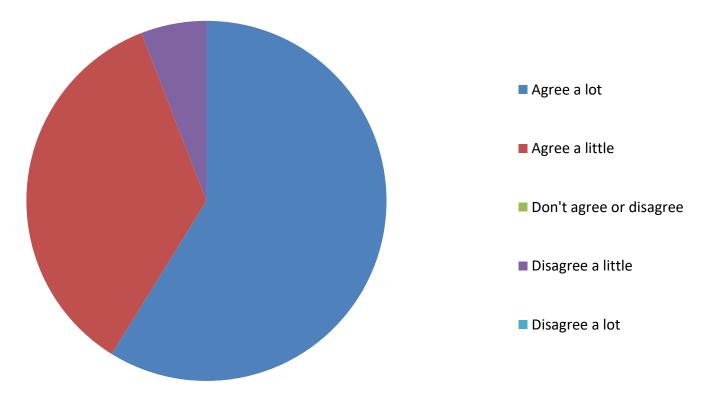
Q1. "It's harder to make ends meet during the summer than during the school year"



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

### Questionnaire Part A: *Summer Circumstances*

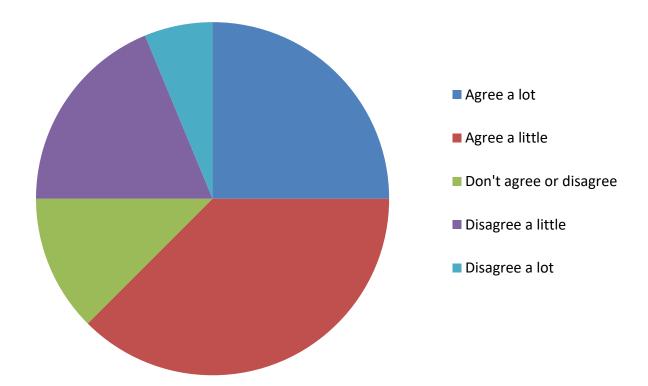
Q2. "We spend more on food during the summer than during the school year"



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*

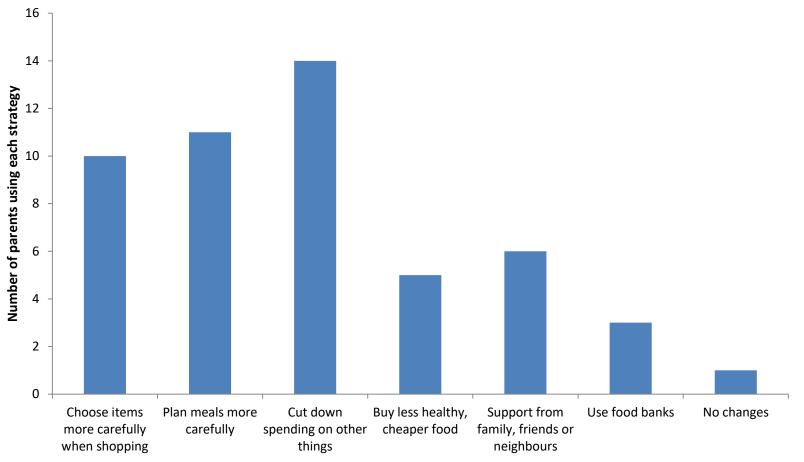
Q3. "We sometimes find ourselves without enough money for food during the summer"



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

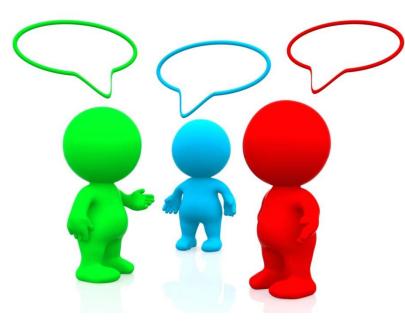
### Questionnaire Part A: Summer Circumstances (Long, Stretesky, Graham & Defeyter, 2017)

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



Strategies adopted during the summer

Semi-structured Interviews (N = 50 Children, Parents and Staff) (Defeyter et al., 2015)



 What are holiday breakfast clubs utilised for?

2) What are the perceived benefits 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.

### 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 to summarise the data

### 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)



# Study 3: Summer Learning Loss (Shinwell & Defeyter, 2017)

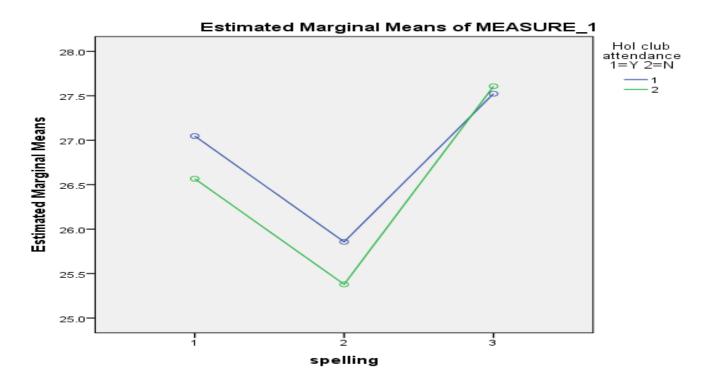
- Prior research in USA ...1 month's instruction
- Loss was more pronounced for maths and spellling(Cooper, 1987)
- Aim
  - Investigation of the phenomenon of "Summer Learning Loss"
- Study Design
  - 1 x 3 mixed factorial design
  - Time Three levels: Time 1- end of summer term; T2 start of autumn term & T3 - 7 weeks later
- Dependent Measures
  - Scores on Widen Ranging Achievement Test (WRAT 4 literacy test:Reading and Spelling). Parallel forms.

#### Study 3: Summer Learning Loss

- Participants
  N = 121 (6-8 year olds)
- Data Analysis
  - Repeated Measures
     ANOVA
  - Post-hoc Analyses

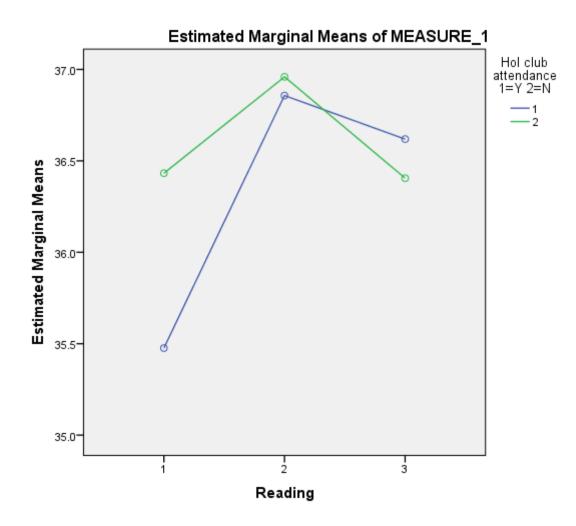


#### **Results: Spelling**



|        |                                   | Paired Differences |               |                 |                                |        |        |    |                 |
|--------|-----------------------------------|--------------------|---------------|-----------------|--------------------------------|--------|--------|----|-----------------|
|        |                                   |                    |               |                 | 95% Confidence Interval of the |        |        |    |                 |
|        |                                   |                    |               |                 | Difference                     |        |        |    |                 |
|        |                                   | Mean               | Std. Dviation | Std. Error Mean | Lower                          | Upper  | t      | df | Sig. (2-tailed) |
| Pair 1 | T1 Spelling total 1 - T2 Spelling | 1.237              | 2.686         | .436            | .354                           | 2.120  | 2.839  | 37 | .007            |
|        | total 2                           |                    |               |                 |                                |        |        |    |                 |
| Pair 2 | T2 Spelling total 2 - T3 Total    | -2.684             | 2.886         | .468            | -3.633                         | -1.736 | -5.733 | 37 | .000            |
|        | Spelling 3                        |                    |               |                 |                                |        |        |    |                 |
| Pair 3 | T1 Spelling total 1 - T3 Total    | -1.447             | 2.446         | .397            | -2.251                         | 643    | -3.647 | 37 | .001            |
|        | Spelling 3                        |                    |               |                 |                                |        |        |    |                 |

#### **Results: Reading**



#### Children's BMI Scores & Food Diaries



#### (FRAC, 2012; Early Childhood Longitudinal Study (von Hippel et al., 2007)

# A Day in the Life Questionnaire (Edmunds L, Ziebland S., 2002)

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)





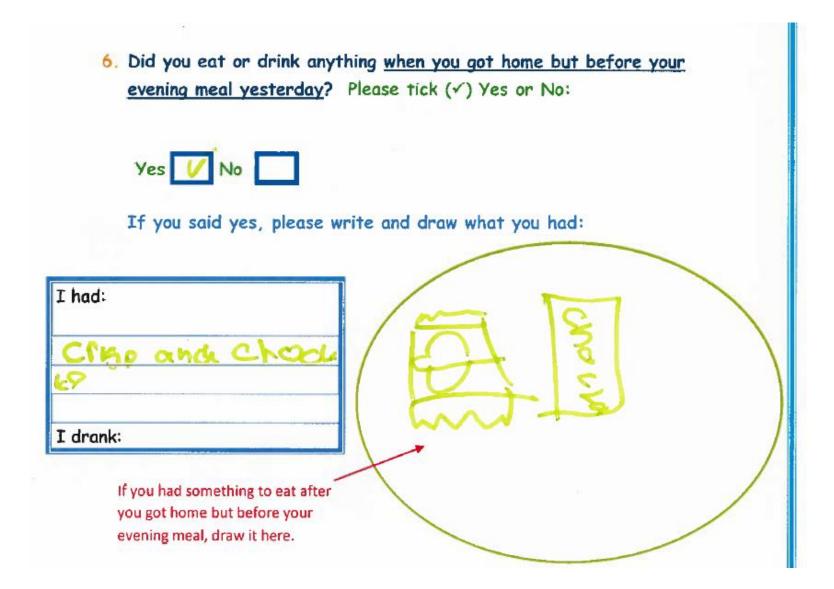




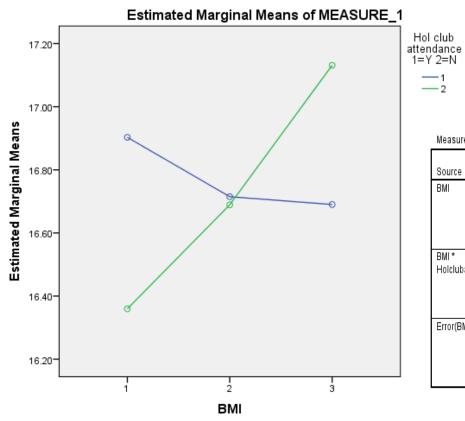




| Played on the<br>computer                              | Listened to<br>music | Went out | Played out | Arts and crafts | Watched TV |
|--|----------------------|----------|------------|-----------------|------------|
| Or did you do something else?<br>What else did you do? |                      | Hort     | hed        | Gen             | 5          |



### **Results: BMI Scores**





Measure: MEASURE\_1

| Source                |                    | Type III Sum<br>of Squares | df     | Mean Square | F     | Sig. |
|-----------------------|--------------------|----------------------------|--------|-------------|-------|------|
| BMI                   | Sphericity Assumed | .665                       | 2      | .332        | 1.237 | .306 |
|                       | Greenhouse-Geisser | .665                       | 1.394  | .477        | 1.237 | .297 |
|                       | Huynh-Feldt        | .665                       | 1.611  | .413        | 1.237 | .301 |
|                       | Lower-bound        | .665                       | 1.000  | .665        | 1.237 | .285 |
| BMI*                  | Sphericity Assumed | 1.909                      | 2      | .955        | 3.555 | .042 |
| Holclubattendance1Y2N | Greenhouse-Geisser | 1.909                      | 1.394  | 1.369       | 3.555 | .062 |
|                       | Huynh-Feldt        | 1.909                      | 1.611  | 1.185       | 3.555 | .054 |
|                       | Lower-bound        | 1.909                      | 1.000  | 1.909       | 3.555 | .080 |
| Error(BMI)            | Sphericity Assumed | 7.520                      | 28     | .269        |       |      |
|                       | Greenhouse-Geisser | 7.520                      | 19.519 | .385        |       |      |
|                       | Huynh-Feldt        | 7.520                      | 22.554 | .333        |       |      |
|                       | Lower-bound        | 7.520                      | 14.000 | .537        |       |      |

#### 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)

## References

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- Shinwell, Jackie and) (2017) <u>Investigation of Summer Learning Loss in the UK —</u> <u>Implications for Holiday Club Provision.</u> Frontiers in Public Health, 5 (270). ISSN 2296-2565
- Graham, Pamela L., Crilley, Eilish, Stretesky, Paul, Long, Michael, Palmer, Katie Jane, Steinbock, Eileen and Defeyter, Margaret Anne (2016) <u>School holiday food provision in the</u> <u>UK: a qualitative investigation of needs, benefits, and potential for development.</u> Frontiers in Public Health, 4. p. 172. ISSN 2296-2565
- Defeyter, Margaret Anne (Greta), Graham, Pamela L. and Prince, Kate (2015) <u>A qualitative</u> <u>evaluation of Holiday Breakfast Clubs in the UK: Views of adult attendees, children, and</u> <u>staff.</u> Frontiers in Public Health, 3. p. 199. ISSN 2296-2565

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#### RESEARCH • TRAINING • EVALUATION

Collaborators: Professor Paul Stretesky Dr Michael Long Dr Pamela L Graham Dr Louise Harvey-Golding Emily Mann Jackie Shinwell Zeb Sattar Eilish Crilley

Funders:

- ESRC
- PHE
- Big Lottery
- North East Child Poverty Commission
- Brakes
- Street Games
- Kellogg's
- Children in Northern Ireland
- Mayor's Fund for London
- PH Cardiff
- Children in Scotland