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An Investigation of Holiday Club Provision: Impact on Children's Educational Attainment, Nutritional Intake and Wider Family Benefits

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An Investigation of Holiday Club Provision: Impact on Children's Educational Attainment, Nutritional Intake and Wider Family Benefits

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ABSTRACT

The aim of the current thesis was to investigate the potential benefits, uses, and impact of holiday club provision with food on disadvantaged children's nutritional intake, educational attainment and the social well-being of attendees and their parents and carers. A sequential mixed methods research design was adopted for this thesis. An initial qualitative study informed the development of hypothesis and variables to be used in two subsequent quantitative phases of data collection.

Study 1 was a qualitative investigation of the views of key stakeholders regarding holiday club provision, the findings of which are described and interpreted using the socio-ecological model of health. Study 1 found that organisations were motivated by concerns that children may be at risk of holiday hunger due to changes in UK Government policy relating to welfare and benefit reform. However, Study 1 found that the benefits of holiday club provision extended beyond just providing access to food. Benefits were demonstrated at an organisational, community, interpersonal and individual level in multiple ways. It was considered that the UK Government needed to be made aware of the issue of holiday hunger, the need for holiday clubs to address this need but that lack of appropriate funding hindered provision.

Study 2 provides a detailed analysis of the effect of holiday club attendance on children's nutritional intake. Data on the nutritional intake of N = 21 children aged 3-11 years was recorded in a retrospective food diary, covering a 26 hour period, including lunch the day before they attended holiday club, up to and including lunch on the day they attended holiday club. The results showed that holiday clubs may have a positive effect on the type of food children eat for lunch. Overall however, there was no effect of attendance on the amount of energy or macronutrient content of the lunches children ate and the majority of children did not eat enough food at lunch time on a day they did not attend and a day they attended holiday club. This suggests that clubs need advice and guidance on food to be provided in holiday club settings. Furthermore, on a day children did not attend holiday club, the majority children did not meet recommended intake

levels for fruit, vegetables, water or sugar sweetened beverages but what they did eat and drink reflected UK children's intake as reported in the UK National Diet and Nutrition Survey (NDNS).

Studies 3a, 3b, 3c and 3d provide a quantitative investigation of the effect of a six or seven week summer holiday on children's educational achievements in spelling, word reading and maths computation and the effect of holiday club attendance on children's performance in these domains. Participants were aged 5-11 years of age and lived and attended primary schools in areas of high deprivation in Scotland and the North East of England. Results suggested that a stagnation in learning occurred across the summer holiday in each of the domains investigated and that attendance at holiday club had no effect on educational achievement.

The studies presented in this thesis are timely and offer useful insight for practitioners and policy makers involved in the development and delivery of holiday clubs. However, they also highlight key areas for consideration in future research on holiday club provision for disadvantaged children.

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AUTHOR'S DECLARATION

Information from Study 3a (Chapter 5) has been published in a peer reviewed journal (Appendix W):

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I declare that the work contained in this thesis has not been submitted for any other award and that it is all my own work. I also confirm that this work fully acknowledges opinions, ideas and contributions from the work of others.

Any ethical clearance for the work presented in this thesis has been approved. Approval has been sought and granted by the Northumbria University Faculty of Health and Life Sciences Ethics Committee.

I declare that the Word Count of this Thesis is 75,571 words.

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CHAPTER 1: Introduction

1.1. Background and Overview

More than 14 million people in the UK, including 4.1million children, live in poverty (Barnard, 2017; Department for Work and Pensions, 2018). Current estimates suggest that by 2021/22, the largest increase in the number of those living in poverty will be children, with current predictions indicating that 1.5 million more children (37% of all children) in the UK will be living in poverty (Hood & Waters, 2017). Numerous studies have been undertaken to investigate the impact of poverty on children's health and well-being, their diet, their food (in)security status, their physical and cognitive development and their academic performance. Generally, this research indicates that children who grow up in poverty are more likely to have an unhealthy diet, are more likely to be overweight or obese and are less likely to perform well academically compared to children from higher socio-economic status (SES) families (Andrews, Robinson, & Hutchinson, 2017; Chowdry et al., 2010; Nelson, 2000; NHS Digital, 2018). Policy makers, politicians and charities have expressed concerns that during the school summer holidays, pressure on already tight budgets increases for families living in poverty in the UK, particularly as the safety net of free school meals is removed, and other costs such as child care increase (Forsey, 2017). Current estimates suggest that up to three million children are at risk of holiday hunger, defined as "the tendency for children to be unable to access an adequate supply of nutritious food during the school holidays" (p.2) (Graham et al., 2016). Anecdotal evidence suggests that children return to school following the summer break looking visibly malnourished and that holiday hunger affects their school readiness and ability to learn and concentrate when the new academic year starts (Forsey, 2017; National Union of Teachers, 2017). A number of organisations have responded to these concerns by developing and delivering holiday club provision for disadvantaged children (Mann & Defeyter, 2017). However, whilst the number of holiday clubs for disadvantaged children is increasing at a rapid rate (Mann & Defeyter, 2017), provision is unregulated, clubs are unregistered and until the announcement of £9.1m funding for holiday club provision during summer 2019 by the Department for Education in England, there were no statutory guidelines for the type of

food to be provided in holiday club settings. Across the majority of holiday clubs, the objectives are to provide disadvantaged children with access to a nutritious meal at lunch time (ostensibly in lieu of the school lunch time meal) and enable them to participate in enriching and stimulating activities. In addition to potentially improving children's nutritional intake during the summer, it has been suggested that children continue to learn at holiday club (Graham et al., 2016) which may reduce the gap in educational attainment between children from high and low SES families, stop summer learning loss and increase the amount of physical activity undertaken by children.

A review of the literature indicates that peer reviewed studies investigating benefits of holiday club provision in the UK are scarce. However, whilst this research is in its infancy, a recent empirical study has indicated that holiday clubs for disadvantaged children are most likely to be located in areas of high deprivation (Mann, Long, Stretesky, & Defeyter, 2018), and that those attending are highly likely to be food insecure either with or without hunger (Long et al., 2017). Furthermore, qualitative investigations of holiday club provision suggest that the benefits of holiday club extend beyond just the provision of food and include providing opportunities for socialisation for parents and children and reducing the financial pressures of the summer holidays by making food at home last longer (Defeyter, Graham, & Prince, 2015; Graham et al., 2016).

The aim of the current chapter is to summarise the evidence in relation to poverty in the UK and the impact of poverty and household food insecurity on children's health and educational attainment. It provides a critical review of the history and development of school feeding initiatives that seek to attenuate food insecurity amongst low income families during term time, and the challenges families face during the summer holidays when that support is removed. The chapter will also include a critical review of research undertaken in the USA in relation to summer learning loss, defined as the tendency for children to lose skills and knowledge over the summer, where it is considered that the summer holiday period contributes to and drives the gap in attainment between children from different socio-economic backgrounds. The chapter will conclude by providing an

account of how organisations across the UK have responded to the challenges faced by low income families during the summer holidays.

1.2. Context to this Thesis – Poverty in the UK

The UK, like many western countries, adopts an income-based approach to the measurement of poverty. A household is considered to be in relative poverty if total household income is less than 60% of the UK median income, and, in 2016/17, estimates suggested that 14.3 million people, which equates to 22% of the UK population were living in relative poverty (Department for Work and Pensions, 2018). Furthermore, 12.4 million people in the UK (19% of the population) were estimated to be living in absolute poverty meaning their income was less than 60% of the median household income of 2010/11 (Department for Work and Pensions, 2018). Current forecasts suggest that by 2021/22 although the number of people living in both relative and absolute poverty will remain approximately the same, the number of children living in relative poverty will increase from 4.1 million to 5.6 million, rising from 30% to 37% (McGuinness, 2017). Children living in single parent families or who have two or more siblings are particularly at risk of living in poverty, and rates of child poverty are predicted to reach 62% amongst children growing up in single parent families (Department for Work and Pensions, 2018; Equality and Human Rights Commission, 2018; Hood & Waters, 2017). Changes to the welfare/benefit system, which include freezing benefits at 2016 levels, the introduction of Universal Credit which replaces and combines five benefits into one, and the introduction of the two-child benefit reform (which limits child tax and universal credit claims to a maximum of two children per family), will drive the predicted increase in childhood poverty (Hood & Waters, 2017). An investigation by the Department for Work and Pensions Select Committee of the House of Commons in the UK similarly concluded that the welfare and benefits system in the UK no longer provided an effective safety net and the most vulnerable in society were no longer protected. It too concluded that women and children were at particular risk of poverty and the requirement to pay childcare fees in advance and then reclaim them back through Universal Credit prevented people from working (House of Commons, 2019a).

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Using an income based approach to define poverty means poverty is linked to income. Households that rely on benefits, where no-body is in paid work, or where working members of households are in receipt of low wages are particularly vulnerable to poverty and high housing and living costs compound their vulnerability (Joseph Rowntree Foundation, 2016). However, poverty is not a static condition, and people may move in or out of poverty as circumstances change, such as losing a job or a relationship breaking down (Joseph Rowntree Foundation, 2016). More people are considered to be at risk of poverty than are actually living in poverty (Goulden & D 'Arcy, 2014), and in 2015, 30% of the UK population were considered to be at risk of living in poverty (Office for National Statistics, 2017). However, for some, poverty is enduring, and, if, relative poverty has been experienced for the last and at least two of the preceding three years, people are considered to be living in persistent poverty. Some 4.6 million people (7.3% of the UK population) were living in persistent poverty in 2015, a situation that more single parent families are likely to find themselves in than any other household composition (Joseph Rowntree Foundation, 2018; Office for National Statistics, 2017).

Writing in 1979, Townsend considered that poverty was not just related to income: "Individuals, families and groups in the population can be said to be in poverty when they lack the resources to obtain the types of diet, participate in the activities and have the living conditions and amenities which are customary, or are at least widely encouraged or approved, in the societies to which they belong. Their resources are so seriously below those commanded by the average individual or family that they are, in effect, excluded from ordinary living patterns, customs and activities" (p.10) (Townsend, 1979). Townsend's definition of poverty therefore relates to whether people are denied or deprived from participating in normal society due to their lack of resources, rather than the lack of resources preventing participation. Townsend developed a 60-item scale to measure relative deprivation that assessed levels of deprivation against standards that were considered to be acceptable at the time. In addition to measuring material deprivation (e.g. diet, clothing, material possessions), Townsend's scale also measured factors relating to how people lived their lives

including their health, education, working conditions and ability to socialise with family and friends at home and outside the home (Townsend, 1979). Townsend found that as income declined, so too did the ability to participate in society (Ferragina, Tomlinson, & Walker, 2013; Poverty and Social Exclusion, 2016; Townsend, 1979). Inability to participate in normal society through lack of income results in social exclusion: as social networks and social capital decrease, the risk of social exclusion (having no more than one close friend) increases (Barnard, 2017; Sirovátka & Mareš, 2008). However, Townsend's approach to the measurement of poverty has been the subject of criticism, including measurement error due to the methodology employed and failing, in the choice of items included in the scale of deprivation, to reflect that individuals may exercise discretion and choose to go without the items that Townsend considered indicative of being poor (Ferragina et al., 2013). Alternative methodologies have, therefore, been developed to address the criticisms levied at Townsend, and in one such approach, Ferragina et al., (2013) investigated choice and how income affects choices about participation in society. Using data from three UK population wide studies including the Millennium Cohort Study and the 2010 Family Spending Survey (FSS), Ferragina et al., (2013) similarly concluded that as income declines so does the ability to participate in normal, everyday activities. The authors also concluded that a basic level of participation in society is required but added to Townsend's findings that those on low incomes had to make hard choices and prioritise between goods and services considered to be "social necessities" (as measured in the Family Spending Survey) and that choices became more severe as income fell. An alternative approach to measuring poverty was also developed by Gordon et al., (2013) who adopted a "consensual" approach and identified those items that the broader public agreed should constitute a minimum standard of living and measured the number of people who fell below that standard. As a minimum, it was considered that adults should have access to a warm, damp free home and children should have a warm winter coat and new properly fitting shoes (Gordon et al., 2013). Beyond these basic needs, it was further considered that adults should be able to visit friends/family in hospital, participate in special occasions and be able to enjoy a leisure or hobby activity. It was considered that children should also have a safe place to play, be able to attend children's clubs or activities and be able

to go on a school trip at least once a term (Gordon et al., 2013). Furthermore, there was widespread agreement that children should be able to access three meals a day, have fresh fruit and vegetables every day, and have a fish, meat or vegetarian alternative once a day. Adults, it was considered, should as a minimum be able to access two meals a day incorporating fresh fruit, vegetables and a meat, fish or vegetarian alternative. In their analysis Gordon et al., (2013) found that over half a million children lived in families that could not afford to feed them properly and three and a half million adults could not afford to eat properly. In households that could not afford to feed their children, 93% of adults compromised on their dietary intake in order to protect their children and in so doing were demonstrating the most severe form of food insecurity.

1.2.1. Household Food Insecurity

The principles that underpin Townsend's (1979) definition of relative poverty are reflected in the widely accepted and used definition of food insecurity which has been described as "the inability to acquire or consume an adequate quality or sufficient quantity of food in socially acceptable ways, or the uncertainty that one will be able to do so" (P.1) (Dowler & O'Connor, 2012). People who experience food insecurity are effectively excluded from ordinary patterns of behaviour in relation to food and are unable to make choices about the food they would like to eat and the manner in which they obtain it. The Food and Agriculture Organisation (FAO) categorises food insecurity as mild, moderate or severe (FAO, 2016). Those suffering mild food insecurity worry about their ability to obtain food, moderate food insecurity occurs when people start compromising on the quality and variety of food they eat and reduce the quantity of food they consume and severe food insecurity occurs when people experience hunger (FAO, 2016).

Because there is no agreed measure of household food insecurity (HFI) in the UK, it is not known how many people in the UK are food insecure (Sharpe, 2016), although the UK Government recently (February 2019) announced that questions assessing levels of household food insecurity would be included in the annual Family Resources Survey (Butler, 2019). In 2014, the United Nations estimated that 10% of the UK population

(8.4 million individuals) over the age of 15 were moderately or severely food insecure, with more than half (4.7million people, 4.5% of the population) experiencing severe levels of food insecurity (Pereira, Handa, & Holmqvist, 2017). Furthermore, approximately one in five children under the age of 15 in the UK were estimated to live in a household that was moderately food insecure, a further 20% were estimated to live in a household where there was not enough money to buy food, and 4% of children in the UK did not eat three meals a day (Pereira et al., 2017). In the absence of a formal measure of HFI, data on the distribution of emergency food parcels by food banks is the closest approximation of a measure of food insecurity in the UK. Data from the Trussell Trust, the UK's largest networked provider of food banks suggests that the trend in the distribution of emergency three day food parcels is following an upward trajectory, rising from 61,500 in 2011 to over 1.6 million in 2018/19, with the number of emergency food parcels distributed to children exceeding more than half a million in 2018/19 (Loopstra & Lalor, 2017; The Trussell Trust, 2019). This suggests that increasing numbers of people in the UK may be food insecure. However, food bank usage is not a true reflection of levels of food insecurity, which may be nearly five times higher than food bank usage data suggests (Loopstra & Tarasuk, 2015).

The increasing number of people receiving food aid in the USA and Canada in the 1980s resulted in questions being raised about the extent of hunger in both countries, and led to the introduction of formal measures of food insecurity using the Household Food Security Survey Module (HFSSM) (Loopstra & Tarasuk, 2015). The HFSSM quantitatively captures the depletion of food and the consequences thereof and allows researchers to examine the causal link between whether lack of money to purchase food causes the depletion of food (Loopstra & Tarasuk, 2015). Analysis of four consecutive years of data collected in the Canadian HFSSM between 2007 and 2011 enabled Loopstra & Tarasuk, (2015) to compare trends in food insecurity with trends in food bank usage using data obtained from Food Banks Canada, an umbrella organisation to which two thirds of Canadian food banks are affiliated. Analysis showed that whilst both food bank usage and food insecurity increased over time, there was a mismatch in the numbers of those reporting to be food insecure and those accessing foodbanks. The

number of people reported as food insecure was 4.6 times greater than the number of people estimated to have accessed food banks which led the researchers to conclude that food bank usage only reflected the number of people who may be suffering from severe food insecurity and not those who may be suffering from mild/moderate food insecurity.

Research also indicates that household food insecurity is a dynamic process and people may move in and out or along the scale of food insecurity as defined by the FAO (Hendriks et al., 2016; Jarrett, Sensoy Bahar, & Odoms-Young, 2014). For some, an acute shock to their income, such as losing a job, may be the cause of their food insecurity (Wainwright, Buckingham, & Wainwright, 2018), but for others, it may be more cyclical. As income becomes more limited, for example towards the end of the month, access to food becomes more restricted and a range of behaviours and strategies are adopted by those facing food insecurity to help them cope (Jarrett et al., 2014)). Tactics include shopping in multiple stores for food, seeking (and reciprocating) support from family and friends, making food last, reducing portion sizes and adults often and children occasionally, being forced to skip meals because there is not enough food. However, a trip to the food bank is viewed as the strategy of last resort when all other tactics have failed (Hendriks et al., 2016; Jarrett et al., 2014; Loopstra & Tarasuk, 2015).

Similar tactics to those outlined above were adopted by food insecure parents whose children attended a UK based summer club during summer 2014 (Harvey 2016). In a mixed methods study examining the experiences of food insecure families in South London, Harvey, (2016) assessed levels of food insecurity using the HFSSM. A total of 72 parents completed the survey, with most parents (N = 58) completing it in spring 2013 and the remaining N=14 completing it in summer 2014. Parents who completed the survey in the summer were more likely to have very low levels of food security compared to parents who completed the survey in the spring and the difference was statistically significant. More than 90% of parents reported that in the preceding year they had worried about having enough food, had ran out of food and could not afford to give their children a balanced diet, thus they had to rely on buying low cost, value

brands of food. Parents often cut back on their food intake or missed meals to make food last and three-quarters of parents said this had happened sometimes or often. Nearly half of parents reported that they had lost weight and 20% had not eaten for whole days due to the inability to buy food. Nearly half of parents reported that they had reduced children's portion sizes and 40% said their children had missed meals because of lack of food. In the qualitative phase of data collection with N=19 children, some children said that experiencing hunger was the norm and although parents had reported that they attempted to shield children from food insecurity, children were aware of instances of going without food due to lack of money. Furthermore, children reported that they were more likely to miss meals at weekends when they were not able to access school lunch or meals at after school clubs. However, a potential limitation of the work undertaken by Harvey, (2016) could relate to the reliability of data. Although receipt of a food parcel was not contingent upon completing the HFSSM, parents were asked to complete the survey only after receiving a food parcel. Participants may therefore have felt the need to overstate their level of food insecurity.

Food insecurity may significantly affect children's physical and psychological health. Children who grow up in food insecure households are more likely to have a poor diet and a recent analysis showed that low income families, particularly unemployed, lone adult households, either with or without children, cannot afford to comply with UK Government recommendations for dietary intake for optimum health. Analysis suggests they would need to spend nearly three quarters of their disposable income on food to be able to do so (Scott, Sutherland, & Taylor, 2018). Babies born into households that do not have enough money for food tend to have lower birth weights and are less likely to be breast fed which increases their risk of infection in early life and their risk of Type II diabetes in later life (Nelson, 2000). As children are introduced to solid food their diets tend to contain greater quantities of high fat, high sugar processed food and drinks and less fruit and fibre than the diets of children from higher income families (Nelson, 2000). Furthermore, children from food insecure families are more likely to be overweight or obese (Casey et al., 2006; NHS Digital, 2018; Wight, Kaushal, Waldfogel, & Garfinkel, 2014). A poor diet also impacts on children's cognitive

development, beginning in utero when poor nutritional intake by the mother can adversely affect the rate at which the brain grows and develops and the effect of poor nutrition when key skills such as language development are being acquired may be lasting (Benton, 2008).

A number of studies in the USA have investigated the relationship between levels of childhood food insecurity and educational attainment. For example, a study undertaken by Johnson & Markowitz, (2018) found that children who experienced food insecurity performed less well in school compared to children who were food secure, and the greater the frequency of food insecurity, the poorer the performance, not only academically but also in relation to social and emotional outcomes. Johnson & Markowitz, (2018) used data from 3,700 participants in the Early Childhood Longitudinal Study-Birth (ECLS-B) to investigate associations with timing and intensity of early childhood food insecurity and children's performance in kindergarten maths, reading and their social-emotional outcomes. Household food insecurity was assessed using the USA HFSSM questionnaire which was completed by parents when children were aged 9 months, amd again when they were two years of age and on a third occasion when children entered kindergarten. Data on performance in reading and maths skill were assessed using tests specifically designed for the ECLS-B study and data on children's social and emotional behaviour were based on teacher assessments which were collected in the autumn after children started kindergarten and again in 3rd grade (aged 8-9 years). Following their analysis, Johnson & Markowitz, (2018) concluded that the greater the intensity and frequency of food insecurity across early childhood, the greater the negative effect on reading, maths and social and emotional outcomes. One episode of food insecurity in early childhood was associated with greater hyperactivity and decreased approaches to learning and poorer performance in reading and maths. The same pattern was observed if two episodes of household food insecurity were experienced. There was a marginally statistically significant association with a third episode of food insecurity and a reduction in reading skills. However only 150 parents reported that they were food insecure across all three data collection time points and this may have underpowered the analysis.

An earlier study by Jyoti, Frongillo, & Jones, (2005) used data collected in the Early Childhood Longitudinal Study – Kindergarten cohort (ECLS-K) to investigate how food security over time related to older children's performance in reading and maths and their social and emotional development. Academic performance in maths and reading was collected at entry into kindergarten (aged 5-6) and again when children were in 3rd grade (aged 8 to 9 years). Data pertaining to social skills were captured via teacher questionnaires in Kindergarten and 3rd grade, as were data on children's weight, height and BMI. Data on household food insecurity were collected via telephone interviews with parents in Spring 1999 and Spring 2002 using a modified version of the USA HFSSM. The researchers found that children who were food insecure when they entered kindergarten performed less well in reading and maths tests and boys showed a decline in social skills. Furthermore, children whose food security status changed from being food secure to food insecure, performed less well in reading than children who remained food secure. Children who transitioned from being food insecure to food secure still performed less well than children who had been persistently food secure (Jyoti et al., 2005).

In the absence of data on levels of household food insecurity in the UK, it is not possible to investigate the impact of household food insecurity on UK children's educational outcomes. The nearest approximation is SES and a number of investigations have used data from UK longitudinal studies to investigate the relationship between poverty and cognition and educational outcomes of children in the UK. The picture that emerges is that children from low SES families perform less well in school than their better off counter parts. Furthermore, the gap in educational attainment between low and high SES children is apparent before children start school and continues to widen as children progress throughout their academic journey. For example, an investigation by Waldfogel & Washbrook, (2010) used data from the Millennium Cohort Study (MCS) (which has tracked the progress since birth of more than 18,000 children born in the years 2000 and 2001), to investigate the relationship between low income and cognition. Data on household income were collected in the MCS when children were aged nine months and again when they three years and five years of age. Cognitive performance was assessed

using results from the British Ability Scales test conducted when children were aged five. The researchers found that by the time children were five years of age; higher SES children were 11.1 months ahead of lower SES children. Parenting style and the home learning environment, including the amount of stimulating and engaging activities undertaken by the parent with the child, accounted for more than two months of the gap in attainment. Low income and material deprivation explained a further 1.4 months of the gap. The environment, including housing and neighbourhood conditions were also factors that contributed to the difference in attainment between each group of children, though less so than income and material possessions. Maternal and child health also contributed to the difference, including the low birth weight of low-income children. Finally, low income mothers were less likely to work during or after pregnancy, and children of mothers who did not work performed significantly lower than those whose mothers worked. However, a large part of the gap in attainment remained unexplained.

Andrews, Robinson, & Hutchinson, (2017) also investigated the attainment gap between disadvantaged children and their peers over time. Using data from the National Pupil Database which contains data from tests/assessments administered to pupils when they enter Reception Year (age 4), at Key Stage 2 (age 11) and GCSE examinations (at age 16). A child was classed as disadvantaged if they had been eligible for free school meals (FSM) at any point in the previous six years and were classed as persistently disadvantaged if they had been eligible for FSM for 80% of their school career. Andrews et al., (2017) found that the gap in attainment grew throughout school and by the time children in England left state funded secondary school, the gap between disadvantaged and non-disadvantaged children was 23.4 months. Furthermore, the gap between persistently disadvantaged children and their non-disadvantaged counterparts was 24.3 months. Writing in 2017, Andrews et al., (2017) estimate that it would take 50 years to narrow the gap in attainment. However, a more recent analysis of data in the National Pupil Database by Hutchinson et al., (2019) indicates that the gap in educational attainment is beginning to widen and that at the current rate of progress, it will take 500 years for the gap in disadvantage to close by the time children leave secondary school.

Chowdry et al., (2010) used data from three longitudinal studies of UK children attending state funded schools to investigate why educational outcomes differ by SES, if they change over time and whether there are any differences in attitudes and behaviours or other factors that could explain the gap in attainment. Data on children born in the years 2000 and 2001, captured in the MCS, were used to track progress of children aged 3-5 years of age. Data on the performance of children aged 7 – 11 years in Key Stage 1 and 2 national tests were obtained from the Avon Longitudinal Study of Parents and Children study (ALSPAC). Data on performance of children aged 11-16 in Key Stage 3 and 4 national tests conducted in 2003/04 were obtained from the Longitudinal Study of Young People in England (LSYPE). Data from the British Cohort Study (BCS70) were used to investigate whether parental childhood circumstances might explain why children growing up in poverty do less well than better off children. The researchers found that differences in educational attainment between poor and rich children in England were evident by the age of three and that by the age of five, the gap had widened further. The gap in attainment grew at its fastest rate once children went to primary school, and although it grew at a slower pace once they started their secondary school education, it nonetheless continued to grow. The researchers concluded that the difference in attainment pre-school was due to the home learning environment. Low SES children were read to less often, had less structure to their day, displayed poorer behaviour and had lower mother and child interaction scores. However, once children were in school, the biggest influence on the gap in attainment related to parental beliefs and values about education, their aspirations for their child's post-16 educational destination and how much locus of control parents felt they had. Those same beliefs and aspirations were transferred to their children. For example, better off parents had high aspirations for their child, valued education and had high levels of belief that their actions influenced outcomes. This translated into higher test scores for children at the age of 11 and better performance in GCSEs, while the opposite patterns were observed in lower SES parents and children.

Chowdry et al., (2010) further found that the children of parents who grew up in poverty did less well in school, as had their parents, and concluded that poverty and its impact on cognition extended across generations: children's test scores were lowest where poverty had persisted across generations and children's test scores were influenced by their parents' cognitive ability at the ages of 5 and 10, i.e. parents who grew up in poverty performed less well in cognitive tests when they were children and this pattern was repeated in the next generation. Furthermore, the current SES of the parent influenced the educational outcome of their children. If a parent had grown up in a high income family but had fallen into poverty as an adult, their children performed less well than children whose parents had grown up in a higher SES family and had maintained the same SES status as an adult. The researchers concluded that multiple factors influence a child's success or otherwise in school including the home learning environment, levels of parental interaction and parental beliefs and aspirations for their children which translated into children's beliefs and aspirations, which in turn had been influenced by their grandparents' beliefs and aspirations for their child, setting up a cycle of inter-generational transmission of low expectations. However, despite detailed analysis of large scale longitudinal studies, part of the gap in attainment between high and low SES children remained unexplained.

1.2.2. School Feeding Programmes

Within the UK, the school meals service is a government-led initiative that seeks to alleviate household food insecurity amongst children during term time. It has its origins in the late 19th century when concerns were expressed about the adequacy of children's diets and questions were raised regarding the malnourishment and physical deterioration of children and whether poverty, ignorance or poor parental (maternal) care were the cause (Evans & Harper, 2009; Welshman, 1997). In 1875, the city of Manchester was the first city to provide school meals for children but provision spread across the UK following the implementation of the 1906 Education (Provision of Meals) Act (Evans & Harper, 2009). The aim of the 1906 Act was to ensure that children were "no longer prevented by insufficiency of suitable food from profiting by the education offered in our schools" (p.9) (Welshman, 1997). Formal standards with guidance on nutrient

content of school meals were not introduced until 1941, and the 1944 Education Act required all local education authorities to provide a free school meal to all who wanted them. However, in 1980, although the obligation on local authorities to provide free school meals remained, provision of meals was classified as a non-essential service and nutritional standards were abolished. In 1986, the Social Security Act restricted entitlement to free school meals to those in receipt of supplementary benefits and two years later, the Local Government Act required local authorities to put the school meals service out to competitive tender on the basis that the lowest price won the contract, resulting in the de-regulation of the school meals service as private sector companies began providing school meals (Evans & Harper, 2009). In 2001, food and nutrient based standards for school meals were introduced in each of the countries of the UK which sought to improve the nutritional standard of school meals and all food sold or served in schools. In 2013, following a review of school meals, the School Food Plan was introduced which aimed to reinvigorate the school lunch time meal and increase take up and provide children with access to nourishing food. The standards introduced were applied to cover all foods served and sold in schools (Dimbleby & Vincent, 2013). Although research has not been undertaken on the effect of the new school food standards on children's intake, having guidelines on the type of food to be served in school settings leads to improvements in the quality of food provided (Adamson, 2017). In the same year, free school meals were introduced for all children in reception and years 1 and 2 (years P1 to P3 in Scotland) in state funded schools in England and Scotland through the Universal Infant Free School Meals initiative (UIFSM) (Long, 2018; NHS Scotland, 2016). The introduction of the UIFSM resulted in take up of free school meals reaching a record high of 86%, with the greatest take up from low income families as the universality of provision reportedly reduced the stigma associated with free school meals (Huda, Sellen, Gibson, & Oliver, 2018; NHS Scotland, 2016). Whilst the financial impact of the introduction of UIFSM was not formally measured, it was considered that newly eligible parents/carers gained the most, saving around £11 per week/£380 per annum per child (Gruffudd et al., 2017; NHS Scotland, 2016; Huda, Sellen, Gibson, & Oliver, 2018).

In a Cochrane Library systematic review, Kristjansson et al., (2007) reviewed 18 studies which investigated the impact of school feeding programmes (including breakfast, lunch and snacks) on disadvantaged children's physical and psychosocial health. Studies took place in high and low income countries and included a mix of study designs. Kristjansson et al., concluded that school feeding programmes may have small benefits for disadvantaged children. In high income countries there were mixed but positive effects of school feeding programmes on weight and height and in low income countries, children gained more weight compared to controls. School attendance improved in both high- and low-income countries where children were fed and children were also poorly less often in schools where they received food compared to controls. Results of studies investigating the impact of school feeding programmes on maths, reading and spelling were restricted to low income countries but Kristjansson et al., reported that participation in school feeding programmes had a significant positive effect in relation to maths and some short term cognitive tasks in the morning following provision of a school breakfast.

Whilst school lunches have been a feature of school feeding programmes in the UK since the 1800s, school breakfast clubs by comparison are a relatively new phenomena, having first been piloted in the late 1990's as part of the then UK Government's child poverty reduction strategy which sought to make it easier for parents to gain employment by increasing the provision of out of school hours care (Defeyter, Graham, Walton, & Apicella, 2010; Shemilt et al., 2003; Smith & Barker, 2004). The objectives of a pilot breakfast club initiative funded by the Department of Health in 1999 were to provide breakfast for children who might otherwise not have consumed breakfast before school, reduce lateness and poor attendance, improve motivation to learn and provide healthy eating choices for children (Shemilt et al., 2003). An evaluation of the pilot programme found that breakfast club attendance encouraged children to eat breakfast, possibly because of the social environment, and eased the pressure of morning routines at home. The provision of breakfast club enabled parents of younger children to stay in work or to continue to study as they could get to work or lectures on time, and because breakfast club provided a safe, trusted child care environment, parents were provided

with peace of mind. Furthermore, for some families, breakfast club attendance relieved food poverty, making food at home last longer (Shemilt et al., 2003). The importance of the breakfast meal for children who may be going to school hungry was acknowledged by the UK Government in the 2013 School Food Plan when the nutritional guidelines in the Plan were extended to all food available in schools (Graham, Puts, & Beadle, 2017). However, different legislative frameworks now exist in England, Scotland and Wales in relation to school based breakfast and the introduction of programmes has proceeded at different rates in each country and is somewhat ad hoc (Defeyter et al., 2010; Weichselbaum & Buttriss, 2014). The Welsh Assembly for instance introduced universal free school based breakfast clubs in 2004, but schools were not obliged to establish clubs (Murphy et al., 2010). Elsewhere, breakfast clubs were funded by local authorities, charities or through corporate support including Greggs and Kellogg's. However, the number of schools providing breakfast clubs is increasing and, in a survey conducted by Kellogg's in 2016, it was reported that school-based breakfast club provision had increased by as much as 45% since 2008, and 85% of the 30,191 educational establishments that took part in the survey reported that they hosted a school based breakfast club (Kellogg's UK, 2016). Furthermore, the number of school based breakfast clubs is expected to increase further following an announcement by the Department for Education in England in September 2017 to provide £26m of funding to expand the network of school based breakfast clubs by nearly 2,000 (Department for Education, 2017). Whilst school based breakfast clubs provide a number of benefits including encouraging attendance, reducing lateness and providing a safe childcare environment, it is considered that the breakfast meal itself exerts a positive effect on cognition.

In a systematic review of 45 studies investigating the effect of breakfast on the cognitive performance of children and adolescents, Hoyland, Dye, & Lawton, (2009) concluded that consumption of breakfast was beneficial compared to no breakfast, particularly in relation to cognitive function. A number of studies showed that children made fewer errors on attention tasks in breakfast *v.* no breakfast conditions and, in certain studies, attention was sustained across the school morning. The findings in other cognitive

domains (e.g. memory) were rather mixed. Of the thirteen studies that investigated the long term effects of school based breakfast programmes, although variable in terms of duration of breakfast club (four weeks to three years, though typically around 12 weeks), Hoyland et al., (2009) concluded school-based breakfast programmes may have a positive impact on children's academic performance, but this may partly be due to increased attendance at school, which breakfast clubs may encourage.

Similarly, in a later systematic review of 45 studies investigating the effects of breakfast and breakfast composition on cognition in children and adolescents, Adolphus, Lawton, Champ, Claire, & Dye, (2016) concluded that breakfast exerts a short term but positive effect on specific cognitive domains (attention, executive function and memory) *v*. no breakfast and that breakfast is more beneficial for undernourished children compared to fasting. However, the type of food consumed for the breakfast meal impacts on cognitive performance. This was demonstrated by Ingwersen, Defeyter, Kennedy, Wesnes, & Scholey, (2007), who investigated the role of high and low glycaemic index (GI) breakfast cereals on children's cognitive performance. GI refers to the rate at which glucose from food is absorbed into the blood. The higher the GI, the quicker the glucose is released into the blood, followed by a rapid decrease in circulating blood glucose levels. The lower the GI, the slower the release of glucose into the blood, and glucose levels are maintained at a stable rate rather than peaking and dropping rapidly. On consecutive days, children were served a 35g portion of either a low (All Bran) or high GI (co-co pops) breakfast cereal with semi-skimmed milk at 9.30 am. Attention and memory were tested using the Cognitive Drug Research (CDR) Computerised Assessment Battery which assesses speed of attention, speed of memory, accuracy of attention, secondary memory and working memory. Baseline measurements were taken at 9.00am and breakfast was served at 9.30 am. Children were tested again at 9.40, 10.40 and 11.40. Ingwersen et al., (2007) found that performance declined over the morning but a low glycaemic index (GI) breakfast may prevent children's performance declining on measures of attention and memory compared to a high GI breakfast. However, the researchers advised that caution should be adopted in generalising the

findings as the effect of GI across all cognitive functions were only found in two of the five measured domains.

Whilst breakfast and school based breakfast may exert a positive influence on certain cognitive domains depending on the type of food consumed, Defeyter, Graham, & Russo, (2015) found that attendance at school based breakfast clubs and after school clubs also had a positive effect on children's social relationships and specifically friendship quality and experiences of peer victimization. Pupils completed an adapted version of the Friendship Quality Scale (FQS) questionnaire which represents five dimensions of friendship (companionship, conflict, help, security, and closeness) and were also asked to name their best friend. Teachers were asked to confirm whether pupils were best friends. Pupils also completed a version of the Multidimensional Peer Victimisation Scale (MPVS) which represents four dimensions of victimisation (physical victimisation, social manipulation, verbal victimisation and attacks of physical property). The FQS and MPVS were completed two months after the start of an academic year and again six months later. Defeyter et al., found that attendance at a school breakfast club had a positive effect on the quality of children's relationships with their best friend, and attendance at both breakfast club and after school club reduced levels of peer victimisation over six months. Furthermore, children attending breakfast club reported higher levels of companionship, closeness, help and security compared to children who attended the after-school club and children who did not attend any clubs. It was suggested that the unstructured, informal, face to face interaction of breakfast club may have contributed to the creation of friendships.

Similarly, in a qualitative investigation of the benefits, uses and impacts of a universal breakfast club by Graham, Russo, & Defeyter, (2015) the social benefits of school based breakfast clubs were highlighted by parents, children and staff as a positive aspect of a universal free school based breakfast club. Families also benefited as it meant that parents could access affordable childcare safe in the knowledge their children were in a secure environment, and without the club, may have had to change working patterns.

Likewise, the support that school based breakfast clubs provided in helping parents/carers meet work and study obligations was recognised as a benefit of a universal free breakfast club initiative in the north west of England, particularly as the costs of alternative child care was prohibitive, and was identified as one of five external factors that influenced breakfast behaviours in a study by Harvey-Golding, Donkin, Blackledge, & Defeyter, (2015). In developing their model of breakfast behaviours, the researchers also found that there was a strong perception amongst school staff that high levels of food poverty and food insecurity were an external factor that influenced attendance at school based breakfast clubs. Furthermore, because the school-based breakfast clubs were located in deprived areas, there was concern that food insecurity would increase at weekends and during school holidays as parents would have to meet the cost of providing the food that children received at school. In addition, the absence of food for breakfast at weekends and during holidays was evidenced in interviews with child breakfast club attendees.

1.2.3. The Challenge of the Summer Holidays

Concerns that up to three million children in the UK could be experiencing "holiday hunger", were expressed by a number of contributors who presented evidence to an All Party Parliamentary Group (APPG) on Hunger in the UK in 2017. The APPG heard that low income parents face a number of challenges during the summer. The loss of free school meals increases parental outgoings by £30-£40 per week, the lack of affordable childcare and the cost of keeping children entertained make the summer holidays an expensive time of year for low income families (Forsey, 2017). The APPG also heard that compromising on the quality and quantity of food eaten, parental skipping of meals and eating children's leftovers and complete absence of meals were tactics used by parents to cope with the demands of the summer holidays (Forsey, 2017), reflecting coping strategies used by food insecure households. Furthermore, demand for emergency food aid parcels for children spikes during the summer holidays and, over two consecutive years for which data are available, The Trussell Trust, the UK's largest networked provider of food banks reported that during July and August of 2016 and 2017, demand for emergency three day food parcels for children increased by

approximately 5,000 each year compared to levels of demand observed in May and June of the same years (Perraudin, 2018; The Trussell Trust, 2017). However, as mentioned above, food bank usage data is not an accurate indication of food insecurity, which may be nearly five times higher than food bank usage suggests as those suffering food insecurity adopt a range of strategies to cope and visiting a food bank is seen as the strategy of last resort (Loopstra & Tarasuk, 2015).

Concerns about increasing rates of household food insecurity, holiday hunger and the inability to access healthy food during the summer holidays and prohibitive childcare costs were amongst a number of issues highlighted in a literature review by Stewart, Watson, & Campbell, (2018) which sought to identify those factors that together make the summer a time of pressure and anxiety for disadvantaged families. Stewart et al., concluded that during the summer holidays, children's risk of obesity increases, as does the risk of suffering psychological damage caused by the stigma and shame associated with material deprivation. Cumulatively, the lack of access to free school meals, low income, lack of affordable child care, lack of opportunities and money to enable children to engage in stimulating activities add up to cause difficult, lonely summers for children from disadvantaged families.

Similarly, Gill & Sharma (2004) conducted a study that asked parents about their experiences during the school summer holidays. Parents spoke of the difficulties they faced throughout the year but said the school summer holidays exacerbated issues because the safety net of free school meals was removed. Weekly food shopping bills increased as parents had to meet the cost of the five lunch time meals a child would normally receive at school. As a result, parents/carers compromised on the quality of food they purchased. Shopping choices were influenced by what was on offer in low cost supermarkets/freezer shops, which were often unhealthy, but parents were forced to prioritise cost over the nutritional value of food bought. A consequence of higher food shopping bills during the summer holiday period meant that parents had less money to spend on keeping their children occupied. This resulted in increased social isolation, both for parents and children as, in addition to not being able to afford to take part in

interesting and stimulating activities, children were unable to invite friends around to play as parents could not afford to feed their own children let alone feed extra mouths.

Likewise, a study investigating the impact of the school summer holidays on the mental health and well-being of more than 100,000 Welsh adolescents by Morgan et al., (2019) found that children from low income families were more likely to be lonely and socially isolated and spend less time with their friends over the school summer holiday period than children from higher income families. This finding, suggested the researchers, was consistent with previous research which indicated that children from low income families are often left alone over the summer because of the cost of affordable childcare and the cost of affordable activities limits children's opportunities for social interaction. Furthermore, the researchers found that children from low income families were more likely to report that they went to bed hungry often or always during the summer holidays. A joint Department for Work and Pensions and Education select committee heard evidence from parents who said that the absence of free school meals meant that they relied on food aid to feed their children during the school summer holiday period (House of Commons,2019b).

Researchers in the USA have investigated whether food insecurity increased during the summer holidays amongst low income families and whether it was attenuated amongst families whose children participated in the federally funded Summer Food Service Programme (SFSP). Established more than 50 years ago, the programme enables disadvantaged children to access food and enrichment activities for approximately six or seven weeks of the three month long summer holidays in the USA (Food Research Action Centre, 2018). Using data from the Current Population Survey Food Security Supplement (CPS-FSS) collected by the US Department of Agriculture over a seven year period, Nord & Romig, (2006) found that food insecurity increased amongst low income families during the summer, and rates were higher amongst families with children. However, food insecurity was attenuated amongst families whose children were able to participate in the SFSP.

Amid concerns that the summer food service programme in the USA was underused and was not reaching all of those who could potentially benefit, in 2011, the US Department of Agriculture piloted an initiative to provide electronic transfers of cash through existing food supplementation programmes to low income families (Collins et al., 2016; Hopkins, Hooker, & Gunther, 2017). The Summer Electronic Benefits Transfer for Children (SEBTC) scheme had the specific aims of reducing or eliminating food insecurity and improving the nutritional intake of children from low income families over the summer months (Collins et al., 2016). During the pilot, eligible low-income families with school age children were credited with either $30 or $60 per eligible child per month during the summer, whilst a control group received no credit. Household food insecurity was measured using the long version of HFSSM with a 30 day reference period and the dietary intake of one focal child per family was monitored for 30 days (Collins et al., 2016). The researchers found that very low child food insecurity was reduced by a third among participants who received $60 compared to no benefits and by a fifth among participants who received $30 compared to no benefits. In addition, the nutritional quality of children's diets improved as a result, with children's mean intake of fruit and vegetables increasing by a third of a cup each day (Collins et al., 2018).

Teachers are very aware of the pressures that families face during the holidays, not only during the summer but at other times of the year (National Union of Teachers 2017; National Education Union 2018). In surveys conducted by two UK teaching unions (National Union of Teachers (NUT) and National Education Union (NEU)) teachers were asked about their views on holiday hunger and how lack of food during the holidays may affect children. More than half of the 619 respondents to the survey conducted by the NUT said they considered that there were children in their school who did not get enough to eat over the summer holiday period and 80% of respondents said that the number of children affected was increasing (National Union of Teachers, 2017). Teachers reported that some children were returning to school after the summer holidays looking visibly malnourished and showing signs of hunger (National Union of Teachers, 2017). More than half of the 1,026 respondents in the survey conducted by the NEU stated that they believed children in their school would go hungry over the Christmas

2018 holiday period. Moreover, teachers considered that the issue of holiday hunger had got worse in the last three years and schools had started to provide extra items for poorer children over winter. Many respondents considered that poverty was impacting on children's behaviour, absence, and punctuality, concentration levels and health (National Education Union, 2018). Furthermore, the lack of access to food during the holidays was thought to negatively affect children's education and readiness to learn when they returned to school after the summer break (National Union of Teachers, 2017).

1.2.4. Summer Learning Loss

In the USA, it is considered that how children spend their time over the summer holiday period when non-school factors including the home environment, family, peers, the neighbourhood and SES of families are the main spheres of influence in children's lives, contributes to the difference in educational attainment by children from different socio-economic backgrounds (Entwisle, Alexander, & Olson, 2001; Heyns, 1978). Furthermore, it is considered that the three month summer holiday has a negative impact on children's standardised test scores: at best children's learning stagnates or more seriously, losses of up to one month of grade level equivalent learning occurs across the summer holiday period (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996). Furthermore, by the end of the three month summer holidays, the gap in skills and knowledge between children from high and low SES backgrounds may be as much as three months, and each successive summer out of school may compound the gap in achievement (Alexander, Entwisle, & Olson, 2007a; Cooper et al., 1996). This has been referred to variously as "summer learning loss" or "summer slide" (Alexander, Entwisle, & Olson, 2007b; Cooper et al., 1996; Meyer, Meissel, & McNaughton, 2015).

In their narrative review and meta-analysis, Cooper, Nye, Charlton, Lindsay, & Greathouse, (1996) advise that the first known investigation of "summer learning loss" was conducted in 1906. However, Heyns' (1978) study "Summer learning and the effects of schooling" was the first to identify that learning across the summer holiday period was negatively related to SES and race: children from low income families and black children lost skills and knowledge over the summer. The central premise of

Heyns' (1978) study was that the learning process is constant, as is the influence of family and peers, but schooling is episodic. Heyns suggested that the summer holiday period, when school was not a factor in learning, but the influence of family and peers remained, would be the next best alternative to an experimental study to contrast patterns of learning: the absence of school would make it possible to determine the effect of schooling. Using data from test results of the word knowledge sub-test of the Metropolitan Achievement Test of 4,000 fifth and sixth grade students in Atlanta over two academic years (fall of 1971 and spring and fall 1972), Heyns' longitudinal study set out to investigate whether children learnt at different rates during the school year and summer and whether rates of learning were different amongst children from different backgrounds. Heyns was able to contrast achievements made by children during the school year with achievements made when schools were closed and found that month on month, learning slowed for all children over summer. However, higher SES children gained skills over the summer (albeit at a slower rate than during the school year) whilst lower SES children lost skills and knowledge. Heyns concluded that summer holidays, when non-school factors are the major influence (i.e. home, family background, race) drives the gap in attainment between children of high and low SES. When schools were in session, schooling exerted a positive and powerful influence and cognitive growth accelerated for all pupils and promoted equality of opportunity, particularly for disadvantaged children, though it did not equalise attainment. However, when schools were closed, the gap in reading test scores between high and low SES children grew at its fastest rate and the differential rates in learning were due to the influence of the non-school factors.

Data from Heyns' (1978) study were included in a meta-analysis undertaken by Cooper et al., (1996) of 13 studies conducted between 1975 and 1995 which investigated the effect of the summer vacation on standardised test scores. Standardised tests are conducted in the USA in the spring, up to five or more weeks before the end of the academic year and in the autumn up to five or more weeks after the start of the academic year. The results of Cooper et al.'s, meta-analysis indicated that at best, no academic growth occurred over the summer and at worst, children were one tenth of a standard

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deviation below the average score achieved in spring standardised tests. This equated to the loss of one month of learning of grade level equivalent skills. However, the data used in Cooper et al.'s, analyses were not a precise test of summer learning loss. Results obtained in the spring did not reflect teaching that would take place before the end of the academic year and tests administered five or more weeks after the start of the new academic year would incorporate teaching that had taken place. Students' skills and knowledge benefited from this instructional time and therefore did not reflect the level of skills and knowledge immediately after the summer holiday period. Cooper et al., (1996) acknowledged this weakness in the study design and suggested that the estimate of losses of up to one month of skills was conservative or optimistic. Cooper et al. also found that the loss of skills differed across skill areas. All children lost skills and knowledge in maths and spelling and the researchers suggested that this may be because maths and spelling require factual and procedural skills and knowledge that must first be gained and then reinforced by practice and opportunities to do so are best suited to the classroom environment. Conversely, opportunities to practice reading can be found at home and at school. However, differences in skills and knowledge in reading were observed by SES. Middle class students made greater gains in reading and language achievements over the summer whereas low SES children showed a significant loss in reading skills, suggesting that middle class children may be exposed to more opportunities to read during the summer. This created a gap of approximately three months between middle and low SES children, supporting Heyns' (1978) view that the gap in attainment by children of different SES are heightened across the summer break.

Similarly, in a longitudinal study tracking the progress of 790 children from entry into kindergarten until they reached the age of 22 in the Baltimore Beginning School Study (BSS) Alexander, Entwisle, & Olson, (2001) found that year on year all children made gains but that seasonal patterns of learning were stratified by SES. Over the summer, higher SES children gained skills and knowledge in maths and reading, whereas lower SES children lost skills and knowledge. Differences in levels of attainment were apparent by SES before children started school, and, by the end of the first grade, lower SES children still lagged behind higher SES children. Furthermore, after five years of

schooling, the gap in attainment between low and high SES children had widened. Alexander et al., found that over the summer, low SES children lost skills in maths and effectively made no gains in reading whereas higher SES children gained in both meaning they began the year ahead of where they had been when tested in spring. The researchers concluded that non-school factors of families and communities shape children's academic development and the foundation of their academic development is in place before children start school when the spheres of influence are family and community. However, whilst children from different SES backgrounds start their academic journey at different starting points, when they were in school, there is no difference in rates of learning. School therefore exerted a powerful influence on children's learning and for lower SES children made up for some of the deficiencies in their non-school environment. The researchers also concluded that the gap in achievement between high and low SES children was compounded with each successive summer, supporting the findings of Cooper et al., (1996). However, whilst the BSS data analysed by Alexander et al., (2001) enabled a longitudinal analysis of educational attainment over a number of years, as with meta-analysis undertaken by Cooper et al., (1996) spring and fall test testing regimes meant the analyses were not a precise test of summer learning loss.

Downey, von Hippel, & Broh, (2004) reached a similar conclusion to Cooper et al., (1996) and Alexander et al., (2001) regarding the positive role of schooling in equalising rather than entrenching inequality of opportunity for children from low SES families. In a longitudinal study, Downey et al., (2004) used data from 16,000 children's test results from the Early Childhood Longitudinal Study – Kindergarten Cohort of 1998-99 (ECLS-K) to investigate seasonal patterns of learning. Downey et al., (2004) extrapolated the data to reflect what could have happened if children had been tested on the first day of the new academic year and the last day of school before the summer holidays. The researchers found that differences in cognitive ability by SES were evident before children started school. This was attributed to children's "disparate home and neighbourhood environments" (p.616). However, although children from low SES families' skills and knowledge lagged behind that of higher SES children, when they

were in school, there was no difference in rates of learning and the gap in inequality in cognitive skills grew faster when children were not in school when spheres of influence were the home and community environment.

Similarly, Burkam, Ready, Lee, & LoGerfo, (2004) also investigated whether patterns of learning over the summer and summer activities differed by SES. The researchers also used data from the ECLS-K 1998-99 cohort and extrapolated data to accommodate discrepancies in spring/fall testing regime and time spent in Kindergarten (i.e. half or full day attendance). Burkam et al., (2004) found that rates of learning were faster during term time compared to non-term time and that learning over the summer holiday period was stratified by social class. Higher SES children gained more literacy skills over the summer compared to lower SES children. Furthermore, all children gained in maths when they were tested after they returned to school in the autumn, but higher SES children gained more than lower SES children. However, gains made in maths were attributed to learning that took place in school after the summer holiday and before testing took place. The researchers further found that all children gained skills in general knowledge. Furthermore, children who engaged in literacy related activities over the summer learnt slightly more, and the number of trips to interesting and stimulating places and access to computers for learning were significantly related to maths gains. The researchers suggested that their findings were consistent with findings in the literature that higher SES children learn more over the summer than lower SES children. However, differences in frequency of engaging in different types of summer activities could only modestly explain why learning was stratified by SES.

To truly disentangle the effects of school term time versus school holidays on learning it is important to administer educational attainment tests at specific time points during the year. Paechter et al., (2015) investigated the effect of a nine-week summer holiday on students' scores in maths, reading and spelling by measuring children's performance at three time points. Time 1 was immediately before the start of a nine week summer holiday, time 2 testing took place as soon as children returned to school, and time 3 testing was nine weeks later. Paechter et al., (2015) found that children gained skills in

reading over the summer but that cognitive abilities in spelling and maths deteriorated significantly between time 1 and time 2. However, after nine weeks of teaching, children caught up to and exceeded the level achieved at time 1. Children's reading skills also improved after nine weeks of teaching. Whether a child had had a stimulating summer influenced mathematics scores at time 2, and gender influenced performance in reading, with girls performing slightly better than boys. However, prior knowledge and achievement was the strongest predictor of achievement at time 2 in reading and maths and only prior achievement at time 2 had any impact on scores at time 3.

In addition to procedural issues around testing time, a recent re-analysis of prior summer learning loss studies led von Hippel & Hamrock, (2018) to suggest that results of earlier studies may be flawed due to what they referred to as measurement artefacts. von Hippel & Hamrock (2018) identified weaknesses with testing materials and scoring methods which may have led to incorrect conclusions about rates of learning over the summer which showed that gaps in attainment increased with age and between low and high achieving students and by SES. To test their theory, von Hippel & Hamrock, (2018) replicated the Downey et al., (2004) "Are schools the great equalizer?" study by analysing more recent data from the ECLS-K 2010-11 cohort of students. They also included a new data set from the Growth Research Database of the Northwest Evaluation Association (GRD) in their analysis. The researchers concluded that the gap in educational attainment by SES is apparent before children start school and the gap grows very little after that and may even shrink. Furthermore, evidence of whether the gap grows faster during the school year or summer was inconsistent. The researchers suggested that it was perhaps safest to say that "neither schools nor summers contribute a great deal to test score gaps" (p.23). However, whilst acknowledging that summer learning for all children is slow, von Hippel & Hamrock, (2018) suggested that summer programmes or extended school years present opportunities for disadvantaged children to catch up.

1.2.5. USA Summer Programmes

Summer programmes have been running in the USA since the 1800s and vary in scope, objectives, duration and type of activities provided (Terzian, Moore, & Hamilton, 2009). Generally, they aim to provide children with opportunities to engage in enrichment and recreational activities, build relationships, and provide opportunities for social interaction. Attendance is voluntary and they differ from summer schools, which are targeted at low achieving students and focus on educational instruction and are often mandatory to enable students to progress to the following academic year after the summer holidays. In a systematic review conducted by Terzian et al., (2009) which evaluated 43 summer programmes, the researchers concluded that lack of scientific rigour in the evaluation of the vast majority of programmes reviewed limited the conclusions that could be drawn. Nonetheless, the authors suggested that summer programmes offer some potential to address the gap in attainment between low and high SES children.

Entwisle, Alexander, & Olson, (2001) also suggest that summer programmes could potentially provide an opportunity for lower SES children to take part in stimulating and engaging activities when what they termed the "resource faucet" (p.11) of school is turned off. They suggest that middle class families are more able to ensure that their children have stimulating, engaging summers and are able to provide opportunities for their children to engage in fun activities including visiting the library, going on trips and visiting parks and zoos, which poorer parents cannot afford to do. However, they suggest that any such provision needs to be carefully planned, needs to be located near children's homes and parents should be involved. It also needs to be carefully targeted, as, if all children were given the same opportunities, rather than narrowing the gap in attainment, it would only seek to reinforce it. Furthermore, summer programming in the early years of a child's education would be particularly beneficial when rates of cognitive growth are fast. The researchers further suggested that summer provision should be distinct from summer schools which are designed to enable children who have fallen behind in an academic year to catch up and progress to the next grade.

Cooper, Charlton, Valentine, Jeffrey, & Muhlenbruck, (2000), in their meta-analysis of 89 summer programmes, recommended that longitudinal studies were required to monitor the effectiveness of such programmes and that methodological factors may also have influenced reported results for example, participants in summer programmes were often matched with higher performing students. However, they concluded that summer learning programmes do have a positive impact on learning and skills of participants regardless of whether programmes are accelerated, remedial, voluntary or compulsory holiday schemes.

In 2016, the opportunity was taken to integrate the provision of educational activities into a summer food service programme site (Hogbin White & Edmonds Maroto, 2016). The activities were not linked to addressing learning loss but were linked to nutritional education and encouraging children to drink more water instead of sugar sweetened beverages (SSB), to choose more fruit and vegetables at lunch and snack times, increase levels of physical activity and reduce screen time amongst summer programme attendees. Children's nutritional knowledge was tested before and after a four to six-week period of time. The researchers reported that there was a significant difference in children's nutritional knowledge and confidence in choosing fruit and vegetables and self-reported reductions in SSB intake. However, pre and post-test data were not reported nor was the statistical analysis used to analyse results. Despite the methodological flaws, the study undertaken by Hogbin White & Edmonds Maroto, (2016) suggests that summer food programme sites may offer opportunities for learning to take place.

1.2.6. Summer Holiday Provision in the UK

An extensive search of the literature found very few peer-reviewed papers on holiday club provision within the UK. This is perhaps not surprising as the emergence of holiday clubs as a mechanism to alleviate food insecurity amongst children is a relatively new phenomenon in the UK. Two recent empirical studies suggest firstly that families who attend holiday clubs are in need of support to feed their children during the summer holiday period (Long et al., 2017) and secondly, that clubs are located in areas with high

levels of deprivation (Mann et al., 2018). Furthermore, peer reviewed qualitative investigations of the benefits, impacts and uses of holiday club provision by Defeyter et al., (2015) and Graham et al., (2016) suggest that the benefits of holiday club provision extend beyond the provision of food.

Turning first to the need for holiday club provision, in a pilot study, Long et al., (2017) investigated the impact of attendance at holiday club on levels of household food insecurity. Using a six item questionnaire, participants (N = 38) were asked to reflect on their experiences relating to purchasing food, availability of food and funds to purchase food and tactics used to make food last in the last 12 months. Long et al., (2017) found that a large proportion of children attending the holiday club were likely to come from food insecure families (42%) and a significant number (24%) came from families that were insecure with hunger and concluded that holiday clubs were focused on those most in need. In addition, parents/carers reported that in the preceding 12 months, the nutritional quality of their diet had been compromised due to lack of money for food and that in order to make food last, parents skipped meals or cut the portion sizes of food, which are tactics used by people who are food insecure. However, attendance at holiday club eased the pressure of the summer holidays for those parents who were food insecure either with or without hunger. In addition, all parents, regardless of their food security status, agreed that their food shopping bills increased over the summer compared to term time. Although participants in this study were only recruited from seven clubs in Wales, and the sample size was small as would be expected in a pilot study, the results indicate that clubs are providing support to those who need it most.

In a subsequent study that investigated the relationship between the geographic distribution of holiday clubs, income, deprivation and ethnicity, Mann, Long, Stretesky, & Defeyter, (2018) found that holiday clubs were located in areas that had the greatest need. However, further analysis showed that the reliance on community and church-based groups to deliver holiday provision may mean that some vulnerable groups, particular minority ethnic groups, may be excluded from support as community and church-based provision declined in areas where there were high minority ethnic

populations. Minority ethnic populations instead had to rely on schools and local authorities to deliver holiday provision (Mann et al., 2018). Lack of a clear sampling framework for recruiting participants to their study and restricting analysis to just one country of the UK (England) may limit Mann et al.'s, (2018) findings, but at a time when holiday club provision is set to increase, particularly as for example in England where the Department for Education has allocated £9.1m of funding for holiday club provision in England in Summer 2019, Mann et al.'s, (2018) findings are timely.

Qualitative investigations of summer holiday clubs for disadvantaged children in the UK suggest that food is an important aspect of holiday club provision but benefits of attendance extend beyond the provision of food. In their qualitative evaluation of a free breakfast holiday club project in the North West of England and Northern Ireland, Defeyter, Graham, & Prince, (2015) conducted semi-structured interviews with adult and child attendees and parents/carers of children who attended holiday clubs. Themes identified in the analysis of data collected in interviews included the need for summer holiday provision, maintenance of routine and structure and help beyond breakfast. Moreover, high levels of deprivation and financial hardship were considered to be underlying factors that led to the need for holiday provision. However, ensuring provision was universal to prevent stigmatisation of attendees was considered important. The opportunities that holiday clubs afforded to socialise and to meet existing and make new friends was welcomed by adult and child attendees. Furthermore, it was considered that the community benefited from holiday club provision as anti-social behaviour may have been reduced. Additional food related benefits included the certainty that attendees could access breakfast as well as providing opportunities to try new foods. Defeyter et al.'s, (2015) findings provide valuable insight into the benefits of holiday club provision in a new and emerging area of research. Furthermore, the findings were strengthened as views expressed were triangulated across all participant groups. However, the data were only collected in one geographic location and only in community-based clubs. Recent research has shown that a wide range of settings are used as venues for holiday clubs (Mann & Defeyter, 2017).

A subsequent qualitative investigation by Graham et al., (2016) extended the research undertaken by Defeyter et al., (2015) by investigating the benefit and impact of holiday clubs located in schools and community settings in the south west of England and Wales. In a series of semi-structured interviews with 14 members of holiday club staff, Graham et al., (2016) similarly found that financial hardship, social isolation and inactivity for families were underlying factors that drove the need for provision and the need for such was demonstrated by the fact that the number of attendees increased and families and children returned to holiday club. Access to food and a greater variety of food was considered to be a benefit of attending holiday club, as was providing opportunities for parents and children to interact together and socialise with others. Holiday club provision meant that families were supported in ways that extended beyond just food. Parents, for instance reported that attendance at holiday club eased financial pressures and provided them with peace of mind that their children were safe. Although holiday clubs were very informal, it was considered that children were still learning new skills, particularly in relation to food and nutrition. For example, a member of holiday club staff reported how nutrition information had been incorporated into an activity using cereal boxes to create a collage. Furthermore, although schools had some advantages over community settings in terms of space for outdoor play, it was considered that regardless of where clubs were located, the benefits were the same. At a time when holiday club provision is increasing, although Graham et al.,'s (2016) findings are limited, as participants were restricted to one stakeholder group, the findings are timely and demonstrate that regardless of setting the benefits of holiday club attendance are the same.

In the qualitative phase of data collection of a mixed methods evaluation of a North East of England summer 2017 holiday initiative, "A Day Out Not a Hand Out", Defeyter, Stretesky, Sattar, & Crilley, (2018) addressed some of the limitation of Graham et al.'s, (2016) investigation by conducting semi-structured interviews with 77 members of holiday club staff, 64 parents/carers and more than 200 children who participated in more than 40 focus groups. Given that children are increasingly recognised as recipients of food aid in their own right, it is important that the views and experiences of children

are captured and included in research. In the evaluation conducted by Defeyter et al., (2018), views expressed by children suggested that holiday club made up for deficiencies in both their home and school environment as children indicated that they were able to participate in activities and have experiences that would not have happened if not for holiday club. A child for example recalled that they had learnt Spanish at holiday club and another recalled learning about health and safety, topics which were not taught at school. Children also spoke of the positive aspects of holiday club in relation to their wellbeing, social relationships and food experiences. Children also commented on the availability of free activities and exhibited awareness of the financial pressures their parents faced during the summer holidays. For some parents, access to childcare was an important issue over the summer. Some parents reported that they often relied on elderly relatives to provide childcare during the summer holidays, but holiday club had given them greater choice and flexibility and had eased the financial strain of the holidays by reducing childcare costs and feeding their children. For other parents, holiday club gave them a break from childcare responsibilities. This had added benefits of enabling them to attend to important household tasks but also of strengthening relationships as it meant they could spend time with other members of their families which otherwise might not happen due to their childcare responsibilities. Finally, with the exception of higher intake of vegetables at lunch time and more opportunities to take part in cooking activities in school-based clubs, the evaluation found that there was no difference in terms of club location i.e. school or community with regard to activities, food and the wider benefits of holiday club provision. Although not a nationally representative sample, and therefore not generalisable, Defeyter et al.'s (2018) evaluation presents a thorough evaluation of the benefits of holiday club based on validated measures.

Whilst academic research on holiday club provision is in its infancy, a review of the grey literature regarding holiday provision indicates that holiday provision in the UK is increasing at a rapid rate (Mann & Defeyter, 2017). A consequence of the rapid, unregulated growth of holiday provision, is that a range of holiday club delivery models have evolved. However, there is a lack of consistency in provision and a lack of rigour

in the evaluations thereof. Notwithstanding this, the objectives of the majority of holiday clubs are to provide children with access to a healthy meal and enrichment activities. However other reasons in addition to providing access to food and activities have motivated some organisations to establish holiday clubs. For example, in the West Midlands, the Ashram Mosely housing association developed a network of community based clubs to bridge the gap in provision of free school meals to children during the summer and to improve social inclusion, boost aspirations and reduce the financial and emotional strain of the holidays (O'Connor, Wolhuter, & Every, 2015). As a housing association, Ashram Mosely was aware that rent arrears spike during the holidays, as do demands on a range of other support services including social services, domestic violence teams, debt advisors and mental health services. Therefore, in addition to providing meals and activities for children, parents and carers were able to access wider support (O'Connor et al., 2015).

In Wales, the Welsh Local Government Association responded to reports of increasing levels of child poverty and concerns that children were not able to access free school breakfast clubs and free school lunches during the holidays, by developing a school-based model of child only holiday club provision. Food and fun based activities were provided in 19 schools across Wales for 12 days over a three or four week period of the summer holidays (McConnon et al., 2017). In the North East of England, in addition to addressing child food insecurity during the holiday period, a National Lottery funded project co-ordinated by two region-wide charities sought to address issues relating to the social isolation and emotional well-being of child attendees and their parents/carers who were invited to attend some clubs. Clubs were delivered in 17 hubs across four local authority areas in a mix of community and school-based settings and were open for between 16-29 days across the six-week summer holiday period (Defeyter, Stretesky, Sattar, et al., 2018). In the evaluation of its 2018 summer holiday programme, developed in response to concerns about holiday hunger, isolation and inactivity in the holidays, nationwide charity Street Games, reported that its "Fit and Fed" programme engaged more than 15,000 children at 233 sites using a network of 350 staff and volunteers and that by the end of the summer, children's skills in a range of areas including reading,

speaking and listening, maths, personal development, working with others and creativity had improved compared to the start of the project (Street Games, 2018). However, the evaluation lacked detail on precisely what was measured, how it was measured, number of participants tested or whether the pre and post participation results were statistically significant.

In London, the Kitchen Social Holiday Project was established by the Mayor's Fund for London to tackle hunger and social isolation amongst London children. More than 3,000 children attended one of 91 holiday hubs located in areas of high deprivation in 22 of London's 32 boroughs during summer 2018. Children benefited in multiple ways, including increased physical activity levels (Defeyter, Stretesky, & Sattar, 2018). Faith is often a motivating factor for many volunteers, and, through its network of church-based lunch clubs staffed by volunteers, TLG Make lunch has served more than 80,000 meals at over 100 sites in Make Lunch clubs since it began in 2011. TLG Make Lunch Clubs pay a subscription to be part of the Make Lunch network and in return receive advice, guidance and training to deliver lunch and activity sessions during school holidays (Lister, 2018). In Glasgow, the city council made £2m of grant aid funding available to community projects across the City to enable children to access food during the summer. A total of 97 projects were funded and up to 15,000 children aged 5-12 years of age benefited (Voluntary Action Fund, 2018).

Grant aid is also paid to projects running holiday clubs throughout the UK through the Meals & More charity which was established by catering industry supplier Brakes in 2015, and was awarded charitable status in 2018. The charity awards grants to organisations delivering holiday club provision that provide food and enrichment activities for children during school holiday periods. In its first year of operation, four clubs and 180 children were supported. By 2017, the number of clubs helped by the charity had increased to 64 and an estimated 38,000 meals were provided (Hulusi, 2017).

Although a range of holiday club delivery models exist, and despite the lack of scientific method and the unregulated nature of provision, preliminary research suggests that there are multiple benefits of holiday club provision. First and foremost, clubs meet the needs of vulnerable people who are food insecure either with or without hunger, and without holiday clubs, some parents/carers would not have been able to afford to buy food for their children during the summer holidays (Long et al., 2017). Secondly clubs are located in areas of need, though some vulnerable communities may be missing out on provision (Mann et al., 2018). Beyond meeting the basic need of providing access to food, a number of common benefits relating to holiday club attendance have been reported in the academic and grey literature and regardless of the type of setting (school or community) the benefits of holiday club provision are the same (Graham et al., 2016). At an individual level, holiday clubs reduce social isolation and provide opportunities for adults and children alike to make new friends, and improve the social and emotional wellbeing of both (Defeyter, Stretesky, Sattar, et al., 2018; Graham et al., 2016; McConnon et al., 2017; O'Connor et al., 2015; Voluntary Action Fund, 2018). Furthermore, in some clubs where data were collected, children were more physically active on days they attended holiday club compared to days they did not attend holiday club (Defeyter, Stretesky, Sattar, et al., 2018; McConnon et al., 2017; O'Connor et al., 2015). This is important as children's BMI increases at a faster rate during the summer holidays compared to term time (von Hippel, Powell, Downey, & Rowland, 2007). It was reported that parents' social and emotional well-being improved and financial stresses and strains of the summer holidays were reduced as food and activities were free and food at home lasted longer (Defeyter, Graham, & Prince, 2015; Defeyter, Stretesky, Sattar, et al., 2018; Graham et al., 2016; Hertfordshire Sports Partnership, 2018; Long et al., 2017; Mann et al., 2018; McConnon et al., 2017; Voluntary Action Fund, 2018). Furthermore, at an interpersonal level, family bonding occurred with parents and children both welcoming the opportunity to spend quality time in each other's company at holiday club (Defeyter, Graham, & Prince, 2015; Defeyter, Stretesky, Sattar, et al., 2018; Graham et al., 2016; McConnon et al., 2017; Connor et al., 2015). More broadly, communities were perceived to benefit as it was suggested that community relations were improved through greater social cohesion as children of

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different ages and backgrounds interacted with each other (Defeyter, Stretesky, & Sattar, 2018; Defeyter, Stretesky, Sattar, et al., 2018). In one area, it was suggested that territorial boundaries between gangs had been removed (Voluntary Action Fund, 2018). However, notwithstanding the many positive benefits of holiday club provision, a number of process evaluations have reported that organisations encountered difficulties in delivery. For example, holiday hub managers in London reported that recruiting volunteers with the right skills was challenging (Defeyter, Stretesky, & Sattar, 2018). Prior research has indicated that whilst volunteers often gain much from volunteering, it is necessary to constantly re-ignite people's motivation for doing so (Caplan, 2016; Denning, 2016; Denning & Buckingham, 2017). Whilst in Glasgow, some club organisers noted that they had experienced difficulties in delivering the food element of their holiday provision as they had not previously provided food or demand had been greater than anticipated and they had had very little time to plan their holiday provision (Voluntary Action Fund, 2018).

1.2.7. Overview of the Brakes Meals & More Programme and Link to this Thesis

The research undertaken and reported in this thesis was part funded by the Meals & More charity. The Meals & More initiative was established in 2015 by the catering industry supply company Brakes as part of its Corporate Social and Environmental Responsibility Strategy. Meals & More was awarded charitable status and was registered with the Charity Commission in July 2018. The charitable objectives of Meals & More are to relieve poverty and hardship among children and their carers in the UK by providing grant aid to organisations (delivery partners) that provide disadvantaged children with access to nutritious meals and enrichment activities during school holiday periods (Charity Commission, 2019). Delivery partners include charitable and community organisations, housing associations and local authorities that coordinate, design and deliver holiday club provision for disadvantaged children. At its inception in 2015, one delivery partner was supported, and four clubs received grant aid, 180 children were supported and 1,800 meals were provided. In 2016, the number of delivery partners had increased to eight and 42 clubs were supported, who supplied 9,000 meals. By 2017, 10 delivery partner organisations were being supported, 64 clubs

received a grant and 38,000 meals were supplied. Supported clubs are located across the UK, and the diversity of delivery partners means that several different holiday club delivery models are supported. For example, one delivery partner, a charity, works in children's centres and the funding through Meals & More enables them to work with families throughout the summer. However, because the families this charity works with are vulnerable, holiday provision is limited to twice a week as to hold it more often would be too onerous for families to attend. Another delivery partner provides food and activities in church halls and another does the same in community settings (Brakes, 2018).

Funding for Meals & More is provided in cash from Brakes who supported the charity by investing £125,000 which was used to fund all activities in the first year of operation. A further £100,000 was invested in 2016, increasing to £220,000 in 2017. Brakes also supports the charity in kind by meeting the cost of a full-time programme manager to administer the funding programme and by enabling staff members to raise funds through corporate fund-raising events and smaller scale individual fundraising activities as well as volunteering at clubs. Businesses that are part of Brakes supplier network are invited to become Supplier Supporters and commit up to £10,000 in cash over a three-year period to Meals & More which is then distributed to delivery partners and holiday clubs as grant aid, with a small percentage (5%) retained to support research through this PhD. Five supplier supporters agreed to support Meals & More, increasing to eight in 2016, the second year of operation and to 28 by 2018. Supplier supporters are also encouraged to link with holiday clubs and provide additional support in kind. Examples of in kind support includes helping clubs set up kitchens, supplying food directly to clubs, providing cookery demonstrations and school uniform and winter clothing appeals (Hulusi, 2017).

The short term objective of the Meals & More Charity was to increase the number of holiday clubs it supported. In the medium term, the charity will seek to consolidate and stabilise the network of holiday clubs and learn from the experience of supporting clubs through the network of delivery partners. In the longer term, it is hoped that holiday club

provision will be enhanced and that more supplier supporters will be recruited so more delivery partners can be supported and the breadth and depth of holiday provision will be improved. Clubs will be encouraged to provide a minimum of one hour of physical activity per session for child attendees as well as provide opportunities for children and parents or carers to learn new skills such as cooking and nutritional knowledge. Ultimately, it is hoped that holiday provision may have an effect in reducing the gap in educational attainment between high and low SES children and provide opportunities for parents and carers to gain skills that may lead to employment. Furthermore, by expanding the provision of holiday clubs, it is hoped that they may also provide affordable, accessible child care for parents who work.

1.2. Conclusion

The literature reviewed in this chapter indicates that childhood poverty in the UK is increasing. The household incomes of families, particularly single parent families who rely on benefits, have been frozen at 2016 rates, and their income is set to decrease as further welfare benefit reforms are implemented. Frequently, hard choices have to be made by low income families about everyday necessities, including food and participation in everyday society, increasing their risk of social isolation. These issues are faced year-round for low income families, but pressure on already tight budgets increases during the summer holidays when the safety net of free school meals is removed, placing children at risk of holiday hunger and food insecurity (Forsey, 2017). Food shopping bills increase, and parents buy cheap, energy dense, nutrient poor food rather than food that fortifies (Gill & Sharma, 2004). Parents may also adopt tactics used by food insecure households to make food last during the summer holidays, including skipping meals themselves to make sure that their children have food (Defeyter, Graham, & Prince, 2015; Harvey, 2016). Research shows that experiencing repeated episodes of food insecurity negatively impacts on children's academic attainment (Johnson & Markowitz, 2018; Jyoti, Frongillo, & Jones, 2005). Furthermore, a consequence of higher shopping bills during the summer means that money is restricted and children from low income families are prevented from participating in stimulating and engaging activities with friends, potentially resulting in lonely, sedentary summers

(Campbell, Watson, & Watters, 2015; Gill & Sharma, 2004; Kellogg's, 2015; Morgan et al., 2019). Research also suggests that organisations have responded to concerns regarding the pressures low income families face during the summer holidays by developing and delivering holiday club provision for disadvantaged children (Mann & Defeyter, 2017; Mann et al., 2018). Research has indicated that the clubs are likely to be located in areas of high deprivation and that families who attend holiday clubs are highly likely to be food insecure either with or without hunger, but provide children with access to a meal in lieu of the midday meal at school and enables them to engage in enriching activities (Long et al., 2017; Mann & Defeyter, 2017). However, holiday club provision is unregulated and several models of holiday provision have developed (Mann et al., 2018) and, although prior qualitative research has investigated the benefits of holiday club provision, very little is known about the factors that have led to the development and delivery of holiday clubs for disadvantaged children in the UK. It was therefore considered that there was a need for further qualitative research with a range of stakeholders to investigate this matter. Study 1 presented in Chapter 3 of this thesis therefore investigates the factors that have influenced the development and delivery of holiday clubs in the UK. It also investigates the potential benefits, uses and impact of holiday club provision with food and enrichment activities on the health, educational and social well-being of child holiday club attendees and their parents and carers. Furthermore, whilst providing access to food is a central theme that has led to the development of holiday clubs, very little is known about what children consume at holiday club. With the exception of summer holiday projects to be funded in summer 2019 through a £9.1m fund established by the Department for Education in England, there are no statutory requirements regarding the type of food to be served at holiday clubs. The findings of Study 2 presented in Chapter 4 of this thesis therefore investigated the effect of holiday club attendance on the type and energy and macronutrient content of food children consumed on a day they attended holiday club and a day they did not attend holiday club. Children's food intake on a non-holiday club attendance day and a holiday club attendance day was also compared with recommended levels of intake for children for the lunch time meal. Data on children's food intake, covering a 24-hour period when not at holiday club were also collected to

investigate whether children met recommended dietary guidelines for the consumption of fruit and vegetables and water. A further aim of holiday club provision is to enable children to participate in enriching and stimulating activities, and, it has been speculated that children may continue to learn whilst at holiday club, though the relaxed informal atmosphere may mean that children do not realise they are learning (Graham et al., 2016). Furthermore, it has also been speculated that attendance at holiday club may provide opportunities to help reduce the gap in attainment between high and low-income children. However, whilst research suggests that the long summer holidays in the USA may contribute to the gap in attainment between children from different socio-economic backgrounds, often referred to as summer learning loss, it is not known if learning loss occurs in children in the UK, nor whether attendance at holiday clubs in the UK will have any effect on children's skills and knowledge in key domains. Study 3, presented in Chapter 5 of this thesis therefore investigated whether summer learning loss occurs in the UK with regard to spelling, word reading and maths computation and further investigated the effect of holiday club attendance on children's performance in these domains.

The current research programme of work therefore seeks to make a unique contribution to the research literature in a number of ways. Firstly, it investigated what factors influenced the development and delivery of holiday clubs in the UK. It also investigated the effect of holiday club attendance on children's nutritional intake. It investigated whether summer learning loss occurs in the UK where the summer holiday period is typically six or seven weeks long and the effect of holiday club attendance on children's skills and knowledge in key domains of spelling, word reading and maths computation and in so doing, sought to address the shortcomings of prior work which have investigated the phenomenon of summer learning loss.

CHAPTER 2: Methodology

2.1. Introduction

This chapter outlines the theoretical framework, methodological approach and methods used to investigate holiday club provision in the UK with regard to health, educational and social well-being outcomes of child attendees and their parents/carers. The chapter begins with an exploration of the pragmatist paradigm and indicates how this approach influenced the design of the studies within this thesis. The chapter then examines the mixed methods sequential design and the qualitative and quantitative methods used to collect and analyse data for this thesis and concludes by addressing the ethical considerations of the research undertaken.

2.2. Pragmatism

Pragmatism as a paradigm within social science research has emerged as a way of investigating real world phenomena in a way that is not bound to one epistemological stance, but instead values both quantitative and qualitative methods and calls for their convergence in the investigation of multi-layered, ever changing real world phenomena (Feilzer, 2010). Pragmatism therefore orientates itself towards solving practical problems in the real world rather than forcing the researcher to choose between paradigms by integrating or combining the paradigms (Creswell, Klassen, Plano, & Smith, 2011; Feilzer, 2010). In this regard, mixed methods research has therefore emerged as a "third way" of conducting research that is based on making pragmatic choices in developing research designs that provide answers to research questions that would not be achieved by adopting one method alone, and therefore providing a more detailed understanding of social phenomena (Armitage, 2007).

2.3. Mixed Methods Research

Underpinned by a pragmatic approach, a mixed methods research design was used in this thesis. Use of mixed methods combines the strengths and cancels out the limitations of adopting either a positivist or interpretivist approach, finding a balance between objectivity and subjectivity (Brannen, 2005; Creswell et al., 2011; Doyle, Brady, &

Byrne, 2016; Johnson & Onwuegbuzie, 2004). By shifting the emphasis to pragmatics, the research question guides the process of data collection rather than the method, enabling different research questions to be answered, providing a more complete understanding of the phenomena being investigated than one method alone (Bryman, 2012; Doyle et al., 2016). Use of mixed methods is advocated for investigating government initiatives (Brannen, 2005; Bryman, 2012; Creswell et al., 2011) and works well when working with vulnerable groups as it enables the lived experiences of those whose voices are not often heard to participate in the research process (Brannen, 2005; Doyle et al., 2016), thus it is fitting in terms of the current programme of work. Furthermore, a flexible approach may add impetus to findings in a way that reliance on one methodology alone may prevent. This is particularly important if the research in question is seeking to inform policy as is the case in this thesis (Aldridge, 2014; Brannen, 2005; Bryman, 2012; Mertens, 2011).

Guided by the overall aims and objectives of the current thesis, a sequential mixed methods approach to data collection was adopted. Sequential data collection combines and integrates the findings of early studies into subsequent studies. This can either be explanatory, where for example the results of a quantitative study can be explained using a sequential qualitative study, or alternatively, in an exploratory sequential study design, the findings of an initial qualitative phase of data collection can be used to develop a hypothesis or identify variables to be studied in subsequent quantitative phases of data collection (Bryman, 2012; Creswell et al., 2011; Doyle et al., 2016). The latter approach was adopted for the current research programme, which comprised two phases and three studies in total. The two phases of the sequential mixed methods approach adopted in the current thesis are represented in **Figure 2.1** below, based on the framework developed by Creswell & Plano Clark, (2011). The initial qualitative phase of data collection revealed rich data regarding issues, concepts and beliefs of stakeholders about the benefits of holiday club provision. Inferences made in this phase of data collection with particular regard to children's nutritional intake whilst at holiday club and the potential benefits of the enrichment activities provided in holiday club settings and what happens to children's skills and knowledge over the school summer

holiday period were used to develop research hypotheses, identify variables and inform the design of the two subsequent quantitative studies. Phase II of data collection therefore comprised two quantitative studies which tested the hypotheses generated from the qualitative phase of data collection. The results of phase 1 of data collection are presented in Chapter 3, the results of phase 2 are presented in Chapters 4 and 5. The combined results are then integrated in the discussion chapter, Chapter 6, to enable a more complete understanding of the phenomenon under investigation which may have important implications for the development of policy in this new and emerging area of study.

Phase		Process

Phase		Process
I	**Study 1** QUALITATIVE data collection **Study 1** QUALITATIVE data analysis	• Identify potential participants • Develop interview schedules • Conduct semi-structured interviews and focus groups
	Connecting qualitative and quantitative phases	• Develop hypothesis from qualitative findings
II	**Study 2** QUANTITATIVE data collection **Study 3** QUANTITATIVE data collection	Study 2 • Extended 24-hour retrospective dietary recall diary including lunch on a day not at holiday club and lunch on a day at holiday club Study 3 • Measurement of performance in spelling, word reading and maths computation at three time points using Wide Ranging Achievement Test 4
	Study 2 QUANTITATIVE data analysis **Study 3** QUANTITATIVE data analysis	Study 2 • Coding of data, Repeated Measures ANOVA using SPSS software Study 3 • Repeated Measures Anova using SPSS software
II	Integration of QUALITATIVE and QUANTITATIVE findings	• Integration and critical explanation of qualitative and quantitative results

Figure 2.1: Visual representation of the mixed methods sequential exploratory study design used in this thesis

2.4 Study 1: Qualitative Methods (Phase I, Study 1)

The first phase of data collection in this thesis, which comprised Study 1, utilised a qualitative approach. Qualitative research seeks to elicit meaning and understanding of the phenomena under investigation based on people's lived experience. Qualitative research is particularly useful for exploring phenomena about which very little is known, such as holiday clubs because, rather than seeking to validate previous theories, it is instead used as a mechanism to develop new theory and understanding of phenomena (Strauss & Corbin, 1998). When qualitative research is designed in this way its epistemological positioning is considered to be interpretivist (Bryman, 2012). This inductive approach lends itself well to supporting policy development and implementation thus it was judged to be a useful way to investigate the implementation of holiday clubs.

In Study 1, qualitative data comprised words that were collected in naturalistic settings and meaning was elicited from the words and the context in which data collection took place, providing an in depth description of the phenomena under investigation from those who were best placed to talk about it, i.e. the people involved in it (Braun & Clarke, 2013; Bryman, 2012; Yilmaz, 2013). The ontological positioning of qualitative research assumes that there are multiple realities which are socially constructed and this positioning was embraced in Study 1 by seeking to recruit participants from a wide variety of stakeholder groups who were well placed to talk about holiday provision (Yilmaz, 2013). This included representatives of the food industry who were instrumental in establishing the Meals & More charity and representatives of food companies who supported the charity through cash and in kind donations. In addition, senior stakeholders who coordinated the strategic development of holiday clubs, holiday club staff who delivered provision, teaching staff, parents/carers and children who attended holiday club were also included. Seeking to understand the lived experience of people for whom holiday clubs were established is important as it may provide insight and inform the kind of intervention that is needed. Such an approach also enables researchers to ask "what", "how", and "why" questions that relate to the context and

setting of the proposed policy (Spencer, Ritchie, Lewis, & Dillon, 2003). This allows the researcher to gain a greater understanding of how the introduction of a policy or intervention is experienced by those it is directed at and a deeper understanding of whether it has achieved its purpose and if not, why not.

Qualitative research is often criticised due to its lack of structure and conformity to rules in comparison to quantitative data collection (Bryman, 2012). However, it is the unstructured approach of qualitative research that can be seen as a strength (Spencer et al., 2003) yielding rich, complex data that enables an understanding of why people behave in a certain way. A further criticism of qualitative methods is that they are inherently subjective and biased by the researcher's own belief and values, thus lacking objectivity. Although, it has been suggested that it is the responsibility of the researcher to bracket their own beliefs then interpret and find the meaning in the experiences of their participants (Braun & Clarke, 2013; Elliott, Fischer, & Rennie, 1999; Yilmaz, 2013), rather than considering the subjectivity of the researcher as a criticism, Braun & Clarke, (2013) advocate that this is a strength of the qualitative research process and argue that critical reflection on the knowledge produced and the way in which it was produced is a vital part of the research process. Qualitative methods have also been criticised for their lack of generalizability to the general population as they are too context specific and difficult to replicate. However, this could be considered advantageous as qualitative research seeks meaning and understanding of beliefs and behaviours within the context in which data are collected (Bryman, 2012). For Study 1, the context in which data were collected was the network of clubs supported by the Meals & More charity; therefore, the sampling framework used to recruit participants to the study reflected the range of clubs within the network.

2.4.1. Study 1: Qualitative data Collection

Qualitative data can be obtained from a variety of sources including, though not limited to, correspondence via emails and letters, text in diaries, internet discussions, TV documentaries, email conversations, researcher directed diaries, text in marketing materials and photographic images and broadcast media (Braun & Clarke, 2013).

However, one-to-one interviews and focus groups are the predominant qualitative data collection methods. They are considered inclusive and useful ways of gaining insight into a person's (subjective) perception of their experience that enables them to share that experience in their own language in a way that questionnaires, even open ended questionnaires, cannot (Braun & Clarke, 2013; Gill, Stewart, Treasure, & Chadwick, 2008). Interviews can be structured, semi-structured, or unstructured. Structured interviews include a pre-determined set of questions, with little or no variation in questions asked. They are quick and easy to administer and may be useful for example, if data are being collected in a population where there may be numeracy or literacy problems (Gill et al., 2008). However, this approach may not elicit data that adds depth and meaning to the subject being investigated. Unstructured interviews offer the advantage of gaining significant depth and insight and are considered particularly beneficial when collecting data on a phenomena about which very little is known (Gill et al., 2008). However, they are time consuming and lack of clarity or guidance on what is being discussed may be confusing for vulnerable participants. Semi-structured interviews enable the researcher to set a framework for the interview in advance by pre-preparing an appropriate schedule of questions, however because semi-structured interviews offer flexibility through the use of open ended questions, the researcher is able to ask additional questions in response to issues raised by participants, thus enabling the researcher to seek further clarification on issues and potentially gather unanticipated data that the rigidity of a structured interview may miss (Barriball & While, 1994; Braun & Clarke, 2013; Richards & Morse, 2013). They also provide flexibility in adapting the phraseology of the question to individual participants, for example if English is an additional language, questions can be adapted to enable understanding by the participant whilst retaining equivalence of meaning (Barriball & While, 1994; McIntosh & Morse, 2015). Use of prompting and probing also enables the interview situation to be more naturalistic and conversational and enables the establishment of a rapport between researcher and participant (Barriball & While, 1994).

Collecting data face to face in semi-structured interviews offers many advantages such as being able to pause the interview if the participant becomes upset but also enabling

the use of prompts in response to the observation of non-verbal cues (Barriball & While, 1994; McIntosh & Morse, 2015). Face to face interviews also provide an opportunity to build rapport between the researcher and interviewee. The potential risk of social desirability in responses to questions, is however, maximised in person to person interviews in a way that perhaps it is not in a written questionnaire. For example, parents and children may be overly complementary in their comments about holiday club as interviews were conducted on club premises (Barriball & While, 1994; Braun & Clarke, 2013; McIntosh & Morse, 2015). Conducting face to face interviews may also increase the cost of data collection both in monetary terms and in time (McIntosh & Morse, 2015). An alternative approach is to conduct interviews over the telephone. This can be more cost effective but may lessen the opportunity to build rapport with interviewees and contextual data may be lost (McIntosh & Morse, 2015; Novick, 2008). On the other hand, conducting interviews over the telephone may remove barriers to participation and offer other advantages such as allowing participants to feel more relaxed and decrease social pressure and potentially remove inhibitions meaning participants may actually speak more freely and openly (McIntosh & Morse, 2015; Novick, 2008). Whilst face to face interviewing offers an advantage over telephone interviews of observing non-verbal communication cues (Barriball & While, 1994; Novick, 2008), telephone interviews offer the advantage of greater anonymity (Novick, 2008).

Having considered the aforementioned factors, use of face to face semi-structured interviews was considered to be the most appropriate method of data collection for Study 1, which included young children and parents/carers from different ethnic groups. Furthermore, it was considered particularly important when conducting interviews with parents/carers, holiday club staff and children that these interviews were conducted on holiday club premises as this would provide context to interviews. However, primarily due to logistical issues, it was necessary to conduct some adult participant interviews over the telephone.

Furthermore, focus groups were used to collect data from children in Study 1. As enabling disadvantaged children to access a healthy meal during summer holidays is a

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primary objective of holiday clubs, it was considered appropriate that they should be consulted about decisions which may affect their physical, emotional, and educational needs, and they should therefore be able to exercise influence on decisions which impact on them, rather than adults making assumptions about "what is best" (p.5) (Morgan, Gibbs, Maxwell, & Britten, 2002). Furthermore, children have valid experiences and perceptions and are competent in sharing those experiences, however, care and consideration should be taken to ensure that methodological procedures reflect the level of cognitive development of child participants in research (Gibson, 2007). Focus groups have been advocated as an appropriate method of data collection with children because they can reduce anxiety and are considered to be a more enabling environment within which children may feel more able to speak freely and openly if they are in the company of their peers who they will be familiar with (Spratling, Coke, & Minick, 2012). Therefore, use of focus groups to collect data from children for Phase I of data collection in this thesis was considered appropriate as children attended the same school in which holiday clubs were located and attended holiday club together thus the groups were naturally occurring and the children were used to being in a group together (Gibson, 2007; Morgan et al., 2002). Furthermore, because focus groups were held on holiday club premises during the hours of operation of the holiday club, this was considered the most appropriate and least disruptive way of collecting data. Use of focus groups as a method of qualitative data collection shares many of the advantages of collecting data in semi-structured interviews in that rich descriptive data can be collected on the phenomena under investigation in a guided way but from multiple participants at the same time (Braun & Clarke, 2013; Gill et al., 2008). Rather than simply asking questions and seeking feedback, the intention within a focus group setting is to stimulate discussion and interaction between participants that is naturalistic and conversational in nature and reflects day to day interactions. This, it is considered, has the potential to reduce the artificiality and decontextualisation of some methods of collecting qualitative data and is central to this data collection method (Braun & Clarke, 2013; Gibson, 2012). While some issues may be considered sensitive and not appropriate for discussion in a focus group setting, participation in a group setting may on the other hand result in greater disclosure of data that may not have been forthcoming

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in a one-to -one interview situation. However, whilst acknowledging the rights of children to be heard, the practicalities of working in focus groups with children nonetheless presents a number of difficulties. Children are prone to go off topic and offer short, one word answers to questions (Gibson, 2007; Gibson, 2012). Hence, in Study 1, careful planning and preparation, including preparation of a schedule of questions, was undertaken in advance of conducting focus groups to help mitigate against these potential issues.

Semi-structured interview schedules were developed for all of the stakeholder groups identified as being pertinent to the study. Questions aimed to elicit an in-depth understanding of the uses and impact of the provision of holiday clubs with food and enrichment activities on the health, educational and social well-being of child attendees and their parents/carers. The schedules were constructed to generate a free-flowing discussion that enabled participants to share their experiences and perceptions to give rich, detailed descriptions of holiday club provision. Descriptive questions were used first followed by probing questions to gain richer deeper data on participant's views of the benefits of holiday club provision. Copies of interview schedules for each stakeholder group are attached as **Appendix A**.

Concurrent data collection and analysis ensured that interviews were conducted until data saturation was achieved. Saturation refers to the point at which no new information emerges from the data collection process and further collection of data is redundant (Braun & Clarke, 2006; Galvin, 2015; Hennink, Kaiser, & Marconi, 2016).

2.4.2. Study 1: Data Analysis

Qualitative data can be analysed in a number of ways including through the use of grounded theory which seeks to develop theory, through discourse analysis whereby understanding of how people construct reality can be sought through their spoken language or through written texts. Alternatively, data can be analysed using interpretive phenomenological analysis or thematic analysis whereby the researcher explores, describes and interprets how people make sense of their lived experiences. In the

absence of any published theoretical framework regarding holiday club provision for disadvantaged children, thematic analysis as developed by Braun & Clarke, (2006) was chosen as the method to analyse data in the first phase of data collection for Study 1. Thematic analysis seeks to identify patterns and themes within data in rich detail, but then goes beyond the detail in order to interpret aspects of the matter under investigation (Braun & Clarke, 2006, 2013). Thematic analysis is considered a useful approach to analyse data of under-researched areas such as holiday club provision in order to produce rich, descriptive accounts and ascribe meaning to the phenomena under investigation (Braun & Clarke, 2006). Braun & Clarke, (2006) suggest there are six broad phases within the thematic data analysis process. The first phase begins with familiarisation with the data which is obtained by orthographical transcription of interviews and repeated reading prior to analysis. Thereafter, a systematic series of analysis begins firstly by coding interesting features across the entire data set and generating initial codes. Coded data are then collated and the process of searching and identification of themes begins and data are constantly coded and compared. Thereafter, the data and emerging themes are continually reviewed and refined resulting in the naming of themes, identification of sub-themes and the production of a report. This inductive approach was adopted in order to derive themes from the data in Phase I, Study 1 of this Thesis.

2.4.3. Study 1: Validity and Reliability

Validity and reliability are the fundamental tenets upon which all research is founded regardless of the ontological or epistemological paradigm within which the research sits (Morse, Barrett, Mayan, Olson, & Spiers, 2002). Whilst the definitions of validity and reliability are applicable to both quantitative and qualitative studies, methods of demonstrating validity and reliability of findings used in each research approach are not transferable (Brink, 1993). In qualitative data analysis, validity refers to the accuracy and truth of the research findings and is demarcated into two sub categories of internal and external validity. Internal validity refers to the extent to which research findings are a true reflection or representation of reality (Brink, 1993). Within the interpretivist paradigm, reality is a multi-dimensional, ever changing construct based on the

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perception of participants, thus the qualitative researcher presents their interpretation of others' versions of reality, however, the onus is on the researcher to demonstrate the internal validity of the research findings (Merriam, 1995; Morse et al., 2002). Morse et al., (2002) suggests a number of strategies to ensure the internal validity of data collection and these were adopted in Study 1. This included concurrent data collection and analysis which was linked to reflexivity and thinking theoretically as new ideas emerged from new data by searching for similar themes in previously analysed data. This strategy was adopted in the analysis of the data for Study 1 and continued until data saturation occurred. In addition, Morse et al., (2002) advocate adopting a flexible approach during the research process and re-evaluation of the research question and purpose and this continued as ideas emerged during analysis. Triangulation of data was also employed where possible by using data from multiple sources to confirm emerging findings for example, data from children and parents or carers who received services was used to back up data from those providing services. Use of appropriate sampling strategies and in particular non-random purposive sampling of participants who either attended or were instrumental in developing, delivering or funding holiday club provision aided this process. Following analysis of data, post hoc strategies can be used by the qualitative researcher to support the internal validity of qualitative data for example by seeking feedback from participants that interpretation of data represents their version of reality. However, Long & Johnson, (2000) highlight a number of flaws in this approach including difficulties in tracking down participants, lapses in participant recall and participant denial of potentially negative aspects of their behaviour captured in the interpretation of the data. It was not possible to contact participants, particularly parents/carers and holiday club staff outside of the holiday club environment in Study 1, thus external validity checking would have been problematic.

Reliability in research refers to the ability to replicate findings across a similar population using the same methods (Brink, 1993; Merriam, 1995). However, because the objective of qualitative research is to seek understanding and meaning from those participating in the research who have their own individual beliefs and perceptions, the study of humans and human behaviour presents difficulties in reproducing the same

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results repeatedly (Merriam, 1995). Replicating findings in qualitative research is further complicated when it is acknowledged that researchers seeking to interpret the findings will have their own beliefs and experience through which they will interpret the world (Merriam, 1995). To counter the difficulties in seeking to replicate findings, the emphasis is on the researcher to document all aspects of decision making in the research process including decisions relating to data collection methods, experiences, interpretation of meanings (Long & Johnson, 2000). In Study 1, this was achieved by discussing semi-structured interview schedules with experienced qualitative researchers and incorporating feedback and advice into schedules. Furthermore, transparency of data collection was achieved by audio recording all interviews which were then transcribed orthographically and stored used NVIVO 11 software. In accordance with recommendations in the literature (Mouter & Noordegraaf, 2012), reliability analysis was conducted on 10% of the data and the second coder confirmed that there was 100% agreement with the audio recordings and the transcripts. In order to determine reliability, Cohen's Kappa statistic was used to establish agreement between the first and a second, experienced, impartial coder. As a result, codes were refined or modified or merged and Cohen's Kappa was used a second time to determine inter-coder agreement. The results of the inter-rater reliability tests for Study 1 are reported in Chapter 2.

2.5. Quantitative Research Methods (Phase II, Studies 2 and 3)

Quantitative measures were used to gather data in Phase II of data collection which comprised studies 2 and 3 (see **Figure 2.1**). Quantitative research is underpinned by an objective, deductive approach that uses mathematical and statistical techniques to measure/count/calculate relationships between variables in a logical, reductionist way in order to test an a priori theory (Yilmaz, 2013). Issues highlighted in Phase I of data collection helped identify issues that required further investigation. Quantitative methods were deemed the most appropriate way of addressing those issues and research was undertaken to identify appropriate instruments that would produce valid (i.e. it measures what it is designed to measure) and reliable (i.e. it consistently measures the same thing) data (Bryman, 2012; Heale & Twycross, 2015). However, a criticism levied at quantitative research methods include inability to reflect real life/social situations in

relation to the context in which data were collected. Furthermore, the reliance on instruments to collect data does not reflect real life experiences and the analysis of the relationship between variables and produces a static view of life that is artificial and does not reflect social reality. However, the pragmatic, mixed methods approach adopted for this thesis and the earlier qualitative phase of data collection helped provide information about context, enabling interpretation of the real-life situation in which quantitative data were collected.

In Study 2, data on child holiday club attendees' nutritional intake were recorded in retrospective extended 24-hour food recall diaries which were completed by the child's parent/carer in conjunction with the researcher. In Study 3, data on children's performance in word spelling, word reading and maths computation were obtained using the appropriate sub-tests of the Wide Ranging Achievement Test (4) (WRAT 4) produced by Pearson Education. The following sections outline these quantitative methods and measures in further detail, including the sampling framework and validity and reliability of these measures.

2.5.1. Study 2: Quantitative Data Collection

A range of methods can be used for collecting dietary intake data. Options include a retrospective food recall diary, whereby dietary intake over a specific period of time (usually 24 hours) is recalled producing a pattern of usual consumption of food types and amounts consumed. Though time consuming to complete, retrospective food recall diaries place less of a burden on respondents compared to prospective dietary records, but are researcher resource intensive (Bates, Bogin, & Holmes, 2011). They require participants to have a good understanding of and ability to gauge portion size which are usually estimated using household measures (e.g. bowls, cups, spoons) (Bates et al., 2011). An alternative approach is to use photographs of food portion sizes, for example within the UK "A photographic atlas of food portion sizes" (Nelson, Atkinson, & Meyer, 1997) which depicts images of 76 of the most widely consumed foods in the British diet. It is considered that the use of photographs improves the accuracy of portion size data compared to using household measures to estimate portion sizes.

However, the use of adult size portions of food leads to over-reporting of intake by children (Foster et al., 2006). To address this limitation in collecting portion size data on children's dietary intake, a series of children's food atlases have been developed which depict various portion sizes of the 100 most common items of food and drink consumed by children in the UK (Foster, Hawkins, & Adamson, 2012). Whilst accuracy in terms of gauging portion sizes of food consumed by children can be improved by using photographs of child appropriate portion sizes of food, a limitation of the retrospective 24-hour recall diary is that intake over one 24-hour period reflects may not produce a realistic picture of habitual intake as, for example, dietary intake patterns often differ at weekends when more unhealthy food is consumed compared to dietary patterns during the week when healthier food is eaten (An, 2016). An alternative to the retrospective 24-hour food diary is the completion of a prospective food diary which is typically completed over a minimum of four days. This method is used to collect nutritional intake data in the National Diet and Nutrition Survey, which is a rolling programme which collects dietary intake in a representative sample of the UK population. Participant's record every item of food and drink consumed in the time period and either weigh food portions prior to consumption and weigh any leftover food or alternatively use household measures to gauge portion sizes. Completion of a prospective food diary therefore requires good literacy skills amongst participants so use may be more limited in populations with low literacy skills (Bates et al., 2011). Furthermore, this method of data collection places a heavy burden on respondents, who may alter their eating behaviour to accommodate completion of a weighed food diary (Foster et al., 2006). Food frequency questionnaires offer an easier, quicker alternative to food diary completion. Participants are provided with a pre-printed list of foods which may contain information on portion sizes and space may be provided to include foods consumed but not included in the pre-printed list (Bates et al., 2011). Although less burdensome than food diaries for participants, food frequency questionnaires are limited in that they are less precise in the amount of data provided (Bates et al., 2011).

Regardless of the method chosen to record dietary intake, most dietary intake methods are prone to error including mis-reporting and particularly under-reporting of intake

(Hill & Davies, 2001; Maurer et al., 2006). Furthermore, collating data on children's nutritional intake poses a number of additional challenges (Foster & Adamson, 2014). Completing a dietary recall measure requires not only a good memory, but also the ability to understand the information being requested, the ability to search for and evaluate the information being requested and responding to the request (Livingstone, Robson, & Wallace, 2004). Parents and carers act as the nutritional gatekeeper of children and therefore control access to food and drinks so will usually complete dietary intake records for children younger than 7-8 years of age, although when children are out of the home environment and cared for by others, this may weaken the accuracy of data collected (Foster & Adamson, 2014). However, by the age of 7-8 years, it is considered that children have the cognitive skills to be able to undertake this task, though the time frame to ensure more accurate recall is limited to the previous 24 hour period and completion is best suited to a time when regular meal patterns are observed, rather than at weekends or holidays when eating patterns may be more irregular (Livingstone et al., 2004). By the age of 12 years, children are considered to be able to more accurately gauge portion sizes though their food vocabulary and food knowledge may be limited which may therefore limit the accuracy of intake reports (Livingstone et al., 2004). Furthermore, under-reporting of intake of less healthy items of food observed in adults when completing dietary intake records has also been observed in children aged 9-11 from low SES backgrounds and amongst children with behavioural issues (Moore, Tapper, Moore, & Murphy, 2008).

Having considered all of the relevant factors with regard to collecting dietary intake data, for Study 2, parents/carers were requested to provide dietary intake for their child/children's intake in a retrospective food diary which was completed in association with the researcher. This approach was taken in order limit potential weaknesses in collecting data from children. In addition, although a 24-hour period of time is a more common time frame for collecting data on nutritional intake, an extended period of data collection was used in Study 2 to enable data to be collected on children's nutritional intake from lunch time on the day before children attended holiday club, up to and including lunch served at holiday club to enable a comparison of intake during the lunch

time meal on a day children did not attend holiday club with intake on a day children attended holiday club as well as analysis of fruit and vegetable and water consumption on a typical day during the summer holidays. To enhance accuracy of data collection, the children and young person's food atlas developed by Foster et al., (2012) was used to gauge food portion sizes served to and consumed by children at each eating and drinking occasion throughout the period of time covered by the diary.

2.5.2. Study 2: Data Analysis

For study 2, data on food intake was recorded in the retrospective extended 24-hour food diaries and the Young Person's Food Atlas (Foster et al., 2012) was used to capture data on portion sizes. Data on the portion size of every item of food and drink consumed on every eating and drinking occasion over the period covered by the diary by every child was entered into Microdiet nutritional analysis software to obtain data on the energy and macronutrient content of each item of food and drink. Every item of food and drink consumed by each child for lunch each day was coded as either a core or non-core item of food. Classification of a food item as either core or non-core is based upon Australian dietary guidelines (Grimes, Riddell, & Nowson, 2014). More information on classification of food as core and non-core items is provided in Chapter 4 (see page142). This data was then entered into a database created in SPSS v.24 and were subject to analysis by means of a Repeated Measures ANOVA.

2.5.3. Study 2: Validity and Reliability

In quantitative research, validity refers to the extent to which a concept is accurately measured and reliability refers to the accuracy of the instrument used and if it consistently produces the same results across a similar sample (Heale & Twycross, 2015). With regard to collecting data on dietary intake, validity refers to the ability of the tool used to capture data that represents the true intake of the participant (Burrows et al., 2013). The gold standard against which all other dietary intake measures are assessed is the use of doubly labelled water method in which participants ingest a sample of water where the hydrogen has been labelled with deuterinium and the oxygen has been labelled with oxygen-18 and the rate at which it is eliminated from the body (in

saliva or urine samples) is measured over a period of 7-14 days to give an accurate measure of total energy expenditure. Although easy to administer and accurate, this method is expensive to use. In a systematic review of the validity of dietary assessment measures in children compared to using doubly labelled water, the use of 24-hour multiple pass recall diary over a period of three days, including weekdays and weekends, was found to be the most accurate measure to estimate energy intake of children aged 4-11 years compared to use of doubly labelled water (Burrows, Martin, & Collins, 2010). However, completion of three day 24 hour recall diaries places a high burden on respondents. It was considered that it was not feasible, viable, or relevant to collect this much data from the sample population in Study 2.

2.6. Study 3: Quantitative Data Collection

During the course of their education, children in England are assessed when they start school at the age of 5 (Early Years Foundation Stage profile) and are then tested at the end of Key stage 1 at the age of 7 and again at the end of Key stage 2 when they are aged 10-11. During Key Stage 3, pupils in Years 7, 8 and 9 are assessed annually by their teachers (Department for Education, 2014). In Scotland, children are assessed in P1 (aged 5), P4 (aged 8), in P7 (aged 11) and in S3 (aged 14). Data on performance in Key stage national testing regimes are stored on the National Pupil Database for pupils in England, with data on pupils attending schools in Scotland, collated and stored by the devolved administration. For the purposes of Study 3, it was considered that gaps in both testing regimes would not be sensitive enough to indicate what happened to children's skills and knowledge over the school summer holiday period (i.e. whether summer learning loss, defined as the tendency for children to lose skills and knowledge over the summer occurs). Furthermore, whilst some schools may monitor progress by testing children at the start and end of each academic year using commercially available testing materials such as learning ladders, it was considered that should this data be available, it would be susceptible to what researchers in the USA have referred to as "artefacts" of the testing regime (von Hippel & Hamrock, 2018). USA based studies that have investigated summer learning loss have compared performance in tests taken after the start of the new academic year with performance in tests taken towards the end of

the previous academic year. However, a number of issues have arisen with this method in terms of investigating what happens to children's skills and knowledge over the summer. Firstly, timing of tests up to five or more weeks before the end of the academic year and five or more weeks after the start of the new academic year means that tests were not a true test of summer learning loss. Furthermore, tests taken at each time point were not parallel versions of tests and tests taken at the start of the new year were new, grade appropriate tests that were therefore more difficult than the test taken at the end of the previous year therefore children's performance was not being compared on a like for like basis (von Hippel & Hamrock, 2018). Extensive research was undertaken to identify an appropriate data collection tool to collect data for Study 3 that would address the limitations of USA based research investigating summer learning loss. However, despite personal communication with a Professor of Education within Northumbria University, with other researchers and with commercial suppliers of educational testing materials and an educational research organisation, it was not possible to identify an educational testing measure that specifically reflected the educational curriculum of children in the UK, that had parallel versions and acceptable pre- and post-tests that could be used within a short period of time without practice effects. The Wide Ranging Achievement Test 4 (WRAT 4), although not specific to the UK curriculum was identified as the most appropriate data collection tool for Studies 3a, 3b, 3c and 3d. The WRAT 4 is a commercially available and validated data collection tool that measures an individual's ability to spell, read words and calculate answers to maths computation questions. Each sub- test has an alternate parallel form (blue and green) which can be used interchangeably as pre- and post-test measures and can be used within short periods of time without practice effects (Wilkinson & Robertson, 2006). Each test has two parts. Part 1 of each test is administered on an individual basis with participants aged less than eight years of age. Part 2 of each test is used to test participants aged 8+. Any participant aged 8+ who scores fewer than five marks in Part 2 of each test is required to take Part 1 of each test.

2.6.1. Study 3: Quantitative Data Analysis

For Studies 3a, 3b, 3c and 3d, data on raw scores achieved by participants in the spelling, word reading and maths computation sub-tests were entered into databases in SPSS v.24 and were analysed by means of a Repeated Measures ANOVA.

2.6.2. Study 3: Validity and Reliability

As discussed above validity in quantitative research refers to the extent to which a concept is accurately measured and reliability refers to the accuracy of the instrument used and if it consistently produces the same results across a similar sample and whether the same results are obtained in a test/retest situation (Heale & Twycross, 2015). In a review of the WRAT 4, the measure was found to have high levels of internal consistency and the sub-tests were found to have moderate levels of internal consistency (Dell, 2008). Alternative form reliability and immediate retest reliability coefficients of the WRAT 4 range from .82 to .90 for adults aged 19-94 and of .88 for all ages and were therefore considered acceptable, as were content, construct and criterion validity (Dell, 2008). In a separate study, use of the WRAT 4 was also found to be a valid proxy measure of quality of education (Sayegh, Arentoft, Thaler, Dean, & Thames, 2014). Therefore, in terms of identifying an appropriate, validated measure with parallel versions of testing materials that could be used as pre and post-test measures after a short period of time, it was considered that WRAT 4 was the most appropriate measure to use.

2.7. Ethical Considerations

The research undertaken and described in this mixed methods study was conducted fully in accordance with the ethical guidelines of the Economic and Social Research Council, the British Psychological Association as well as the ethical guidelines of Northumbria University. This involved ensuring that informed consent was received from all participants, participation was voluntary and harm was avoided. Ethical approval was received from Northumbria University. Full details of sampling and recruitment

strategies and further information on ethical considerations are outlined in each study chapter.

Particular care and attention was taken with regard to recruiting children to studies. First and foremost, the researcher obtained an appropriate Disclosure and Barring Service check prior to collecting data. Thereafter, utmost care was taken to ensure that parents and carers were aware of research taking place by providing age appropriate information on the research. For example, in Study 1, information on the research was sent home with children and parents were requested to opt their child in to the study. Where parents had given consent for their children to take part in the study, prior to the commencement of focus group interviews, children were advised that their parent or carer had indicated that they could take part in the research. Children also received a child friendly research information sheet which was read aloud before the interviews began and children were advised that they did not have to take part in the research if they did not want to. Children were also asked to indicate their assent either verbally or by nodding their head to indicate that they were happy to take part in the study. At the conclusion of the interviews, children were thanked for taking part and received a debrief sheet to take home which was read aloud to children before they left the area where the focus group took place. Children also received a sticker as a gesture of thanks for taking part. In study 3, the Head Teacher of each school acted in loco parentis and gave consent for the research to take place with pupils in their school. However, in addition, research information leaflets and opt-out consent forms were also sent home to parents via the school and parents were given the opportunity to opt their child out of the study. Furthermore, at each data collection time point, children received a research information sheet which was read aloud prior to the commencement of testing and were advised that they did not have to take part in the research. As indicated in Chapter 5, some children chose not to take part in the research or exercised their right to decline to take part in the research at subsequent data collection time points.

CHAPTER 3. An exploration of the views of key stakeholders regarding holiday club provision

3.1. Introduction

This chapter presents a brief recap of the issues relating to holiday club provision for disadvantaged children in the UK and provides a review of key qualitative studies that have investigated the benefits, impacts and uses of holiday club provision from the perspective of child and adult attendees, parents/carers and holiday club staff (see Chapter 1 for a wider discussion of the literature). This is followed by a summary of the aims of the Study, information on the study design, sampling and recruitment of participants and characteristics of the sample, data collection and analysis. Thereafter, the findings of the study are discussed, and the chapter concludes with an explanation of the limitations of the study.

During the summer holidays, low income families face increased pressure to meet the cost of feeding their children. Research from the USA shows that food insecurity increases amongst families with young children during the summer, but is attenuated amongst families whose children attend federally funded summer food service programme sites which enable disadvantaged children to access food and activities (Collins et al., 2018; Nord & Romig, 2006). In the UK, it is estimated that up to 3 million children could be going hungry during the school summer holiday period (Butcher, 2015; Forsey, 2017; Tait, 2015), placing children at risk of "holiday hunger" defined as "the tendency for children to be unable to access an adequate supply of nutritious food during the school holidays" (p.2) (Graham et al., 2016). Although not an accurate measure of levels of household food insecurity, data from the Trussell Trust, the UK's largest networked provider of food aid, shows that demand for three day emergency food parcels for children spikes during the school summer holiday period and demand is increasing year on year (Loopstra & Tarasuk, 2015; Perraudin, 2018; The Trussell Trust, 2017). In response to concerns that children may be going hungry during the summer holidays, a number of organisations including devolved government administrations, local authorities, housing associations, schools, and voluntary/community based groups have established holiday clubs to enable

disadvantaged children to access food and enrichment activities (Mann et al., 2018). Clubs are highly likely to be located in areas of high deprivation and parents and carers of child attendees are highly likely to be food insecure (Long et al., 2017; Mann et al., 2018).

Only a few qualitative investigations of holiday club provision have been carried out to date in the UK. However, prior peer reviewed qualitative research on holiday club provision undertaken by Defeyter et al., (2015) and Graham et al., (2016) and the evaluation of the North East based "A Day Out Not a Hand Out" initiative by Defeyter, Stretesky, Sattar, & Crilley, (2018) suggest that low income parents face considerable pressures during the summer holidays including the cost of buying extra food and childcare. However, attending holiday club eased the financial pressures and helped parents save money as food at home lasted longer and children were able to access healthy food during the day at holiday club. However, the benefits of holiday club went beyond just providing sustenance to children who may be going hungry in the holidays. Wider benefits identified included providing opportunities for parents and children to socialise and interact, both as families and with others. In addition, clubs provided enriching activities for children and it was speculated that children may continue to learn at holiday club though without necessarily realizing it as clubs were very relaxed and informal. It was also considered that attending holiday club may also make returning to school easier as routine and structure may have been maintained during the holidays. However, a number of areas for improvement to enhance holiday club delivery were highlighted by club organisers including better communication, clarification of roles where multiple organisations deliver holiday clubs, and the need for time to plan and adequately publicise clubs.

3.2. Study 1: An exploration of the views of key stakeholders regarding holiday club provision

The aim of Study 1 of this thesis was to explore the potential benefits, uses and impact of holiday club provision with food on children and their parents/carers. It sought to build on the limited amount of prior qualitative research regarding holiday club

provision for disadvantaged children in two ways. Firstly, it incorporated the views of key stakeholders whose voices have not previously been included in academic research regarding holiday club provision. This includes senior stakeholders who worked at a strategic level to develop mechanisms to ensure that holiday club provision happened in their area. The study also incorporated the views of those involved in establishing and supporting the Meals & More charity whose views have not been the subject of prior qualitative investigations. Secondly, the socio-ecological model of health as depicted in **Figure 3.1** below was used to explain the development of holiday club provision in the UK. The socio-ecological model (SEM) of health acknowledges that a person's behaviour is shaped by multiple levels of influence, but that the process is reciprocal, and individuals also shape and influence the different levels within the model. Public health initiatives are complex and the use of the SEM demonstrated how the different levels within the model interacted and influenced behaviour including at a national policy level and individual level (Townsend & Foster, 2013; Unicef, 2009). The SEM has previously been used to explain the interactions and influences on breakfast behaviours in school children living and attending schools in areas of high deprivation (Harvey-Golding et al., 2015) and to understand factors that influenced children's food choices during the school day (Townsend & Foster, 2013).

Figure 3.1. A Social-ecological model of holiday club provision (adapted from Unicef's (2009) model of the Socio-ecological Model of health related behaviour (p.1)

3.3. Method

3.3.1. Study Design

This study employed a qualitative design which is advocated for collecting data on complex and emerging phenomena (Johnson & Onwuegbuzie, 2004). A semi-structured interview approach was used as this approach is considered inclusive and allows participants to share their views regardless of age or educational ability and enables participants to talk freely and openly about sensitive topics such as food insecurity (Braun & Clarke, 2013). Children took part in small focus groups as they were

considered similar to small discussion groups that children are involved in as part of normal classroom activity (Fielden, Sillence, & Little, 2011).

3.3.2. Recruitment

Participants were recruited to the study from a range of stakeholder groups using non-probability purposive sampling. Non-probability sampling refers to the process of recruiting participants to a study who meet certain practical criteria (Etikan, 2016), and purposive sampling refers to the method of recruiting participants to a study who are well placed and knowledgeable about the subject matter being researched (Lavrakas, 2008; Tongco, 2007). Participants either attended, delivered, or were instrumental in setting up, or indirectly funding holiday clubs that received grant support from the Meals & More charity. In total, 92 participants were recruited to this study. It was hoped that 10 food industry representatives could be recruited to the study. However, difficulties were encountered recruiting participants from this stakeholder group due to the limited number of companies supporting the initiative who were willing to be interviewed (N=8). Furthermore, busy work commitments meant it proved problematic to arrange interviews. In addition, despite the researcher sending reminders, only two school-based clubs were able to accommodate focus group interviews with children. Participants were recruited from a total of 16 holiday clubs which were part funded by the Meals & More charity. Clubs covered a wide geographic spread of the UK and included a variety of settings which reflected the broad picture of holiday club delivery across the Meals & More network of clubs. The demographic characteristics of the holiday clubs that participated in the current study are detailed in Table 3.1. The majority of clubs were located in areas of high multiple deprivation as indicated by their ranking (the lower the number, the higher the level of deprivation) in the Scottish Index of Multiple Deprivation where areas are ranked from 1 – 6976 or Index of Multiple Deprivation, England where areas are ranked from 1 – 32,844. Three clubs were located in Scotland and 13 were in England. Three clubs were held in schools, six in churches/church halls, five in community settings and two in Children's Centres.

Table 3.1. Holiday club characteristics for Study 1

Club	Country/region of England	Setting	Led by	Times, days and number of weeks of operation	Scottish Index of Multiple Deprivation/ Index of Multiple Deprivation, England
1	Scotland	School	Paid staff	10.00 am - 3.00pm 5 days a week x 4 weeks	*616
2	Scotland	School	Paid staff	10.00 am - 3.00pm 5 days a week x 4 weeks	*1181
3	Scotland	Community	Paid staff	11.00 am - 1.00pm 5 days a week x 6 weeks	*1069
4	North East of England	Church	Volunteers	11.45 am - 1.30pm 5 days a week for one week and once a week x 3 weeks	**2803
5	North East of England	Community	Paid staff	10.00 am - 4.00pm 5 days a week x 6 weeks	**6435
6	East Midlands	Community	Paid staff	12 noon - 7.00pm 5 days a week x 6 weeks	**172
7	East Midlands	Children's Centre	Paid staff	10.30 am - 1.30 pm 2 days a week x 4 weeks	**10431
8	West Midlands	Community	Paid staff	11.00 am - 1.00 pm 2 days a week x 4 weeks	**421
9	West Midlands	Church	Volunteers	12 noon - 2.00 pm 1 day a week x 3 weeks	**1160
10	North West England	Church	Volunteers	12 noon - 2.00 pm 2 days a week x 6 weeks	**317

Table 3.1. Holiday club characteristics for Study 1(continued)

11	North West England	Children's Centre	Paid staff	10.30 am - 1.30pm 2 days a week x 4 weeks	**2635
12	East of England	Church	Volunteers	11.00 am - 1.00pm 1 day a week x 6 weeks	**2332
13	London	Community	Paid staff	11.30 am- 1.25 pm 4 days a week x 5 weeks	**4275
14	North East England	Church	Volunteers	11.15 am - 1.05 pm 2 days a week x 6 weeks	**5860
15	East of England	Church	Volunteers	12 noon - 1.30pm 2 days a week x 6 weeks	**25830
16	North East of England	School	Paid staff	10.00 am - 3.00pm 5 days a week x 4 weeks	**376

*Information from Scottish Index of Multiple Deprivation 2015 (Rank: 1- 6,976). All 6,976 small areas (data zones) in Scotland have been ranked according to a range of indicators including employment, income, health, crime, housing, education and access with the most deprived having a rank of 1.

**Information from: English Indices of Multiple Deprivation 2015 (Rank: 1- 32,844). All 32,844 neighbourhoods in England have been ranked on range of deprivation indicators including income, employment, health, education, crime and living environment, with the most deprived having a rank of 1.

Eleven children aged between 5 and 10 years of age took part in three focus groups which were held in two school-based holiday clubs in Scotland. All children were white/Scottish.

A total of 21 parent/carers from six holiday clubs who had at least one child/grandchild who attended holiday club opted to take part. Demographic information on parents/carers is presented in Table 3.2.

Table 3.2. Demographic information of parents/carers for Study 1

Demographics	Response options	Number of parents
Sex	Male	4
	Female	17
Age range	<25 years	2
	26-35 years	9
	>35 years	10
Type of holiday club	School	16
	Community/Church hall	3
	Children's centre	2
Marital status	Single	7
	Married	9
	Living with partner	3
	Widowed	1
	Not stated	1
Ethnicity	White British/Scottish	15
	Chinese	2
	Indian	1
	Asian British	1
	Asian	2
Employment status	Unemployed	10
	Full time employment	4
	Self employed	2
	Part-time education	1
	Part-time emp/part time education	1
	Retired	3
Highest level of qualification	None	7
	NVQ	2
	GCSE/Equivalent	3
	Standard grades	1
	A-level/ Highers/Equivalent	2
	Degree	1
	Not stated	5

Twenty-six holiday club staff from 14 clubs participated in the study. Demographic data on holiday club staff are presented in Table 3.3.

Table 3.3. Demographic information of holiday club staff for Study 1

Demographic	Response options	Number of holiday club staff
Sex	Male	5
	Female	21
Age	18-25	4
	26-35	9
	>35	13
Type of club	School	11
	Church/church hall	4
	Community	9
	Children's centre	2
Ethnicity	White British/Scottish	23
	Asian	2
	British Mixed Ethnicity	1
Employment status	Full time	11
	Part Time	7
	Unemployed	3
	FT Education	3
	Retired	2
Holiday club status	Paid	20
	Volunteer	6
Level of Education	NVQ	4
	GCSE/equivalent	1
	A level/Highers	10
	Diploma	1
	HND	2
	Degree	4
	Masters	1
	Professional qualification	1
	Not stated	2

Fourteen school staff from the three schools which hosted a school-based holiday club were interviewed. Data were collected during term time, during or at the end of the school day. Demographic information on school staff who participated in the research are presented in Table 3.4.

Table 3.4. Demographic information of school staff for Study1

Demographics	Response option	Number of school staff
Sex	Female	14
Age range	18-25 years	3
	26-35 years	4
	>35 years	7
Ethnicity	White British/Scottish	14
Current position in school	Head teacher	2
	Safeguarding	1
	Class teacher/Teaching assistant	11
Years spent working in education	<5 years	3
	5-10 years	3
	10-15 years	4
	>15 years	3
	Not stated	1

Ten senior stakeholders who worked at a strategic level to develop holiday club provision in their area and coordinated resources and facilitated working across organisations to develop holiday club provision were recruited to the study. Demographic data on senior stakeholders are presented in Table 3.5.

Table 3.5. Demographic information of Senior Stakeholders

Demographic	Response option	Number of senior stakeholders
Sex	Female	10
Age	>35 years	10
Ethnicity	White British/Scottish	10
Employment	Full time	10
Sector	Public	7
	Charity	3
Highest Qualification	NVQ	1
	Degree	4
	Masters	4
	Professional qualification/Post-graduate study	1

Eight representatives of the food industry, who were instrumental in establishing or supporting the Meals & More Charity either in cash or in kind, agreed to be interviewed. Demographic data on food industry representatives are presented in Table 3.6.

Table 3.6. Demographic information of Food Industry representatives

Demographic	Response option	Number of food industry representatives
Sex	Male	5
	Female	3
Age	>35 years	8
Ethnicity	White British/Scottish	8
Employment	Full time	8
Highest Qualification	Degree	6
	Post graduate study	1
	Not stated	1

3.3.3. Materials

Letters of invitation, research information sheets and opt in consent forms and debrief sheets were developed for each stakeholder group, with the language adapted to suit the different groups of participants. Examples are attached as **Appendix B – K**. Demographic data were collected via a questionnaire from all participants at the consent stage. Parents provided demographic information about their child/children.

Semi-structured interview schedules were prepared for each stakeholder group comprising of open-ended questions. Although there were slight differences between schedules to ensure they were appropriate for each stakeholder group, each schedule was designed to elicit information relating to the benefits, impact and advantages and disadvantages of holiday clubs (see **Appendix A**).

3.3.4. Procedure

Following ethical approval from the Faculty of Health and Life Sciences Ethics Committee at Northumbria University, Newcastle, the Meals & More administration team was asked to disseminate information about the research to holiday club delivery partners, senior stakeholders and representatives of the food industry. Holiday club delivery partners, senior stakeholders and representatives of the food industry who expressed an interest in taking part were sent a research information pack including a letter of invitation and information leaflet and an opt-in consent form. Once consent was received from senior stakeholders and food industry representatives, a date and time for the interview was agreed. Where possible, interviews were conducted face to face. Where this was not possible, interviews were conducted by telephone. The decision to undertake some interviews over the phone was a pragmatic choice due to the geographic spread of participants and participants' work commitments. Once consent was granted from individual club leaders/head teachers, research information packs (including letters of invitation, research information sheets and opt in consent forms) for parents/carers, holiday club staff and teaching staff were sent to clubs/schools for distribution in advance of the researcher visiting the club. Information on conducting children's focus groups was also included in information for parents and carers along with parental consent forms to opt children in to the study. On the day of data collection in holiday clubs and schools, parents and teaching staff whom had already consented to participate in the study were approached. In addition, for adults only, consent was also sought from participants on the day of testing.

All one to one interviews commenced with an introduction to the research aims and all participants were advised that they could withdraw their consent to participate at any time and that they did not have to answer any questions they were uncomfortable with. Participants were advised that all data collected would remain confidential and that all data would be anonymised. Prior to recording, permission was gained from participants to record their voices. No participants opted out of the study at this point. During interviews and focus groups, participants were encouraged to speak freely and expand on issues raised and were prompted if necessary. At the conclusion of each interview,

participants were thanked for their time and were sent or given a research debrief letter and were advised that they could withdraw their data from the study up to a month after it had been collected. Parents/carers were offered a small remuneration of a £5 gift voucher to thank them for their time.

Children's focus groups took place in a quiet area of the holiday club and lasted between 10 – 20 minutes. Prior to their commencement, children were informed that their parent/carer had given permission for them to speak to the researcher and they were asked if they were happy to participate. Children were given an information sheet which was read aloud prior to starting the focus group discussion and children were asked again if they were happy to take part. All children indicated that they were happy to take part by either nodding their head or answering in the affirmative and none withdrew from the study. Children were advised that all data collected would remain confidential and that all data would be anonymised. Prior to recording, permission was gained from participants to record their voices. At the conclusion of each focus group, participants were thanked for their time and given a research debrief letter and were advised that they could withdraw their data from the study up to a month after it had been collected. Children received a sticker as a token of appreciation for taking part.

Interviews and focus groups were recorded on a digital Dictaphone to allow subsequent transcription. Each focus group was allocated a unique number preceded by the letters 'CFG', to ensure anonymity of participants when interviews were transcribed. Each parent/carer participant was given a unique reference number preceded by the letters 'PC' to preserve their anonymity when interviews were transcribed. Likewise, unique reference numbers for holiday club staff were preceded by the letters 'HCS', unique reference numbers for teaching staff were preceded by the letters 'TS'. Unique reference numbers for senior stakeholders were preceded by the letters 'SS' and unique reference numbers for food industry representatives were preceded by the letters 'FI' to preserve anonymity of participants.

3.4. Data Analysis

Data transcripts were the main unit of analysis (an example transcript from each stakeholder group is attached as **Appendices Li – Lvi**). Each interview/focus group recording was listened to in its entirety before being orthographically transcribed. Transcripts were read several times in order to gain a thorough overview of the data. All data were uploaded into NVivo 11 for ease of access and organization. Data were coded and analysed in accordance with guidelines on thematic analysis produced by Braun & Clarke (2006). Quotes from each participant group were grouped under the same topic headings and main themes in the data were aligned with the five levels of the socio-ecological model of health and associated sub-themes were identified. In accordance with recommendations in the literature (Mouter & Noordegraaf, 2012), reliability analysis was conducted on 10% of the data and the second coder confirmed that there was 100% agreement with the audio recordings and the transcripts. There was good agreement (Cohen's Kappa = .74) between first and second coders. Subsequent discussion between coders and process clarification increased agreement between coders (Cohen's Kappa = .82).

3.5. Findings

3.5.1. Overview of Themes/Subthemes

Participants provided a unique insight into the factors that influenced the development of holiday club provision and the potential benefits holiday provision affords in terms of health, educational and social well-being for children and parents/carers. Applying the socio-ecological model of health to the analysis of data enabled a clearer understanding of the factors that have influenced the development of holiday club provision in the UK. A further main theme of "future policy considerations" and associated sub-themes was also developed. A summary of the main themes and sub-themes is presented in Table 3.7. The themes presented in Table 3.7 are colour coded to correspond with each layer of the socio-ecological model of health as depicted in **Figure 3.1**. A detailed analysis of key points in relation to each theme and associated sub theme is then presented with examples of anonymised quotes from participants to illustrate themes.

Table 3.7. Summary of main themes and sub-themes for Study 1

Main themes	Sub-themes			
Policy/Enabling environment	Welfare reform	Increased use of foodbanks	Inability to access free school meals	Holiday Hunger
Organisational	New ways of working	Barriers to provision	Parental attendance policies	Stigma and universal v. targeted provision
Community	Safe place to play	Community safety/ distraction from anti-social behaviour	Accessibility	Community cohesion
Interpersonal interactions	Socialisation	Parental interaction with children	Building relationships	Wider support for families
Individual factors	Education	Children's behaviour	Physical activity and playing games	Food and food skills and knowledge
Future policy considerations	Need for clubs to continue	Funding	Summer learning loss	Raising awareness of holiday hunger

3.5.2. Theme 1: Policy/enabling Environment

Within the context of the socio-ecological model of health, this level refers to how national and local policies regulate, support or restrict access to services that support health and wellbeing (Unicef, 2009). Stakeholders considered that national government policy changes to the welfare system had led to increased levels of food insecurity which in turn led to increased use of food banks, demand for which increased during the summer holidays when it was considered that children were going hungry because they were not able to access free school meals. Four sub themes were identified at this level: welfare reform; increased use of food banks; inability to access free school meals and holiday hunger.

3.5.2.1. Welfare reform

Strategic stakeholders, holiday club staff, teaching staff and representatives of the food industry spoke about how national government policy decisions relating to benefit/welfare reform had impacted on people's lives and potentially caused serious financial hardship. Single parent families, those with disabilities and asylum seekers were highlighted as being particularly affected. The roll out of the new welfare benefit Universal Credit and the delay of 42 days before receipt of the first payment after making a claim, coupled with the introduction of a cap on benefits (an upper level on the amount of benefits a claimant/family can receive), were perceived to be likely to result in financial hardship: *"I think a lot of them have been hit hard with this kind of benefit capping as well, some of them are only just kind of paying the bills so there's not much left over for food so they are struggling" (HCS23).*

3.5.2.2. Food poverty and increased use of food banks

Issues relating to food poverty including children not having enough to eat during the summer and arriving at holiday club hungry were mentioned by 51 participants including senior stakeholders, holiday club staff and parents and carers. It was reported that food bank usage was increasing year on year in their respective areas. In one town, it was suggested that foodbank usage had increased by more than 50% compared to the previous year. As well as supporting those who had been affected by benefit sanctions

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and changes in the benefit system, food banks were now also perceived to be assisting working families, who, due to the wider stagnation of economic growth, were not able to manage on low wages. There was a sense of incredulity that nobody was speaking out about the increasing need for and use of foodbanks but it was perceived that they were needed as the benefits system was not providing a safety net for people in need. Using a foodbank was considered to be stigmatising but participants felt there was a need for the service because the consequences of not feeding children were severe: "*but really if there's no food bank you're going to starve, and if you're going to starve you get the children taken off you for neglect, you've got to feed your bairns (children)" (PC15).*

3.5.2.3. Inability to access free school meals

The importance of the mid-day meal at school during term time was acknowledged by teachers, senior stakeholders and holiday club staff. They considered that school lunch might be the main meal of the day for some children: "*when they're in schools all they get is their free school meal and they don't get anything when they get home" (HCS 16).* Some stakeholders expressed surprise that support to feed disadvantaged children stopped at the end of the term when families were in need year-round: *"…to find out that that healthy provision of food that comes through the school meals' industry stops on a Saturday and Sunday and during the end of term school holiday time was both enlightening and shocking to me" (FI2).* For children in receipt of free school meals during term time: "*just at a really logical level if we acknowledge that people need support with free school meals for what however many weeks of the year then it goes without saying that that need is also there in the summer" (SS7).* It was reported that a high proportion of children attending one school based holiday club were entitled to free school meals and this had been part of the motivation for setting the club up: "*so the main reason was we were concerned that a lot of our children with our high free school meal percentage would maybe not, would have to miss a meal because we've got families of 4 and 5 children, that extra meal a day erm when they're off school you know can become a burden" (TS10).*

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3.5.2.4. Holiday hunger

As well as noticing that food bank usage had increased generally in their communities, senior stakeholders and holiday club staff also reported that the spike in demand for food bank vouchers increased during the holidays. This led people to consider what could be done to address the issue: *"it was just the number of families that were using the food bank over the holiday time that he* (the food bank manager) *thought: "well what's going on?" during the seven, six weeks of the holidays, what could we be doing?"* (HCS12). Twenty-one participants commented on the pressures and cost of the school holidays. One senior stakeholder for example explained that research had been carried out that highlighted the cost and pressures low income families face over the summer holidays which had influenced their decision to respond to this need *"we've got incredible levels of child poverty erm and what the cost of the school holidays research told us wasn't surprising at all, I mean it said that summer presents real challenges for parents on low incomes," (SS7).* A parent spoke of the increased financial pressures of having to cover the cost of buying food during the summer: "*It's more on to your budget, you're actually having to pay for their breakfast noo (now) and their lunch instead of just an evening meal, and it does, a lot of people cannae (can't) do it, it's, their struggling, a lot of people are struggling their selves to feed their selves never mind anybody else" (PC5).* The extra financial burden faced by parents over the summer holidays was also acknowledged by holiday club staff: *"so I think a lot of parents struggle financially to provide enough food for their kid throughout the whole day throughout a long summer of seven weeks as well as a lot of other expenses that come along with the summer" (HCS7).* Some participants had previous experience of running activity only based holiday clubs during the summer and they reported that children had not been able to fully take part in activities because they had been too hungry. This prior experience informed strategies for future delivery of summer activities with food: *"we were finding that kids were coming hungry erm to the holiday clubs and weren't and were reporting to us or kind of commenting to us that they were hungry and that they weren't necessarily getting a hot meal at night or hadn't had breakfast that morning, erm and we were noticing that when we were trying to deliver activities even if it was*

you know running or jumping or catching, that kids physically couldn't do it because
they didn't have something in their tummy"(HCS8).

3.5.3. Theme 2: Organisational

The organisational level of the socio-ecological model refers to the rules, regulations, practices, policies and structures of institutions that affect how services are provided to individuals or groups (Unicef, 2009). In the current study organisations responded to policy changes at a national level in relation to welfare reform and found new ways of working to enable children who may be going hungry during the holidays to access food. Four sub themes were identified within this level: strategic partnership working; barriers to provision; parental attendance policy; and stigma and universal *v*. targeted provision.

3.5.3.1. New ways of working

Senior stakeholders viewed their role as enablers, bringing people together and co-ordinating provision, rather than being responsible for day to day delivery of holiday clubs: *"so we had nothing to do with providing any of the activities but our role was both to put, get all of the pieces in place, get the schools opened, cough up your, find the money to pay for food, get the various partners in a room and talk to them about how it could be delivered" (SS8).* Food industry representatives also felt they had an enabling role. They thought their financial input into the Meals & More programme would give holiday clubs some certainty as they (the food industry) were committed to financially supporting Meals & More for a minimum three-year period so clubs would be able to plan for future years' holiday provision knowing that some funding was guaranteed for at least three years.

There was a lot of good will amongst senior stakeholders and holiday club staff to ensure that holiday clubs were set up, 24 of whom commented that new ways of working were found to co-ordinate holiday club provision and to pool and share skills so that services could be accessed for free: *"we kind of called in favours from lots of different organisations to make this happen this year and a lot of people understand the*

pressures that that (name of place) families face and so there was a lot of goodwill. I think we did have to buy some services in but we've got some payback for that" (SS 6). Once holiday clubs were up and running it was a steep learning curve for many organisations who were working together for the first time to co-ordinate delivery and this was not without difficulties. Senior stakeholders and holiday club staff considered that communication could have been better and roles and responsibilities better clarified, nonetheless it was felt that after initial teething problems, new "teams" worked well: "*I think it's natural when you're you know you're working alongside new people added to that whole thing of you're forming your norming you're storming you know that type of cycle really as workers from different organisations are coming together to co-facilitate or plan, evaluate and so on and so forth" (SS 9).* This meant holiday clubs could be flexible in how they delivered services and respond to needs expressed by attendees.

3.5.3.2. Barriers to provision

Although there was very much a collective resolve to deliver holiday clubs, this was not without issues in some areas and 14 participants commented on their frustration at rules and regulations that hindered plans to deliver holiday clubs. In one area, for example, one of the greatest barriers to provision related to accessing public buildings, particularly schools. There was palpable anger amongst senior stakeholders, teachers and holiday club staff alike that schools were a publicly funded resource with excellent facilities, space and kitchens for holiday club provision but they were not accessible due to rules and regulations that required head teachers to hire their own school: *"it's just, it makes no sense it's illogical. I think that a lot of the buildings that we assume are owned by the public aren't actually, when it comes down to actually gaining access for the public" (HCS 7).* In another area, a charity-based group wanted to deliver holiday clubs within schools where there were high levels of deprivation, but they had encountered resistance from schools themselves. The holiday club staff member commented that they had: "*never had a whole lot of success working with schools, there's all sorts of reasons some of which I don't know or understand as to why that hasn't worked"* (HCS 21). Elsewhere, another club was disappointed that restrictions on the number of people who could be accommodated in a hall meant they had to physically turn people away: *"but*

it's according to the rules they have to feed only 40 but still we are taking more than 40 but still more are coming and we can't take them and I just want as much as I can we can feed them that's it, there should be no numbers, that's it everybody is welcome" (HCS24).

3.5.3.3. Parental attendance policies

More than 20 participants commented on issues relating to attendance policies operated by clubs. In some clubs parents were required to stay with their child/children and it was acknowledged that this might prevent vulnerable children attending: "*a lot more children sorry, would have attended I think, parents would have dropped them off and yeah we would have had a lot more*" (TS10) and: *"some children that would have liked to have come wouldn't be able to because we didn't think their parent would be to come or parents be able come along" (TS8)*. Denying a child the opportunity to attend unless a parent/carer also attended was recognised as a legitimate concern but a head teacher described it as a catch 22 situation because of the high cost of employing more staff to meet safeguarding ratios. Furthermore, it was recognised that working parents missed out as clubs could not provide a child care service. Some clubs did have flexible arrangements in relation to who could bring a child so for example a relative, friend or older sibling could take a child on behalf of a parent who was not able to attend. Child only attendance policies were in place in two of the 16 clubs and a third club requested parents volunteer at the club if they wished to stay. This, explained one holiday club member of staff, was to ensure that as many children as possible could have lunch as feeding adults would have resulted in fewer children being provided with a meal, and with limited resources, a cut-off point had to be set: "*so how many kids then lose out because of the cut off because of the number of adults?" (HCS12)*.

In one club, a senior stakeholder admitted that requiring parents to attend *"was a hunch, it was kind of a gut instinct that we thought actually I think this might work for people*" (SS7). A space was allocated for parents whilst their children engaged in activities in the morning. However, there was open hostility and extreme discomfort at being required to stay when the club first opened: *"at first that space there was excruciating, it was awful*

it was just mortifying" (SS7). Similar sentiments were expressed by many parents at the club including one who said: "*At first, we, I think a lot of us all felt the same, oh it would be great if you just could put the kids in and then go away and have some free time, but no, I'm really enjoying it, I'm glad it's like that cos it gets you to socialize and mix with other people" (PC7)*. The simple act of providing some newspapers and coffee for parents relieved the tension and parents began engaging with each other and then started talking to and asking holiday club staff for help and support across a range of issues.

3.5.3.4. Stigma and universal *v*. targeted provision

Senior stakeholders, holiday club staff and food industry representatives (N=22) commented on issues relating to stigma and food aid. It was considered important to ensure attendance at holiday club was not stigmatised and those attending holiday clubs would be afforded dignity. Thus, they felt it was important to not publicly state that the main purpose of holiday clubs was food provision: "*they're not just going to get fed, so I don't think there should be any sort of stigma attached for the kids that are attending it. They're going to take part in fun activities and having a bit of lunch at the same time so they're not going, it's not, you know, there's stigma can be attached to things like foodbanks, but it's not like that" (SS3)*. Another senior stakeholder commented: "*coming up with a public health offer for the schools and that's going to include you know the thing around you know, holiday hunger, although we don't call it that. Going forward you know, we're going to have to think about something, you know a lot of the time we're talking about food insecurity and you know and food poverty and you know but when we're delivering these kind of projects we've got to think of something that is not going to sort of label families" (SS1)*. Senior stakeholders sought to ensure that provision was universally available amongst whole school populations and within communities: "*it was really important that it was open to everyone within (name of) School because we're not singling out families as being desperate in any way... because this goes back to the dignity thing, you know, we're offering an opportunity and you are, you are doing us a favour by coming along and taking that opportunity because we want you here" (HCS 11)*. A potential benefit of this approach was cited by a head teacher who had been surprised that some families perceived as not needing support did in fact

need it and had therefore benefited from attending holiday club. However, some community/church-based clubs did report that they had targeted some families after liaising with school-based family liaison staff to ensure that particular families who might benefit from holiday club were aware that clubs were being held. Clubs that were based in children's centres specifically targeted certain families to attend. These centres had ongoing relationships with families and knew their circumstances very well and staff felt that inviting them to holiday club would enable them to work with families in a different way: *"so I think it was about looking at the families who we're working with and who we felt would benefit from you know, sometimes they struggle to feed their children, they go to school with no breakfast and it's an opportunity for us just to see families how they are, how they behave as a family because that's something that a lot of family support workers don't see" (HCS 19).*

Some parents were acutely aware that they were attending holiday club because they and their children were hungry. They told other parents who were in a similar position to themselves about the clubs and there was a sense that they were all 'in it together': *"what I'm saying is we all sort, we all have this err you know we're all in the same boat so there is no you know it's not, you don't get people coming in and being bitchy and being you know we're all like family I suppose" (PC20).* Another parent also acknowledged that there was a need for holiday club to help struggling families and she felt it made sense to send your child/children along for meals: *"there's people that need the food which shows you if you didn't have enough and you were going to food banks and this was open and you know that my son needs breakfast, my child needs lunch and they knew that they were giving this healthy stuff out why wouldn't you send your child to it, which is it's a benefit to people out there, there's hundreds of people out there that need it" (PC17).*

3.5.4. Theme 3: Community

Within the socio-ecological model, community refers to the relationships, social networks, norms and standards in a defined area as well as the built environment (Unicef, 2009). Sub-themes identified under this theme primarily related to the physical

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environment and community cohesion. Four sub-themes were identified: safe places to play, community safety and distraction from anti-social behaviour, accessibility and community cohesion.

3.5.4.1. Safe place to Play

Providing a safe place for children to play, children being safe or in a safe environment was mentioned by 30 participants across all stakeholder groups except children. One organisation had carried out an evaluation and a senior stakeholder explained that within that evaluation, parents had said that having a safe place to play was important. Parents spoke of their concerns about neighbourhoods where adults and/or children fight in public areas and of fears of risks to children's safety. One parent said: "*She's safe and I don't need to worry about, erm, if she's out and about you worry in case there's neds (hooligans) going about and they touch her or, but here I know she's safe*" (PC 10).

The built environment, including for instance cramped housing or high-rise flats, danger from roads and lack of facilities, was perceived by parents/carers and holiday club staff to be an issue that prevented children playing out in the summer. One parent expressed concerns about not being able to reach her child should an incident occur: "*I don't like her oot (out) …., just in case, anything happens, you know what I mean, the time you get doon (down)*" (PC01). A grandparent commented that her grandchildren lived near a main road so they could not play out thus she welcomed the fact that the club was "*fenced in*" (PC19). Other parents commented that the area where they lived was a "*new area*" (PC1) and undergoing development or a general lack of facilities meant there was nowhere for their children to play. Furthermore, it was suggested by holiday club staff that clubs could serve as a safe haven for some children enabling them to escape what may be a chaotic life: "*so giving them that kind of space to come in away from sometimes what it is a very chaotic home life, so children getting that chance to just be a child and not have to take on the stresses of everyday life*" (HCS5).

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3.5.4.2. Community safety and distraction from anti-social behaviour

Many stakeholders felt that holiday clubs alleviated boredom for children. They reported that bored, unoccupied children tended to hang about the streets and this may intimidate older people. Therefore, holiday clubs were considered to have the potential to reduce anti-social behaviour and distract children away from gang culture, as one food industry representative suggested: "*I suspect those children, because I spoke to a number of them about this, would have been out on the street in gangs wondering what to do with their time" (FI4.*) More generally, it was suggested that because children were not hanging around the streets, communities would feel safer. A child also acknowledged that holiday clubs might prevent children hanging around on the streets: "*They keep you off the like streets"* (CFG1). However, in contrast, one holiday club staff member said that because holiday club attendees were predominantly primary school age and "*nice kids*" (HCS1), attendees were unlikely to be on the streets causing trouble when not attending holiday club. Another holiday club staff member suggested that if children were at holiday club, their neighbours might receive some respite: "*certainly giving the your neighbour respite by being here is maybe a good thing you know, your kids' not going to kick off when he takes a, you know it's diffused for 2 hours a day you know, you get a chance to get up and wake up and then "right they're back" but I'm going out now"* (HCS12). It was further considered that making facilities available during the summer would mean that they were not vandalised and would also send a signal to communities that they were valued: "*if they think that something is happening in their area then at least it's probably there's a bit of value to the area because there's something for the young people to do"* (HCS4). It was deemed that this in turn could have a knock-on effect: "*well I think if you have families better supported in the whole community that should make the community a sort of safe, more fun better place to be" (FI5).* This might then have the potential to bring longer term benefits: "*longer term that's clearly going to have a bigger impact on prosperity for those communities, so it is really important" (FI7).* However, although it was considered that the wider community would benefit from holiday club provision, it was noted by two members of holiday club staff and a teacher that there was potential for some disquiet to occur in communities as school based provision was only available to children who attended the schools in which

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holiday clubs were based and children attending nearby schools with no provision could not attend holiday clubs. For example a holiday club staff member said: "*I mean there was a wider issue that popped up which was why just that school you know, because there's another school just across the road from (name of school) and (name of school) families are involved in the family meal and homework club, so there is an issue of why was it just (name of school) families that had this opportunity*" (HCS 11).

3.5.4.3. Accessibility

Many clubs were within walking distance of attendees' homes. Parents and children commented that they lived nearby so could walk or cycle to a club, although some children reported that they travelled to holiday clubs by car. One teacher said that school was the best location for the holiday club because: "there *wasn't really many other places that it could be because it's so densely populated with houses almost on top of the school, it makes it very accessible*" (TS11). Ease of access to a local club was deemed to be important as children may not have attended clubs if clubs were not located near to where they lived due to the cost of public transport*: "even a bus ticket is expensive to get about so the fact that they can come to the school that they go to everyday and actually have this experience I think is just fantastic*" (HCS07). This was particularly an issue in rural areas where children had free travel to school during term time but not in the holidays so the cost of travelling to school to attend a holiday club may outweigh the savings made from accessing a free lunch: *"so actually if they're an hour away in the holidays and they probably get a free bus to school, from a parent carer perspective, have they got the money to pay for them all to get the bus to go to school to have this free meal in the holidays, so probably the disadvantage for me would be that the parents have to actually get there themselves" (FI6).* In some clubs, most notably those located in children's centres which worked in a targeted way with very vulnerable families, it was important to try to remove any barriers that could prevent people attending so taxis or bus passes were provided to enable families to attend.

3.5.4.4. Community Cohesion

A total of 38 participants spoke of the potential that holiday clubs had to strengthen communities. Clubs may act as focal points for communities and bring people together to establish new community networks. For example, a senior stakeholder reported that a group of parents had used social media to form a group to keep in contact with each other about activities in the holiday club and whether they were planning on attending. In one community-based club, a member of staff reported that people from different ethnic and religious backgrounds attended the club and were mixing together; in another club, members of different communities had prepared and shared food relating to their heritage. Although it should not necessarily have been revelatory, the act of bringing a translator into a holiday club where there was a large Chinese population, helped both the indigenous and Chinese parents realise they had exactly the same fears and concerns: "*we sat with the Mandarin parents and just really asked them to chat and it was amazing, it's not amazing, it's pretty obvious that all their worries and concerns are exactly the same as everybody else's" (TS2)*. As a result, parents from each community were mixing together and starting to understand their respective cultures and were greeting each other in the playground and planning to meet up outside the school/club.

3.5.5. Theme 4: Interpersonal interactions

This level of the socio-ecological model refers to the formal and informal networks and social support systems that can influence individual behaviour. This includes friends, family, carers and teachers who act as role models and influence behaviour (Unicef, 2009). The findings from the present study suggested that interpersonal relationships were strengthened at a number of levels as a consequence of attending holiday club. Four sub themes of socialisation; parental interactions with children; building relationships, and wider support for families were identified.

3.5.5.1. Socialisation

For parents and children, maintaining and forming new friendships and relationships with their respective peer groups was perceived to be a huge benefit of holiday clubs across all stakeholder groups, with 48 participants commenting on issues relating to

children being able to socialise and 41 participants commenting on issues relating to parental socialisation. For example, a holiday club member of staff said: *"For me the best thing is watching relationships erm start and grow and develop and watching people get to know each other and become friends and actually just watching those relationships kind of flourish as time goes on"* (HCS7). A parent/carer reported that without holiday club she may not have spoken to another adult for the duration of the holidays: *"it gets me oot (out) the hoose (house) as well , and it gets me a wee gab (small chat) and a catch up with some of the parents, because usually, if I don't see them after, like when the summer, the holidays finish, I'll not see them 'til August so I'm still getting to catch up with them"* (PC3). Parents said they had chatted with other parents/carers with whom they had never interacted with before even though their children had all attended the same school and they regularly saw each other at the school gate. For example, a father said: *"A lot of us probably wouldnae (wouldn't) talk, a lot us, if you come down the school, a lot of us is just drop the wee uns (ones) off and away... but here, I, I dae (do) know some of the people oot (out) there, I've known them to see for a long long time, but this is the first time I've actually spoke to a lot of them."* (PC5). Parents expected these new relationships to continue after the holidays which was considered to be particularly beneficial for parents whose children would be starting school in the new academic year, as one parent explained: *"because when the schools start back, I'm gonna (going to) know some of the parents that are already chi whose kids are already attending XXXX primary, so yeah, it will make a huge difference for me"* (PC7).

New friendship bonds were also formed in community-based clubs. Those friendships, suggested a holiday club staff member, would endure and enable parents to support each other in the future: *"there's friendships forming, two ladies who live around the corner from each other didn't know (*each other*) and now they're friends, they're really close and it's good it's good because we know each of the parents and we know they need that stability around them"* (HCS 22). A similar experience of forming a new friendship was reported by a parent at a different club*: "Yeah, literally a girl that lives across the road from me and we're such good friends now and I did I met them here yeah so that was a*

really good advantage of that" (PC20). Friendships were formed even in clubs where parents did not have to stay. At one club a senior stakeholder described how staff helped facilitate meetings between vulnerable parents: "*there was a group of maybe 3 asylum seeker families and the mums were all going off to spend some time together while the children were at the holiday club …and I don't think that would necessarily have happened because they would have all just been at home" (SS5).*

The opportunity for children to socialise, see and make new friends of different ages and generally interact with people they might not otherwise have mixed with was considered to be very important as the alternative might be a lonely, isolated summer in the house: "*just the children really enjoying playing together I don't know if there's the you know there's a lot of solitary being in your own house nowadays for children you know" (HCS 6).* A parent echoed the same sentiment: "*because he's not got any brothers or sisters and he doesnae (doesn't) play with any of the ones round my bit, whereas in here he's got plenty of people to play with"* (PC3). Likewise, children reported that making new friends: "*makes us feel happier" (CFG1).* Community based holiday clubs had an additional benefit in that they enabled children to make links with children from different schools: "*we do have kids from all of the three primary schools in the area and it's nice for them to interact with kids that they wouldn't normally interact with because they go to different schools and we do have the different age ranges so it's a case of well it's not just the 30 kids that are in your class you can meet people from a different school or a different year group kind of thing so I think it's good for them to be able to make friends," (HCS16).* Parents also perceived this to be a benefit: "*she gets to play with her friends and new you know new people and she makes new friends and then you end up seeing them in the street and you know or I think they get so much out of it" (PC21).*

3.5.5.2. Parental interaction with children

Where parents were required to stay with their child at the holiday club, holiday club staff, parents and food industry representatives reported that the opportunity to sit down and enjoy a meal and participate in activities together that holiday club afforded was positive: "*what I really saw when I was there were kind of family units uniting together yeah because there's something really wonderful about sit sitting down at the table and*

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eating with your family without all the other distractions that go around that" (FI7). The demands of everyday life such as housework and chores during the summer normally prevented parents from interacting with their children at home but they said they were now squeezing in chores around going to holiday club: *"you'll be like that "go on out an play, I've got the beds to make or I've got a washing to dae(do), where I just stick the washing on in the morning before I come oot (out)" (PC4).* Furthermore, if parents and children had not attended holiday club, parents said they would more than likely have been in separate rooms doing different (sedentary) things: *"She'd probably be watching something in her room and I'd be in the living room watching something different"* (PC1). Parents welcomed the opportunity to spend time doing things together: *"and it's getting to do things with the kids as well, spending some quality time with them, whereas in the house sometimes you'd put that kinda thing off, you mebbe (maybe) wanted to do it, but just putting it off, so here, it's, you dae, (do) you get stuck in and it's spending quality time" (PC7).* One holiday club staff member suggested increased interaction between parents and children might improve relationships: *"because at home they were saying like oh they're driving me daft I don't know what to do with them but they come here and they do a craft together and spend like half a day with us more or less and we don't have that behaviour because they're very busy" (HCS23).*

3.5.5.3. Building relationships

Though not reported by parents/carers or children, senior stakeholders and holiday club staff involved in the development or delivery of school based holiday clubs considered that traditional school staff/parent barriers had been broken down in school based holiday clubs. One holiday club member of staff who also worked in the school explained that: *"it's a different kind of engagement because you're seeing them on a daily basis and it's a chat you know hello and you feel like you're getting to know them a little bit better, err as a teacher in the school that's not necessarily how you would be communicating with them in that sort of more relaxed and it's daily"(HCS6).* Senior stakeholders, teachers and holiday club staff all viewed this as important. It was suggested that some parents had had a bad educational experience themselves and were reluctant to engage with their child's school and participants felt this may contribute to

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the gap in attainment between high and low socio-economic status children. They felt that hosting holiday clubs in schools could potentially change that dynamic: "*my strong feeling is that a bit of that attainment gap is around parents' ability to engage with the school, parents' ability to talk to a teacher or to walk in here or come to parents' night and I think that that's been a massive thing for some of the parents*" (SS7). The benefits of inviting parents in to a school and changing that dynamic were observed by a member of holiday club staff: "*parents are not frightened to come through the door, so ownership of the school was fantastic to see and that's a lot to, that's down to (head teacher's name) because she allowed that to happen, you know she wasn't defensive about it, she threw the doors open and wanted that to happen*" (HCS11). In addition, children were able to engage and interact with staff in a more informal setting which may have benefits in terms of how children saw their schools and staff: "*it can be that they see staff and that building as an authoritarian, but I think by opening it up and making it more relaxed, and obviously there was staff there, the head mistress was there, and seeing her in a different sort of level and someone that they could approach*" (SS2). Access to Meals & More funding also meant that children's centres could continue to build relationships with parents and families during the summer: "*I mean the funding is essential for us because as a service we don't have that kind of funds lying around to put all these err sessions*" (HCS 23).

3.5.5.4. Wider support for families

Public health professionals attended some holiday clubs to provide advice and information on a range of public health issues including: smoking cessation, debt management, housing issues, dental care, sun safety and healthy eating. This enabled organisations to deliver public health messages in new ways and in new venues. In addition, organisations could offer support to families whom they may not normally come into contact with: "*I think sometimes our targeted families get a lot of support anyway, and then the wider community often doesn't get that opportunity to partake so , I think that's, it's very positive in what we've done this time*" (SS2). This in turn meant that parents were able to access support, develop new links with health care professionals and build relationships with people and organisations that were able to

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offer emotional and practical support. For example, one parent explained that she and her mother had both previously put off getting debt management advice but they both received advice from advisors who attended the holiday club on how to resolve their financial problems. Working in a more relaxed and informal setting was also welcomed by public health practitioners: *"it's quite nice for the parents to have that opportunity to come together in a more relaxed environment and discuss problems, 'cause that's the other thing we found we were approached by some of the parents with other issues for the children" (SS2).* The emotional support club volunteers offered was also welcomed by parents, as one parent explained: "*they're volunteers, they really make you feel better, they always offer you a cup of tea, you have a bad day and they say, it's not always just about the money and everything else, sometimes you just need someone to talk to and these guys have been here for us for lots of different things*" (PC20).

3.5.6. Theme 5: Individual factors

This level of the socio-ecological model is concerned with the psychosocial, biological, genetic and individual characteristics that influence behaviour choices (Unicef, 2009). Four sub-themes relating to individual characteristics were identified from the data: education, children's behaviour, physical activity and playing games and food/food skills/knowledge.

3.5.6.1. Education

Senior stakeholders, holiday club staff and teachers shared the view that holiday clubs may improve children's life chances by providing enriching, stimulating summers to support learning across the summer. Some clubs took the opportunity to teach children life skills. Individual clubs offered a range of learning opportunities, ranging from learning how to tie shoelaces to cyber security. However, the majority of clubs predominantly focussed on learning about healthy food including healthy eating and cooking skills. Furthermore, despite the much more relaxed environment of holiday club, there was a strong sense amongst parents/carers, holiday club staff and senior stakeholders that by having opportunities to do things they would not otherwise do, children were continuing to learn, with 46 participants commenting on the latter point. A

holiday club staff member for instance said: "*I think the it the kids that are coming along here like learning new skills you know so maybe they're taking some things home with them, I mean a lot of them are painting and taking things, so maybe they're learning things here you know*"(HCS 4). Parents concurred that their children were stimulated and engaged and learning new things, for example, one said: "*she is completely stimulated in here, she's still learning, she's doing the ICT, they're teaching her noo (now) sewing and things like that*" (PC11). It was suggested that children may not even realise they were learning: "*they don't, I don't think they do actually know they're learning but they are but they are because like they were […] they've learnt something, and if they were sitting in the house they wouldn't have learnt so anyway they're always learning stuff like that*"(PC17). However, children said that attending school-based holiday clubs was better than school: "*Because you don't have to learn*" (CFG1).

Some clubs provided opportunities for parents to improve their skills through training and support and volunteering. Practical guidance was made available to help write CVs and improve ICT skills, and parents were actively encouraged to get involved as club volunteers. Training opportunities such as NVQ's in youth work and food hygiene were available in some clubs. A senior stakeholder in one area commented that: "*they are upskilling themselves by volunteering at these kind of things and accessing the training courses that would help them volunteer as well so I think certainly at (club) I think it's something the parents were keen to do*" (SS6). The same senior stakeholder explained that parents who were in receipt of benefits could cite the experiences they had gained volunteering at the club as evidence to improve their employability in support of their benefit claim.

3.5.6.2. Children's behaviour

Parents/carers, holiday club staff and teachers all reported that attending holiday club improved children's behaviour. A parent explained that her child was getting better at sharing because of attending holiday club: "*you see he daesnae (doesn't) really, he daesnae (doesn't) play with a lot of kids ootside (outside) school, so he daesnae*

(doesn't) really know how to play with kids, but he's learned how tae (to), like kinda (kind of) deal with kids in here" (PC2). A holiday club staff member similarly observed that children were interacting and working together as a team: *"they have to clean their own tables so they're all working together as a wee (small) team "I'll get the spray, you get this", so from that point of view it's been quite nice as well"* (HCS4). Positive patterns of behaviour, like treating people with respect, would, observed a holiday club member of staff, extend beyond the walls of holiday club and into the community: *"this is the way you should be if you see people outside"* (HCS3). Furthermore, parents reported that holiday clubs were reducing instances of children being "cheeky" or fighting with siblings or parents. This eased the pressure on parents and meant that children were not getting shouted at so much at home. One child agreed that being at holiday club "*stops you annoying your mam and your brother*" (CFG1). Furthermore, teachers suggested routines and boundaries may be lacking for some children in the summer holidays and they reported that the first few weeks of the new academic year were spent readjusting and getting back into the routine of school and re-establishing acceptable behaviour patterns. Attending holiday club was therefore deemed to be beneficial to children as it could help them readjust to going back to school: "*it's routine it helps routine also because we've heard what parents say that keeping them you know because the routine's all out the window anyway because of not being at school, getting up early for school, but they have to be up early to come to walk down to to here so that helps retain a routine"* (HCS12).

3.5.6.3. Physical activity and playing games

If not attending holiday club, food industry representatives, parents/carers and holiday club staff, suggested children would be sitting at home watching TV or playing on computers and other electronic devices. Being at holiday club meant children could be more active: "*they were running about, they were playing they were all getting involved in everything, it was I think they loved it because I think it was different things, different activities it was just total play, it was just play without a mobile or an Xbox or a Gameboy"* (TS3). Some holiday clubs chose to ban the use of computers and other portable electronic devices to encourage children to take part in physical activities*: "the*

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one thing we decided was under no circumstance would children have computers and tablets, the children's time's very act, we were outside, they were playing games, they were building dens, they were making fires that it was very exciting" (TS2). Playing games was extremely important to children: *"We play games all the time" (CFG2).* Because children were so active at holiday club, it meant they were tired when they got home and some parents viewed this as a benefit: "*See ma wee(small) boy he's hyper afae (before) he gets up in the morning till he goes to bed at night, an I think wi' him coming here, he can just run it aff (off) in here, an then in the hoose (house), by the time he gets in he's "I'm tired""* (PC2).

3.5.6.4. Food and food skills and knowledge

There was a general consensus amongst holiday club staff, parents and carers and food industry representatives that healthy food was provided at holiday club. When asked what kind of food they would like, children replied: "*More hot food. Pizzas"; "Hot food"; "You should be able to buy pizzas",* though one child did state*: "More fruit. Apples*" (CFG3). Others proposed having a tuck shop. However, parents welcomed the fact that children were not able to access sweets at holiday club. Children reported that when they were not at holiday club, the types of food they normally ate at lunch time included sausage sandwiches and fritters (potato dipped in batter and deep fried) from the local takeaway fish and chip shop. Some parents concurred and said if children were not at holiday club, their child's/children's lunch would comprise food from well-known fast food chains. Attending holiday club gave some parents and children the opportunity to improve their food preparation skills and knowledge of how to prepare meals on a budget. In an attempt to ensure this learning transferred to the home environment, parents were given copies of recipes to help them do this at home. As a result, parents were trying out their new-found cooking skills at home. One parent explained: "*You know the past week or so, I've been li(ke) buying stuff, an like makin stuff ma'sen (myself) an that, but usually it's just something quick for the bairn (child) and something quick for me, but I have been trying tae (to) like make healthy dinners and things like that now" (PC2).* One community-based child only club taught children how to cook homely, simple, healthier versions of take away meals that they could do at home *"over*

here it's they're learning how to make a pizza that's healthy and hot that's not out of our chip shop" (HCS16). The same club had connections with a food bank that sent "*spare*" food for parents to collect when they picked their children up and where possible, recipes used were linked to the food that was available from the food bank so meals could be replicated at home. However, one parent commented that it caused problems if children did not eat the food provided at holiday club as the reason they had attended the club was to get access to a meal: "*you come here to feed the kids if they don't like the food they don't eat it you've got to go home and feed because we've we've planned to come here we haven't you know there's no food there so if they don't need eat any"*(PC20).

3.5.7. Theme 6: Future policy considerations

Reflecting the reciprocal causation principle of the socio-ecological model of health and wellbeing which suggests that the direction of influence in the model is not uni-directional from the outer policy layer to the individual layer, a number of issues were highlighted by stakeholders that they considered should be reflected in future national government policies relating to holiday club provision. For this reason, the socio-ecological model was amended to incorporate a sixth level, namely future policy considerations. Four sub-themes were identified within the data that related to this theme: need for clubs to continue, funding, attenuating summer learning loss, and raising awareness of holiday hunger.

3.5.7.1. Need for clubs to continue

Parents said that they hoped holiday clubs would run the following year and they thought that demand would increase once word spread of the benefits across local communities*: "it would be good if they put this on every summer cos I would bring him every summer, do you know what I mean…it's good what they're daeing (doing), they should keep it up" (PC3)*. Holiday club staff said there was a need for holiday clubs to continue and for provision to be increased. They felt that the need would be there for clubs to operate the following year and in years after that. They also hoped that existing clubs would be open more frequently and for a longer periods across the day, and that

provision would extend to more areas as many staff thought that there was a need for more extensive provision. However, it was suggested that it would be a "*big ask*" (HCS15) of volunteers to give more time in volunteer dependent clubs.

3.5.7.2. Funding

The short-term nature of funding for holiday club provision was a key issue for many stakeholders, with 37 stakeholders commenting on this issue. For many, concerns were expressed that short-term provision of funding meant there was no guarantee holiday clubs would run the following year. The constant "*chasing your tail" (HCS7),* as one holiday club staff member described the search for funding, was a common experience. This prevented organisations from planning provision more effectively, as before one year's programme of activities was completed, the search would begin for funding for the following year. The three-year rolling programme of funding through the Meals & More charity would, suggested a food industry representative, give holiday clubs some stability: "*so knowing that they've got three years' commitment it's important because they know at least that club is still going to be there and they've got the commitment of the funding" (FI4).* However, a senior stakeholder in one area suggested that if you looked at the bigger picture regarding the longer term benefits that holiday clubs might provide such as health benefits, NHS commissioners might consider funding clubs: "*The commissioners you know the Clinical Commissioning Group […] could they adapt some of the commissioning that they are doing to make, to do something similar to include you know this kind of provision" (SS6*). This approach could guarantee funding for three or four years without the need to constantly chase funding.

3.5.7.3. Summer learning loss

Although there was broad agreement amongst senior stakeholders, teachers, parents/carers and holiday club staff that holiday clubs provided opportunities for children to continue learning, it was not clear what type of educational activities should take place. A representative of the food industry said: "*so I was thinking do you run a class or but I think that would probably put people off because ultimately it is the holidays. I would probably like to see a little bit more of an educational slant" (FI6).* A

teacher advised that if stopping "*summer slide*" (TS11) in maths and English was the objective of holiday clubs, this would need to be conveyed subtly: "*I think if the English side of it and the maths was going to have to go in to avoid this summer slide, I think (it) would have to be done very subtly, I don't know […] so I'd say to target the slide I think I'm not sure how well it would go down here*" (TS11). One community based club had subtly woven educational aspects into its activities: "*it's like last year we did maths through art where it was all about the measurements of what they were drawing and they used rulers and protractors and things but it was to make art, something, it didn't register to them that they were learning to count and times tables and colour by number" (HCS11).* A senior stakeholder explained that the rationale behind the activities in their network of clubs was not about addressing learning loss, but more about providing enriching experiences: "*the purpose of the club isn't to compensate for lost learning but you know there's really a purposeful activity going on and often stuff that gives the children opportunities to try things they've not done before … so we've not got them sat writing all day but it's kind of that thing of learning in a fun way really"(SS5).*

3.5.7.4. Raising awareness of holiday hunger

Some senior stakeholders said that while it was acknowledged that there was a need for holiday provision, nobody was accepting responsibility for solving the issue of holiday hunger: "*it is nobody's job, nobody's job to make sure that children, that there is support for children around school in the summer holidays, nobody's thought to provide that holistic experience for children that we know they need, let alone the experience for their families, nobody within the council, within government to help influence and no one charity can do it on their own either, this has to be a team partnership" (SS8).* It was considered that the government was not supporting delivery of holiday provision either in kind or otherwise and a food industry representative stated that*: "I think the biggest disadvantage is how quickly we can scale this up when you have to get businesses to find the funding and you know there is no you know reciprocated government support for this" (FI 2).* It was therefore perceived that there was a need to lobby Parliament and raise awareness of holiday hunger, as once people were aware of

some of the reasoning behind holiday clubs, it was deemed they would understand the issue. A representative of the food industry explained: **"***when I've explained to people you know if you're dependent on free school meals, you've now got six weeks without free school meals and no extra money in the budget and kids are at home all day and they go oh wow and they immediately can see the challenge and want to do something and want to respond in some way to that" (FI6).*

3.6. Summary and interpretation of findings in relation to the socio-ecological model of health

The aim of this study was to investigate the potential uses and benefits of holiday club provision in terms of the health, educational, social and economic well-being of child attendees and their families. The socioecological model of health illustrates how individual behaviour is affected by multiple levels of influence and how individual behaviour also shapes and influences the social environment referred to as reciprocal causation (Stokols, 1996). It is suggested that this model provided a useful framework to describe and interpret the data collected in this study. For example, use of the socio-eocological model indicated how policy decisions taken at a national level (policy level), for example, changes to the welfare benefits system and introduction of the new benefit, Universal Credit, impacted on families' budgets as their income became restricted and reduced. This led to concerns that children, may be going hungry during the summer holidays as children were unable to access free school meals. This motivated several organisations to act at a local level to develop and deliver holiday provision with food for disadvantaged children. This in turn was considered to have a positive effect at an individual level on the health, educational and social well-being of child attendees and their parents/carers. Specifically, holiday clubs were considered to have a positive influence at an individual level in terms of health related behaviours regarding food. It was considered that the food served at holiday clubs was healthy, and evidence from parents and children suggested that children's lunch would be comprised of less healthy foods and food from fast food chains and takeaways on days they were not attending holiday club. At an individual level, some parents and children also had opportunities to learn about healthy food and acquire cooking skills. This appeared to

influence food and cooking behaviours at home as some parents reported that they were putting their new-found skills and knowledge in to practice. Children potentially benefited at an individual level because they were physically active at holiday club and the findings suggest they would be engaging in sedentary activities if they had not attended holiday club. With regard to education, there was broad agreement that holiday clubs exerted a positive influence at an individual level in terms of keeping children mentally stimulated. Most stakeholders perceived that children were constantly learning whilst at holiday club, but children may not have realised this. Furthermore, it was suggested that holiday clubs may have a role to play in reducing the gap in educational attainment between high and low socio-economic status children, though there was less clarity about how this might be achieved particularly as participants felt that too much emphasis on learning might cause children not to attend. Indeed, children indicated that the thing they liked most about holiday club was that they did not have to learn. It was also considered that parents may benefit in terms of education as some clubs provided opportunities to develop skills, prepare CVs and volunteer which may improve their employability. In terms of social well-being, there were multiple benefits at the individual, interpersonal and community level. At an individual level, it was also considered that children's behaviour improved and routines were maintained which could help when children returned to school after the holidays. Parents may have also benefited at an individual level from reduced stress and anxiety as holiday clubs provided access to food and parents indicated that it cost more to buy food during the summer and acknowledged that the consequences of not feeding your children were severe. Easing of financial pressures may have reduced pressures and anxiety at home, potentially improving relationships at home as parents' anxiety was reduced. Furthermore, at an interpersonal level, it was considered that families benefited as parents and children had the opportunity to interact and do things together which may not have happened if they had not attended holiday club. In addition, parents and children formed new and maintained existing social networks with their peers which may not have happened without holiday club. An issue that was uppermost in parents' minds was the need for a safe place for their children to play. Holiday clubs were considered to provide this and, at the same time the wider community was deemed to

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have benefited as the fact that holiday clubs were being provided may have sent a signal to communities that they were valued. Furthermore, it was suggested that communities may also benefit as anti-social behaviour may potentially decrease if children are kept off the streets. At an organisational level, organisations developed new ways of working to deliver holiday provision, which they were deemed to have benefited, but this also benefited holiday club attendees who for instance were able to access wider support and advice from for example health care professionals. This had the potential to improve relationships between parents and organisations who could support families, which in turn could potentially benefit interpersonal relationships if families' pressures were eased.

3.7. Discussion

During the summer holidays, low income families face increased financial pressures: food shopping bills increase; the cost of keeping children entertained is prohibitive; and for working parents, the cost of childcare can be up to three times as much as during term time (Campbell, Watson, & Watters, 2015; Cottell & Fiaferana, 2018; Stewart, Watson, & Campbell, 2018). Stakeholders in the current study firmly asserted that national government policies in relation to welfare and benefit reform had increased household financial hardship. This, it was considered was exacerbated by the fact that children were unable to access free school meals during the summer holidays. It was further considered that if there was a need to support families (by providing free school meals) during term time, then the need would still be there during the summer holidays. The absence of free school meals during the summer meant pressures on already tight budgets were increased because parents had to meet the cost of buying extra food. This, lends support to the findings of Defeyter et al., (2015, 2018) and Graham et al., (2016), that children may be at risk of holiday hunger.

Having established that there was a need to support families during the holidays, stakeholders in this study reported that they worked together forming new partnerships and ways of working to enable children to access a healthy meal and take part in stimulating and enriching activities. Prior research on holiday club provision has found

that those delivering holiday clubs believe that more time to plan and publicise provision would be appreciated (Defeyter, Graham, & Prince, 2015;Graham et al., 2016). Similarly, in the current study, a variety of organisations were working together for the first time, and it was considered that communication and clarification of roles could have been better. There was a lot of goodwill after the initial team building phase and partnerships began delivering holiday club provision with food. However, some bureaucratic barriers to provision remained and holiday club staff spoke of frustrating rules that prevented them providing food, including not being able to access kitchens to cook food and potentially hungry people being turned away because of restrictions on numbers.

Stakeholders in the current study were aware that holiday club provision was in part a form of food aid introduced to help prevent children going hungry in the holidays. However, within the UK, the typical process for accessing food aid is via a food bank. The largest networked food bank provider in the UK, the Trussell Trust has a referral procedure where vouchers are distributed via health care professionals or social workers, and until recently via the Jobcentre (Bulman & Somerville, 2019; Lambie-Mumford & Green, 2017). The voucher is exchanged for an emergency three-day food parcel from a food bank. However, foodbank users often feel stigmatised and experience fear and embarrassment (Garthwaite, 2016). Defeyter et al., (2015) suggested that attending a free universal holiday club might make accessing food aid more socially acceptable than visiting a foodbank and supports a right to food approach that specifies that those who cannot provide food for themselves should be supported in being able to do so. However, care should be taken when providing food aid that is directed at children to ensure that it is delivered in socially acceptable ways as children are acutely aware of feelings of social exclusion and embarrassment (Lambie-Mumford & Sims, 2018) and those feelings of shame and embarrassment around food aid can persist into adulthood (Rosa, Ortolano, & Dickin, (2018). In the current study, clubs were keen to avoid stigmatising attendees and wanted to make them feel welcome. Clubs located in schools achieved this by opening the club up to the whole school. Similarly, community-based clubs were often open to the wider community, though some clubs did liaise with

schools and targeted some families whom schools considered may benefit from attending. Despite these good intentions, some parents knew that they were attending holiday club due to holiday hunger. However, rather than speaking of stigma and shame due to having to attend holiday club to secure food for their children, they expressed a sentiment of "we're all in the same boat" and were keen to tell others in the same position as themselves about holiday club. It may be that because holiday clubs with food have developed in response to growing awareness of holiday hunger and are more likely to be located in areas of high socio-economic deprivation (Long et al., 2017), people attending clubs may be facing similar financial hardship. However, unlike attending a food bank which is a solitary experience typified by feelings of stigma, fear and embarrassment (Garthwaite, Collins, & Bambra, 2015), the shared experience of attending holiday club may have reduced some of those feelings.

In the current study, safety and children having a safe place to play was a key concern for many participants, supporting the findings of Defeyter, Stretesky, Sattar, & Crilley's, (2018) evaluation of a North East based holiday provision with food intervention. Participants in the current study also suggested that holiday clubs played a role in preventing children and young people from becoming a risk to their community by distracting and diverting them from anti-social behaviour and gang culture. Anti-social behaviour (ASB) is thought to increase in the summer holidays, when for instance, police forces issue warnings regarding ASB during the school holidays (Hertfordshire Constabulary, 2018; Northumbria Police, 2019; O'Connor et al., 2015). However, evidence suggests provision of activities for children during the summer may reduce it (Mason & Prior, 2008). However, in the current study it was suggested that the age of children (primary school) attending holiday clubs in the current study means it would be unlikely that they would be hanging around the streets, but one child did comment that attending holiday club meant they were not hanging around on the streets.

As discussed in Chapter 1 of this thesis (see page 22), with particular reference to Townsend's definition of poverty, people living in poverty lack the resources to be able to participate in everyday society and are excluded from ordinary living patterns and

customs. Social isolation is therefore common amongst those who live in poverty because they cannot afford to interact socially outside the home or invite friends round, and the issue is exacerbated in the summer holidays (Gill & Sharma, 2004; Stewart et al., 2018; Stewart et al., 2009). It is perhaps not surprising therefore that both parents/carers and children in the current study welcomed the opportunities to socialise and interact with others that attending holiday clubs provided. This was one of the most often cited benefits of attending holiday clubs and echoes the findings of prior research which has evaluated holiday club provision (Defeyter, Graham, & Prince, 2015; Defeyter, Stretesky, Sattar, et al., 2018; Graham et al., 2016). Furthermore, where parents were required to stay at the holiday club with their child/children, it meant they interacted and did things with their children that they would not normally do because they were not distracted by chores at home and potentially, because they were less stressed and anxious about lack of money for food and the cost of keeping their children occupied during the summer. In addition to benefiting parent/child relations by encouraging greater interaction, the findings of this study suggest children's behaviour can improve as a result of attending holiday club, for example, they were deemed to be better at sharing and less cheeky to parents. It may well be that attending holiday club exerts a positive influence by providing structure to the day and relieving boredom.

It was considered that attending holiday club also exerted a positive influence on what children ate and their levels of physical activity whilst at holiday club. In England, school meals are required to conform to the school food standards (Dimbleby & Vincent, 2013). In Scotland school meals are required to meet the nutrition standards in the Healthy Eating in Schools guidance (2008). However, with the exception of meals provided in holiday club projects funded by the Deparment for Education (DfE) in England to be held in summer 2019, there are no formal guidelines on what kind of food should be provided in holiday club settings. Furthermore, very little is known about what children consume during the summer holidays when school meals are not available. Previous research suggests that parents prioritise buying energy dense, filling foods rather than nourishing foods, relying on deals in supermarkets to feed their families (Gill & Sharma, 2004). In the current study there was broad agreement that the

food provided at holiday club was healthy. It was further suggested that food from fish and chip shops and takeaways was likely to feature in children's diets at lunch time on days when they were not at holiday club.

It was also reported that children were physically active when they attended holiday club. The findings regarding eating healthier food and being more physically active at holiday club reflect findings in prior qualitative studies investigating the benefits of holiday club attendance and of recent evaluations of holiday club initiatives (Defeyter, Stretesky, Sattar, et al., 2018;Graham et al., 2016; McConnon et al., 2017). These findings are important as evidence suggests children living in deprivation are more likely to be overweight and obese and are more likely to engage in sedentary activities during the holidays (Gershenson, 2013; NHS Digital, 2018; Tovar et al., 2010). Furthermore, children's BMI tends to increase at a faster rate during the summer (Downey & Boughton, 2007; von Hippel et al., 2007). Holiday clubs may therefore have the potential to have a positive impact on children's levels of physical activity and food intake when they are at holiday club.

In addition to potentially benefiting levels of physical activity and food intake, there was strong support in this study for the notion that children were continuing to learn at holiday club. It was suggested that ultimately, holiday clubs may have the potential to help narrow the educational attainment gap between high and low socio-economic status children, though there was no clear focus on what form learning should take. Research in the USA suggests that all children lose skills in spelling and maths and that children from higher socio-economic status families gain skills in reading over the summer whilst poorer children lose reading skills, and studies have identified that a stimulating, engaging summer is potentially key to reducing loss of skills and knowledge (Downey et al., 2004; Entwisle et al., 2001). Because better off children are more likely to have interesting, stimulating summers, and poorer children are more likely to stay at home and watch more TV, it is considered that differential experiences over summer according to socio-economic status may drive the gap in attainment when school is not a factor in children's lives (Alexander et al., 2001; Cooper et al., 1996; Gershenson, 2013;

Heyns, 1978; Tovar et al., 2010). Analysis of summer programmes (which are different to summer schools where the focus is purely academic instruction) in the USA by Terzian, Moore, & Hamilton, (2009) suggests holiday provision does offer some potential to support children's learning over the summer and prevent learning loss but affordability, access and parental involvement are key to effective programming, particularly for disadvantaged students (Terzian et al., 2009).

In addition to potentially supporting children's learning across the summer, it was suggested that parents may benefit by volunteering at holiday clubs as they can gain skills, qualifications and experience that might help them find work in the future. Undertaking voluntary work increases skills and social capital at an individual level. Research has shown that undertaking voluntary work has a statistically significant (but weak) effect on entry into work, particularly for people aged 45-60 when undertaken on a monthly basis but has no effect for younger people aged 16-25, and for those aged 26-44 it has very little effect on returning to work (Paine, McKay, & Moro, 2013). However, the frequency of voluntary work is also a factor as Paine et al.'s (2013) analysis showed that volunteering several times a year improved employability while weekly volunteering had a negative effect. It is important therefore to give careful consideration to the type of voluntary work that could be provided within holiday club settings if an objective is to improve employability.

Finally, a number of further issues were highlighted in the current study regarding the future development of policies regarding holiday clubs. It was considered that there was a need for holiday clubs to continue. Holiday club staff and other stakeholders wanted to be able to host more sessions. However, senior stakeholders and holiday club staff spoke of the need to constantly pursue funding which hampered planning. It was also suggested that awareness of holiday hunger should be raised with politicians at the highest level as it was considered that nobody was accepting responsibility for provision. However, since data were gathered for this study, in England, the Department for Education conducted and funded a £2m programme of holiday provision to explore "how best to help the most disadvantaged children to benefit from healthy meals and

enriching activities" (Department for Education, 2018b) during the school holidays. The summer 2018 programme informed the roll out of a £9.1m programme to fund summer holiday clubs for disadvantaged children across 11 geographic areas during summer 2019 (Department for Education, 2018a). In Wales, the Welsh Government has included funding in its 2019/20 draft budget to expand the 'Food and Fun' network of holiday clubs across the country (McConnon et al., 2017), and in Scotland, the 'Food, Families, Future" project is being coordinated by Children in Scotland and one local authority provides free meals at weekends and during all school summer holidays (North Lanarkshire Council, 2019). It appears therefore that holiday club provision will continue to be a feature of the poverty landscape within the UK. In order to what works to ensure that holiday clubs provide benefits to those who attend, further research is needed.

3.8. Study limitations and future research

The current study extends prior research by investigating the reasons stakeholders believe holiday hunger is an issue within the UK. It also incorporated the views of a range of stakeholders including senior stakeholders and food industry representatives hitherto not heard in relation to holiday club provision. Furthermore, use of the socio-ecological model as framework for coding data collected in qualitative interviews in this study provided a unique interpretation of the data. It also provides is a timely contribution to the research literature regarding holiday club provision with food given the recent announcement of funding by the Department for Education in England for summer holiday provision with enrichment activities, plans to include funding in the Welsh Government to expand provision and plans to continue to support holiday provision with food and activities in Scotland.

However, this study is not without its limitations. A range of holiday club delivery models were utilised by clubs that participated in this study, including schools, community/church halls and children's centres. However, the findings of this study are not generalisable beyond the Meals & More programme as there is no universal delivery model for holiday club provision in the UK. Furthermore, the study is limited by the

small number of focus groups conducted with children and by the fact that it only included children in school-based holiday clubs located in Scotland which therefore limits the generalisability of the findings. In the current study, it proved extremely difficult to recruit child participants to this study. Despite the researcher sending repeated reminders, only two school-based holiday clubs could accommodate focus groups with children. As the intended recipients of food aid via holiday clubs, it is important that children's voices are heard across a range of settings. Future work should therefore, endeavour to include more representation from children and young people and consider more creative ways of gathering data. Furthermore, the opportunistic sampling framework used in this study meant the researcher was only able to collect data from participants who were in attendance on the day of data collection. Holiday clubs located in schools appeared to have higher attendance levels, higher staffing levels and club sessions were longer thus a greater number of participants were recruited who attended school-based clubs. Furthermore, because most clubs had parental attendance policies in place it was not possible to explore issues relating to the challenges of the summer for working parents and the models of holiday club provision that are developing in the UK. This is a particularly important issue as the costs of holiday childcare reportedly double during holidays (Cameron et al., 2017). In holiday clubs where parents (or a substitute) were required to attend with children, holiday club staff and stakeholders noted that this may have prevented some children from attending holiday club thus further research is needed to investigate the barriers that prevent families from attending holiday club. In addition, an important issue identified in the current study related to holiday clubs providing opportunities for parents and children to interact and further research on parent/child relationships would be beneficial. Furthermore, whilst some stakeholders considered that community cohesion was improved, because most of the parents/carers interviewed in the current study were white British/Scottish, further work with ethnic minority populations is needed to corroborate those views. This is particularly important as Mann et al., (2018) recently identified that community/voluntary sector led holiday provision may not be inclusive and that there is a strong reliance on local authorities and schools to develop holiday provision in minority ethnic communities. Finally, it was suggested that the wider community could benefit from holiday clubs as anti-social

behaviour may be reduced and further work is needed to investigate the impact of holiday provision on the wider community.

To conclude and summarise, it was widely considered that there was a need for holiday club provision for disadvantaged children in the UK as a consequence of national government policy changes relating to welfare reform. Organisations had responded to this need by developing new ways of working to deliver holiday clubs with food in venues that were easily accessible by attendees. However, developing and delivering holiday clubs was not without its problems, including issues relating to communication and roles of partner agencies. Notwithstanding this, once clubs were up and running a number of benefits ensued. It was evident that both parents and children benefited from the opportunities that holiday clubs provided in multiple ways at the individual and interpersonal level including socialisation, and the alternative for both might have been an isolated, inactive summer, most likely accompanied by a poor diet. Children were more physically active and reported that they enjoyed playing games whilst parents benefited by learning about food and gaining access to help and support. The wider community was also perceived to benefit, for example it was suggested that anti-social behaviour may be reduced and community cohesion strengthened. It was considered that there was a need for clubs to continue and for the frequency and duration of clubs to increase. However, it was also reported that the constant need to search for funding meant it was not possible to guarantee that clubs would run the following year. If clubs were able to continue, it was considered that they could offer longer term benefits such as providing opportunities for children to continue to learn over the summer. However, it was also considered that there was a need to raise awareness of holiday hunger at a governmental level. Since data were collected for this study, the Department for Education has allocated £9.1m funding for holiday club provision in England.

The findings of the current study therefore suggest that there are multiple benefits of holiday club provision. Ensuring disadvantaged children can access food is primary objective of clubs, with a secondary aim of providing a range of stimulating and engaging activities for children to take part in, which it has been speculated may help

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attenuate learning loss in disadvantaged children. However, very little is known about children eat during the summer holidays or at lunch at holiday club and how it compares with what they eat for lunch when not at holiday club.

Furthermore, very little is known about what happens to UK children's skills and knowledge over the summer, nor whether attending holiday club has any effect on children's skills and knowledge. The opportunity was taken within the current thesis to provide empirical evidence regarding children's nutritional intake during the summer and the effect of holiday club attendance on what they consume at lunch time. The opportunity was also taken to investigate what happens to UK children's skills and knowledge over the summer and the effect of holiday club attendance thereon. The findings of these investigations are presented in the following chapters.

CHAPTER 4: Holiday food, energy and macronutrient intake at lunch and holiday food consumption

4.1. Introduction

As discussed in Chapter 1 of this thesis (page 21), it is estimated that more than 10% of the UK population over the age of 15 (8.4 million people) are food insecure, of which, 3.7 million are estimated to be experiencing moderate food insecurity, and some 4.7 million are estimated to be severely food insecure (DEFRA, 2015; FAO, 2016; Taylor & Loopstra, 2016). Single parent families, low income working families and families with more than three children are particularly at risk of food insecurity (Lambie-Mumford & Sims, 2018; Loopstra, Lambie-Mumford, & Patrick, 2018). Estimates from UNICEF further suggest that up to 19% of children under the age of 15 in the UK live in a moderately food insecure household, whilst a further 20% live in households where there is not enough money to buy food, and 4% of children do not eat three meals a day (Pereira et al., 2017).

Children have been recognised as a distinct group within society that need support to access food when living in food insecure households (Lambie-Mumford & Sims, 2018; Loopstra et al., 2018). In a recent systematic review of 42 studies that sought to alleviate household food insecurity amongst children, Holley & Mason (2019) report that children benefited in multiple ways including reductions in food insecurity, improvements in health and reductions in obesity levels. However, variation in study design, lack of robust evaluation methods, including inconsistent measurement of household food insecurity and lack of consistency in measuring the outcome of interventions, meant that it was difficult to draw broad conclusions regarding the most effective means of alleviating food insecurity amongst children.

Within the UK, the school meals service is a government-led initiative that seeks to alleviate household food insecurity amongst children during term time. The school meals service enables up to one million children to obtain a free school lunch based on a needs assessment (i.e. low income/parental receipt of key benefits), saving families an average of £360 per child per year (Forsey, 2017). This scheme differs from the

Universal Infant Free School Meals scheme which provides all children in reception and Years 1-2 in England and Years P1 – P3 in Scotland with access to a free school lunch (Huda, Sellen, Gibson, & Oliver, 2018; NHS Scotland, 2016). In addition, schools are increasingly providing children with access to food at the start of the day through school based-breakfast clubs and the number of schools doing so is set to increase following a recent announcement of £26m of funding for school breakfast clubs by the Department for Education in England (Defeyter et al., 2010; Department for Education, 2017; Kellogg's UK, 2016).

However, during the school summer holidays, when children are unable to access free school meals and free school breakfast, it is estimated that up to 3 million children may be going hungry when families have to stretch household finances to provide a minimum of five extra meals (not including breakfast) per child, per week (Forsey, 2017; Gill & Sharma, 2004). Data from the Trussell Trust, the largest networked provider of food aid in the UK reported that demand for emergency food aid parcels for children spikes during the summer holiday period (Perraudin, 2018; The Trussell Trust, 2018). Although food bank usage underestimates the true scale of food insecurity, (Loopstra & Tarasuk, 2015), this suggests that food insecurity amongst children may increase during the summer holidays. In the USA, using data collected by the US Department of Agriculture over a seven-year period between 1995-2001, researchers found that food insecurity with hunger increased amongst low income families with children during the summer. However, it was found that participation in the federally funded Summer Food Service Programme, which provides children from low income families with access to a healthy meal at lunch time during the summer, reduced levels of household food insecurity with hunger amongst families with children (Miller, 2016; Nord & Romig, 2006).

Within the UK, summer holiday clubs for disadvantaged children are a relatively new phenomenon, developed in response to concerns that children who normally access free school meals at lunch-time in the UK may be going hungry during the holidays (Forsey, 2017). Church and faith based groups, local authorities, housing associations, food

banks and community groups have led the provision of holiday projects which are likely to be located in areas of high deprivation (Mann & Defeyter, 2017; Mann et al., 2018). One of the objectives of these clubs is to enable children to access a healthy meal during the summer, and more than 90% of holiday clubs provide food, and particularly lunch, for child holiday club attendees (Mann & Defeyter, 2017). However, with the exception of food to be served in school-based holiday clubs funded by the Department for Education in summer 2019, which should comply with school food standards, there are currently no guidelines on what food should be served in holiday club settings. Furthermore, research investigating children's food consumption during the summer months is limited. Moreover, there is a paucity of research that has investigated the potential impact of the food provided at holiday clubs on attendee's nutritional intake. Two studies in the USA found that food served in Summer Food Service programme sites met recommended guidelines but that children wasted between one and two thirds of the food served (Kenney, Lee, Brooks, Cradock, & Gortmaker, 2017; Rio-Rodriguez & W. Cullen, 2014). In the UK, a recent study of holiday clubs based in the North East of England found that children consumed healthier food at lunch time on a day they attended holiday club compared to a day they did not attend holiday club (Defeyter, Stretesky, Sattar, et al., 2018). However, this study only categorized food as 'core' or 'non-core' food items and the granularity of data collection did not enable the researchers to analyse the energy and macronutrient content of the food consumed.

Given the lack of evidence regarding children's diet across the summer, combined with the qualitative findings reported in Study 1 of this thesis that suggested that most stakeholders, including parents, considered that children consumed healthier food at holiday club in comparison to days they did not attend holiday club, a study to investigate the effect of attendance on children's intake was deemed necessary to provide empirical evidence and inform practice.

4.2. Study Aims and Objectives

The objective of this study was to investigate the effect of holiday club attendance on children's holiday food consumption.

The aims of this study were as follows:

- To investigate the effect of holiday club attendance on the number of core and non-core foods consumed for lunch by children;
- To investigate the effect of holiday club attendance on children's beverage intake at lunch;
- To investigate the effect of holiday club attendance on energy (kcal), macronutrient (carbohydrate, protein, fat, saturated fat) and the source of energy for lunch by children;
- To compare children's energy and macronutrient intake for their lunch time meal with recommended nutritional intake levels for children for a lunch time meal, and
- To investigate children's fruit/vegetables, water and sugar sweetened beverage consumption on a non-attendance day.

4.3. Materials and Method

4.3.1. Study Design

This study employed a 2 x 3 x 2 mixed factorial design. The first factor, a within-subjects factor, was attendance which had two levels: non-holiday club attendance vs. holiday club attendance. The second factor was age group, a between subjects factor, which had three levels (18 months -3 years, 4 - 10 years and 11-18 years). The third factor was gender, a between-subjects factor, which had two levels: male and female. The dependent measures were the number of times core and non-core food items, water and sugar sweetened beverages were consumed and the energy (kcal) and macronutrient (g) content of food consumed at lunch on each day.

4.3.2. Participants

Participants were recruited to the study using non-probability purposive sampling. Non-probability sampling refers to the process of recruiting participants to a study who meet certain practical criteria (Etikan, 2016), and purposive sampling refers to the method of recruiting participants to a study who are well placed and knowledgeable about the subject matter being researched (Lavrakas, 2008; Tongco, 2007). Participants were parents/carers who attended holiday clubs that received grant aid support from the Meals & More charity. All clubs participating in the Meals & More programme were approached to participate in this study. Eleven club leaders agreed that data collection could take place in their holiday club. All clubs were located in areas of high deprivation across England (see **Appendix M** for information on clubs). Parents were recruited from across all participating clubs. In total, 20 parents were recruited to this study. Data on participants' age, gender, household income, benefit entitlement, employment status, ethnicity and whether any languages other than English were used at home, were collected from participants via a self-report questionnaire and are presented in Table 4.1.

Table 4.1. Participant Demographic Information for Study 2

Demographics	Response options	Number of participants
Sex	Male	0
	Female	20
Age range	<25 years	2
	26-35 years	10
	>35 years	8
Ethnicity	White British/Scottish/European	17
	Other	3
English as an additional language	Yes	2
	No	18
Employment status	Unemployed	15
	Full time employment	2
	Part-time employment	1
	Zero hours contract	1
	Retired	1
Benefit entitlement	Yes	17
	No	3
Household income	<£15,000 p.a.	10
	£15,001 - £24.999	7
	£25,000 - £34,000	2
	Not stated	1

4.3.3. Materials

4.3.3.1. Food recall diary

Nutritional intake data was recorded in a retrospective 26-hour food recall diary (**Appendix N**). The period covered by retrospective food recall diaries is typically 24-hours. However, the time frame was extended by two hours to enable collection of data on all food and drinks consumed by children from lunch time of the day before data collection up to and including lunch on the day of data collection. A more in-depth discussion is included in the methodology chapter of this thesis (see page 77) explaining the rationale for utilising this method of data collection for children's nutritional intake. The Young Person's Food Atlas (YPFA) (Primary) developed by Foster & Adamson,

(2012) was used to aid collection of accurate data on portion sizes of food consumed by children.

4.3.4. Procedure

Following receipt of ethical approval by the Faculty of Health and Life Sciences' Research Ethics Committee at Northumbria University, Newcastle upon Tyne, the Meals & More administration team were asked to disseminate information to all of their clubs. Clubs that were interested were asked to contact the researcher directly. Holiday club leaders who expressed an interest in participating in the research were sent a letter of invitation (**Appendix Oi**) and information leaflet (**Appendix Oii**) about the study and were asked to grant consent (**Appendix Oiii**) for the research to take place in their holiday clubs. Once consent was granted, a date for data collection was agreed and details of the research project, including an information letter (**Appendix Pi**) and information leaflet (**Appendix Pii**) and parental consent form (**Appendix Piii**), parent demographic questionnaire (**Appendix Piv**) and child demographic questionnaire (**Appendix Pv**) were sent to club leaders for distribution to parents/carers of child holiday club attendees in advance of the researcher visiting the clubs.

On the day of data collection, parents at the holiday club whom had already consented to participate in the study were approached. In addition, consent was sought from parents on the day of testing. The researcher sat adjacent to parents/carers and thanked them for taking part in the study and explained that a food diary (**Appendix N**) would be used to record information about what their child/children had eaten and drank in the previous 24 hours and at lunch time at holiday club. For each eating and drinking occasion, the parent/carer told the researcher what food and drink had been served. This was recorded in the food diary in full sight of the parent/carer. In order to calculate the portion size, the researcher showed the parent/carer images in the YPFA of the type of food and drink served and asked them to indicate which image reflected the amount of food served and which image reflected the amount of left-over food and drink, if any. The corresponding reference number of images of food served and any left-overs was recorded in the food

diary in full sight of the parent. This process continued for all eating and drinking occasions across the data collection reference period.

4.4. Results

4.4.1. Children's demographics

Consent was provided to collect data on the food and drink intake of 27 child holiday club attendees. Data on seven children were subsequently withdrawn from analysis as these children did not eat lunch at holiday club, resulting in a final sample of 20 children. Children were allocated to one of three age groups. Age groups accorded with the age groupings used in the UK National Diet and Nutrition Survey (NDNS) (18 months to three years; 4 -10 years and 11-18 years). Demographic information on the 20 child holiday club attendees is presented in Table 4.2.

Table 4.2. Demographic Profiles of Child Holiday Club Attendees

	18 months – 3 years	4-10 years	11-18 years
Number (N (%))	5(25)	11 (55)	4 (20)
Mean Age (years/months) (SD)	2.8 (0.5)	7.7 (1.8)	11.2 (0.5)
Sex (N (%))			
Male	4 (80)	6 (55)	1 (25)
Female	1 (20)	5 (45)	4 (75)
Ethnicity			
White British/White European	5 (100)	10 (90)	3 (75)
Other	0	1 (10)	1 (25)
Free school meal entitlement			
Pre-school	5 (100)	0	0
Statutory free school meal entitlement	0	2 (18)	0
Eligible for free school meal	0	7 (64)	2 (50)
Not eligible for free school meal	0	2 (18)	2 (50)

4.4.2. Data coding

In order to investigate the effect of holiday club attendance on the total number of times core and non-core foods were consumed by children at lunch time, every item of food and drink consumed by each individual child on each day was coded as either a core or non-core item of food. Classification of a food item as either core or non-core is based upon Australian dietary guidelines, which are similar to the UK Eatwell Guide and are considered a simple way of measuring diet quality. Foods are classified as healthy (core) and unhealthy (non-core) based on clearly defined fat and sugar cut off points and have been used to analyse the dietary quality of UK children (Macdiarmid et al., 2009; Rangan, Randall, Hector, Gill, & Webb, 2008; Toumpakari, Haase, & Johnson, 2016). Core foods include carbohydrate rich foods, vegetables, fruit, dairy (excluding butter) and lean meat/fish/eggs/nuts. Non-core items are foods which are energy dense but contain fewer nutrients required for health and should be consumed in moderation. Foods classed as non-core included *inter-alia* processed meats, baked products (e.g. cakes, biscuits) and sugar-sweetened beverages and are considered as "extra" foods as a diet containing food from the core groups is considered adequate to meet nutritional needs (Rangan et al., 2008). Table 4.3 details the type of food and drink categorised as core and non-core based on Australian Dietary Guidelines and research undertaken by Grimes, Riddell, & Nowson (2014). Data on the number of core and non-core items consumed by each child at lunch time on each day were entered into an IBM SPSS Statistics (v.24) database.

Table 4.3. Examples of Food and Drinks Classified as Core and Non-Core Based Upon Australian Dietary Guidelines

Core food and drinks	Non-core food and drinks
Bread, breakfast cereal, rice, pasta, noodles, bread or bread rolls, pulses, tinned vegetables, baked beans, 100% freshly squeezed fruit juice, milk, yoghurt, cheese, water.	Bacon, sausages, ham, burger, kebab, fried fish, fish fingers, fried chicken, chicken goujons, sausage rolls, quiche, meat pies, roast potatoes, smiley face potato products, potato waffles, biscuits, buns, cakes, pastries, donuts, pancakes, desserts, chocolate, sweets, popcorn, ice cream, ice lollies, jelly, spreads, fizzy drinks, squash, milkshake, energy drinks, butter, ketchup.

4.4.3. Calculation of energy, macronutrient (carbohydrate, protein, total fat and saturated fat) intake and source of energy

The YPFA was used to calculate the portion size of each item of food and drink recorded in the retrospective 26-hour diary for each child. The researcher referred to data captured in the 26-hour food diary which included the unique reference number of the image that depicted the amount of each item of food and drink served and the unique reference number of the image that depicted the size of the portion of any left-over food. Each unique reference number was entered into the database that accompanies the YPFA which indicates the portion size in grams of each item of food depicted. The researcher then calculated the portion size of food consumed by subtracting the left-over portion size of food (if any) from the portion size of food/drink served. The portion size (in grams) of every item of food/drink recorded in the food diary was then entered into Microdiet nutritional analysis software (v.4.1, 2016, University of Salford, UK) which uses the McCance and Widdowson's Composition of Foods Integrated Dataset 2015 (UK 2015 CoFIDS, 7th Edition) which calculated the energy (kcal) and macronutrient (grams) (carbohydrate, protein, total fat and saturated fat) of each item of food and drink. The portion size and corresponding amount of energy (expressed in kcal) and amount of carbohydrate, protein, fat and saturated fat (expressed in g) of every item of food and drink consumed by every child across the 26-hour time-frame were entered into an IBM SPSS Statistics (v.24) database.

4.4.4. Comparison of energy (kcal) and macronutrient intake with UK dietary reference values

For the purpose of this study, intake at lunch by children aged 4-10 years on each day was compared with recommended nutrient standards for the school lunch time meal contained in the Food and Drink in Schools (Scotland) Regulations issued by the Scottish Government in 2008. The guidelines are based on providing one third of a child's daily energy (kcal) and nutrient requirements in an average school lunch. For some macronutrients, i.e. protein and total carbohydrate, the guidelines recommend a minimum amount that should be provided in the lunch time meal. For some macronutrients, i.e. total fat and saturated fat, the guidelines recommend the maximum

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amount that should be provided in the lunch time meal. Guidelines on recommended energy (kcal) content and minimum and maximum amounts of macronutrients to be provided in the lunch time meal contained with the Scottish school meal guidelines were based on Dietary Reference Values for Food Energy and Nutrients for the United Kingdom (The Scottish Government, 2008).

4.4.5. Comparison of fruit, vegetable and water intake on a day children did not attend holiday club

There are currently no UK dietary guidelines regarding the number and portion sizes for fruit and vegetable intake by children under the age of 11 (Bates et al., 2016). However, for the purpose of this study, intake was assessed against the recommendation that five portions of fruit and vegetables should be consumed by children and adults aged 11+. Furthermore, due to the small sample size it was not possible to conduct inferential statistics to compare intake by participants in the current study with data reported in the NDNS. Thus descriptive data are reported showing the percentage of children who consumed fruit/vegetables, water and sugar sweetened beverages between 0 and seven times across a whole day they did not attend holiday club together with details of recommended intake levels for these items of food and drink.

4.4.6. Total core food intake at lunch as a factor of attendance

The total mean number and (SD) of times children consumed core food items at lunch as a factor of holiday club attendance and age group are presented in Table 4.4**.**

Table 4.4. Total mean number and (SD) of times children consumed core food items at lunch as a factor of holiday club attendance and age group

Age group	Day not attending holiday club Mean (SD)	Day attending holiday club Mean (SD)
18 months – 3 years	1.8 (1.5)	5.4 (2.1)
4-10 years	1.8 (1.1)	3.1 (1)
11-18 years	2.0 (0.9)	3.1 (1.6)
Total mean (SD) number of times core food items were consumed	1.9 (1.2)	3.9 (1.6)

To analyse the effect of attendance on the total mean number of times core foods items were consumed at lunch, a repeated measures ANOVA was conducted.

The results showed there was a significant main effect of attendance [$F(1,14) = 12.79$, $p<0.05$, $\eta_p^2 = 0.47$) with core foods consumed more frequently on a day children attended holiday club (M = 3.9) compared to a day they did not attend holiday club (M = 1.9). The results showed there was no significant main effect of age group [$F(2,14) = 1.33$, $p>0.05$], nor a significant main effect of gender [$F(1,14) = 0.86$, $p>0.05$]. There was no significant age group x gender interaction [$F(2,14) = 1.10$, $p>0.05$]. There was no significant attendance x gender interaction [$F(1,14) = 0.01$, $p>0.05$] nor a significant attendance x age group interaction [$F(2,14) = 1.09$, $p>0.05$]. There was no significant three-way attendance x gender x age group interaction [$F(2,14) = 0.36$, $p>0.05$].

4.4.7. Total non-core food intake at lunch as a factor of attendance

Details of the total mean number and (SD) of times children consumed non-core food items at lunch as a factor of holiday club attendance and age group are presented in Table 4.5.

Table 4.5. Total mean number and (SD) of times children consumed non-core food items at lunch as a factor of holiday club attendance and age group

Age group	Day not attending holiday club (Mean (SD))	Day attending holiday club (Mean (SD))
18 months – 3 years	2.6 (0.5)	0
4-10 years	1.8 (1)	1.1 (0.8)
11-18 years	2.1 (1.3)	1.0 (0.8)
Total mean (SD) number of times non-core food items were consumed	2.1 (1.2)	1 (1)

To analyse the effect of attendance on the total mean number of times non-core food items were consumed at lunch, a repeated measures ANOVA was conducted.

The results showed there was a significant main effect of attendance [$F(1,14 = 14.02$, $p<0.05$,$\eta_p{}^2 = 0.50$), with non-core food items consumed more frequently on a day children did not attend holiday club (M = 2.1) compared to a day they attended holiday club (M= 1). The results showed there was no significant main effect of age group [$F(2,14) = 0.44$, $p>0.05$] nor a significant main effect of gender [$F(1,14) = 0.74$, $p>0.05$]. There was no significant age group x gender interaction [$F(2,14) = 1.04$, $p>0.05$]. There was no significant attendance x age group interaction [$F(2,14) = 1.73$, $p>0.05$] nor a significant attendance x gender interaction [$F(1,14) = 0.44$, $p>0.05$]. There was no significant three-way attendance x age group x gender interaction [$F(2,14) = 0.64$, $p>0.05$].

4.4.8. Water intake at lunch as a factor of attendance

Details of the total mean and (SD) number of times children drank water at lunch as a factor of holiday club attendance and age group are presented in Table 4.6.

Table 4.6. Details of the total mean and (SD) number of times children drank water at lunch as a factor of holiday club attendance and age group

Age group	Day not attending holiday club (Mean (SD))	Day attending holiday club (Mean (SD))
18 months – 3 years	0.20 (0.45)	0.40 (0.55)
4-10 years	0.09 (0.30)	0.27 (0.47)
11-18 years	0.25 (0.50)	0.25 (0.50)
Total mean (SD) number of times water was consumed	0.15 (0.36)	0.30 (0.47)

To analyse the effect of attendance on the mean number of times water was drank at lunch, a repeated measures ANOVA was conducted.

The results showed there was no significant main effect of attendance with regard to the number of times children drank water at lunch [$F(1,14= 0.57$, $p>0.05$). There was however a significant attendance x gender interaction [$F(1,14) = 6.84$, $p<0.05$, $\eta_p{}^2$ =.328]. The results showed there was no significant main effect of age group [$F(2,14) = 0.45$, $p>0.05$], nor a significant main effect of gender [$F(1,14) = 0.17$, $p>0.05$]. There was no significant age group x gender interaction [$F(2,14) = 1.55$, $p>0.05$]. There was

no significant attendance x age group interaction [$F(2,14) = 1.33, p > 0.05$] nor a significant attendance x gender interaction [$F(1,14) = 6.84, p > 0.05$]. There was no significant three-way attendance x age group x gender interaction [$F(2,14) = 3.19, p > 0.05$].

Post hoc analysis [$t(10) = 2.39, p < 0.05$] showed that boys drank water more frequently ($M = 0.45$) at lunch on day they attended holiday club compared to lunch on a day they did not attend holiday club ($M = 0.09$). There was no difference in the number of times girls drank water each day.

4.4.9. Sugar sweetened beverage intake at lunch as a factor of attendance

The mean and (SD) number of times children drank sugar sweetened beverages as a factor of holiday club attendance and age group are presented in Table 4.7.

Table 4.7. Details of mean and (SD) number of times children drank sugar sweetened beverages as a factor of holiday club attendance and age group

Age group	Day not attending holiday club (Mean (SD))	Day attending holiday club (Mean (SD))
18 months – 3 years	0.80 (0.45)	0
4-10 years	0.82 (0.41)	0.09 (0.30)
11-18 years	0.50 (0.57)	0.75 (0.50)
Total mean (SD) number of times sugar sweetened beverages were consumed	0.75 (0.44)	0.20 (0.41)

To analyse the effect of holiday club attendance on the number of times sugar sweetened beverages were consumed at lunch, a repeated measures ANOVA was conducted.

The results showed there was no significant main effect of attendance on the number of times sugar sweetened beverages were drank at lunch [$F(1,14 = 4.50, p > 0.05$). The results showed there was a significant main effect of age group [$F(2,14) = 5.11, p < 0.05, \eta_p^2 = .422$]. The results showed there was a significant main effect of gender [$F(1, 14) = 4.79, p < 0.05, \eta_p^2 = .255$]. The results showed there was a significant age group x gender

interaction [$F(2,14) = 7.62$, $p<0.05$, $\eta_p^2 = .521$].There was no significant attendance x age group interaction [$F(2,14) = 2.79$, $p>0.05$], nor a significant attendance x gender interaction [$F(1,14) = 1.42$, $p>0.05$]. There was no significant three-way attendance x age group x gender interaction [$F(2,14) = 1.20$, $p>0.05$].

Post hoc analysis was conducted but there was no significant effect of any age group or gender nor age x gender due to the small sample size and empty cells.

4.4.10. Energy (kcal) intake at lunch as a factor of attendance

The mean and (SD) energy (kcal) intake as a factor of holiday club attendance and age group are presented in Table 4.8.

Table 4.8. Mean energy (kcal) intake at lunch as a factor of holiday club attendance and age group

	Age 18 months –3 years		Age 4-10 years		Age 11-18 years	
	Day not attending holiday club M (SD)	Day attending holiday club M (SD)	Day not attending holiday club M (SD)	Day attending holiday club M (SD)	Day not attending holiday club M (SD)	Day attending holiday club M (SD)
Mean Energy (kcal) (SD)	385 (124)	184 (55)	500 (219)	420 (256)	496 (205)	374 (274)

To analyse the effect of attendance on the total mean energy (kcal) intake at lunch, a repeated measures ANOVA was conducted.

The results showed there was no significant main effect of attendance [$F(1,14) = 3.08$, $p>0.05$] on mean energy (kcal) intake. There was no significant main effect of age group [$F(2,14) = 1.86$, $p>0.05$], nor a significant main effect of gender [$F(1,14) = 0.05$, $p>0.05$]. There was no significant age group x gender interaction [$F(2,14) = 0.21$, $p>0.05$]. There was no significant attendance x age group interaction [$F(2,14) = 0.35$, $p>0.05$], nor a significant attendance x gender interaction [$F(1,14) = 2.28$, $p>0.05$]. There was no significant three-way attendance x gender x age group interaction [$F(2,14) = 0.21$, $p>0.05$].

4.4.11. Macronutrient intake at lunch as a factor of attendance

The mean and (SD) intake of carbohydrate (g), protein (g), fat (g) and saturated fat (sat fat) (g) at lunch as a factor of holiday club attendance and age group are presented in Table 4.9.

Table 4.9. Mean and (SD) intake of carbohydrate (CHO) (g), protein (g), fat (g) and saturated fat (Sat fat) (g) intake at lunch as a factor of holiday club attendance and age group

	Age 18 months –3 years		Age 4-10 years		Age 11-18 years	
Macronutrient	**Day not attending holiday club M (SD)**	**Day attending holiday club M (SD)**	**Day not attending holiday club M (SD)**	**Day attending holiday club M (SD)**	**Day not attending holiday club M (SD)**	**Day attending holiday club M (SD)**
Mean CHO (g) (SD)	50 (23)	29 (13)	74 (4)	58 (35)	60 (34)	54 (41)
Mean Protein (g) (SD)	15 (6)	7 (4)	16 (9)	12 (6)	21 (7)	16 (16)
Mean Fat (g) (SD)	15 (8)	5 (7)	18 (8)	17 (13)	21 (23)	12 (8)
Mean Sat fat (g) (SD)	7 (6)	2 (2)	7 (4)	7 (5)	8 (9)	5 (3)

To analyse the effect of attendance on the total mean intake of carbohydrate (g), protein (g), total fat (g) and saturated fat (g) intake at lunch, a series of repeated measures ANOVAs were conducted.

The results showed there was no significant main effect of attendance [$F(1,14) = 1.64$, $p>0.05$] on mean carbohydrate (g) intake. There was no significant main effect of age group [$F(2,14) = 1.55$, $p>0.05$], nor a significant main effect of gender [$F(1,14) = 0.26$, $p>0.05$]. There was no significant age group x gender interaction [$F(2,14) = 0.07$, $p>0.05$]. There was no significant attendance x age group interaction [$F(2,14) = 0.13$, $p>0.05$], nor a significant attendance x gender interaction [$F(1,14) = 4.49$, $p>0.05$]. There was no significant three-way attendance x gender x age group interaction [$F(2,14) = 0.26$, $p>0.05$].

The results showed there was no significant main effect of attendance [$F(1,14) = 3.35$, $p>0.05$] on mean protein (g) intake. There was no significant main effect of age group [$F(2,14) = 052$, $p>0.05$], nor a significant main effect of gender [$F(1,14) = 1.25$, $p>0.05$]. There was no significant age group x gender interaction [$F(2,14) = 0.047$, $p>0.05$]. There was no significant attendance x age group interaction [$F(2,14) = 2.16$, $p>0.05$], nor a significant attendance x gender interaction [$F(1,14) = 0.03$, $p>0.05$]. There was no significant three-way attendance x gender x age group interaction [$F(2,14)$ = 0.22, $p>0.05$].

The results showed there was no significant main effect of attendance [$F(1,14) = 1.66$, $p>0.05$] on mean total fat (g) intake. There was no significant main effect of age group [$F(2,14) = 1.49$, $p>0.05$], nor a significant main effect of gender [$F(1,14) = 0.67$, $p>0.05$]. There was no significant age group x gender interaction [$F(2,14) = 0.76$, $p>0.05$]. There was no significant attendance x age group interaction [$F(2,14) = 0.52$, $p>0.05$], nor a significant attendance x gender interaction [$F(1,14) = 0.15$, $p>0.05$]. There was no significant three-way attendance x gender x age group interaction [$F(2,14)$ = 0.06, $p>0.05$].

The results showed there was no significant main effect of attendance [$F(1,14) = 1.67$, $p>0.05$] on mean saturated fat (g) intake. There was no significant main effect of age group [$F(2,14) = 1.20$, $p>0.05$], nor a significant main effect of gender [$F(1,14) = 1.15$, $p>0.05$]. There was no age group x gender interaction [$F(2,14) = 0.54$, $p>0.05$]. There was no significant attendance x age group interaction [$F(2,14) = 0.65$, $p>0.05$], nor a significant attendance x gender interaction [$F(1,14) = 0.00$, $p>0.05$]. There was no significant three-way attendance x gender x age group interaction [$F(2,14) = 0.15$, $p>0.05$].

4.4.12. Source of energy from food at lunch as factor of attendance

The mean and (SD) amount (%) of energy provided from carbohydrate (CHO), protein, fat and saturated fat at lunch time as a factor of holiday club attendance and by age group are presented in Table 4.10.

Table 4.10. Mean and (SD) amount (%) of energy provided from carbohydrate (CHO), protein, fat and saturated fat at lunch as a factor of holiday club attendance and by age group

	Age 18 months –3 years		Age 4-10 years		Age 11-18 years	
	Day not attending holiday club M (SD)	Day attending holiday club M (SD)	Day not attending holiday club M (SD)	Day attending holiday club M (SD)	Day not attending holiday club M (SD)	Day attending holiday club M (SD)
Mean % of energy from CHO (SD)	49 (15)	61 (25)	54 (10)	51 (14)	50 (23)	53 (22)
Mean % of energy from Protein (SD)	16 (6)	15 (5)	13 (5)	12 (4)	18 (5)	16 (5)
Mean % of energy from Fat (SD)	35 (13)	22 (21)	33 (7)	36 (14)	32 (25)	31 (23)
Mean % of energy from Sat fat (SD)	16 (11)	6 (6)	14 (6)	14 (5)	12 (10)	13 (13)

To analyse the effect of attendance on the amount (%) of energy provided from carbohydrate, protein, total fat and saturated fat intake at lunch, a series of repeated measures ANOVAs were conducted.

The results showed there was no significant main effect of attendance [$F(1,14) = 0.86$, $p>0.05$] on the total mean amount (%) of energy obtained from carbohydrate. There was no significant main effect of age group [$F(2,14) = 0.64$, $p>0.05$], nor a significant main effect of gender [$F(1,14) = 2.88$, $p>0.05$]. There was no significant age group x gender interaction [$F(2,14) = 2.64$, $p>0.05$]. There was no significant attendance x age group interaction [$F(2,14) = 0.67$, $p>0.05$], nor a significant attendance x gender interaction [$F(1,14) = 0.22$, $p>0.05$]. There was no significant three-way attendance x gender x age group interaction [$F(2,14) = 0.29$, $p>0.05$].

The results showed there was no significant main effect of attendance [$F(1,14) = 1.57$, $p>0.05$] on the total mean amount (%) of energy obtained from protein. There was however a significant attendance x gender interaction [$F(1,14) = 7.37$, $p<0.05$].There was no significant main effect of age group [$F(2,14) = 1.77$, $p>0.05$], nor a significant main effect of gender [$F(1,14) = 1.35$, $p>0.05$]. There was no significant age group x gender interaction [$F(2,14) = 0.35$, $p>0.05$]. There was no significant attendance x age group interaction [$F(2,14) = 0.97$, $p>0.05$]. There was no significant three-way attendance x gender x age group interaction [$F(2,14) = 1.56$, $p>0.05$].

Post hoc analysis [$t(8) = 2.55$, $p<0.05$] showed that girls obtained more of their energy from protein (M = 17%) on a day they did not attend holiday club compared to a day they attended holiday club (M = 13%). There was no difference in the amount of energy boys obtained from protein each day.

The results showed there was no significant main effect of attendance [$F(1,14) = 0.62$, $p>0.05$] on the total mean amount (%) of energy obtained from total fat. There was no significant main effect of age group [$F(2,14) = 1.60$, $p>0.05$], nor a significant main effect of gender [$F(1,14) = 1.42$, $p>0.05$]. There was no significant age group x gender interaction [$F(2,14) = 2.05$ $p>0.05$]. There was no significant attendance x age group interaction [$F(2,14) = 0.58$, $p>0.05$], nor a significant attendance x gender interaction [$F(1,14) = 0.00$, $p>0.05$]. There was no significant three-way attendance x gender x age group interaction [$F(2,14) = 0.49$, $p>0.05$].

The results showed there was no significant main effect of attendance [$F(1,14) = 0.79$, $p>0.05$] on the total mean amount (%) of energy obtained from saturated fat. There was no significant main effect of age group [$F(2,14) = 1.06$, $p>0.05$], nor a significant main effect of gender [$F(1,14) = 4.18$, $p>0.05$]. There was no significant age group x gender interaction [$F(2,14) = 2.05$ $p>0.05$]. There was no significant attendance x age group interaction [$F(2,14) = 0.80$, $p>0.05$], nor a significant attendance x gender interaction [$F(1,14) = 0.01$, $p>0.05$]. There was no three-way attendance x gender x age group interaction [$F(2,14) = 0.38$, $p>0.05$].

4.4.13. Comparison of energy intake at lunch by child holiday club attendees aged 4-10 on a day not attending holiday club and a day attending holiday club with Dietary Reference Values for food, energy and nutrients for the United Kingdom for the lunch time meal

The recommended amount of energy (kcals) for the lunch time meal, based on Dietary Reference Values for Food Energy and Nutrients for the United Kingdom, as recommended in the Scottish school meal regulations, and percentage of children aged 4-10 who consumed less and the percentage of children who consumed more than the recommended energy (kcal) intake level on a day not attending holiday club and a day attending holiday club are presented in Table 4.11.

Table 4.11. Recommended amount of energy (kcals) for the lunch time meal based on Dietary Reference Values for Food Energy and Nutrients for the United Kingdom, as recommended in the Scottish school meal regulations, and percentage of children aged 4-10 who consumed less and the percentage of children who consumed more than the recommended energy (kcal) intake level on a day not attending holiday club and a day attending holiday club

	Day not attending holiday club		Day attending holiday club	
Recommended energy (kcal) intake level for lunch	% of children who consumed less than recommended intake level	% of children who consumed more than recommended intake level	% of children who consumed less than recommended intake level	% of children who consumed more than recommended intake level
557	64	36	73	27

On a day not attending holiday club, two thirds of children aged 4-10 consumed less than the recommended amount of energy and one third of children consumed more energy than recommended. On a day children attended holiday club, three quarters of children aged 4-10 consumed less energy than the recommended intake levels and one quarter of children consumed more than recommended.

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4.4.14. Comparison of macronutrient intake at lunch by children aged 4-10 on a day not attending holiday club with a day attending holiday club with Dietary Reference Values for food energy and nutrients for the United Kingdom for the lunch time meal

The recommended amount (in grams) of macronutrients for the lunch time meal, based on Dietary Reference Values for Food Energy and Nutrients for the United Kingdom as recommended in the Scottish school meal regulations, and the percentage of children aged 4-10 who met recommended intake levels on a day not attending holiday club and day attending holiday club are presented in Table 4.12.

Table 4.12. Recommended macronutrient intake levels (in grams) for the lunch time meal and the percentage of children aged 4-10 who met recommended intake levels on a day not attending holiday club and a day attending holiday club

Macronutrient	Recommended intake levels for lunch	Day not attending holiday club % of children who met recommended intake level	Day attending holiday club % of children who met recommended intake levels
Total carbohydrate (g)	Not less than 74.3g	27%	45%
Protein	Not less than 8.5g	91%	82%
Total fat (g)	Not more than 21.7g	73%	73%
Saturated fat (g)	Not more than 6.8g	55%	45%

On a day children did not attend holiday club, 27% of children consumed more than 74.3g of carbohydrate. On a day at holiday club, 45% of children consumed more than 74.3 g of carbohydrate. Protein intake of more than 8.5g was achieved by 91% and 82% of children respectively on a day not attending holiday club and a day at holiday club. On each day, approximately half of children consumed more saturated fat at lunch than recommended.

4.4.15. Comparison of the amount of energy provided from each macronutrient (carbohydrate, protein, fat and saturated fat) at lunch time for children aged 4-10 on a day not attending holiday club with a day attending holiday club with Dietary Reference Values for food energy and nutrients for the United Kingdom

The mean and (SD) amount of energy provided from each macronutrient (carbohydrate, protein, fat and saturated fat) at lunch by children aged 4-10 on a day not attending holiday club and a day attending holiday club and the recommended amount of energy to be provided from each macronutrient are presented in Table 4.13.

Table 4.13. Mean and (SD) amount of energy provided from each macronutrient (carbohydrate, protein, fat and saturated fat) at lunch by children aged 4-10 on a day not attending holiday club and a day attending holiday club and the recommended amount of energy to be provided from each macronutrient

Macronutrient	Recommended amount of energy (%)	Day not attending holiday club Mean % of energy (SD)	Day attending holiday club Mean % of energy (SD)
Carbohydrate	Approximately 50	54 (10)	51 (14)
Protein	Not less than 6	13 (5)	12 (4)
Total Fat	No more than 35	33 (7)	36 (14)
Sat fat	Less than 11	14 (6)	14 (5)

On a day not attending holiday club, children obtained 54% of their energy from carbohydrate. On a day attending holiday club, children obtained 51% of their energy from carbohydrate. The amount of energy from fat and protein was in accordance with recommended guidelines on a day they did not attend holiday club. On a day they attended holiday club, 36% of energy was obtained from total fat. The amount of energy from saturated fat was higher than recommended intake levels on both days.

4.4.16. Fruit, vegetable and beverage intake on a day not attending holiday club

The number and (percentage) of children who consumed no fruit/vegetables, water and sugar sweetened beverages and the number of children and (percentage) of children who consumed fruit/vegetables and water between 1 and 7 times on a day (24 hours) they did not attend holiday club are presented in Table 4.14.

Table 4.14. The number and (percentage) of children who consumed no fruit/vegetables, water and sugar sweetened beverages and the number and (percentage) of children who consumed fruit/vegetables, water and sugar sweetened beverages between 1 and 7 times on a day (24 hours) they did not attend holiday club

	Type of food or drink		
Frequency	**Fruit/vegetables (n/%)**	**Water (n/%)**	**Sugar sweetened beverages (n/%)**
0	4 (20)	11 (55)	4 (20)
1	4 (20)	6 (30)	1 (5)
2	4 (20)	3 (15)	8 (40)
3	6 (30)	0	7 (35)
4	1 (5)	0	0 (0)
5	0	0	0
6	0	0	0
7	1 (5)	0	0

On a day (24 hour period) children did not attend holiday club, nineteen children (95%) consumed fruit and vegetables fewer than five times. Four children (20%) did not consume any fruit or vegetables, and four children (20%) consumed fruit/vegetables once. Six children (30%) consumed fruit/vegetables three times. Eleven children (55%) did not drink any water at all across the 24 hour period. Six children (30%) drank water once and 15% (N =3) of children drank water twice. Four children (20%) did not drink any sugar sweetened beverages, but 40% of children (N= 8) drank sugar sweetened beverages twice and 35% (N= 7) drank sugar sweetened beverages three times.

4.4.17. Recommended dietary intake levels for fruit/vegetables, water and sugar sweetened beverages and mean number of times children consumed fruit, vegetables and water on a day (24 hours) they did not attend holiday club

The recommended dietary intake levels for fruit/vegetables, water and sugar sweetened beverages and mean and (SD) number of times children consumed fruit/vegetables, water and sugar sweetened beverages on a day (24 hours) they did not attend holiday club are presented in Table 4.15.

Table 4.15. Recommended dietary intake for fruit/vegetables, water and sugar sweetened beverages and mean and (SD) number of times children consumed fruit, vegetables, water and sugar sweetened beverages on a day (24 hours) they did not attend holiday club

Type of food/drink	Recommended dietary guidance	Mean number of times (SD) consumed
Fruit and vegetables	5 portions	2 (1.7)
Water	6-8 glasses	0.6 (0.7)
Sugar sweetened beverages	Minimise intake	1.9 (1.1)

On a day children did not attend holiday club, the mean number of times fruit and vegetables were consumed was 2. The mean number of times water was consumed was 0.6. The mean number of times sugar sweetened beverages were consumed by children on a day they did not attend holiday club was 1.9 times.

4.5. Discussion

This study adds to the small but growing number of studies investigating the benefits of holiday club provision for disadvantaged children in the UK. It provides a new contribution to this field of research as it investigated the effect of holiday club attendance on the type of food, drink and the energy and macronutrient content thereof as well as the source of energy of food consumed at lunch time by children. It compared the intake of children aged 4-10 with recommended intake levels for energy and macronutrients for the lunch time meal and also investigated whether children's intake of fruit/vegetables, water and sugar sweetened beverages across a whole day they did not attend holiday club reflected dietary recommendations for these foods and drinks.

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The current study found overall that children consumed healthier (core) food more frequently at lunch at holiday club compared to a day they did not attend holiday club, with the reverse pattern observed in relation to non-core food items, which were consumed more frequently at lunch when children did not attend holiday club. However, although girls obtained more energy from protein on a day they did not attend holiday club, there was no significant main effect of attendance on the energy and macronutrient content or source of energy from carbohydrate, total fat and saturated fat of children's lunch each day. The current study further found that there was no significant main effect of attendance with regard to the number of times children drank water and sugar sweetened beverages at lunch time each day, although boys drank more water more frequently at holiday club. Furthermore, the number of times children drank water was low each day. In addition, when what children aged 4-10 ate at lunch time each day was compared with recommended intake levels for energy (kcals) and macronutrients for the lunch time meal, the majority of children did not eat enough at lunch on either day: carbohydrate intake by the majority of children was lower than recommended and saturated fat intake was too high for approximately half of the children each day. Finally, across a whole day that children did not attend holiday club, the number of times they ate fruit and vegetables and drank water and sugar sweetened beverages did not met recommended dietary guidelines for these foods, but nonetheless reflected intake patterns of UK children reported in the National Diet and Nutrition Survey (NDNS)..

Because holiday club provision with food is a new and rapidly increasing area of work within the food poverty landscape of the UK (Lambie-Mumford & Sims, 2018; Mann et al., 2018), it is difficult to find comparisons within the literature regarding the type and amount of food children eat for lunch during the summer according to holiday club attendance. If it is assumed that holiday clubs are acting as a proxy institutional provider of lunch in the same way that school does, then the nearest parallels in the published literature relate to studies that have investigated differences in nutritional intake by children on school days and non-school days. Some researchers have found that

children's diets tended to be of a higher quality on a school day when more core (healthy) food items are consumed and of a lower nutritional quality on non-school days/weekends, when more energy dense, non-core items and snack type foods are eaten (Grimes et al., 2014; Rockell, Parnell, Wilson, Skidmore, & Regan, 2011; Rothausen et al., 2012). An evaluation of a North East based summer holiday scheme undertaken by Defeyter, Stretesky, Sattar, & Crilley, (2018) similarly found that children consumed more healthy (core) foods for lunch on a day they attended holiday club compared to a non-holiday club attendance day. However, that evaluation did not investigate the energy and macronutrient content of food eaten by children each day. A study undertaken by Cameron et al., (2008) found that there was no difference in the amount of energy, carbohydrate, protein and total fat intake of 156 Scottish school children aged 5-17 years on weekdays during term time and on weekdays during the school holidays. If holiday club is used as a proxy for school, the results of the current study therefore reflects the findings of prior work that children consume healthier types of food when lunch is provided by an institution, but there is no difference in energy and macronutrient intake. It might be expected that when healthier (core) food items are eaten, that energy, carbohydrate, protein and fat intake might differ. In the current study, when investigating the type of food eaten by children at lunch each day, the number of times children ate core (healthy) and non-core (unhealthy) items of food was counted. When the nutritional value of children's lunch on each day was investigated, this related to the amount of energy (kcals), carbohydrate (g), protein (g) and fat (g) the food provided, thus different units of measurement were used. So, although there was a difference in the number of core and non-core items of food eaten each day, there was no difference in the amount of energy, carbohydrate (g), protein (g) and total fat (g) in each lunch time meal.

Although there was no significant main effect of attendance with regard to the energy and macronutrient content of lunches consumed by children each day, when lunch intake of children aged 4-10 was compared with recommended intake levels, the current study found that two thirds of children did not meet recommended energy intake levels on a day they did not attended holiday club and three quarters did not take in enough

energy on a day they attended holiday club. Findings of lower energy intake than recommended is consistent with findings of intake patterns reported in the NDNS and a study which investigated the dietary intake of 800 children in the south west of England which also reported that children's energy intake was lower than recommended (Bates et al., 2016; Glynn, Emmett, Rogers, & Symes, 2005). However, in both the NDNS and the study of 800 children in the south west of England, the finding of lower than recommended energy intake was attributed to underreporting of intake (Glynn et al., 2005; Weichselbaum & Buttriss, 2014). The data collection method used in the current study was selected in order to try to reduce reporting error, therefore although reporting error cannot be totally eliminated in dietary intake studies, it is considered that the data collected in the current study may be a good reflection of intake levels. The lower energy intake than recommended reported in the current study can perhaps be attributed to lower than recommended carbohydrate intake on both days, whereas protein and total fat intake met recommended intake levels each day. Saturated fat intake was however too high for approximately half of all children on each day, reflecting population wide intake levels reported in the NDNS that intake of saturated fat is too high amongst the UK population as a whole (Bates et al., 2016).

Children's fruit, vegetable and water intake across a 24-hour period did not meet recommended intake levels. Due to the small sample size it was not possible to conduct inferential statistics to compare children's fruit and vegetable intake in the current study with data reported in the NDNS. However, for the purpose of the current study, a calculation was made of the percentage of children who ate fruit and/or vegetables between 0 and seven times across the 24 hour period. The majority of children in the current study did not eat fruit and vegetables five times. This reflects intake levels reported in the NDNS that shows that majority (92%) of children aged 11+ in the UK do not meet dietary recommendations for fruit and vegetable intake (Weichselbaum & Buttriss, 2014). The mean number of times of fruit and vegetables were consumed by children in the current study across the 24-hour data collection period was two. Data reported in the NDNS indicates that mean intake of fruit and vegetables by children aged 11+in the UK is 168g (Bates et al., 2016; NHS Digital, 2013). Current dietary

guidelines also recommend that children should drink 6-8 glasses of water a day. Children in the current study on average drank water 0.6 times, but drank sugar sweetened beverages an average of 1.9 times. These findings suggest firstly that children are not drinking enough, and secondly that when they are drinking, they are drinking more sugar sweetened beverages than water. However, this pattern of intake also reflects patterns of intake reported in a nationally representative samples of UK children, which showed that nearly 90% of children do not meet recommended water intake levels and that two thirds of children's fluid intake is from drinks other than water. This includes soda, juice, milk, tea, coffee, fruit drinks, sports/energy drinks and flavoured water (Bates et al., 2016; Vieux, Maillot, Constant, & Drewnowski, 2017). Children in the UK tend to drink most with their evening meal, drink less with their lunch and drink the least amount of fluid of any type at breakfast time (Vieux et al., 2017). It may be the case that holiday club settings could provide an opportunity to improve children's intake of water. A small scale nutrition pilot study in a USA Summer Food Service Programme site found that children's knowledge of healthy eating improved and after taking part in the programme, children were more likely to choose water as a drink instead of sugar sweetened beverages (Hogbin White & Edmonds Maroto, 2016). However, to improve children's intake of water at holiday club, clubs should provide access to and serve water with meals. Research in the USA found that at Summer Food Service Programme sites, water was rarely served with breakfast, never at lunch and was infrequently served with snacks. The same study found that nearly half of children did not drink anything at lunch time, two thirds of children did not drink anything at snack time and one quarter of attendees drank nothing at all. Furthermore, although an average of four water access points (water fountain or coolers) were available in programme sites, only 2.8 were ever clean and functional (Kenney et al., 2017). This reflects the findings of the Children's Future Food Inquiry in the UK that found that during term time, children were unable to access free drinking water in dining halls (The Food Foundation, 2019). It is therefore suggested that holiday clubs should be provided with advice and guidance regarding drink provision for attendees, particularly as data collected for the current study showed that although there was no difference in the number of times children drank water at

lunch time each day, the mean number of times children drank water at lunch was low on both days.

Clubs should also be provided with advice and guidance on food to be provided in holiday clubs as data collected in the current study demonstrated that children did not eat enough at holiday club. Furthermore, food provided should be food that children will eat. Research in the USA found that although food provided met recommended nutrition standards, children regularly wasted between one and two thirds of food served (Kenney et al., 2017; Rio-Rodriguez & W. Cullen, 2014). Given that the age range of children who attend holiday clubs is between 0-18 years (Mann & Defeyter, 2017), guidance provided to clubs should therefore also include information relating to food provision for children of different ages and could potentially include guidance on encouraging children to try new foods and supporting fussy eaters. Furthermore, because the majority of children did not meet energy intake requirements at lunch time on a day they did not attend holiday club, holiday clubs could also, should practicalities permit, potentially provide free cooking sessions for parents, as, as the findings of Study 1 in this thesis found, where cooking sessions were provided in holiday clubs, parents reported that they used their new-found food skills and knowledge to prepare healthier meals at home (see page 118).

Whilst the current study has provided a useful insight into the effect of attendance at holiday club on what children consume at lunch time and on what children eat during the summer holidays when not at holiday club and whether it reflects dietary guidance for fruit, vegetable and water intake, it is not without its limitations. First and foremost, the small sample size means that findings are not generalisable beyond the current study and should therefore be interpreted with caution. In addition, the small sample size meant that robust inferential statistical analysis could not be performed in relation to comparing intake by children in this study with data collected in UK population wide studies. Future research should address this limitation. In addition, data were only collected across a 26-hour period, thus providing only a snapshot of intake. Future research should address this limitation and collect data over a longer period of time and

should in particular include an entire day during which children attend holiday club. Extending the data collection period to include food consumed in the evening after children have attended holiday club will provide an even more comprehensive understanding of the effect of attendance on children's nutritional intake. Future research should address this limitation. For example, it may be the case that that because children are attending holiday club, the quality and quantity of food consumed at home may not be compromised because parents are saving money by attending holiday club. Alternatively, it may be the case that because children are able to access a meal at holiday club, parents may change the type of food served at home in the evening. Furthermore, research suggests that during the summer holidays, parents skip meals but ensure their children are able to access food (Gill & Sharma, 2004; Graham et al., 2015). Future research should therefore also collect data on parents and/or carers' food intake during the summer holiday period. However, collecting accurate data on food intake by parents/carers and children after they attend holiday club will not be without difficulties and future work will need careful thought and planning to address this issue to ensure accuracy of data collection on portion sizes of food. Indeed, a strength of the current study was that the researcher completed the recall diary with parents and used the YPFA to collect accurate portion size data. Furthermore, collecting data on the same children using an extended 24-hour recall diary meant that in addition to investigating what children ate on a typical day during the summer, a comparison could be made of their intake at lunch time on a day they attended and a day they did not attend holiday club to investigate the effect of attendance on intake. This meant that children acted as their own control reflecting the fact that children have individual tastes and preferences which influences intake. An alternative method of data collection could have been to observe intake of food at lunch time of holiday club attendees. However, as with the studies undertaken in the USA, this approach would have just presented a general picture of consumption at holiday club but would have prevented an investigation of the effect of holiday club attendance on children's intake at lunch on a day they did not and a day they attended holiday club, which the current study enabled.

However, despite the limitations of the current study, at a time when the number of organisations developing and delivering holiday provision to enable children to access food during the summer is increasing (Mann, 2019; Mann & Defeyter, 2017; Mann et al., 2018), this is a timely juncture to assess exactly what children are consuming during the summer holiday period and whether attending holiday club has an effect on what children eat at lunch time. In summary, this study found that although there was a difference in the number of times children ate core and non-core foods at lunch each day, with core items of food consumed more frequently at lunch at holiday club and non-core items consumed more frequently on a day they were not at holiday club, there was no effect of holiday club attendance on energy and macronutrient intake at lunch time each day. Furthermore, the majority of children did not eat enough food at lunch time on either day, and on a typical day during the summer holidays, the number of times children ate fruit and vegetables and drank water did not reflect dietary recommendations for these items of food and drink, though patterns of consumption reflected patterns reported in nationally representative studies of children's intake. However, given the increasing number of organisations that are developing and delivering holiday club provision in response to concerns that children are going hungry in the holidays (Mann & Defeyter, 2017; Mann et al., 2018), advice, guidance and support on food and drink to be provided in holiday club settings is currently lacking for the majority of holiday clubs. Future policies regarding the development and delivery of holiday clubs should therefore consider providing holiday clubs with appropriate support and guidance regarding the type of food and drinks to be served in holiday clubs settings. This could include recommending that food provided in clubs should meet school food standards. However, clubs, particularly those run by volunteers will need advice and guidance and support to meet the standards, particularly as some clubs relied on food donations from food banks to feed children. A simple solution however to ensure that food provided in club settings meets school food standards would be to extend school food catering contracts and provide clubs with access to food this way.

Finally, as discussed in Chapter 1 of this thesis, anecdotal reports suggest that children in the UK are returning to school after the summer break showing signs of hunger and

malnourishment and that children's education is being negatively affected by hunger (see page 41). Holiday clubs have been set up to provide children with access to food and enrichment activities, which, it has been speculated may also have an effect in halting learning loss in children in the UK and reducing the gap in educational attainment between children from different socio-economic backgrounds. Nutritional intake has been demonstrated to have an important effect on children's educational performance (see page 41) and poor nutritional intake and experiencing episodes of household food insecurity results in poorer academic performance (see page 28). However, there is currently no evidence regarding what happens to UK children's skills and knowledge in key domains over the summer holidays, nor whether attendance at holiday club has an effect on children's skills and knowledge. For this reason, the opportunity was taken in the current programme of research firstly to collect empirical evidence on whether children living in areas of high deprivation lose skills and knowledge in key domains across the school summer holidays, and secondly whether attendance at summer holiday clubs with food and enrichment activities has any effect on performance in key domains. The findings of those investigation are presented in the following chapter.

CHAPTER 5: Investigation of summer learning loss in spelling, word reading and maths computation and as a factor of holiday club attendance

5.1. Introduction

As discussed in the literature review for this thesis (see page 29), prior research suggests that by the time children start school, a gap in educational attainment exists between low and high socio-economic status children (Chowdry et al., 2010; Entwisle & Alexander, 1993; Lee & Burkam, 2002). However, when children are in school, there are no significant differences in rates of learning across socio-economic status and children from lower socio-economic status families may even learn at a slightly faster rate after starting school (Downey et al., 2004; Heyns, 1978). Over the summer holiday period when the "resource faucet" (p.11) (Entwisle et al., (2001) of school is turned off and children's only sphere of influence are non-school factors, research suggests that at best learning stagnates or that all children may lose skills in spelling and maths computation equating to a month of lost skills (Cooper et al., 1996). Some authors argue that across the summer holiday period, lower socio-economic status children make no gains in reading whereas higher socio-economic status children gain reading skills, potentially creating an attainment gap of up to three months (Cooper et al., 1996). This gap is thought to be cumulative across each successive summer holiday period and, as such, widens and compounds the gap in attainment between children from different socio-economic backgrounds (Alexander et al., 2001; Cooper et al., 1996; Downey et al., 2004; Entwisle & Alexander, 1992, 1993; Heyns, 1978; Lee & Burkam, 2002).

Loss of skills and knowledge across the school summer holidays is often referred to as summer learning loss or the summer slide, and is described as the tendency for children to lose skills and knowledge in key domains over the summer (Alexander et al., 2007b; Meyer et al., 2015; Paechter et al., 2015). A number of studies investigating summer learning loss have been conducted in the USA but many of these studies rely on data obtained in biannual testing regimes in the autumn and spring, meaning results are confounded by the fact that some teaching has yet to take place after the spring testing and instructional time is included in the autumn before testing takes place (Downey et

al., 2004; Paechter et al., 2015). This weakness in testing regimes has been acknowledged and some researchers have extrapolated data to reflect what may have happened had testing taken place on the last day of one academic year and the first day of the following academic year. Analysis suggested that previous investigations of summer learning loss, where spring test scores were simply subtracted from autumn test scores, may have overestimated rates of learning over the summer and therefore underestimated the amount of skills and knowledge lost (Burkam et al., 2004; Downey et al., 2004; von Hippel & Hamrock, 2018).

Other researchers, for example Paechter et al., (2015) have taken an approach of testing children a few days before the end of one academic year (Time 1) and a few days after school re-started following a nine week summer break (Time 2). Paechter et al., (2015) also conducted a third test, nine weeks after the return to school (Time 3) to determine to what effect any changes in performance may be attributed to the summer holidays and the degree to which any losses (if any) could be made up by the ongoing school year. The researchers found children's performance in arithmetic and spelling declined over the summer holiday period. Nine weeks after returning to school their performance in these two areas significantly improved, suggesting that children's progression is driven by school attendance. Children's reading abilities increased across all three time points. Specifically scores on the reading test did not decline across the summer holiday period. This pattern of results lends support to the findings of Cooper et al. (1996).

A similar approach to testing children immediately before and after the summer holidays was used in a mixed methods study conducted by Meyer et al., (2015). This study investigated whether family literacy practices during the summer holiday period had any effect on summer learning rates of children attending two schools located in different socio-economic status areas in Germany. Data on children's summer literacy activities were recorded in literacy log books completed by children and data on family literacy practices, including shared and individual reading practices, use of the library and number of books at home were recorded in retrospective interviews with students and parents from 16 families. Children's reading comprehension and writing were tested,

using the same testing materials, at four time points: seven weeks before the end of summer term, immediately before the start of a six week holiday, immediately after the children returned to school and seven weeks later. The researchers found that after a summer break of six weeks, children's skills in reading comprehension effectively stalled. However, when the results were analysed according to socio-economic status, the researchers found that higher socio-economic status children made significantly more progress in reading comprehension compared to lower socio-economic status children. Children who gained reading skills over the summer visited the library frequently and engaged in shared reading practices with their parents, whereas children who lost reading skills over the summer did not visit the library and did not read regularly. Writing skills significantly declined for all students. Although Meyer et al., (2015) addressed previously identified flaws in the testing regime regarding timing of tests, the same testing materials were used at each of the four testing time points, and although analysis suggested that children who engaged in shared literacy practices with parents gained skills in reading, data on the frequency of these activities were not captured quantitatively enabling statistical analysis.

Within the UK there are a considerable number of anecdotal accounts that suggest that children in the UK may also suffer from summer learning loss (Forsey, 2017). However, no studies have been published that have investigated learning loss in the UK or the effect of attendance of holiday club on children's skills and knowledge in key domains through objective research methods. The studies presented in this chapter will seek to address this gap in the knowledge. First, it is important to establish whether a) holiday learning loss occurs across the UK holiday period, and b) whether holiday clubs have any effect on educational attainment scores across a range of learning domains.

5.2. Study Aims and Objectives

The main objectives of the studies presented in this chapter are to a) investigate the effect of a six or seven-week summer holiday on children's educational achievements and b) to examine the effect of holiday club attendance on educational achievements. The aim of the research studies presented in this chapter are as follows:

- To examine potential changes in spelling, word reading and maths computation across three time points: before the summer holiday, at the end of the holiday and six- or seven-weeks post return to school;
- To examine the effect of attendance at a school-based summer holiday club compared to non-attendance on potential changes in spelling, word reading and maths computation across the same three time points outlined above.

To address the aforementioned aims, four studies were conducted. Each study will be presented separately and the findings from all studies will be critically discussed in the general discussion.

5.3 Study 3a: Investigation of summer learning loss in spelling and word reading in primary school aged children residing and attending schools in areas of high socio-economic deprivation of Scotland and the North East of England

5.3.1. Introduction

Much of the research investigating summer learning loss has taken place in the USA where the summer holidays are approximately three months long (Cooper et al., 1996; Paechter et al., 2015). Research in Europe, where summer holidays are much shorter, is in its infancy (Paechter et al., 2015). Nonetheless, overall, studies in Europe have echoed the findings of USA based research and found that children are susceptible to losing skills and knowledge in spelling and mathematics, but may gain or stall in reading skills (Lindahl, 2001; Meyer et al., 2015; Paechter et al., 2015; Verachtert, Van

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Damme, Onghena, & Ghesquiere, 2009). To the best of my knowledge, no previous research has investigated whether summer learning loss occurs in a sample of primary school aged children in the UK. The current study will seek to address this gap in the literature.

5.3.2. Study Aims

The aim of Study 3a was to examine potential changes in children's achievement in spelling and word reading across the summer holiday period and seven weeks post return to school.

5.3.3. Materials and Methods

5.3.3.1. Study Design

Study 3a used a 3x3x2 mixed factorial study design. The first factor, Time, a within subjects factor had 3 levels: Time 1 (T1), end of the summer term; Time 2 (T2), start of the new academic year (T2) and Time 3 (T3), seven weeks into the new academic year. The second factor was School, a between subjects factor, which had three levels: School 1, School 2 and School 3. The third factor, gender was a between subjects factor, which had two levels: male and female. The dependent measures were raw scores on the spelling and word reading sub-tests of the Wide Range Achievement Test Fourth Edition (WRAT 4).

5.3.3.2. Participants

Purposive sampling was used to recruit children aged 5-11 years of age from three primary schools. Schools 1 and 2 were located in Scotland and school 3 was located in the North East of England. All schools were located in areas of high socio-economic deprivation and all planned to deliver a school-based holiday club during the seven-week summer holiday.

5.3.3.3. Demographic Measures

Data on children's age and gender were collected from schools. Demographic data and percentage of pupils entitled to free school meals were provided by schools. Data on

whether children had attended their school-based holiday club were obtained from the schools by the researcher at data collection time point 2. Characteristics regarding the communities where schools were located were obtained from UK and Scottish Government web sites.

5.3.3.4. Materials

5.3.3.4.1. Spelling and Word Reading

Achievements in spelling and word reading were measured using the word reading and spelling sub-tests of the WRAT 4. The word reading sub-test measures letter and word decoding. Word decoding is the process of transforming written words into sound patterns (Nordström, Jacobson, & Söderberg, 2016). The word reading sub-test consists of two parts. Part 1 consists of a list of 15 letters. Part 2 consists of a list of 55 words that increase in difficulty as the test proceeds, with a combined maximum score of 70. Participants read the letters and/or words aloud as appropriate. The spelling sub-test measures an individual's ability to encode sounds into written form from dictated letters and words and consists of two parts. Part 1, letter writing consists of name writing and writing 13 dictated letters. Part 2 consists of 42 words that increase in difficulty as the test proceeds which are dictated to participants. The combined maximum score for the spelling sub test is 57.

Each test has an alternate parallel form (blue and green) which can be used interchangeably as pre- and post-test measures (Wilkinson & Robertson, 2006). The green version of the tests was used at Time 1. At Time 2, the blue version of the test was used. At Time 3, the green version of the test was administered. Alternate form immediate retest reliability coefficients of the WRAT 4 ranges from .78 to .89 for an age-based sample and from .86 to .90 for a grade-based sample. An alternate-form delayed (approximately 30 days) retest study undertaken by the publishers of the WRAT 4 found that practice effects were small. Mean score differences of 0.4-2.2 were found for an age-based sample; differences of 0.1-0.5 were found for a grade-based sample. Use of the Rasch (IRT) model of scaling means that the WRAT 4 is sensitive to measuring change over time (Wilkinson & Robertson, 2006).

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5.3.4. Procedure

Following receipt of full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University, the researcher asked Meals & More to distribute information about the research study to all of its school-based clubs. Three school-based holiday clubs were happy to be contacted about the research study. The researcher then arranged meetings with the relevant head teachers to discuss the research project and sent each head teacher an invitation letter (**Appendix Qi**), information leaflet (**Appendix Qii**) and consent form (**Appendix Qiii**). Each head teacher agreed to their school's participation in the study and returned informed signed consent forms to the researcher.

Following consent from the head teachers, parental research information packs, including a letter (**Appendix Ri**), a parental research information leaflet detailing the research aims, purposes, procedures and requirements and the right to withdraw their child from the study and contact information for the researcher (**Appendix Rii**) were distributed via the schools to all parents whose children attended the schools. Parents had seven days to opt their child/children out of the research study. Four parents from school 2 requested that their children be opted out from the study. Parents were also advised that they could withdraw their child/children's data from the study at any time up to and including a month after each data collection time point. At each data collection point, a child friendly research information sheet was distributed to children which was also read aloud to the children at each test time (**Appendix Si**). In addition, the researcher verbally asked the children if they were happy to take part in the research and asked children to indicate either verbally or by shaking or nodding their head if they were happy to participate or if they did not wish to do so. Children were advised that they could withdraw their consent to participate at any time by informing the researcher, their teacher or head teacher. At the end of the final data collection point, children were verbally debriefed and were given a research debrief information sheet to take home (**Appendix Sii**). At each data collection point, children received a sticker as token of appreciation for their participation.

All pupils, in all schools, met the requirement of the sampling framework discussed above therefore opportunity sampling was used to recruit children to the study. Data were collected on school premises during school hours at three time points. Time 1 was immediately before the seven week school summer holiday period. Time 2 testing took place immediately after the school summer holiday period and Time 3 was seven weeks later. At each test time, the researcher liaised with class teachers to arrange a convenient time to test the children. The researcher worked on a one to one basis in a quiet area of the school to administer Part 1 and Part 2 of the word reading sub-test with all children and to administer Parts 1 and 2 of the spelling sub-test with children aged less than eight years of age. The researcher worked with class size groups to administer Part 2 of the word spelling test with children aged over eight and on a one to one basis to administer Part 1 of the word spelling sub-test with children aged 8+ who scored fewer than 5 in Part 2 of the sub-test.

5.3.4.1. Word Reading

In accordance with the WRAT 4 manual, the word reading test was administered first. The word reading subtest is in two parts. Part 1 of the test is taken by children aged less than eight years of age and those aged 8+ who score fewer than 5 correct marks in Part 2 of the word reading sub-test. Part 1 consists of 15 letters which are read aloud by the child and a score of 1 is allocated for each correctly pronounced letter with a maximum score of 15 marks awarded if all letters are pronounced correctly. No score is awarded for any mispronounced letter. When administering Part 1 of the word reading sub-test, the researcher worked in a quiet area of the schools and sat adjacent to each child to administer the test. Each child taking Part 1 of the sub-test was handed a printed page containing 15 letters and was given five seconds to read each letter aloud. The test proceeded until either 10 consecutive errors were made or the end of the list of letters was reached. Children aged less than eight years of age who did not make 10 consecutive errors then took Part 2 of the word reading test. Part 2 of the word reading test comprises a list of 55 words that increase in difficulty as the test proceeds. A score of one is awarded for each correctly pronounced word. When administering Part 2 of the

word reading test, the researcher handed each child a copy of the appropriate version (green or blue) of the list of words. Each child was asked to read each word aloud until 10 consecutive errors were made or the end of the list of words was reached. Each child was given 10 seconds to pronounce each word. After the first error, the child was asked to repeat the word that was mispronounced. If it was pronounced correctly the second time, it was scored correctly. After the first error, the child was not given the opportunity to repeat any further words that were mispronounced, and any further mispronounced words were therefore scored incorrectly. Children aged over eight years of age who correctly achieved a score of five or more in Part 2 of the word reading sub test were automatically credited with a score of 15 for Part 1 of the word reading test. Children over the age of eight years of age who scored fewer than five marks in Part 2 of the test were required to take Part 1 of the sub-test.

5.3.4.2. Spelling

The spelling sub test comprised two parts. Part 1 of the spelling sub test is administered on an individual basis and is taken by children aged less than eight years of age and those aged 8+ who score fewer than 5 in Part 2 of the spelling sub-test. When administering the spelling sub-test with children less than eight years of age, the researcher worked in a quiet area of the school and sat adjacent to each child. In Part 1 of the spelling sub-test, each child was asked to write their name and a score of two marks was awarded for two clearly identifiable as correct letters of the child's name. Thereafter, a series of 13 letters were dictated one at a time, and each child was given five seconds to write each letter. A stop watch was used to monitor elapsed time. A score of one was awarded for every correctly written letter, with a maximum of 13 marks achievable for this part of the sub test, which together with the maximum award of two marks for two clearly identifiable as correct letters when writing their name, meant that a maximum score of 15 could be awarded in Part 1 of the spelling sub-test. The test proceeded until 10 consecutive errors were made or the end of the list of letters was reached. If a child did not make 10 consecutive errors in Part 1 of the spelling sub-test, Part 2 of the test was administered straight away and on a one to one basis with children less than eight years of age. In accordance with the WRAT 4 manual, the

researcher worked with class size groups with children over the age of eight to administer Part 2 of the sub-test. When administering Part 2 of the sub-test, either on an individual basis or when working with a group, the researcher read each word to be written aloud followed by a sentence containing the word. The word to be written was repeated once more and 15 seconds was allowed for each word to be written. A stop watch was used to monitor elapsed time. If a child was in the middle of writing a word when the 15 seconds had elapsed, they were permitted to complete the word. When working on a one to one basis, the test proceeded until either 10 consecutive errors were made or the end of the list of words was reached. In accordance with the WRAT 4 manual, the 10 consecutive error rule was waived when working with groups of children to avoid individual embarrassment. However, any words that were spelt correctly after 10 consecutive errors had been made were not scored. Any child aged 8+ who correctly achieved more than five correct answers in Part 2 of the spelling sub test was automatically credited with a score of 15 for Part 1 of the test. Any child aged 8+ who scored fewer than five marks in Part 2 of the test was required to take Part 1 of the sub-test.

5.3.5. Results

Individual raw scores from Parts 1 and 2 of the spelling and word reading sub-tests for each time point were entered into IBM SPSS (v24) and were analysed by means of repeated measures ANOVAs. School was entered as a co-variate as there were significant differences between schools at Time 1.

5.3.5.1. Participant and school demographics

An initial sample of 129 children were recruited to Study 3a. Details of the numbers of children who participated in the study and numbers of children who were either opted out, were absent, or withdrew their consent at data collection time points 1, 2 and 3 are presented in Table 5.1.

Table 5.1. Number of children who participated in study 3a at data collection time points 1, 2 and 3 by school and the number of children opted out/absent/consent withdrawn at each time point

	School 1	**School 2**	**School 3**	**Opted out/ absent/ consent withdrawn**	**Total**
Time 1	22	22	85	4	129
Time 2	20	21	79	10	119
Time 3	19	18	75	7	112

The final sample consisted of 112 children across all three data collection points. Data from 13 children were withdrawn from the study due to experimenter error, resulting in a final sample of 99 children. In order to control for extraneous variables those children whom the researcher was advised by the schools had attended the school based holiday club (N=22) were removed for the purpose of data analysis. Data on three outliers were withdrawn prior to analysis, resulting in a final sample of 74 children aged 5 – 11 years of age (mean age ± SD:8.2 years ± 1.4).

Demographic characteristics of children who participated in Study 3a by school are presented in Table 5.2.

Table 5.2. Demographic characteristics of children who participated in study 3a by school

	School 1	**School 2**	**School 3**	**Total**
Number of children [n(%)]	10 (14%)	9 (12%)	55 (74%)	74
Mean Age (SD)	6.4 (1.3)	8.3 (0.7)	8.5 (1.2)	8.2 (1.4)
Age range	5-8	7-9	6-11	5-11
Gender [n(%)]				
Male	5 (50)	5 (56)	26 (47)	36 (48)
Female	5 (50)	4 (44)	29 (53)	38(52)

Information on school and local area characteristics for Studies 3a, 3b, 3c and 3d are presented in Table 5.3.

Table 5.3. School and local area characteristics for studies 3a, 3b, 3c and 3d

	School 1	School 2	School 3
Number of pupils on school roll	414	185	246
% of pupils entitled to free school meals P4-P7 (Scotland), Year3-6 (England)	55%	55%	45%
School type	Local Authority funded	Local Authority funded	Academy
Ethnicity of whole school population (%):			
White/British/Scottish (%)	67	41	95
Other (%)	33	59	5
Local area demographics			
% unemployed	5.5	5.5	7.3
White British/Scottish (%)[b]	88	88	88
% Asian/Asian British/Asian Scottish (%)[b]	8	8	8
Index of deprivation [c][d]	616[c]	1181[c]	376[d]

(a)   Information from: Nomis labour market data

(b)   Information from: 2011 UK Census data

(c)   Information from: Scottish Index of Multiple Deprivation 2015 (Rank: 1- 6,976). All 6,976 small areas (data zones) in Scotland have been ranked according to a range of indicators including employment, income, health, crime, housing, education and access with the most deprived having a rank of 1.

(d)   Information from: English Index of Multiple Deprivation 2015 (Rank: 1-32,844). All 32,844 neighbourhoods in England have been ranked on range of deprivation indicators including income, employment, health, education, crime and living environment, with the most deprived having a rank of 1.

5.3.5.2. Spelling

The mean raw spelling scores and (standard deviations) as a factor of time are presented in Table 5.4.

Table 5.4. Mean raw spelling scores and (standard deviations) as a factor of time

N = 74	Time 1	Time 2	Time 3	Total T1,T2, T3
School 1: Mean raw spelling scores (SD)	20.50 (5.32)	19.50 (5.10)	22.20 (5.83)	20.73 (5.27)
School 2: Mean raw spelling scores (SD)	26.78 (5.91)	26.00 (6.54)	28.11 (4.83)	26.96 (5.60)
School 3: Mean raw spelling scores (SD)	27.64 (5.47)	26.35 (5.35)	28.51 (5.86)	27.49 (5.42)
Total: Mean raw spelling scores (SD)	26.57 (5.94)	25.38 (5.88)	27.61 (6.06)	

Analysis showed a significant main effect of time for mean raw spelling scores, $[F(2,142) = 4.60, p<0.05, \eta_p^2 = .060]$. Analysis showed no significant main effect of gender $[F(1,71) = 2.00, p>0.05]$. There was a significant main effect of school $[F(2,71) = 10.95, p< 0.05, \eta_p^2 = .134]$.

There was no significant time x school interaction $[F(1,71) =1.66, p>0.05]$ nor a time x gender interaction $[F(1,71) = 0.45, p >0.05]$.

Post-hoc analysis $[t(73) = 4.84, p<0.05]$ showed that spelling scores were higher at Time 1 (M =26.57) than Time 2 (M = 25.38); hence performance in spelling declined across the summer holiday period. By contrast, spelling scores at Time 3 (M = 27.61) were significantly higher than at Time 2 (M = 25.38), $[t(73) = 7.79, p<0.05]$. After seven weeks of teaching, scores improved. These findings are represented in **Figure 5.1.**

Post hoc analysis also showed that the overall spelling scores for school 1 (M = 20.73) were significantly lower than the spelling scores for both school 2 (M = 26.96) and for school 3 (M = 27.49).
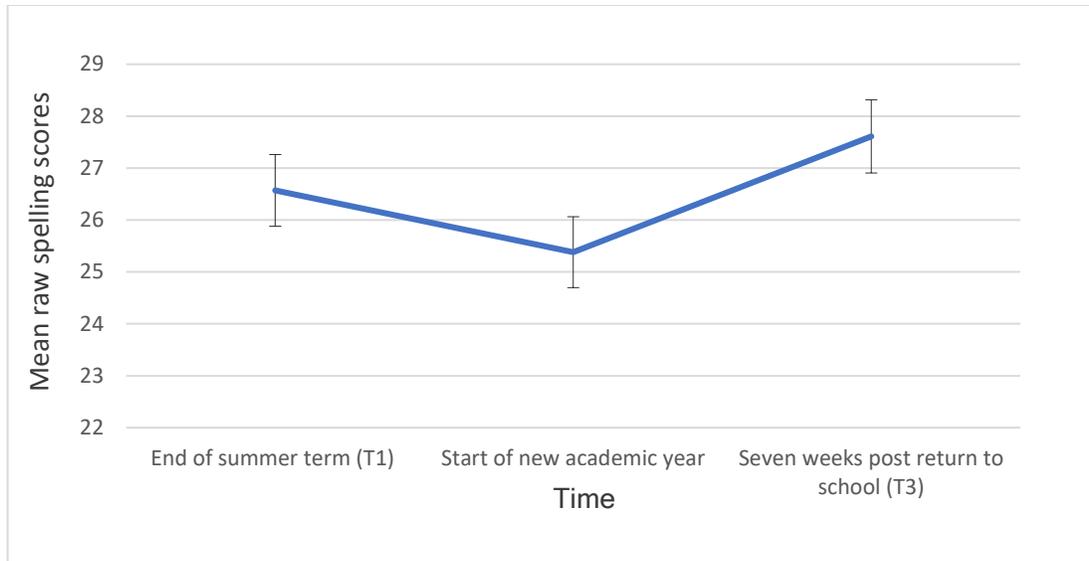
Figure 5.1. Mean raw spelling scores as a function of time

5.3.5.3. Word Reading

The mean raw word reading scores and (standard deviations) as a factor of time are presented in Table 5.5.

Table 5.5. Mean raw word reading scores and (standard deviations) for word reading scores as a factor of time

N=74	Time 1	Time 2	Time 3	Mean Total T1, T2, T3
School 1: Mean word reading scores (SD)	27.10 (11.99)	27.80 (13.29)	28.20 (11.07)	27.70 (12.03)
School 2: Mean word reading scores (SD)	38.11 (9.96)	39.33 (11.24)	38.00 (10.20)	38.48 (10.34)
School 3: Mean word reading scores (SD)	37.85 (9.35)	38.24 (8.85)	37.64 (9.55)	37.90 (9.00)
Total: Mean word reading scores (SD)	36.43 (10.35)	36.96 (10.35)	36.41 (10.23)	

A repeated measures ANOVA showed no significant main effect of time on mean word reading scores [$F(2,142) = 0.55$, $p>0.05$] nor a significant main effect of gender ($F(1,71) = 0.41$, $p>0.05$). There was a significant main effect of school [$F(1,71) = 7.15$, $p<0.05$, $\eta_p^2 = .091$].

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There was no significant time x school interaction [$F(1,71) = 1.40$ $p> 0.05$]. There was no significant time x gender interaction [$F(1,71) = 0.64$, $p>0.05$].

Post hoc analysis showed that overall, reading scores for school 1 (M = 27.70) were significantly lower than reading scores for both school 2 (M = 38.48) and school 3 (M = 37.90).

5.3.6. Brief Discussion

Study 3a sought to investigate whether summer learning loss occurred in spelling and word reading in a sample of primary school aged children residing in areas of high socio-economic deprivation in Scotland and the North East of England who did not attend a holiday club over the summer. The results of Study 3a showed that after a seven-week summer holiday, there was a small but significant effect of time on children's achievements in spelling across the summer. However, one could possibly argue that the results show that at the very least, learning stagnated over the summer holidays. However, after seven weeks of teaching, children's achievements in spelling exceeded the level that had been achieved at the end of the previous academic year. The results of Study 3a also found that summer learning loss did not occur in relation to word reading. Rates of learning for word reading were consistent across time. Children neither gained nor lost word reading skills after a summer break of seven weeks. The results of Study 3a also showed that there was no significant main effect of gender in relation to spelling and word reading, nor a significant gender x time interaction. Finally, there was a significant main effect of school. The scores for spelling and word reading in school 1 were significantly lower than children's scores in schools 2 and 3.

A number of researchers have suggested that summer programmes may benefit disadvantaged children, and hence, if delivered in disadvantaged areas may help to reduce the educational attainment gap (Cooper, 2003; Entwisle et al., 2001; von Hippel, Workman, & Downey, 2018). As all the schools that participated in Study 3a delivered a school-based holiday club during the school summer holiday period, the opportunity

was taken, in the following study, Study 3b, to investigate the effect of holiday club attendance on children's performance in word reading and spelling.

5.4 Study 3b: The effect of holiday club attendance on primary school aged children's performance in spelling and word reading

5.4.1. Introduction

Within the UK, low income families face a number of challenges during the summer holidays. Due to the lack of free school meals and free school breakfast clubs, pressure is placed on already tight financial budgets because of the need to purchase extra food during the summer holidays (Butcher, 2015; Forsey, 2017; Main & Bradshaw, 2015; H. Stewart et al., 2018). Concerns have been expressed that disadvantaged children, who would otherwise receive free school meals during term time, may be going hungry during the summer holidays. As a result, a number of organisations have developed informal summer holiday clubs for disadvantaged children. Clubs are likely to be located in areas of high deprivation and are held in a variety of settings including schools, community centres, church halls and foodbanks (Forsey, 2017; Mann & Defeyter, 2017; Mann et al., 2018). In addition to providing food, many of the organisations delivering holiday clubs also provide a range of arts, crafts and physical and educational activities for children who attend (Mann & Defeyter, 2017). It has been suggested that holiday clubs may have a role to play in enabling disadvantaged children to continue to learn over the summer holidays and the informal nature of provision may mean that children do not realise they are learning (Defeyter, Graham, & Prince, 2015; Defeyter, Stretesky, Sattar, et al., 2018; Graham et al., 2016). Furthermore, data presented in Chapter 3 of this thesis (see page 115), showed that senior stakeholders and holiday club staff considered that holiday club attendance meant that children were constantly learning which may have the potential to reduce summer learning loss amongst disadvantaged children and attenuate the gap in educational attainment between children from different socio-economic backgrounds. To address the research question regarding whether holiday clubs attenuated learning loss I decided to compare children whom attended a school based holiday club to a control group of children not attending holiday club.

The aim of Study 3b was to investigate the effect of attendance at a school-based holiday club on children's achievements in spelling and word reading.

5.4.3. Materials and Methods

5.4.3.1. Study Design

This study used a 3x2x2 mixed factorial study design. The first factor, a within subjects factor, Time had three levels, Time 1 (T1), end of the summer term; Time 2 (T2), start of the new academic year and Time 3 (T3), seven weeks into the new academic year. The second factor, a between subjects factor, Attendance, had two levels: holiday club attendance vs. non-holiday club attendance. The third factor, a between subjects factor, gender, had two levels: male or female. The dependent measures were raw scores in the spelling and word reading sub-tests of the WRAT 4.

5.4.3.2. Participants

In order to make a comparison between holiday club attendees and non-holiday club attendees, holiday club attendees were matched to a sub-set of non-holiday club attendees. Due to the small numbers of participants attending some of the school holiday clubs, it was not possible to match participants by school. Participants were therefore matched according to age and gender resulting in sample of N = 44, half of whom attended holiday club and half of whom did not attend.

5.4.4. Results

Individual raw score data from Parts 1 and 2 of the spelling and word reading sub-tests from the WRAT 4 at each of the three data collection time points were inputted into an SPSS data base. Data were analysed by means of a repeated measures ANOVA.

5.4.4.1. Participant and School Demographics

The sample consisted of 44 children aged 5-10 years of age (mean age ± SD: 7.9 ± 1.5). Demographic characteristics of children who participated in Study 3b by school and by holiday club attendance are presented in Table 5.6

Table 5.6. Demographic characteristics of children according to attendance

	Holiday club attendees				Non-holiday club attendees			
	School 1	School 2	School 3	Total	School 1	School 2	School 3	Total
Number of children [n(%)]	3 (14)	7 (32)	12 (54)	22	5 (23)	4 (18)	13 (59)	22
Mean Age (SD)	5.4 (0.6)	8.6 (0.10)	8.3 (1.4)	7.9 (1.6)	6.2 (1.3)	8.5 (0.6)	8.3 (1.4)	7.9 (1.6)
Age range	5-6	7-10	6-10	5-10	5-8	8-9	6-10	5-10
Gender [n(%)]								
Male	2 (67)	0 (0)	4 (33)	6	2 (40)	0 (0)	4 (31)	6
Female	1 (33)	7 (100)	8 (67)	16	3 (60)	4 (100)	9 (69)	16

5.4.4.2. Spelling

The mean raw spelling scores and (standard deviations) according to attendance and time are presented in Table 5.7.

Table 5.7. Mean raw spelling scores and (standard deviations) according to attendance and time

N = 44	Holiday club attendees			Non-holiday club attendees			All participants		
	Time 1	Time 2	Time 3	Time 1	Time 2	Time 3	Time 1	Time 2	Time 3
Mean raw spelling scores (SD)	26.50 (6.13)	25.09 (7.36)	26.95 (6.77)	26.00 (7.27)	24.55 (6.71)	27.23 (6.78)	26.25 (6.65)	24.82 (6.97)	27.09 (6.70)

Analysis showed a significant main effect of time [$F(2,80) = 22.46$, $p<0.05$, $\eta_p^2 = .360$] on mean raw spelling scores. The results further showed that there was no significant main effect of holiday club attendance on mean raw spelling scores [$F(1,40) = 0.00$, $p>0.05$]. There was no significant main effect of gender [$F(1,40) = 2.24$, $p>0.05$]. There was no significant time x holiday club attendance interaction [$F(1,40) =1.06$, $p>0.05$], nor a significant time x gender interaction [$F(1,40) = .70$, $p>0.05$]. There was no significant holiday club attendance x gender interaction [$F(1,40) = 0.04$, $p>0.05$]. Finally, there was no significant three way interaction between time x holiday club attendance x gender [$F(1,40) = 0.08$, $p>0.05$].

Post hoc analysis [$t(43) = 4.08$, $p<0.05$] showed that spelling scores at Time 1 (M = 26.25) were significantly higher than Time 2 (M = 24.82). Likewise, spelling scores at Time 3 (M = 27.09) were significantly higher than at Time 2 (M = 24.82) [$t(43) = 6.43$, $p<0.05$]. Performance in spelling declined across the summer holiday period but after seven weeks of teaching, performance improved. These findings are represented in Figure 5.2.
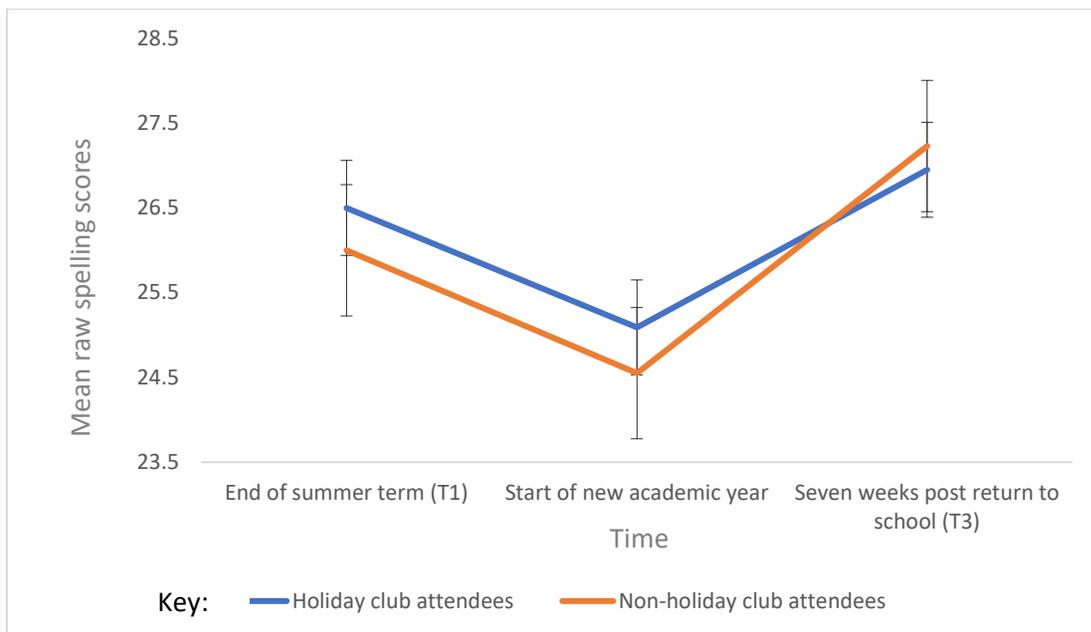

Figure 5.2. Mean raw spelling scores as a function of attendance and time

5.4.4.3. Word Reading

The mean raw word reading scores and (standard deviations) for all participants according to Attendance and Time are presented in Table 5.8.

Table 5.8. Mean word reading scores and (standard deviations) according to attendance and time

N = 44	Holiday club attendees			Non-holiday club attendees			All participants		
	Time 1	Time 2	Time 3	Time 1	Time 2	Time 3	Time 1	Time 2	Time 3
Mean raw word reading scores (SD)	34.50 (11.13)	35.73 (11.77)	35.59 (11.55)	35.32 (11.51)	36.36 (11.84)	35.23 (11.27)	34.91 (11.20)	36.05 (11.67)	35.41 (11.27)

Analysis showed there was no significant main effect of time for mean raw word reading scores [$F(2,80) = 1.91$, $p>0.05$]. There was no significant main effect of holiday club attendance on mean raw word reading scores [$F(1,40) = 0.05$, $p>0.05$] nor a significant main effect of gender [$F(1,40) = 1.37$, $p>0.05$].

There was no significant time x holiday club attendance interaction [$F(1,40) = 1.67$, $p>0.05$], nor a significant time x gender interaction [$F(1,40) = 0.01$ $p>0.05$]. There was no significant holiday club attendance x gender interaction [$F1,40) = 0.09$, $p>0.05$]. Finally, there was no significant three-way interaction between time x holiday club attendance x gender [$F(1,40) = 0.05$, $p>0.05$].

5.4.5. Brief Discussion

Study 3b investigated the effect of holiday club attendance on children's performance in spelling and word reading. In looking at children's performance in spelling, the results showed that there was no significant main effect of holiday club attendance. Results showed a significant main effect of time. Post hoc analysis showed that between T1 and T2 spelling scores declined but improved between T2 and T3. There were no significant differences in children's performance in word reading across time or by attendance.

Finally, the results showed that there was no effect of gender in relation to spelling and word reading, nor was there any significant interaction between time x gender or between holiday club attendance x gender. There was no significant three way interaction between time x holiday club attendance x gender.

5.5 Study 3c: Investigation of summer learning loss in maths computation in primary school aged children residing and attending schools in areas of high deprivation of Scotland and the North East of England

5.5.1. Introduction

Research suggests that over the summer holiday period children may lose skills and knowledge in maths. This, it has been suggested, is because they must firstly acquire and then master the necessary procedural skills and knowledge which must then be reinforced through practice (Cooper et al., 1996). In their meta-analysis, Cooper et al., (1996) suggested that opportunities to practice maths skills are lacking in the home environment during the summer, making maths skills and knowledge more susceptible to loss by all children regardless of socio-economic status. However, mixed patterns of losses and gains in relation to maths have been found in other studies with some studies reporting gains across the summer by higher socio-economic status children and losses by lower socio-economic status children (Alexander et al., 2001; Burkam et al., 2004), and one study reported gains in maths skills and knowledge by all children, (Verachtert et al., 2009), whilst another study found that older children lost skills and knowledge in maths, but younger children gained skills and knowledge (Allinder, Fuchs, Fuchs, & Hamlett, 1992).

To the best of my knowledge, despite an extensive literature review, no quantitative research has been undertaken in the UK to investigate whether children in the UK lose maths skills and knowledge over the summer. Given the mixed findings of studies that have investigated summer learning loss in relation to maths skills and knowledge in the USA and Europe it is important to establish whether there is evidence of this phenomenon in the UK. The current study will therefore provide a unique contribution

to the knowledge by investigating whether children residing and attending schools in areas of high deprivation in Scotland and the North East of England lose skills and knowledge in maths across the summer.

5.5.2. Study Aims

The aim of Study 3c was to investigate potential changes in children's achievement in maths computation across the summer holiday period and six weeks post return to school.

5.5.3. Materials and Methods

5.5.3.1. Study Design

This study used a 3x3x2 mixed factorial design. The first factor, a within subjects factor, was Time, which had 3 levels: Time 1 (T1), end of the summer term; Time 2 (T2), start of the new academic year and Time 3 (T3), six weeks into the new academic year. The second factor, a between subjects factor was School which had three levels: School 1, School 2 and School 3. The third factor, a between subjects factor was gender which had two levels: male and female. The dependent measure was raw scores on the maths computation sub-test of the Wide Range Achievement Test Fourth Edition (WRAT 4).

5.5.3.2. Participants

Purposive sampling was used to recruit children to this study from a population of children aged 5-11 from three primary schools in Scotland and the North East of England. The same three schools which participated in Studies 3a and 3b were approached and asked if they would be willing to participate in the current study. Head teachers at each of the three schools agreed. All schools planned to deliver a school-based holiday club during the six-week summer holiday period.

5.5.3.3. Demographic Measures

Data on children's age and gender were collected from schools. Data on school and local area characteristics were collected when Study 3a was conducted.

5.5.3.4. Materials

5.5.3.4.1. Maths Computation

Achievements in maths computation was measured using the maths computation sub-test of the WRAT 4. The maths computation sub-test measures an individual's ability to perform basic mathematics computations through counting, identifying numbers, solving simple oral maths computation problems and calculating written mathematics problems (Wilkinson et al., 2006). The maths computation sub-test has two parts. Part 1 is an oral test and consists of 15 questions and is administered on a one to one basis with participants aged less than 8 years of age or, if the participant is older than 8 years of age but scores fewer than five marks in Part 2 of the maths computation sub-test. Part 2 consists of 40 mathematical items which increase in difficulty as the test progresses and is conducted under strictly timed conditions.

Each test has two parallel forms (blue and green) and can be used interchangeably as pre- and post-test measures (Wilkinson & Robertson, 2006). The green version of the tests was used at Time 1. At Time 2, the blue version of the test was used. At Time 3, the green version of the test was administered. Alternate form immediate retest reliability coefficients of the WRAT 4 range from .78 to .89 for an age-based sample and from .86 to .90 for a grade-based sample. The alternate-form delayed (approximately 30 days) retest study indicates that practice effects are quite small. Mean score differences of 0.4-2.2 were found for an age-based sample; differences of 0.1-0.5 were found for a grade-based sample. Use of the Rasch (IRT) model of scaling means that the WRAT 4 is sensitive to measuring change over time (Wilkinson & Robertson, 2006).

5.5.4. Procedure

This study received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. The procedure for obtaining consent was the same as used for Study 3a and 3b (please see page 172). Copies of letters of invitation, information sheets and consent forms for head teachers and parents and

carers are attached as **Appendix T** and **Appendix U** respectively. Copies of child friendly research information sheets and debrief sheets are attached as Appendix V. At each data collection time point, children received a sticker as token of appreciation for their participation.

All pupils in all schools met the requirement of the sampling framework discussed above. Data were collected on school premises during school hours at three time points. Time 1 was immediately before the school six week summer holiday period. Time 2 testing took place immediately after the school summer holiday period and Time 3 was six weeks later. At each test time, the researcher liaised with class teachers to arrange a convenient time to test the children. The researcher worked in a quiet area of the school to administer Part 1 of the test on a one to one basis with children aged less than eight years of age and children aged 8+ who scored fewer than five in Part 2 of the test. The researcher worked with class size groups to administer Part 2 of the test with children aged 8+.

5.5.4.1. Maths Computation

In accordance with the WRAT 4 manual, Part 1 of the maths computation sub-test was undertaken on a one to one basis with children aged less than eight and with children aged 8+ who scored fewer than five in Part 2 of the test. The researcher worked in a quiet area of the school and sat adjacent to each child to administer Part 1 of the test. For Part 1 of the sub-test, children were shown a printed sheet and were asked to point at a series of pictures of ducks, boxes and dots and count the number of ducks, boxes and dots aloud. Children were then asked to show the researcher three fingers, followed by eight fingers. Children were then asked to indicate which was the bigger number 9 or 6, which was more, 42 or 48, and orally answer subtraction and addition questions. A score of 1 was awarded for each question that was answered correctly, with a maximum score of 15 if all questions were answered correctly.

In accordance with the WRAT 4 manual, children taking Part 2 of the maths computation sub-test were given pre-printed question sheets with 40 questions which

included addition, subtraction, multiplication and division questions. Part 2 of the test was undertaken under strictly timed conditions, with 15 minutes allowed for children to complete as many questions as possible within the allocated time. As per the WRAT 4 instruction manual, the researcher read the instructions for taking the test aloud prior to the test commencing. The instructions advised that the questions increased in difficulty but suggested that participants try and answer as many questions as possible but to skip any question they did not know and try the next. A score of 1 was allocated for each question answered correctly. Children aged over eight years of age who correctly achieved more than five correct answers in Part 2 of the test were automatically credited with 15 marks for Part 1 of the test.

5.5.5. Results

Individual raw score data from parts 1 and 2 of the maths computation sub-test for each time point were entered into IBM SPSS (v24) and were analysed by means of a repeated measures ANOVA. School was entered as a co-variate as there were significant differences between schools at Time 1.

5.5.5.1. Participant and School Demographics

An initial sample of 251 children were recruited to Study 3c. Details of the numbers of children who participated in the study at times 1, 2 and 3 and the number of children who were absent or withdrew their consent to take part at data collection time points 2 and 3 are presented in Table 5.9.

Table 5.9. Number of children who participated in study 3c at time points 1,2 and 3 by school and the number of children who were absent or withdrew their consent at time points 2 and 3

	School 1	School 2	School 3	Absent/ consent withdrawn	Total
Time 1	136	51	64	0	251
Time 2	121	42	59	29	222
Time 3	103	34	43	42	180

Data were collected from 180 children across all three data collection points. Data from 2 children were withdrawn from the study due to experimenter error, resulting in a final

sample of 178 children. Children who had participated in a school-based holiday programme (N=25) were removed for the purpose of data analysis, resulting in a final sample of 153 children aged 7 – 11 years of age (mean age ± SD:9.3 years ± 0.9). Demographic characteristics of children who participated in Study 3c by school are presented in Table 5.10.

Table 5.10. Demographic characteristics of children who participated in study 3c by school

	School 1	School 2	School 3	Total
Number of children [n(%)]	86 (56)	27 (18)	40 (26)	153
Mean Age (SD)	9.3 (0.9)	9.4 (0.9)	9.2 (0.8)	9.3 (0.9)
Age range	8-11	8-11	7-11	7-11
Gender [n(%)]				
Male	42 (49)	13 (48)	14 (35)	69 (45)
Female	44 (51)	14 (52)	26 (65)	84 (55)

Information on school and local area characteristics are presented in Table 5.3.

5.5.5.2. Maths Computation

The mean raw maths computation scores and (standard deviations) as a factor of time are presented in Table 5.11.

Table 5.11. Mean raw maths computation scores and (standard deviations) as a factor of time

N = 153	Time 1	Time 2	Time 3	Mean Total: T1,T2, T3
School 1: Mean raw maths computation scores (SD)	27.07 (4.21)	27.84 (3.58)	27.60 (4.26)	27.50 (3.76)
School 2: Mean raw maths computation scores (SD)	28.30 (3.50)	29.89 (3.42)	30.07 (4.54)	29.42 (3.50)
School 3: Mean raw maths computation scores (SD)	29.05 (4.34)	29.13 (3.54)	28.70 (5.30)	28.96 (4.13)
Total mean raw maths computation scores (SD)	27.80 (4.20)	28.54 (3.62)	28.33 (4.66)	

A repeated measures ANOVA showed a significant main effect of time for maths computation scores [$F(2,300) = 3.43$, $p<0.05$, $\eta_p{}^2 = .022$]. There was no significant main effect of gender [$F(1,150) = 0.06$, $p>0.05$]. However, there was a significant main effect of school [$F(1,150) = 5.08$, $p<0.05$, $\eta_p{}^2 = .033$].

Analysis showed there was no significant time x school interaction [$F(1,150) = 1.19$, $p>0.05$], nor a significant time x gender interaction [$F(1,150) = 2.25$, $p>0.05$].

Post hoc analysis [$t(152) = 3.42$, $p<0.05$] showed that maths computation scores were higher at Time 2 (M = 28.54) compared to Time 1 (M = 27.80). However there was no significant difference [$t(152) = .97$, $p>0.05$] between Time 2 and Time 3. These findings are represented in **Figure 5.3**).

Post hoc analysis also showed that scores for school 1 (M = 27.50) were significantly lower than scores for school 2 (M = 29.42) and school 3 (M = 28.96).
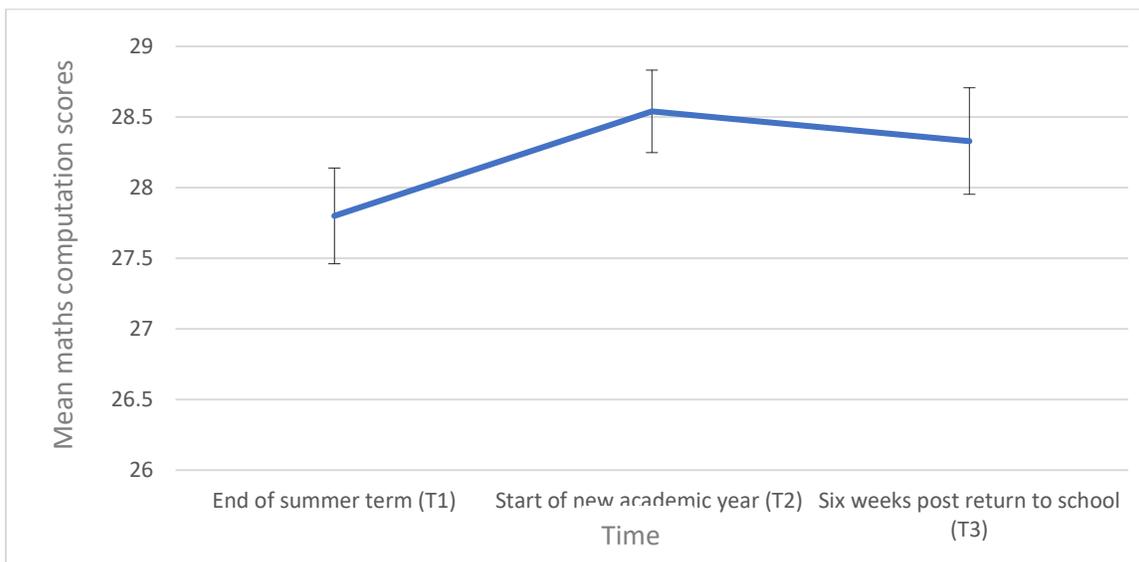
Figure 5.3. Mean maths computation scores as a function of Time

5.5.6. Brief Discussion

Study 3c investigated whether summer learning loss occurred in maths computation in a sample of 153 primary school aged children residing and attending schools in areas of high deprivation of Scotland and the North East of England following a six-week summer break. The results showed a significant effect of summer learning gain in relation to maths computation. However, the effect size was small. It could therefore be argued that learning in relation to maths skills and knowledge stagnated over the summer holidays. The results also showed that six weeks after returning to school, there was no difference in performance compared to achievements made when children returned to school after the summer break.

The results showed there was no significant main effect of gender in relation to maths computation nor was there a significant time x gender interaction. Whilst there was a significant effect of school, there was no significant time x school interaction.

The finding that maths performance improved across the summer is interesting. However, it could possibly be argued that learning in maths computation stalled. As in the previous studies presented in this chapter, and to fully interrogate the data collected, the following study investigated the effect of holiday club attendance on children's performance in maths computation.

5.6 Study 3d: Investigation of the effect of holiday club attendance on performance in maths computation

5.6.1. Introduction

Research investigating whether attendance at informal summer holiday clubs has any effect on summer learning loss in maths computation is lacking. This is applicable even in the USA where the summer food service programme, that provides economically disadvantaged children with access to a lunch time meal and provides a mix of educational instruction with fun based activities, has been operational for more than 50 years. The informal summer holiday clubs that have developed in the UK enable disadvantaged children to access a healthy lunch during the summer holidays and many

clubs provide a range of activities. As discussed in Chapter 3 of this thesis (see page 120), it has been speculated that attendance at holiday clubs by disadvantaged children may provide an opportunity to prevent learning loss and reduce the gap in educational attainment between children from different socio-economic backgrounds.

5.6.2. Study Aims

The aim of Study 3d was to investigate the effect of attendance at a school-based holiday club on children's achievements in maths computation.

5.6.3. Materials and Methods

5.6.3.1. Study Design

This study used a 3x2x2 mixed factorial study design. The first factor, a within subjects factor was Time which had three levels, Time 1 (T1), end of the summer term; Time 2 (T2), start of the new academic year and Time 3 (T3), six weeks into the new academic year. The second factor, Attendance, had two levels: holiday club attendance vs. non-holiday club attendance. The third factor, gender had two levels: male or female. The dependent measure was raw scores in the maths computation sub-tests of the WRAT 4.

5.6.3.1. Participants

In order to make a comparison between holiday club attendees and non-holiday club attendees, holiday club attendees were matched, to a sub-set of non-holiday club attendees. Due to the small numbers of participants attending some of the school holiday clubs, it was not possible to match by school. Participants were matched according to age and gender resulting in a sample of N = 50, half of whom attended and half of whom did not attend holiday club.

5.6.4. Results

Individual raw score data from the maths computation sub-test from the WRAT 4 at each of the three data collection time were inputted into IBM SPSS (v24). This enabled an examination of holiday club attendance on performance in maths computation. Data were analysed by means of a repeated measures ANOVA.

5.6.4.1. Participant and School Demographics

The sample consisted of 50 participants aged 8 -11 years of age (mean age ± SD: 9.4 ± 0.8). Demographic characteristics of children who participated in Study 3d by school and by holiday club attendance are presented in **Table 5.12.**

Table 5.12. Demographic characteristics of children who participated in Study 3b by school and by holiday club attendance

	Holiday club attendees				Non-holiday club attendees			
	School 1	School 2	School 3	Total	School 1	School 2	School 3	Total
Number of children [n(%)]	15 (60)	6 (24)	4 (16)	25	16 (64)	5 (20)	4 (16)	25
Mean Age (SD)	8.7 (0.9)	9.3 (1.2)	9 (1.2)	9.4 (0.8)	8.8 (0.9)	8.8 (0.8)	9.3 (0.5)	9.4 (0.8)
Age range	8-11	8-11	8-10	8-11	8-11	8-10	9-10	8-11
Gender [n(%)]								
Male	4 (27)	2 (33)	1 (25)	7 (28)	5 (31)	1 (20)	1 (25)	7 (28)
Female	11 (73)	4 (67)	3 (75)	18 (72)	11 (69)	4 (80)	3 (75)	18 (72)

5.6.4.2. Maths Computation

The mean raw maths computation scores and (standard deviations) according to holiday club attendance and across Time are presented in Table 5.13.

Table 5.13. Mean raw scores and (standard deviations) for maths computation according to holiday club attendance and across time

N = 50	Holiday club attendees			Non-holiday club attendees			All participants		
	Time 1	Time 2	Time 3	Time 1	Time 2	Time 3	Time 1	Time 2	Time 3
Mean raw maths computation score (SD)	28.08 (4.46)	28.72 (4.17)	28.80 (4.77)	26.08 (3.90)	27.72 (3.20)	26.96 (3.91)	27.08 (4.27)	28.22 (3.71)	27.88 (4.42)

Analysis showed a significant main effect of time [$F(2,92) = 3.48$, $p<0.05$, $\eta_p^2 =.070$] on mean raw maths computation scores. The results further showed that there was no significant main effect of attendance on mean raw maths computation scores [$F(1,46) = 0.88$, $p>0.05$]. There was no main significant main effect of gender [$F(1,46) = 0.86$, $p>0.05$].

There was no significant time x holiday club attendance interaction [$F(1,46) =0.69$, $p>0.05$], nor a significant time x gender interaction [$F(1,46) = 0.35.$, $p>0.05$]. There was no significant gender x holiday club attendance interaction [$F(1,46) = 0.88$, $p>0.05$]. Finally, there was no significant three way interaction between time x gender x holiday club attendance [$F(1,46) = 2.17$, $p>0.05$].

Post hoc analysis [$t(49) = 3.03$, $p<0.05$] showed that maths computation scores were higher at Time 2 (M = 28.22) compared to Time1 (M = 27.08). However there was no significant difference [$t(49) = 0.97$, $p>0.05$] between Time 2 and Time 3. These findings are represented in Figure 5.4.
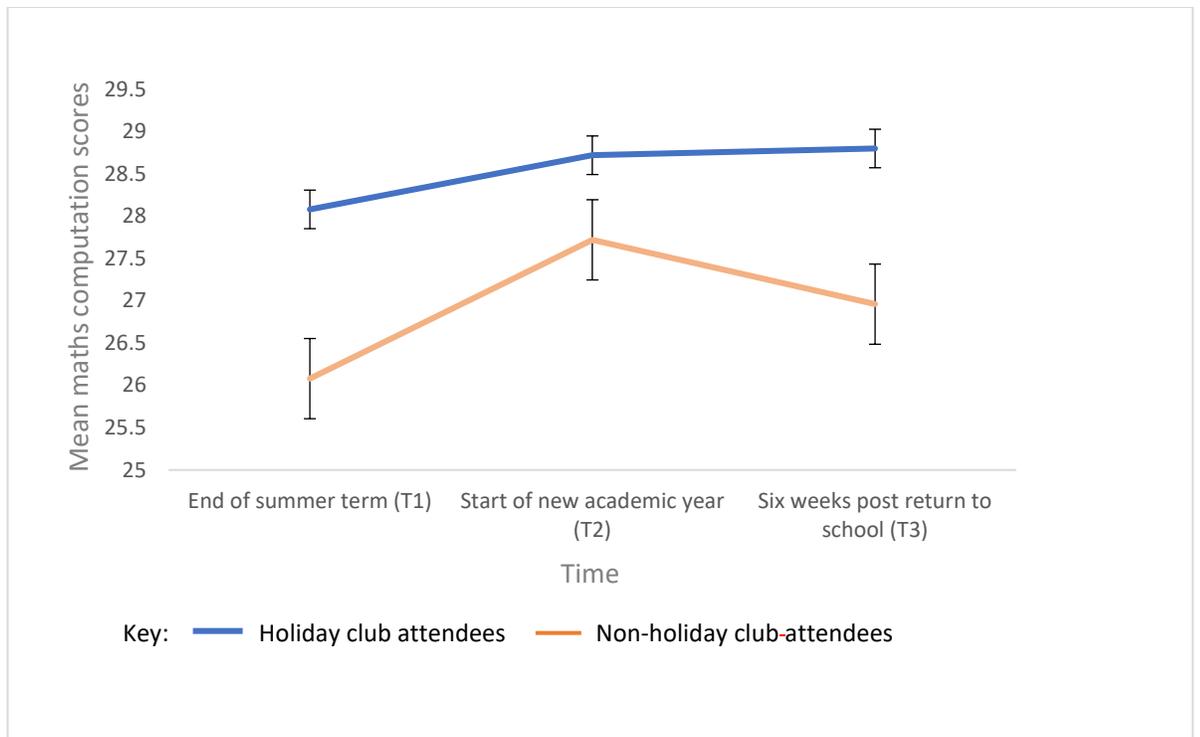
Figure 5.4. Mean raw maths computation scores as a function of attendance and time

5.6.5. Brief Discussion

Study 3d investigated the effect of holiday club attendance on children's performance in maths computation. The results showed that there was no significant main effect of holiday club attendance. The results further found that there was a significant main effect of time in relation to achievements in maths computation for all children. Post hoc analysis showed that scores increased between T1 and T2, but there was no difference between T2 and T3.

In addition, the results also show there was no significant main effect of gender, nor was there a significant time x holiday club attendance interaction.

In summary, the results of Study 3d found a significant main effect of time on children's achievements in maths computation. Following a six week summer holiday there was a small but significant gain in learning in maths computation. However, the effect size was small. It may therefore be more prudent to suggest that learning in relation to maths

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skills and knowledge stagnated over the summer holidays. Furthermore, there was no main effect of holiday club attendance on children's performance in maths computation. In addition, children's skills and knowledge in maths computation did not improve after six weeks of teaching.

5.7. General Discussion

The studies presented in this chapter investigated whether summer learning loss occurred in spelling, word reading and maths computation in samples of primary school aged children who live and attend schools in areas of high deprivation in Scotland and the North East of England. They also investigated whether attendance at a school-based summer holiday club had an effect on children's achievements in the above domains.

Overall, the findings of the four studies presented in this Chapter do not provide strong support for the phenomenon of summer learning loss in the UK. Rather than providing strong evidence of learning loss, the findings of the studies presented in this Chapter are more suggestive of a stagnation in learning occurring across the summer in spelling, word reading and maths computation. The studies presented in this Chapter further found that after seven weeks of teaching, children's achievements in spelling exceeded the level achieved immediately after children returned to school after the summer holidays but no such improvement in performance was observed in word reading and maths computation. Finally, the current studies also found that there was no effect of attendance at holiday club on children's achievements in spelling, word reading and maths computation.

Turning first to spelling and word reading and what happened to children's skills and knowledge across the summer, the results of Study 3a found that after a seven-week summer holiday, there was a small but significant effect of time on children's achievements in spelling. Children's scores in spelling declined across the summer break. This finding accords with findings in the literature that have investigated summer learning loss in samples of school aged children in the USA and to a more limited extend in Europe, which found that children lost skills and knowledge in spelling across

the summer break (Allinder et al., 1992; Cooper et al., 1996; Paechter et al., 2015). However, the effect size in the current study was small. It is perhaps more prudent to say that the results show that at the very least, learning in spelling stagnated over the summer holidays.

The results of Study 3a also found that summer learning loss did not occur in relation to word reading. Rates of learning for word reading were consistent across the study. Children neither gained nor lost word reading skills across the school summer holiday period. The findings of the current study accord with findings of Downey et al., (2004) who reported that gains in reading were flat over the summer. Similarly, a study in Germany found that after a summer break of six weeks, children effectively made no gains in reading comprehension – rates of learning stalled (Meyer et al., 2015). However, several studies have reported that achievements in reading over the summer are stratified by socio-economic status and that higher socio-economic status children gain skills in reading and lower socio-economic status children lose skills (Alexander et al., 2007b, 2007a; Burkam et al., 2004; Cooper et al., 1996; Heyns, 1978; McCoach, O'Connell, Reis, & Levitt, 2006). It is considered that higher socio-economic status children gain skills in reading because of the greater human, cultural and economic capital of their parents who have the knowledge and the means to provide activities for their children over the summer (Alexander et al., 2001; Chin & Phillips, 2004; Entwisle et al., 2001). Higher socio-economic status parents are able to make up for the deficit in resources that are normally provided by school during term time and buy books, provide access to computers for learning, take children to the library, galleries, and museums and spend time reading with their children over the summer (Burkam et al., 2004). It is considered that the combination of these activities translates into gains in reading for higher socio-economic status children, which accrue each year and drives the difference in attainment by children from different socio-economic backgrounds. Therefore, the finding of no loss in skills in reading in the current studies by a sample of children who live and reside in areas of high deprivation is welcome. Although speculative, a simple explanation for this finding may be, as suggested by Cooper et al., (1996), that children may have had opportunities to practice word reading over the summer hence losses did

not occur. Alternatively, children may not have lost word reading skills because the summer holiday period was only seven weeks long and it may take longer than seven weeks for losses in this domain to occur.

With regard to maths computation, there was a significant main effect of time in relation to maths computation. After a summer break of six weeks, there was a small summer learning gain in this domain. However, whilst there was a significant main effect of time, the difference in mean scores achieved at the end of the summer term and the start of the new academic year was only small. Furthermore, because the effect size was small, it may be more prudent to suggest that learning in maths computation stalled across the summer. The finding of a small gain or potentially stagnation in learning in relation to maths computation skills over the summer is somewhat surprising as the broadly accepted position, based on the meta-analysis of 39 studies by Cooper et al., (1996) is that all children lose skills and knowledge in maths across the summer holidays. Smaller scale European studies have also found that all children lose skills and knowledge in maths. For instance, a Swedish study which tested sixth grade students found that following a summer break of 10 weeks, all children lost skills and knowledge in maths regardless of socio-economic status (Lindahl, 2001). Paechter et al., (2015) similarly found that all children lost skills and knowledge in arithmetic problem solving over the nine week Austrian summer break. The researchers also found that whilst all children lost skills and knowledge in arithmetic problem solving, there was a small but significant effect at time point two (after the summer holiday period) according to mother's level of education. The researchers suggested that children whose mother had taken a university entry exam may have provided a more stimulating home environment compared to mothers that had not obtained this level of education. Other studies have also found that gains or losses of skills in maths computation were stratified by socio-economic status. For example, in the Beginning Baltimore Study, Alexander et al., (2001) tracked the progress of 678 children from kindergarten to first grade and found that children from low socio-economic status families lost skills and knowledge in maths, but higher socio-economic status children gained skills and knowledge across the summer. Similarly, using data on 4,423 children whose progress between kindergarten

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and first grade was tracked in the Early Childhood Longitudinal Study-Kindergarten cohort, Burkam et al., (2004), found that higher socio-economic status children gained maths skills and knowledge over the summer and lower socio-economic status children lost skills and knowledge. However, it was noted that the greatest gains were made during the first few weeks of the new academic year before children were tested, so it was not clear how much of the gain was attributable to the summer holidays. However, whilst a number of studies have reported losses either by all children or by children from lower income families, one European based study found that all children, regardless of socio-economic status, gained skills in maths. Verachtert, Van Damme, Onghena, & Ghesquiere, (2009) tracked the progress of 2,987 Belgian children from the start of kindergarten through to the end of Grade 1 and found that all children continued to learn across the summer and gain maths skills and knowledge, although learning rates were slower during the summer compared to the school year. In a USA based study, Allinder et al., (1992) found that younger children (aged 7-9 years) made gains in maths skills and knowledge over the summer holiday period, but older children (aged 9-11) years lost skills and knowledge. The researchers suggested that younger children may have had the opportunity to practice the simpler addition and subtraction skills that featured in their test over the summer, but older children would not have encountered the more complex questions on their test during the summer break. It may be speculative but that same simple explanation of being able to practice simple maths skills during the summer may explain why children made gains in maths computation in the study presented in this thesis. However, it does not explain why children's performance in maths computation did not improve after seven weeks of teaching as demonstrated in the results found at Time 3.

The current studies, like Paechter et al., (2015), used a third test after children had been exposed to teaching for a period of time that equated to the length of the summer holidays. This was undertaken to help determine to what degree the on-going school year could compensate for any changes in achievements in word spelling, word reading and maths computation. Study 3a presented in the current Chapter, found that after seven weeks of teaching, children's achievements in spelling exceeded the level that had

been achieved when children returned to school immediately following the summer break, replicating the findings of Paechter et al., (2015) who found that after nine weeks of teaching, children's performance in spelling exceeded achievements made immediately after they had returned to school following the nine week summer break. The same pattern, of an improvement in achievements after nine weeks of teaching was observed in reading and arithmetic in the studies conducted by Paechter et al.. However, contrary to the findings of Paechter et al., studies 3a and 3d in the current Chapter found no gain in word reading and maths computation skills and knowledge after a period of teaching of six or seven weeks after children returned to school. This is also contrary to the broadly accepted position that learning occurs at a faster rate when children are in school (Alexander et al., 2001; Cooper et al., 1996; Heyns, 1978; Lindahl, 2001; McCoach et al., 2006; Verachtert et al., 2009). It may be purely speculative, but it may be the case that that more teaching time is needed for improvements in achievements in maths and word reading to be observed than the six or seven weeks in the current study. A further alternative possible explanation for the differences in observed results in comparison to those of Paechter et al., (2015) at time point 3could be because different domains were tested. The current study tested word reading which requires the ability to decode words whereas Paechter et al., (2015) tested reading comprehension. Paechter et al., (2015) investigated arithmetic problem solving whereas the studies 3c and 3d investigated maths computation.

In addition to investigating potential changes in spelling, word reading and maths computation across the summer holidays and after being exposed to teaching for six or seven weeks post return to school, Studies 3a and 3c also investigated whether there was a significant main effect of gender or school on performance. The Studies found that there was no significant main effect of gender and no significant gender x time interaction in any of the domains investigated. However, there was a significant main effect of school, and in each of the Studies, school 1 performed less well than schools 2 and 3 in all domains investigated.

A further aim of the studies presented in the current Chapter was to investigate whether attendance at a school-based holiday club had any effect on performance in spelling, word reading and maths computation. It has been speculated that attendance at holiday clubs that have been set up in areas of high deprivation may provide an opportunity reduce the gap in attainment between children from different socio-economic backgrounds and reduce learning loss (Forsey, 2017). Hence, Studies 3b investigated the effect of holiday club attendance on performance in spelling and word reading and study 3d investigated the effect of holiday club attendance on children's performance in maths computation.

In looking at the effect of holiday club attendance on children's performance in spelling, word reading and maths computation, the results showed that there was no significant main effect of holiday club attendance on performance in any of the domains investigated. However, the results of Study 3b found a small but significant effect of time on spelling scores for all children. Children's performance in spelling declined across the summer. However, the effect was small. The data demonstrated that at the very least, learning in terms of spelling stagnated over the summer holiday period for all children, regardless of whether children attended the school-based holiday club or not. However, after seven weeks of teaching, scores achieved in spelling by all children were significantly higher than at the start of the new academic year. Achievements in word reading were consistent across the study. There was also a significant effect of time in relation to children's achievements in maths computation. After a six week summer holiday, children's performance improved. However, the effect size was small. It may therefore be more prudent to say that stagnation in learning occurred. Furthermore, there was no improvement in performance in maths computation after six weeks of teaching.

The findings of no significant main effect of holiday club attendance on children's performance in spelling, word reading and maths computation may simply be because holiday clubs attended by the children in the Studies 3b and 3d presented in this Chapter were not designed as summer interventions to improve literacy or numeracy skills and sought to provide opportunities for disadvantaged children to take part in stimulating

activities and provide enriching experiences (Meals & More, 2018). Arts, crafts and physical activities are frequently offered by holiday clubs to meet this aim (Mann & Defeyter, 2017). This model of summer holiday club provision shares many similarities with the summer meals nutrition programme established in the USA more than 50 years ago – both initiatives seek to provide disadvantaged children with access to food and a range of activities during the summer holidays. A recent small scale study undertaken by Hogbin White & Edmonds Maroto, (2016) demonstrated that USA Summer Food Service Programme sites may provide an environment where children may learn as the results of a pilot health and physical exercise initiative found that children improved their knowledge of healthy eating after taking part in the initiative. However, evidence of wider potential benefits of attendance at USA summer meals sites including for instance on children's skills and knowledge in numeracy and literacy is lacking. This makes it difficult to compare the findings of the current studies with prior similar work. The nearest parallel in the literature refers to what Terzian, Moore, & Hamilton, (2009) call "Summer Learning Programmes". Summer learning programmes appear to be a hybrid of the summer food service programme sites and more traditional USA summer schools (which focus entirely on educational outcomes and are remedial in nature). Summer Learning Programmes are free to attend and target economically disadvantaged children and blend fun activities, including games and sports with hands on interactive educational activities (Terzian et al., 2009). However, in an evaluation of 43 summer learning programmes, Terzian et al., (2009) concluded that results were mixed as programmes on offer varied greatly in scope and objectives and lacked experimental rigour and robust evaluation, meaning it was difficult to draw conclusions regarding their effectiveness on educational outcomes. Nonetheless, Terzian et al., (2009) suggested that economically disadvantaged children may particularly benefit from participating in summer learning programmes as they may miss out on extracurricular activities during the school year. Similarly Entwisle et al., (2001) and Cooper, (2003) suggest that providing engaging, stimulating activities may benefit disadvantaged children and potentially reduce learning loss amongst children from low income families during the summer. However, as discussed in the literature review for this thesis (see page 47), von Hippel, Workman, & Downey, (2018) suggested that what they referred

to as artefacts in the testing regimes of prior work investigating summer learning loss may have overestimated the contribution of summer to the gap in educational attainment between children from different socio-economic backgrounds. Nonetheless, they too advocate that disadvantaged children may benefit from taking part in summer programmes.

The Studies presented in this Chapter sought to address some of the limitations of earlier research regarding summer learning loss highlighted by von Hippel et al.,(2018). By collecting data in the last week of term and the first week of the new academic year, the current studies addressed weaknesses in prior research by providing a very precise measure of what happens to children's skills and knowledge over the summer. Furthermore, as per the methodology adopted by Paechter et al., (2015) a third test was conducted six or seven weeks after children returned to school to help determine to what degree the on-going school year could compensate for any changes in achievement. In addition, parallel versions of testing materials were used to counteract the test/retest issue identified by von Hippel et al., (2018) that potentially may have confounded results of previous studies investigating summer learning loss.

However, whilst addressing some of the limitations of prior research investigating summer learning loss, the Studies presented in the Chapter are not without their limitations. Firstly, the wide ranging nature of the test materials used to collect data on achievements in spelling, word reading, and maths computation means they are not linked to the UK educational curriculum. Personal communication with a Professor of Education at Northumbria University, other researchers and publishers of educational testing materials indicated that it is difficult to identify a measure that is linked to the UK educational curriculum with good test/retest reliability after a short period of time. Future research should seek to address this limitation. An alternative approach could be to use a battery of cognitive tests such as the Cognitive Drug Research Computerised Assessment Battery.

A further limitation of the current studies relates to the small sample size which limits the generalisability of findings which should therefore be interpreted with caution. Future research should address this limitation. Recruitment of participants was limited to only schools where holiday clubs were planned to facilitate follow up testing. Furthermore, the issue of recruitment was particularly pertinent in relation to the sample sizes of the studies which investigated the effect of holiday club attendance on children's performance in numeracy and literacy. This was problematic and beyond the control of the researcher as there was no way of assigning children to either a study or control group as participants self-selected whether or not to attend the school-based holiday clubs. A further limitation of the current study is that it was only possible to test children who live and attend schools in areas of high deprivation. It would have been interesting to investigate the effect of socio-economic status on children's achievement in spelling, word reading and maths computation as research in the USA suggests that losses in skills and knowledge over the summer are stratified by socio-economic status. This is particularly so with reading and it is considered that the losses in reading across the summer break by children from low income families drives and reinforces the gap in attainment between children from different socio-economic backgrounds which accumulates and is compounded each summer (Alexander, Entwisle, & Olson, 2001; Cooper et al., 1996; Downey et al., 2004; Entwisle & Alexander, 1992, 1993; Heyns, 1978; Lee & Burkam, 2002). Furthermore, data were only collected across the course of one summer holiday period. Future longitudinal research should address this limitation. However, data on children's educational attainment is not routinely nor uniformly collected on an annual basis in the UK as in the USA which would enable an investigation of the effect of the summer holiday period on children's skills and knowledge as per the methodology adopted by von Hippel et al., (2018). To address this limitation, research could be undertaken that accesses data on children's attainment which is collected in tests at Key Stage 1, Key Stage 2, via teacher assessments at Key Stage 3, as well as performance in GCSE examinations which is recorded in the National Pupil Database in England and in Scottish/Welsh equivalent databases. Although it would not be possible to conduct randomised control trial, once permission was granted to access unique pupil identifier information on performance in Key Stage

tests, teacher assessments and examination results, data on children's holiday club attendance performance could be provided by schools. The degree of change in performance of children who attended holiday clubs (intervention) could then be compared with performance by children who did not attend holiday club (control). However, it will be difficult to control for other extraneous variables such as attendance at another type of holiday club.

Finally, a further limitation of the studies presented in this Chapter could relate to the subject matter under investigation. Although there was no effect of attendance on children's performance in academic skills, it may be that children benefited in other ways that would not be reflected in tests of academic performance. In data collected for Chapter 3 of this thesis (see page 115), holiday club staff and parents/carers considered that children were constantly learning at holiday club as they were provided with opportunities to engage in activities that the busy school curricula or parents' finances did not allow. Furthermore, holiday club staff spoke of weaving learning opportunities quite subtly into activities and of equipping attendees with life skills. Parents also spoke of how attendance at holiday club had provided opportunities for children to socialise and improve their social skills for instance by learning how to share and try new experiences. Therefore, although not purely academic, attendance at holiday club may have been providing opportunities for children to learn and gain new skills and take part in experiences that expanded their social and cultural capital but would not be captured in an analysis of academic skills and knowledge. This is an important factor as research suggests that it is the range of cultural and social activities and opportunities that higher socio-economic children experience during the summer holiday period that enhances their summer learning, rather than participation in activities related to classroom style teaching (Burkam et al., 2004). In addition, in data gathered for Chapter 3 of this thesis (see page 115), children attending holiday club indicated that despite the holiday clubs being located in their schools, the thing they liked about holiday club was that it was fun and not school. Teachers also commented (see page 115) that it would be necessary to strike a careful balance between holiday club provision and addressing summer learning loss as children may not attend holiday club if the focus were on learning and teaching.

Capturing the nuances of the different, non-academic learning will be challenging. Alternative measures that could be used in future research include the Warwick Edinburgh Mental Wellbeing Scale or Friendship Quality Scale.

To conclude, prior to conducting the Studies presented in this Chapter, it was not known whether summer learning loss occurred in the context of the UK where summer holidays are shorter than the summer holiday period in the USA where much of the summer learning loss research has taken place. The finding of effectively a stagnation in learning presented in this Chapter are therefore important and provide a new and novel contribution to the knowledge in terms of summer learning loss in the context of the UK and add to the growing body of research in Europe investigating summer learning loss. The findings of stagnation in learning is broadly contrary to the findings in the literature relating to summer learning loss but may well find support from von Hippel, Workman, & Downey, (2018), who, as discussed in the literature review (see page 47) for this thesis suggested that the summer break may contribute less to the gap in educational attainment between children from different socio-economic backgrounds than hitherto thought. Furthermore, it was not known if attendance at school-based summer holiday clubs by disadvantaged children would have any effect on their achievements in spelling, word reading and maths computation in comparison to children who did not attend the school based holiday club. The results of the Studies presented in this Chapter found that attendance at holiday club had no effect on children's achievements in the domains investigated. Nonetheless, it is anticipated that the number of informal summer holiday clubs operating in the UK will continue to increase, not least because of the recent announcement by the Department for Education of a £9.1m fund for holiday provision projects in England in summer 2019 and financial support for provision in Scotland by the devolved administration and by the Welsh Local Government Association in Wales. The findings of the current study are therefore timely as they may help inform the development and delivery of holiday club provision in the UK. Future research should address the limitations of the current studies in order to provide a clearer focus on the type of activities that could take place in holiday clubs.

CHAPTER 6: General Discussion

This chapter begins by summarising the main objectives and findings of the six studies presented in this thesis. This is followed by a more detailed examination of the findings of each study. The chapter concludes with a discussion highlighting issues for consideration in future policy developments and future research regarding holiday club provision for disadvantaged children in the UK.

6.1. Summary of Aims and Objectives

The overarching objective of the current thesis was to investigate the impact of holiday club provision which provide food and activities on children's educational attainment, nutritional intake and the wider family benefits thereof.

A review of the literature indicated that there is a paucity of research examining holiday provision with food and activities for disadvantaged children. Qualitative investigations of UK based holiday clubs have shown that for many low income families, the school summer holiday period is a time of stress, both financially and emotionally. Moreover, some studies have highlighted that attendance at holiday club may attenuate some of the difficulties that low income families encounter across the school holidays by alleviating household food insecurity amongst attendees and their families (Defeyter, Graham, & Prince, 2015; Graham et al., 2016), reducing the risk of social isolation as children have opportunities to engage in social interactions in a safe environment (Defeyter et al., 2015; Graham et al., 2016). In addition, communities also benefit through greater community cohesion between actors (Defeyter et al., 2015; Graham et al., 2016).

Voluntary, community and local authority organisations responded at a grass roots level to concerns that in addition to the one million children who would normally access free school meals during term time, an additional 2m children from low income families in the UK may also be at risk of holiday hunger (Forsey, 2017). Thus, a number of holiday club delivery models have evolved as organisations responded to this need by developing holiday club provision in a way in which they considered best met the needs of their own communities (Forsey, 2017; Mann, 2019; Mann, Long, Stretesky, & Defeyter, 2018). Furthermore, whilst some clubs may have been operating for a number

of years, the period between 2016 and 2017 saw an 83% increase in the number of organisations delivering holiday club provision for disadvantaged children (Mann, 2019). Studies have also shown that clubs are highly likely to be located in areas of high deprivation and that parents/carers of attendees are likely to be food insecure (Long et al., 2017).

Given the variety of potential benefits of holiday club provision, a sequential mixed methods approach was adopted in this thesis. Use of mixed methods is considered a pragmatic approach to investigating real life phenomena that provides answers to research questions that would not be achieved by use of either a quantitative or qualitative approach alone. The research design of this thesis consisted of a two phased approach: an initial exploratory qualitative phase, followed by a second quantitative phase of data collection. The overarching objective which underpinned this thesis was to investigate the impact of holiday club provision with food on children's nutritional intake and educational attainment and the social and emotional well-being of child attendees and their parents/carers. The objective of the initial qualitative investigation was to explore the potential benefits, uses and impact of holiday club provision with food on the health, educational, social and economic well-being of child holiday club attendees and their families with key stakeholders. The findings of this qualitative phase of data collection yielded rich data regarding the issues, concepts and beliefs of key stakeholders in relation to the potential benefits of holiday club provision and were reported in Study1, Chapter 3 of this thesis.

The findings from Study 1 demonstrated that key stakeholders thought that holiday clubs provided children with access to healthy, nutritious meals and that children's diets may be healthier on a day they attended holiday club compared to a day they did not attend holiday club. Furthermore, stakeholders considered that children had the opportunity to continue learning during the school holidays through engaging in a wide range of stimulating activities; although children may not have realised this as learning was not through formal, educational activities. These key findings, alongside a critical review of the literature, shaped the research questions and inferences made were used to develop research hypotheses and identify variables in the subsequent studies presented

in this thesis. Building on these qualitative findings, the objective of Study 2 was to investigate the potential effect of holiday club attendance on children's holiday food consumption, the findings of which were reported in Chapter 4 of this thesis. The objectives of Studies 3a, 3b, 3c and 3d, reported in Chapter 5, were to investigate the effect of a six or seven week summer holiday on children's educational achievements and also to examine the effect of holiday club attendance on children's educational achievements.

6.2. Summary of Findings

The results of the studies presented in this thesis provide an original contribution to the research literature regarding holiday club provision for disadvantaged children in the UK. Study 1 enabled the views of representatives of the food industry who supported holiday club delivery in cash and in kind and senior stakeholders who worked at a strategic level to ensure holiday clubs for disadvantaged children happened in their area, voices hitherto not included in the literature regarding holiday provision. The socio-ecological model of health was used to describe and interpret the findings of Study 1which found that organisations were motivated by concerns that children may be at risk of holiday hunger due to changes in UK Government policy relating to welfare and benefit reform. Increased hardship, including a five week wait before benefits are paid had led to an increase in food bank usage which spiked during the summer.

Organisations across the voluntary, community and statutory sector responded to the risk that children may be experiencing holiday hunger by developing and delivering holiday clubs to provide food and activities for disadvantaged children during the summer. However, a number of unanticipated benefits were perceived to have resulted at an individual, interpersonal, community and organisational level that extended beyond food and activities. Boredom was alleviated and children and parents/carers were able to socialise not only with their peers, but where parents had to stay at the club with their children, with each other. At a community level, it was perceived that community cohesion was improved and anti-social behaviour reduced. Stakeholders considered that the provision of enriching activities within holiday clubs may help to reduce learning loss and narrow the gap in educational attainment between children from different socio-economic backgrounds. Stakeholders further considered that a number of issues needed to be brought to the attention of the UK Government at the most senior level. These issues included raising awareness of holiday hunger and the need for holiday club provision.

Moreover, the issue of funding was raised as club leaders reported that they had to constantly pursue different sources of funding to ensure holiday club delivery happened.

By offering food in holiday club settings, stakeholders in Study 1 also speculated that attendance at holiday club may have a positive effect on children's nutritional intake. No empirical studies have investigated whether there is a difference in the type and energy and macronutrient content of food consumed by children on a day they do not and a day they do attend holiday club. Study 2, in this thesis, addressed this gap in the literature. The findings of Study 2 showed that children consumed more healthy items of food at lunch time at holiday club compared to a day they did not attend. When children were not at holiday club, they ate more unhealthy items of food for lunch. However, there was no difference in the energy and macronutrient content of lunch consumed each day. Comparing children's food intake for lunch with recommended intake levels as detailed in the Scottish school food lunch regulations showed that the majority of children did not eat enough food at lunch time on either day. Study 2 further showed that there was no significant difference in the number of times children drank water and sugar sweetened beverages at lunch each day, although the number of times children drank water was low and they drank sugar sweetened beverages more often than water. Furthermore, the results showed that when not attending holiday club, the majority of children did not meet recommended intake levels for fruit, vegetables and water. These results however reflected patterns of UK children's intake as reported in the NDNS, which show that more than 90% of UK children do not meet recommended intake guidelines for fruit, vegetables and water, consuming an average 168g of fruit and vegetables and obtaining two thirds of their fluid intake from drinks other than water, including sugar sweetened beverages, milk, tea, coffee, sports drinks and flavoured water (Vieux, Maillot, Constant, & Drewnowski, 2017; Weichselbaum & Buttriss, 2014).

Study 1 also found that there was widespread support for the idea that children continue to learn whilst at holiday club. Summer learning loss and what happens to children's skills and knowledge over the summer has been studied extensively in the USA and to a lesser extent in Europe, but has not been investigated in a UK context, nor have there been any investigations conducted to determine whether attendance at summer holiday clubs may have an effect on children's skills and knowledge. The opportunity was therefore taken in this thesis to address this gap in the literature. Rather than demonstrating that children who live and attend schools in areas of high deprivation lose skills and knowledge in spelling, word reading and maths computation across the summer, the results of Studies 3a, 3b, 3c and 3d were more suggestive of

a stagnation in learning occurring across the school summer break. Importantly holiday club attendance had no effect on children's performance in any of the domains investigated.

6.3. Further discussion of Study 1

The socio-ecological model of health was used to describe and interpret the findings of Study 1. This enabled a clearer understanding of the factors that had influenced the development of holiday provision as a way of feeding children who may be at risk of holiday hunger during the school summer holidays. Furthermore, it highlighted a number of benefits of holiday club provision at an organisational, community, interpersonal and individual level. Reflecting the reciprocal causation effect of the socio-ecological model of health, further policy issues were highlighted that stakeholders considered should influence future policies regarding holiday provision. At a policy level, the findings of Study 1 echoed the findings of the literature review and stakeholders indicated that they considered that changes at a Governmental/policy level relating to welfare reform had led to an increase in demand for food aid via foodbanks and that demand spiked during the summer holiday period. Organisations responded to this need by developing and operationalising holiday clubs through finding new ways of working with other partners. However, statutory organisations, including local authorities and children's centres, found the challenge of accessing funding to meet the cost of holiday clubs equally as difficult as voluntary and community organisations. The need to search for and identify funding for the following year's holiday programme often began before the current year's provision had ended. It was suggested that the three-year funding regime provided through the Meals & More charity offered some stability and sustainability. The need for holiday club provision, alongside appropriate levels and systems for funding, were highlighted as issues that needed to be brought to the attention of the UK government, as it was felt that access to food was its responsibility.

The findings of Study 1 further indicated that those who had taken on the responsibility of delivering holiday clubs were at pains to ensure that those who attended were able to obtain what is essentially food aid, in a dignified manner. In order to avoid stigmatization, holiday club organisers made access to holiday clubs universal and

avoided using words associated with hunger. However, there was evidence that some participants were specifically targeted. For instance, some holiday clubs delivered in children's centres worked with targeted families and in some community-based projects, holiday club staff liaised with schools who made specific pupil referrals. Some attendees were acutely aware that they were at holiday club because they needed support to access food, expressing a "we're all in it together" approach to attending holiday club. Some parents spoke of the difficulties they experienced in finding food for their children to eat at home if they (their children) did not eat the food that was provided at the club. However, although holiday provision may be more socially acceptable and less stigmatizing than visiting a foodbank, care should be taken when providing food aid to children as the fear, shame and embarrassment of receiving food aid as a child can continue into adulthood (Rosa, Ortolano, & Dickin, 2018).

Although provision of holiday clubs is unregulated, some holiday clubs were required to follow rules and regulations that were imposed upon them. This included limiting the number of people who could be accommodated in premises or preventing clubs from accessing cooking areas which organisers found frustrating. Elsewhere some organisations found it necessary to impose their own rules. For example, some clubs prevented parents from attending holiday club with their child/children so more children could access the food provided, whilst other clubs mandated that parents or a responsible adult accompanied child attendees as clubs did not have the resources to meet child:staff ratios. It was acknowledged that in some instances requiring parents to attend may have meant that some vulnerable children missed out on accessing a lunch because parents would not or were unable to accompany their children to the club. Furthermore, working parents may have missed out, though some clubs were flexible and allowed a responsible adult such as a family friend, neighbour or older sibling to accompany children instead of a parent/carer.

Where parents/carers were required to attend holiday club with their children, it was considered that parents and children benefited as they were able to spend quality time together away from the distractions of household routines and chores. Holiday club attendance meant that parents and children were able to socialise and meet existing

friends and make new friends during the summer. This is important as the risk of being socially isolated increases amongst those who live in poverty as they are denied the opportunity from participating in everyday society in normal, socially acceptable ways (Townsend, 1979). As well as benefiting individuals and interpersonal relationships, holiday club provision was considered to also benefit the wider community and enhance community cohesion. Children were provided with a safe, easily accessible place to play and this participants thought, conferred additional, wider benefits for communities as, for example, attending holiday club meant that children would not be out on the streets indulging in anti-social behaviour. However, it was also thought that children attending holiday clubs (predominantly primary school aged children) may be too young to be hanging around on the streets during the summer holidays, although having said that, one child did indicate that that is precisely what they would be doing if they were not at holiday club.

At an individual level, it was further considered that attendance at holiday club improved children's behavioural and social skills. For example, it encouraged them to learn how to share toys with other children. Furthermore, children were considered to be more physically active, and though they may not necessarily have realised it, it was suggested that the provision of enrichment activities meant that children were constantly learning. For this reason, it was suggested that holiday clubs may also provide an opportunity to attenuate the gap in educational attainment between children from different socio-economic backgrounds. Nevertheless, stakeholders highlighted that any future policy direction in this regard would need careful consideration: if activities provided in holiday clubs were too much like school, stakeholders felt that children would not attend. Attendance at holiday club also presented children and parents with opportunities to learn about food and where cooking sessions were held, parents reported that they put their new-found cooking skills into practice at home. Some clubs reported that they taught children how to make healthier versions of takeaway foods. Finally, it was widely considered that attendance at holiday club meant that children could access a healthy nutritious meal at lunch time.

6.4. Further Discussion of Study 2

The overarching objective of Study 2 was to investigate the effect of holiday club attendance on children's nutritional intake. Although data on the nutritional intake of a representative sample of UK children is collected in the NDNS, a review of the literature indicated that research on what UK children consume during the summer holidays is lacking, as is peer reviewed research on the effect of holiday club attendance on children's nutritional intake. Whilst research conducted in the USA has shown that children regularly waste up to two thirds of the food served at Summer Food Service Programme sites, studies have not investigated children's nutritional intake at these sites. A recent study by Mann (2019) found that high energy drinks were consumed more frequently on a day children did not attend holiday club compared to a day attending holiday club. However, overall, attendance at holiday club did not lead to a reduction in the amount of unhealthy foods consumed by children. In contrast, an evaluation of a North East of England based summer holiday project found that children ate a greater number of healthy items of food on a day they attended holiday club compared to a day they did not attend (Defeyter, Stretesky, Sattar, & Crilley, 2018). Therefore, the objective of Study 2 was to investigate whether there was a difference in the type of food and drink consumed by children on a day they did not attend and a holiday club attendance day. It also investigated whether there was a difference in the energy and macronutrient content of lunch meals eaten by children each day and whether what children ate met recommended intake guidelines for lunch. Study 2 further investigated children's fruit, vegetable, water and sugar sweetened beverage intake across an entire day they did not attend holiday club. Study 2 found that there was a significant difference in the type of food children consumed at lunch each day. On a day children attended holiday club, they ate more healthy items of food for lunch, replicating the findings of Defeyter, Stretesky, Sattar, & Crilley's (2018) evaluation of a North East summer holiday project. Findings from Study 2 demonstrated that on a day children did not attend holiday club, they ate more unhealthy items of food at lunch. This is contrary to the findings of Defeyter et al., (2018) who found there was no significant difference in the number of unhealthy items of food consumed at lunch time each day. Although boys drank water more often with their lunch at holiday club compared to lunch on a

day when they were not at holiday club, Study 2 found that there was no significant difference in the number of times children drank water and sugar sweetened beverages at lunch time each day. This is contrary to the findings of Mann (2019), who found that children drank more high energy drinks at lunch time on a day they did not attend holiday club compared to a day they attended. It may be the case that children were not served sugar sweetened beverages with their lunch in the study conducted by Mann, whereas sugar sweetened beverages were served with lunch in some holiday club settings in Study 2 in this thesis. Study 2 further found there was no difference in the energy and macronutrient content of children's lunch intake each day, nor in the amount of energy each macronutrient provided. Furthermore, when the lunch intake each day of children aged 4-10 was compared with Scottish school food standards for lunch (which recommend that lunch should provide approximately one third of a child's daily energy and macronutrient intake), Study 2 showed that children did not eat enough at lunch time on either day. Lower energy intake by children than recommended was also reported in the NDNS and in a study of the nutritional intake of more than 800 children living in the south west region of England and this was attributed to under-reporting of intake (Bates et al., 2016; Glynn, Emmett, Rogers, & Symes, 2005). Despite using a robust data collection method, under-reporting cannot be ruled out for Study 2, but lower intake than recommended may have been due to low intake of carbohydrate by the majority of children. In the UK, nutrition guidelines recommend that children over the age of 11years of age should eat 5 portions of fruit and vegetables, drink 6-8 glasses of water a day and limit sugar sweetened beverage intake (Bates, Roberts, Lepps, & Porter, 2017; British Nutrition Foundation, 2018). Data collected in Study 2 further found that on a day children did not attend holiday club they, on average, ate fruit and vegetables on two occasions; no child met the recommended number of servings of water and children, on average, drank sugar sweetened beverages on two occasions. However, these patterns of fruit, vegetable, water and sugar sweetened beverage intake reflect UK children's intake as reported in the NDNS which shows that more than 90% of UK children do not meet recommended dietary intake levels for fruit, vegetables and water (Bates et al., 2016; Weichselbaum & Buttriss, 2014).

With the exception of clubs funded by the Department for Education in England in summer 2019, which are required to deliver food that complies with School Food Standards, there are currently no guidelines regarding the type of food and drink to be served in holiday clubs. Furthermore, some holiday clubs are reliant on donations of food from food banks which makes adherence to nutritional guidelines difficult. However, because there was no significant difference in the energy and macronutrient content of food consumed by children each day, this suggests that clubs, and potentially parents, may benefit from receiving advice, guidance and support regarding food and drink provision for children, and in particular water. At a club level, this could include requiring clubs to provide food that complies with school food standards and providing support to the clubs to ensure they are able to meet these standards, particularly as some clubs relied on food bank donations. Similarly, should facilities permit, clubs could provide free cooking sessions, recipes and information for parents/carers and children.

6.5. Further Discussion of Studies 3a, 3b, 3c and 3d

The primary objectives of Studies 3a, 3b, 3c and 3d of this thesis were to investigate whether summer learning loss occurs in spelling, word reading and maths computation of children who live and attend schools in areas of high deprivation in Scotland and the North East of England and whether attendance at a summer holiday club with food and enrichment activities attenuates summer learning loss. Study 3a investigated whether children lost skills and knowledge in spelling and word reading following a summer break of seven weeks. Study 3a found a small but significant effect of time on performance in spelling. Performance in spelling declined following a seven-week summer break, however, the effect size was small. Rather than presenting strong evidence of a loss of skills and knowledge in spelling, it may be more prudent to say that performance in spelling stagnated across the summer. However, seven weeks after returning to school, performance in spelling improved. Performance in word reading was consistent across time. Study 3b investigated whether attendance at summer holiday club attenuated any potential loss of skills and knowledge in spelling and word reading and showed that there was no effect of attendance on children's performance in either domain. Study 3c investigated whether summer learning loss occurred in relation to

maths computation in a sample of children who lived and attended schools in areas of high deprivation in Scotland and the North East of England. Study 3c found that following a six-week summer break, there was a small but significant increase in performance in maths computation. However, the effect size was small. It may therefore be more appropriate to say that learning in relation to maths computation stalled across the summer. Study 3c further found that after six weeks of teaching, there was no improvement in performance in maths computation. Study 3d investigated whether attendance at a summer holiday club would have any effect on performance in maths computation compared to non-attendance. Study 3d found that there was no effect of attendance at summer holiday club on children's performance in maths computation.

The findings of Studies 3a, 3b, 3c and 3d are important as firstly it was not previously known what happens to UK children's skills and knowledge over the summer where the state school break is typically around six to seven weeks long. Secondly it was not known whether attendance at holiday club would have an effect on performance in the domains investigated. It was deemed necessary to conduct these studies as data collected in Study 1 indicated that stakeholders considered that child holiday club attendees were constantly learning whilst at holiday club and speculated that attendance at holiday club may reduce learning loss and attenuate the gap in educational attainment between children from different socio-economic status backgrounds. However, in order to investigate whether attendance at holiday club may prevent learning loss, it was necessary to firstly investigate whether children in the UK lose skills and knowledge across the summer holiday period. The findings presented in this thesis of a stagnation or stalling in learning by children who live and attend schools in areas of high deprivation is therefore interesting and of value as the broadly accepted position, based on research in the USA, is that all children are susceptible to losing skills and knowledge in maths and spelling, but that lower SES children may also lose skills and knowledge in reading which compounds the gap in attainment between children from different socio-economic backgrounds each year (Alexander, Entwisle, & Olson, 2001; Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996; Entwisle & Alexander, 1992). Although speculative, it may simply be the case that because the state school summer holiday period is typically around six or seven weeks long, children in the UK may be

less susceptible to losing skills and knowledge compared to their counterparts in the USA and elsewhere in Europe where summer holidays are longer. Furthermore, the finding of no effect of holiday club attendance on children's performance in any of the domains investigated may simply be due to the fact that the activities provided in holiday club settings were not designed to provide educational instruction. In Study 1, holiday club staff spoke of subtly weaving learning opportunities into arts, crafts and cookery activities and of including life skills and purposeful activities into club programmes, but these activities were not specifically designed to address summer learning loss. Moreover, as with food provision, organisations delivering holiday clubs have not been provided with any advice, guidance or support regarding the type of activities that should be provided in holiday club settings. Furthermore, children acknowledged that the things they liked about holiday club were that it was fun and they did not have to learn. Teachers and other stakeholders also warned that if activities were too orientated towards addressing learning loss, children may not attend. Furthermore, in addition to commenting that they thought their children were constantly learning at holiday club, parents also spoke about how their children's social skills had improved. It may therefore be the case that the social and cultural capital of children who attended holiday club improved rather than children's performance on cognitive tests. The findings of Studies 3a, 3b, 3c and 3d therefore suggest that, if an objective of holiday club provision is to prevent children's learning from stagnating, clubs may benefit from receiving advice and support on what activities to provide in holiday club settings. However, further research will be needed regarding the most appropriate type of activities offered to achieve positive effects on a number of different outcomes.

6.6. Implications for public policy

At a time when holiday provision in the UK is increasing (Mann & Defeyter, 2017) the findings of this thesis are timely in terms of policy issues for those involved in the development and delivery of holiday club provision. Based on data collected for this thesis and issues highlighted in the literature review, four main policy issues regarding holiday club will be discussed in the following section of this chapter. Issues highlighted

include: need for holiday provision; effect of holiday club attendance on nutritional intake; education related issues and funding of holiday club provision.

Study 1 in this thesis began by highlighting the firm belief of key stakeholders that changes in Government policy within the UK in relation to welfare reform had led to the need for holiday club provision, reflecting the findings of the literature review and two Parliamentary Select Committee inquiries into the UK welfare and benefits service and child poverty in the school holidays. The Parliamentary Select Committees concluded that reforms to the UK benefits system had resulted in a system that no longer provided a safety net and was failing to protect the most vulnerable in society, with women and children particularly at risk of poverty as a result of reforms (House of Commons, 2019a). The Committees also heard that families struggled to pay prohibitive childcare costs in advance before reclaiming fees through Universal Credit and thus prevented parents from working. Fluctuating childcare costs in the summer holidays compounded the problems and in the absence of free school meals, parents relied on food aid to feed their children during the summer holidays (House of Commons, 2019b). Research in the USA suggests that household food insecurity increases amongst low income families with children during the summer but is attenuated amongst families whose children attend USA federally funded summer food service programme sites (Nord & Romig, 2006). In response to concerns that up to 3m children in the UK may be at risk of holiday hunger, organisations have responded by developing and delivering holiday club provision which provide food and activities for disadvantaged children during the summer. Although accessing food aid via holiday clubs may be more socially acceptable than reliance on foodbanks (Defeyter et al., 2015), it is nonetheless still a form of food aid that an estimated 3 million children are in need of in the UK.

With regard to food provided in holiday club settings, data collected in this thesis indicates that children ate more healthy items of food at lunch on a day they attended holiday club and more unhealthy items on a day they did not attend holiday club, but overall there was no difference in the energy and macronutrient content of food children ate at holiday club and elsewhere and children did not eat enough food at lunch on either day. Therefore, in terms of future policy direction, clubs need guidance to help them

improve food provision in club settings. A starting point may be to recommend that food provided should meet school food standards. Data are not available on the effect of the latest school food standards on children's nutritional intake at lunch time, but the use of food guidelines leads to improvements in the quality of food provided in school settings (Adamson et al., 2013). Therefore, if clubs are provided with advice and guidance, holiday club attendance has the potential to have a positive effect on children's intake during the summer. However, because some clubs rely on donations from food banks for food and some are run by volunteers, support and care will be needed to ensure that volunteers are supported to help improve food provision. An alternative simple, yet radical solution could be to extend the school meals catering service to provide foo during holiday periods thus ensuring that holiday clubs are provided with food that meets school food standards. In addition to relieving stress and pressure on volunteers and community groups, this would enable holiday club providers to use the (limited) funding they have to concentrate on providing engaging, enriching activities for children.

With regard to education related issues, research suggests that the trend in narrowing the gap in educational attainment between children from different socio-economic backgrounds in England is now in reverse and will take an estimated 500 years to close (Hutchinson, Bonetti, Crenna-Jennings, & Akhal, 2019). Educational attainment is influenced by a number of factors, including poverty and household food insecurity. Experiencing one episode of household food insecurity has a detrimental impact on educational attainment, which is compounded by repeated exposure (Jyoti, Frongillo, & Jones, 2005). The qualitative evidence from this thesis, which is supported by the literature review, highlighted that recent Government structural reforms which have cut £10bn from the welfare and benefits budget in the last nine years, (Office for Budget Responsibility, 2019), have contributed to increasing levels of household food insecurity being experienced by children during the school summer holidays. Based purely on speculation, it may be the case that experiencing household food insecurity during the summer holidays is contributing to the widening gap in educational attainment. Stakeholders in this thesis speculated that that attendance at holiday club by disadvantaged children may help to attenuate the gap and reduce learning loss.

However, data collected in this thesis showed that rather than losing skills, children's learning stagnated across the summer. It may be the case, as suggested by von Hippel, Workman, & Downey (2018), that the summer break contributes less to gap in educational attainment than previously thought, and this may be the case in the UK because the summer holidays are shorter. Alternatively, it may be the case that better off children gain skills and knowledge across the summer as research in the USA suggests. However, if holiday clubs are to be used as a means of reducing the educational attainment gap, it is suggested that this would need to be part of a wider package of measures to improve the educational outcomes of disadvantaged children that should seek to address the multiple issues that impact on educational attainment discussed in the literature review (see page 29). Clubs would need guidance on the most appropriate activities to provide in club settings which will need to be underpinned by further research. However, if clubs were too much like schools, stakeholders in this thesis cautioned that children would not attend and therefore the objective of feeding hungry children and potentially alleviating household food insecurity during the summer would not be achieved. Instead, children may continue to be exposed to household food insecurity. Therefore, future policy considerations relating to activities to be provided in holiday clubs, should perhaps concentrate on providing engaging, stimulating enriching experiences that may expand attendees' social and cultural capital and encourage them to attend holiday club. This may then have a positive impact on educational attainment by attenuating household food insecurity. Furthermore, teachers have reported that they see evidence that suggests that families are facing hardship year round (Gooseman, Defeyter, & Graham, 2019). Rather than developing and delivering "holiday provision" that is targeted at disadvantaged children, an alternative more radical approach could be to amend the school calendar year so that holidays are shorter and effectively year-round schooling is provided which may attenuate the pinch point that low income families face in the summer. This would have the added advantage of eliminating stigmatisation of provision.

With regard to funding, stakeholders in this thesis indicated that the constant search for funding meant that holiday provision could not be guaranteed. In summer 2017, an estimated 21,000 holiday club attendees were able to access food aid in holiday club

settings. Although attendance rates may now be higher, not least because of the £9.1m of funding available through the DfE holiday provision programme to enable 50,000 disadvantaged children to access holiday provision in summer 2019, that funding will only enable 5% of the one million children who are eligible for free school meals to access support. In the USA, only three million of the 20m children who are eligible to attend summer food service sites do so. UK holiday club attendance rates may now be higher than those reported in summer 2017, but due to the fragmented, piecemeal approach to provision (Mann et al., 2018), only a small proportion of the estimated three million children who are at risk of holiday hunger are able to access support: many more children are denied support than are able to access it. Therefore, significant further funding is needed to ensure equality of access so that all children who are potentially at risk of holiday hunger are able to access support. Furthermore, consideration should also be given to making holiday provision universal, as is the case with school breakfast programmes, to prevent stigmatisation of low income children. However, this would require significant further investment.

Whilst the options outlined above regarding holiday provision seek to make access more equitable and destigmatise holiday provision, they only serve to reinforce the role of holiday clubs as a "sticking plaster" (p.19) (The Food Foundation, 2019) and do not address the underlying issue of poverty which resulted from the structural reform of cuts in benefits and low income that stakeholders in this thesis consider led to the need for holiday club provision. In order to address these underlying issue, structural reform is needed to ensure that the welfare and benefit system provides a safety net for the most vulnerable in society and that wages/income are at an appropriate level to lift people out of poverty. This would enable people to make their own decisions about the food they eat and where they eat and participate in society in socially acceptable ways and thus attenuate some of the aspects identified by Townsend in his definition of poverty.

6.7. Implications for future research

Although the findings of the studies reported in this thesis have provided new insights into holiday provision, they have also highlighted a number of further issues that warrant further investigation. Firstly, in the absence of guidance on the type of food to be provided in holiday club settings, further research is needed to investigate the effect of holiday club attendance on nutritional intake in a wide range of holiday club settings. Furthermore, children who attend holiday clubs are likely to come from food insecure families; parents often skip meals during the holidays to ensure that their children can eat (Defeyter et al., 2015; Gill & Sharma, 2004; Long et al., 2017). Further research should therefore also be undertaken to investigate the effect of holiday club provision not only children's intake, but also on that of their parents/carers and on the effect of holiday club attendance on the quality and quantity of food consumed at home by families during the summer holidays. Although holiday club provision means that parents do not have to spend as much money on shopping which eases some of the financial pressures of the summer by providing children with access to food and activities (Long et al., 2017), further research should be undertaken to investigate the effect of the school summer holidays on levels of household food insecurity and whether household food insecurity increases amongst low income families during the summer as research in the USA suggests. Further research should also be undertaken to investigate the effect of different models of holiday club provision on nutritional intake and levels of household food insecurity to determine the type of provision that provides the greatest benefit for attendees and their parents and carers. Collecting this data will require care and consideration as this is a sensitive subject and establishing a control group will be problematic.

As discussed in the literature review (see page 42) research in the USA suggests that children from higher income families may gain skills and knowledge over the summer whilst children from lower income families lose skills and knowledge, most notably in reading. Whilst the findings of the studies in this thesis suggests that learning amongst children who live and attend schools in areas of high deprivation at best stagnated across the summer holidays, further research is required to investigate what happens to the skills and knowledge of children from higher income families in the UK across the

summer. This will help determine if summer contributes to the gap in attainment in the UK which is widening. It may be the case that because low income children are potentially being exposed to periods of food insecurity across the summer, that this may be contributing the widening gap in educational attainment. Whilst it is known that poverty impacts on educational attainment, further longitudinal research is needed to investigate whether experiencing episodes of food insecurity across the summer has an effect on educational attainment. Research could be undertaken that accesses data children's attainment at Key Stage 1, Key Stage 2 tests, teacher assessments at Key Stage 3 and GCSE results recorded within the National Pupil Database and Scottish/Welsh equivalent databases in order to investigate the longer term impact of household food insecurity and holiday club attendance on children's academic performance. It will be difficult to control for extraneous factors that impact on educational attainment including, for example, children who did not attend holiday clubs but who may have accessed other forms of holiday provision or experienced enriching engaging summers through family holidays. Furthermore, it may also be the case that attendance at holiday club and maintenance of a routine during the summer holidays may mean that children are more ready to engage in learning when they return to school following the summer break. Future research could investigate the impact of holiday club attendance on school readiness at the start of the new academic year.

 Furthermore, whilst there was no effect of attendance at holiday clubs on children's performance in academic tests, it may be the case that children continued to learn and gain skills by participating in experiences that expanded their social and cultural capital in ways that would not be detected in tests of academic skills. Therefore, further research is needed into other ways that children may have benefited from holiday club attendance. This could include their emotional and social well-being and the quality of friendships made and sustained after holiday club. In addition, parents who were required to stay at holiday club with their children indicated that they welcomed the opportunity to interact and bond with their children. They also welcomed opportunities to meet and socialise with other adults during the school summer holiday period. Future research could therefore investigate the benefits of holiday club attendance on parent/child relationships and on parents/carers social and emotional well-being. In

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addition, it was considered that communities benefited from holiday club provision in a number of ways, including greater community cohesion and reductions in anti-social behaviour. Thus, future research could also investigate the wider community benefits of holiday club provision.

Finally, in terms of development and delivery of holiday clubs, stakeholders indicated that sustainability of provision could not be guaranteed because of the need to constantly search for sources of funding. Whilst some club leaders spoke of operating on a shoestring by using volunteers and getting access to facilities for free, others spoke of incurring costs such as schools having to re-hire school premises. Further research is therefore needed regarding the most cost-effective way of funding holiday club delivery. This is particularly important as it may be the case that holiday club provision only supports a small proportion of the three million children who are at risk of holiday hunger. Substantial investment is needed to ensure that access to holiday club is more equitable and that all of those identified as being in need and at risk of holiday hunger are able to access support, whilst at the same time preserving their dignity.

6.8 Conclusion

Summer is an expensive time of year for families but the challenges for low income families are compounded by the fact that children are unable to access free school meals and parents do not receive any additional financial support to meet the cost of providing up to five extra lunch time meals per child per week during the summer holidays (Butcher, 2015; Campbell, Watson, & Watters, 2015; Gill & Sharma, 2004; Stewart, Watson, & Campbell, 2018). The findings of the studies presented in this thesis demonstrated that there is a need for holiday provision which enables hungry children to access food and take part in activities that may expand their social and cultural capital. Children ate more healthy items of food at holiday club, but overall there was no effect of attendance on what they ate for lunch at holiday club and a non-holiday club attendance day. Furthermore, there was no effect of attendance at holiday club on children's skills and knowledge in spelling, word reading and maths. However, clubs have not received any guidance on food provision nor on activities to be provided in

clubs settings and should therefore be offered guidance and support on these matters. Nevertheless, the benefits of holiday club extended beyond just providing children with access to food and fun activities and were demonstrated at an organisational, community, local, interpersonal and individual level.

Finally however, current models of holiday provision may be inequitable due to the fragmented piecemeal approach to their development (Mann & Defeyter, 2017), and it may be the case that only a fraction of those who need support are helped. Further substantial investment is needed to ensure that those who need support during the summer get it and that provision is universal to prevent stigmatisation of vulnerable children whose experiences of food insecurity may track into adulthood and their longer-term life-chances (Alexander, Entwisle, & Olson, 2007; Rosa et al., 2018). Various alternatives have been suggested in this thesis to make access more equitable and universal and to improve food provision should holiday club provision continue to remain a feature of the food poverty landscape in the UK. However, such options do not address the underlying cause of holiday hunger, that of structural reforms, that stakeholders in this thesis believed has resulted in children going hungry in the holidays.

Appendix A: Schedules of questions for semi-structured interviews for study 1

Schedule of questions for parents/carers

1. Can you tell me a little bit about yourself and your family? Do you live nearby? How did you get here today?

2. Can you tell me about your child's holiday club?
    Prompts:

    a. How often does your child attend?
    b. What do they do there?
    c. Why does your child attend holiday club?
    d. What does your child eat at holiday club?
    e. What does your child like about holiday club?
    f. How did you find out about holiday club?
    g. Do you stay at holiday club? What do you do if you stay? What do you do if you don't stay?

    Questions regarding parental involvement in setting up Holiday Club:

    h. Were you involved in discussions about what should be provided at holiday club?
    i. Who do you think should be asked about what should be provided at holiday club? Why?
3. What's a typical day like when your child comes to holiday club?
    a. For your child?
    b. For you?

4. What difference does holiday club make to your child during the holidays?
    Prompts:

    a. What do you think your child gets out of attending holiday club?
    b. How does holiday club affect your child's behaviour at home?
    c. Do they behave differently at home on days when they attend and don't attend holiday club?

5. What's a typical day like when your child doesn't come to holiday club?
    a. For your child?
    b. For you?

6. What do you like about holiday club?

7. What don't you like about holiday club?

8. What could be done to improve holiday club?

9. What difference do you think holiday club will make to your child when they go back to school in September?

10. What difference does holiday club make to how you feel during the holidays? How do you feel compared to last year's summer holidays?

11. What difference does holiday club make for you in terms of buying food for you and your family and the kind of food you have at home over the holidays? Is there a difference between last year and this year?

12. There have been lots of stories in the media about more people using food banks and an increase in the number of people who are experiencing food poverty and reports of children going hungry in the holidays. Can you tell me what you think about that? Do you think holiday clubs might offer a solution to that? If so how?

End – Is there anything else you would like to mention about holiday clubs that we haven't talked about already?

Appendix A (cont) – Schedules of questions for semi-structured interviews for study 1

Schedule of questions for holiday club staff/organisers

1. Can you tell me a little bit about yourself? How long have you been volunteering at the holiday club? What do you do?

2. Can you tell me about the holiday club where you volunteer?

3. What role does the organisation you volunteer with have regarding setting up holiday clubs?

4. Why do you volunteer at the holiday club?

5. What kinds of things are provided at the holiday club you where you volunteer?

6. Can you tell me about a typical day at holiday club?

7. How do people find out about the holiday club?

8. Do you think it's a good idea to provide holiday clubs?

9. What do you think the benefits of holiday club might be? What difference might they make for:
    a. Children? Why?
    b. Parents/carers? Why?
    c. The community? Why?
    d. Schools? Why?

10. What are the good things about holiday club?

11. What's not so good about the holiday club?

12. What do you think could be done to make it better?

13. There have been lots of stories in the media about more people using food banks and an increase in the number of people who are experiencing food poverty, and

about children going hungry in the holidays. Can you tell me what you think about that? Do you think holiday clubs might offer a solution to that? If so how?

End - is there anything else you'd like to mention about holiday clubs and the summer holidays that we haven't talked about?

Appendix A (Cont) – Schedules of questions for semi-structured interviews for study 1

Schedule of questions for teaching staff

1) Can you tell me about yourself – how long you have been teaching and what do you teach? Can you tell me about the area in which your school is located? Is it in an urban/rural area? Can you tell me about the socio economic status of the area?

2) Do you think the summer holidays affect children's ability to retain skills and knowledge? If so, how?

3) Do you think the summer holidays affects children's readiness to learn when they return to school in the autumn?
   a. If so, what impact does that have on teaching at the start of term?

4) Can you tell me what you know about the phenomenon called summer learning loss/summer slide?

5) Have you ever seen any evidence of summer learning loss?
   a. Prompts:
   b. How does it manifest itself in the classroom? Does it affect some subjects more than others?
   c. What do you think causes it?
   d. How might it be reduced?
   e. Does it affect some children more than others? If so, how? If so, why do you think that is?

6) Do you think there is a gap in attainment between different children? If so, how does that manifest itself?
   a. Does the summer break affect it? How?
   b. Do children learn at different rates when they return to school after the summer break?

7) Can you tell me what you know about holiday clubs?

8) What do you think the benefits of holiday club might be? What difference might they make for:
   a. Children? Why?
   b. Parents/carers? Why?
   c. The community? Why?
   d. Schools? Why?

9) Do you think it is a good idea to provide holiday clubs?

10) What kind of things do you think should be provided at holiday clubs?
    a. Why?
    b. Should they have an educational element to them?

11) There have been lots of stories in the media about more people using food banks and an increase in the number of people who are experiencing food poverty, and about children going hungry in the holidays. Can you tell me what you think about that? Do you think holiday clubs might offer a solution to that? If so how?

End - is there anything else you'd like to mention about holiday clubs and the summer holidays that we haven't talked about?

Appendix A (Cont) – Schedules of questions for semi-structured interviews for study 1

Schedule of questions for children's focus groups

Study 1: Holiday Clubs – What do children think?

1) Can you tell me about your holiday club?
   a. Why do you go to holiday club?

2) What happens on a typical day when you come to holiday club?
   a. Prompts:
   b. What time do you get up?
   c. Do you have breakfast at home?(to elicit info on morning/daily routines)
   d. How did you get to holiday club?
   e. What kind of things do you do here?
   f. How often do you go to holiday club?
   g. What do you eat at holiday club?
   h. What do you think about the food at holiday club
   i. Who do you come to holiday club with?
   j. Who do you see at holiday club?
   k. How do you feel when you come to holiday club?
   l. What time do you go to bed when you come to holiday club?

3) What is the best part about holiday club?

4) Did you help decide what should happen at holiday club?

5) What kind of things did you say?

6) Do you think it is important to aske children what they want at holiday club?

7) Why do you think it is important to ask children what they want at holiday club?

8) Is there anything you don't like about holiday club?

9) What would make holiday club even better?

10) What happens on a day when you don't come to holiday club?
    a. Prompts:
    b. What time do you get up in the morning when you don't come to holiday club?
    c. What do you have for breakfast when you don't come to holiday club?

     d.   What do you do during the day when you don't come to holiday club?

     e.   What do you eat during the day when you don't come to holiday club?

     f.   Who do you see during the day when you don't come to holiday club?

     g.   What time do you go to bed when you don't come to holiday club?

     h.   How do you feel when you don't come to holiday club?

     i.   Does it make a difference to how you behave at home when you don't come to holiday club?

11) Which day do you like best – a day at holiday club or a day when you're not at holiday club?

12) What would happen if holiday club closed down so you couldn't come anymore?

     a.   How would you feel about it?

     b.   What would you do instead?

13) Can you remember what you did last year in the summer holidays?

End – Is there anything else you would like to mention about holiday clubs that we haven't talked about already?

Appendix A (cont) – Schedules of questions for semi-structured interviews for study 1

Schedule of questions for food industry representatives
Study 1: Holiday clubs – what are the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers?

1. What is your role and how does it fit in with the Meals and More/summer holiday provision initiative?

2. Why are you/your company supporting the Meals and More/summer holiday provision initiative?

3. What are your views on Meals and More/summer holiday provision?

4. Do you have a corporate social responsibility strategy(CSR)? If so, how does supporting Meals and More fit in with your CSR strategy?

5. Are you providing any other support in addition to funding to the Meals and More/summer holiday provision initiative? (e.g. volunteers, access to other resources and support to publicise clubs etc.).

6. Supporting the Meals and More initiative is a three year commitment – do you think it is important to commit to the programme for three years? Why? Is this model sustainable?

7. What do you think will happen when the three year programme ends?

8. What do you think the long term future of initiatives like Meals and More providing summer holiday provision might be?

9. Who do you think should be responsible for providing summer holiday provision?

10. What do you think the food industry's role is in relation to summer holiday provision? Why?

11. Did you visit any Meals and More/summer holiday clubs? What did you see? How did you feel about what you saw?

12. What kind of things do you think should be provided at Holiday Clubs? Why?

13. Food is a key element of Meals and More/summer holiday provision. There have been stories in the media about an increase in the number of people who are experiencing food poverty, and more people using food banks and initiatives like Fareshare helping redistributing surplus food to projects and charities. How do you think this model (Holiday Clubs) of food aid fits in with other measures of addressing food poverty?

14. There has also been media coverage about children going hungry in the holidays. Can you tell me what you think about that? Do you think holiday clubs might offer a solution to that? If so how? What role do you think the food industry has in alleviating food poverty?

15. What do you think the benefits of holiday club might be for:
    a. Children?
    b. Parents/carers?
    c. Families?
    d. The community?
    e. Schools?

16. Are there any disadvantages to Meals and More/summer holiday club provision for:
    a. Children?
    b. Parents/carers?
    c. Families?
    d. The community?
    e. Schools?

17. What do you think the impact of holiday club might be for:
    a. Children?
    b. Parents/carers?
    c. Families?
    d. The community?
    e. Schools?

18. Is there anything that you would change or do differently with regard to Meals and More/summer holiday club provision?

19. Is there anything else you would like to add regarding Meals and More/summer holiday provision?

Appendix A (cont) – Schedules of questions for semi-structured interviews for study 1

Strategic Stakeholder Interview Schedule of questions

Views on Holiday Club provision

1. What is your role and how does this fit in with summer holiday club provision?

2. What are your views on summer holiday club provision?

3. How does the summer 2016 scheme fit in with other past, present or forthcoming public health initiatives relating to holiday club provision?

4. What do you believe to be the impacts of the holiday club provision at a local Council level?/Scottish National Government Level?

5. What do you consider the impacts of summer holiday club provision are at a community level, i.e. in more and/ or less deprived communities?

6. How does summer holiday club provision fit in with initiatives and schemes at a community level, i.e. local food banks, children's centres, walking bus etc.? What purpose are they serving in relation to what has been referred to as Holiday Hunger?

7. What do you perceive the impacts of summer holiday club provision will be at a school level?

8. Are you aware of any issues faced in the implementation, delivery and/ or sustainability of the holiday club scheme?

9. Are you aware of any issues with the implementation and delivery of the holiday club provision? For those involved in <u>school based</u> holiday club programme: Are you aware of any issues with the implementation and delivery of the summer holiday club provision in schools?

10. What do you believe the impact of summer holiday club provision has been for parents/ carers and families?

11. How do you think the summer holiday club scheme benefits families?

12. Do you think there are any disadvantages of the holiday club scheme to parents/ carers and families?

13. Have there been any issues with parents/ carers and families in the implementation and delivery of the scheme, and if so how have these issues been resolved?

14. How are key aspects of the summer holiday club scheme and/ or any changes communicated to parents/ carers?

15. What do you consider the impacts of the summer holiday club scheme have been on children?

16. How do you think the scheme benefits children?

17. Do you think there are any disadvantages of the summer holiday club scheme that may affect children?

18. Are there any plans for changes to the summer holiday club scheme?

19. How do you see the long term future of the summer holiday club scheme?

20. Is there anything that you would like to see change, or done differently, with regard to the summer holiday club programme?

Appendix Bi Holiday club organisers invitation letter for study 1

Dear Holiday Club organiser,

I am writing to gain your consent to carry out my research within the holiday club where you will be facilitating the delivery of food and activities.

The aim of this research study is to explore, with key stakeholders, the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers. In order to gather this data, I would like to hold focus groups with children and one-to-one semi structured interviews with parents/carers and holiday club organisers/staff/volunteers while the holiday club is running.

In addition to granting consent, I would appreciate your support in gathering data on the views of child holiday club attendees, parents/carers and holiday club organisers/staff/volunteers by helping recruit participants and facilitating a space within the holiday club when it is running to conduct those interviews. I am seeking to recruit children from your holiday club and parents/carers/staff volunteers from other holiday clubs too. The data collected in interviews will be audio recorded, and transcribed. I require consent for the data to be collected in this way, which I will obtain from individuals and parents/carers as appropriate.

I will provide copies of a letter inviting people to participate in the study and copies of participant information leaflets and opt-in consent forms and would appreciate it if you could circulate this information to potential participants and collate returned consent forms. Children will also be provided with an information leaflet and will be given the opportunity to opt out of the interviews at any point even if their parent has given consent.

If you would like more information, please see the enclosed information leaflet, but please do not hesitate to get in touch by email at jackie.shinwell@northumbria.ac.uk if you have any questions. In the meantime, I would appreciate it if you could sign the enclosed consent form giving permission for the research to take place.

Yours sincerely

Jackie Shinwell

PhD Researcher
Northumbria University

Appendix Bii Holiday club delivery partner information sheet for study 1

Information for Holiday Club Delivery Partners

Project Title: Exploration of the views of key stakeholders regarding holiday club provision

Researcher: Jackie Shinwell (jackie.shinwell@northumbria.ac.uk)

What is this project all about?

Holiday clubs are being set up in a number of places in the UK. Very little is known about what children, parents/carers, holiday club organisers/volunteers and teachers think about them. The aim of this project is to explore, with key stakeholders, the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers. This will be done by holding small focus groups with children and one to one semi structured interviews with parents/carers, holiday club organisers and teachers.

What will I be asked to do?

You will be asked to give consent for research to take place in your holiday club.

When will the research take place?

The research will take place during summer 2016 when the holiday club is in operation.

What will happen to the information provided from this research?

Any information collected during the research project will be stored in accordance with the Data Protection Act and will only be used for the purpose of this project. All information will be coded with unique participant numbers and all names of individuals and places will be removed.

All recordings taken during the discussions will be stored in a locked cabinet in a secure office within Northumbria University and will only be accessed by the researcher working on this project.

The information collected will be summarised and written up as part of a PhD thesis. The information might also be used in publications and presentations about the project but none of the participants or clubs will be identified individually in any reports or presentations.

Has this project received appropriate clearance?

This project has been approved by Northumbria University's Faculty of Health and Life Sciences Ethics Committee.

How can I find out more?

For more information please contact the researcher, Jackie Shinwell, via email at: jackie.shinwell@northumbria.ac.uk or call 0191 215 6025.

Appendix Biii Holiday club organiser consent form for study 1

Holiday club organiser consent form

Project Title: Exploration of the views of key stakeholders regarding holiday club provision.

Name of holiday club:	
Please confirm that you agree with the following by ticking the box next to each statement and providing your signature below:	
I have read and fully understood all the information provided about the research project.	
I understand that if I would like further information about the project I should contact Jackie Shinwell.	
I understand that children, parents/carers and holiday club organisers/volunteers/staff will provide information on their views of holiday clubs in focus groups and/or one to one interviews and that the interviews will be audio recorded. Consent will be sought from individuals and parents/carers as appropriate for voice recordings to take place. I understand that the information collected in the recordings will be transcribed but the actual recordings will be stored securely and will only be accessed by the researcher team. I understand that the information used will be anonymised.	
I understand that data collected might be used in presentations and publications about the project but that all data will be anonymised.	

Name:

Holiday Club Network:

Holiday club address:

Signed:

Date:

Role within holiday club:

Researcher's Signature:

Date:

Appendix Ci Parent/carer invitation letter for study 1

Dear Parent/Carer,

I am writing to let you know about a research project taking place at your child's Holiday Club. The overall aim is to find out about the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers. I would like to invite you to take part in a discussion about these issues at your child's Holiday Club this summer. Taking part in this project would involve you coming into your child's Holiday Club for a 15-30-minute discussion with me about the Holiday Club and how it might make a difference to you and your family during the holidays.

Before you decide, please take the time to read the attached information leaflet which provides full details of the research. To say thank you for your time, all parents/carers who take part in a discussion will be offered a £5.00 gift voucher to thank them for their help. If you have any questions or require further information, please ask a member of the Holiday Club staff or contact me via email at: jackie.shinwell@northumbria.ac.uk. Thank you for taking the time to consider this information, any help you can offer with this project would be greatly appreciated. Yours faithfully,

Jackie Shinwell
PhD Researcher
Northumbria University
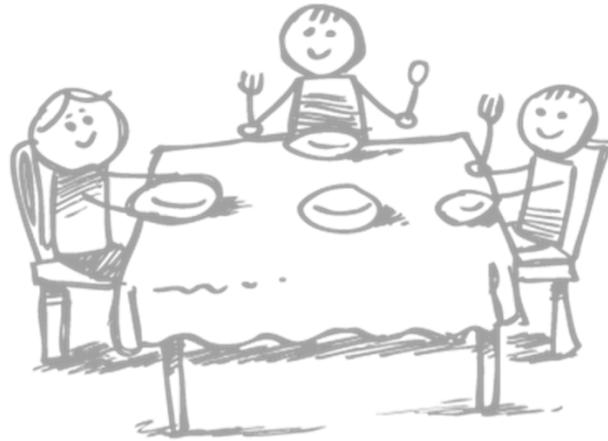
Summer Holiday Club Research Project

Tel: 0191 215 6025   web: www.healthylivinguk.org

Healthy Living Faculty of Health and Life Sciences, Northumbria University, Room C101, Coach Lane Campus West,

Newcastle upon Tyne, NE7 7XA

What is the summer holiday club research project?

Hello, my name is Jackie Shinwell. I'm from

Northumbria University's Healthy Living team

and I'm doing research about summer holiday clubs.

During the summer, your child will be coming along

to a holiday club where they'll be taking part in

activities and having meals and snacks while they

are there.

I'd like to know what parents/carers think about their child's holiday club

and what difference it might make to them and their families.

So, I'm looking for parents/carers to come along and have a chat with me

so I can find out what they think about the holiday club.

What will I have to do?

If you would like to take part, you will be invited to have a one-to-one chat with me, where I will ask things like: "What do you think about holiday club?" and "How do you think holiday club will make a difference to you and your family?" You will receive a £5.00 gift voucher for taking part. You won't have to answer any questions you don't like.

I'll record the discussions, but this is nothing to worry about. It's simply so I can take them away and type up everything that is said so that I have an accurate record of what we talked about. The recordings will be locked in a cabinet in Northumbria University and I will be the only person who will be able to access to them.

What if I change my mind?

If, at any point before, during or up to a month after we have had a chat you change your mind, that is absolutely fine. Just let me know as soon as possible. My contact details are in this leaflet. If you change your mind more than a month after the discussion has taken place, it might not be possible to remove your anonymous data, as reports may have been published by then.

What will happen to the information collected in this project?

I will store all the information collected during this project in accordance with the Data Protection Act and will only use it for the purpose described in this leaflet. I won't put name on the information I collect and will use unique participant numbers instead.

The information may be included in my PhD thesis or in publications and presentations about holiday clubs, but neither you nor your child will ever be identified in any reports or presentations.

How can I be sure it is okay for me to take part in this project?

Northumbria University's Faculty of Life Sciences Ethics Committee has approved this project. Your child's holiday club has also said that it's okay for this project to take place at the holiday club. I also have an up to date check from the Disclosure and Barring Service.

If you have any questions about the project, please get in touch by email at: jackie.shinwell@northumbria.ac.uk, or leave your name and number with a member of the holiday club staff, and I will get back in touch to answer any questions you may have.

What next?

Please complete the enclosed form giving your consent to take part in this research project and return it to the holiday club as soon as possible.

Thank you for taking the time to read this leaflet.

Appendix Ciii Parent/carer consent form for study 1

Parent/carer Consent Form

Fill in this form if **YOU** want to take part in the research and please return it to your child's holiday club **ASAP.**

Your Personal Details:		
Title: e.g.Mrs, Mr, Ms etc.	**Surname:** Please write your last name.	**Forenames:** Please write your first name.
Gender: Male Female		**Participant no:** (Please leave blank)

Please confirm that you agree with the following sentences by ticking the boxes next to each sentence and providing your signature below:	
I have read and fully understood all the information provided about the project.	
I understand that if I would like further information about the project I should contact Jackie Shinwell.	
I understand that I am free to withdraw from the project at any time, without having to give a reason and without prejudice.	
I agree to take part in this study.	
I hereby give consent for voice recordings to take place. I understand that information collected from the recordings will be transcribed and may be used in a PhD thesis and presentations and publications, but the actual recordings will be stored securely and will only be accessed by the researcher.	
Signature of Participant …… NAME IN BLOCK LETTERS: ....…………………………………………………………………… Date: ...……………………………………………………………………………....................................	
Signature of researcher.. Date...……………………………	

Appendix Di Holiday club staff invitation letter study 1

Dear Holiday Club team member,

I am writing to invite you to participate in my research project being undertaken within the holiday club where you will be working or volunteering this summer. The aim of the research project is to explore, with key stakeholders, the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers. As a holiday club organise/member of staff or volunteer, your views are extremely valuable to this research project.

Participating in this project will allow you to share your views on the holiday clubs where you will be working or volunteering or organizing this summer, during a discussion with me during the summer when your club is open. You will be asked questions about your views on your holiday club, including what you think is good and what could be done to improve it, and will be encouraged to speak freely about these topics. All discussions will be recorded and transcribed for the research project but all names of individuals and places will be removed. All information will be stored securely in accordance with the Data Protection Act 1998.

Further details about the project are attached. Should you wish to participate in this project after you have read this information, please complete the consent form provided and return it to your holiday club leader. Any help you can offer would be greatly appreciated. If you require any additional information or have any questions, please don't hesitate to contact me via email: jackie.shinwell@northumbria.ac.uk .

Yours faithfully

Jackie Shinwell

PhD Researcher
Northumbria University

Appendix Dii Information sheet for holiday club staff for study 1

Information for Holiday Club organisers/volunteers/staff members

Project Title: Exploration of the views of key stakeholders regarding holiday club provision

Researcher: Jackie Shinwell (jackie.shinwell@northumbria.ac.uk)

What is this project all about?

Holiday clubs are being set up in a number of places in the UK. However, very little is known about what holiday club organisers and volunteers think about holiday clubs. The aim is to explore, with key stakeholders, the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers.

What will I be asked to do?

If you would like to take part in this project you will be asked to take part in a one-to-one discussion with a researcher from Northumbria University.

The discussion will involve talking about things including what you think the best things are about holiday club where you a working, volunteering or have organised, what the benefits are and what could be done to improve it. You will also be asked to complete a short questionnaire to give details like whether you are male or female, your age group and whether you work anywhere else. If you are asked any questions that you do not want to answer, this is fine; you will not be expected to answer anything you don't want to. Also, if you agree to take part but change your mind, you are free to withdraw at any time. You can do so by emailing the researcher, Jackie Shinwell at: Jackie.shinwell@northumbria.ac.uk, within one month of taking part. After this date, it may not be possible to remove your (anonymised) individual information as the results may already have been published

All discussions will be recorded so that they can be written out in full after the discussions have taken place. Key points from the discussions will be brought together

and summarised to give a general view of holiday clubs from holiday club organisers and volunteers.

When will the discussions take place?

An appropriate time will be organised for our researcher to meet with holiday club organisers/staff and volunteers. This is likely to be some time during the day when the holiday club is running, but will not disrupt the running of the club.

Taking part in this project is likely to take around 20-30 minutes.

What will happen to the information I provide?

Any information collected during the project will be stored in accordance with the Data Protection Act and will only be used for the purpose of this project. All information will be coded with unique participant numbers and any names will be removed.

All recordings taken during the discussions will be stored in a locked cabinet in a secure office within Northumbria University and will only be accessed by the researcher working on this project.

The information collected will be summarised and written up as part of a PhD thesis. The information might also be used in publications and presentations about the project but you will never be identified individually in any reports or presentations.

Has this project received appropriate clearance?

This project has been approved by Northumbria University's Faculty of Health and Life Sciences Ethics Committee and the holiday club delivery partner has given consent for the project to take place on holiday club premises.

How can I find out more?

For more information please contact Jackie Shinwell via email:
Jackie.shinwell@northumbria.ac.uk or leave your name and contact number with the person who set up the holiday club where you are working or volunteering and you will be contacted to allow you to ask any questions.

Appendix Diii Holiday club staff consent form for study 1
Holiday Club Staff Consent Form

Fill in this form if **YOU** want to take part in the research and please return it to your holiday club organiser **ASAP.**

Your Personal Details		
Title: e.g. Mrs, Mr, Ms etc.	**Surname:**	**Forenames:**
Gender: Male Female	**Holiday Club:**	**Participant no:** (Please leave blank)

Please confirm that you agree with the following sentences by ticking the boxes next to each sentence and providing your signature below:	
I have read and fully understood all the information provided about the project.	
I understand that if I would like further information about the project I should contact Jackie Shinwell.	
I understand that I am free to withdraw from the project at any time, without having to give a reason and without prejudice.	
I agree to take part in this study	
I hereby give consent for voice recordings to take place. I understand that the information collected in the recordings will be transcribed and may be used in a PhD thesis and presentations and publications, but the actual recordings will be stored securely and will only be accessed by the researcher. I understand that the information used will be anonymised.	
Signature of Participant :…… NAME IN BLOCK LETTERS ....…………………………………..…Date:…………	
Signature of researcher:.. …….Date:...……………………………	

Appendix E Teaching staff invitation letter, information sheet and consent form for study 1

Dear Teacher,

I am writing to invite you to participate in a research project regarding summer holiday clubs. The research project aims to explore, with key stakeholders, the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers. As a teaching professional, your insight into this subject would be most welcome.

Participating in this project will allow you to share your views about holiday clubs and also what you think about children's ability to retain skills and knowledge during the summer break and their readiness to learn when they return to school. You will be asked questions about your views and encouraged to speak freely about the aforementioned topics during a discussion with a researcher from Northumbria University. All discussions will be recorded and transcribed for the research project but all names of individuals and places will be removed. All information will be stored securely in accordance with the Data Protection Act 1998.

Further details about the project are attached. Should you wish to participate in this project after you have read this information, please complete the consent form provided and return it to me. Any help you can offer would be greatly appreciated. If you require any additional information or have any questions, please don't hesitate to contact me via email on

Jackie.shinwell@northumbria.ac.uk .

Yours faithfully,

Jackie Shinwell
PhD Researcher
Northumbria University

Information for Teaching staff

Project Title: Exploration of the views of key stakeholders regarding holiday club provision.

Researcher: Jackie Shinwell(jackie.shinwell@northumbria.ac.uk)

What is this project all about?

Holiday clubs are being set up in a number of places in the UK. However, very little is known about what children, parents/carers, holiday club organisers/volunteers and teachers think about them. The aim is to explore, with key stakeholders, the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers.

What will I be asked to do?

If you would like to take part in this project you will be asked to take part in a one-to-one discussion with Jackie Shinwell, a researcher from Northumbria University. This will take approximately 15-30 minutes.

The discussion will involve talking about what you think about holiday clubs, the potential benefits of holiday clubs and what could be done to improve them. You will also be asked about the potential relationship between the summer break and children's ability to retain skills and knowledge and their readiness to learn when school returns in the autumn. You will also be asked to complete a short questionnaire to give details including your gender, age group and how long you have been teaching. If you are asked any questions that you do not want to answer, this is fine; you will not be expected to answer anything you don't want to. Also, if you agree to take part but change your mind, you are free to withdraw at any time.

All discussions will be recorded so that they can be written out in full after the discussions have taken place. Key points from the discussions will be brought together and summarised to give a general view of holiday clubs from teaching professionals.

When will the discussions take place?

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The researcher will contact you to arrange an appropriate time to either meet with you or conduct the interview over the telephone. This is likely to be some time during the day when schools are in session in the autumn.

What will happen to the information I provide?

Any information collected during the project will be stored in accordance with the Data Protection Act and will only be used for the purpose of this project. All information will be coded with unique participant numbers and any names of individuals and places will be removed.

All recordings taken during the discussions will be stored in a locked cabinet in a secure office within Northumbria University and will only be accessed by the researcher working on this project.

The information collected will be summarised and written up as part of a PhD thesis. The information might also be used in publications and presentations about the project but you will never be identified individually in any reports or presentations.

Has this project received appropriate clearance?

This project has been approved by Northumbria University's Faculty of Health and Life Sciences Ethics Committee.

How can I find out more?

For more information please contact the researcher, Jackie Shinwell via email at: jackie.shinwell@northumbria.ac.uk or leave your name and contact number with your head teacher and you will be contacted to allow you to ask any questions.

Appendix E (cont) Teaching staff invitation letter, information sheet and consent form for study

Teacher Consent Form

Fill in this form if **YOU** want to take part in the research and please return it to the researcher **ASAP.**

Your Personal Details		
Title: e.g. Mrs, Mr, Ms etc.	**Surname:**	**Forenames:**
Gender: Male Female		**Participant no:** (Please leave blank)
School & contact details (to enable a meeting to be set up):		

Please confirm that you agree with the following sentences by ticking the boxes next to each sentence and providing your signature below:	
I have read and fully understood all the information provided about the project.	
I understand that if I would like further information about the project I should contact Jackie Shinwell.	
I understand that I am free to withdraw from the project at any time, without having to give a reason and without prejudice.	
I agree to take part in this study.	
I hereby give consent for voice recordings to take place. I understand that the information collected in the recordings will be transcribed and may be used in a PhD thesis and presentations and publications, but the actual recordings will be stored securely and will only be accessed by the research team. I understand that the information used will be anonymised.	
Signature of Participant: ……… NAME IN BLOCK LETTERS: ....……………………….... Date:..……………………………………	
Signature of researcher:...Date:...……………………………………	
Return address: Jackie.shinwell@northumbria.ac.uk Healthy Living Room 155 Northumbria University Newcastle upon Tyne NE1 8ST	

Appendix F Head teacher invitation letter, information leaflet and consent form for study 1

Dear Head Teacher,

Further to our recent meeting and your expression of interest in participating in my PhD research project being undertaken in collaboration with the food industry supplier Brakes, I am writing to seek your consent to carry out some of my research within your school whilst the summer holiday club is running.

The research is part of a wider PhD project evaluating summer holiday club provision from a number of perspectives. One aim is to explore, with key stakeholders, the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers. In order to gather this data, I would like to hold focus groups with children and one-to-one semi structured interviews with parents/carers and holiday club organisers/staff/volunteers while the holiday club is running. I'd also like to conduct one-to-one semi structured interviews with yourself and some of your teachers when school resumes in August.

I would be extremely grateful for any assistance you could offer with this important research project. If you would like more information, please do not hesitate to get in touch. In the meantime, I would appreciate it if you could sign the enclosed consent form giving permission for the research to take place.

Yours sincerely

Jackie Shinwell
PhD Researcher
Northumbria University

Information for Head Teachers

Project Title: An evaluation of the provision of holiday clubs for school aged children in terms of health, social, economic and educational outcomes.

Researcher: Jackie Shinwell (jackie.shinwell@northumbria.ac.uk)

What is this project all about?

Holiday clubs are being set up in a number of places in the UK. Very little is known about what children, parents/carers, holiday club organisers/volunteers and teachers think about them. The aim of this project is to explore, with key stakeholders, the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers.

What will I be asked to do?

You will be asked to give consent for the research to take place in the holiday club that is being held in your school and be aware that interviews and focus group discussions will be audio recorded so the researcher has an accurate record of everything that was said. You will also be asked to provide the opportunity for the researcher to conduct one to one semi structured interviews with yourself and some of your teachers when school resumes in August.

When will the research take place?

Most of the research will take place during summer 2016 when the holiday club is in operation. A small amount of research will take place when school returns in August.

What will happen to the information provide from this research?

Any information collected during the research project will be stored in accordance with the Data Protection Act and will only be used for the purpose of this project. All information will be coded with unique participant numbers and all names of individuals and places will be removed.

All recordings taken during the discussions will be stored in a locked cabinet in a secure office within Northumbria University and will only be accessed by the researcher working on this project.

The information collected will be summarised and written up as part of a PhD thesis. The information might also be used in publications and presentations about the project but none of the participants or clubs will be identified individually in any reports or presentations

Has this project received appropriate clearance?

This project has been approved by Northumbria University's Faculty of Health and Life Sciences Ethics Committee. **How can I find out more?**

For more information please contact Jackie Shinwell via email at:

jackie.shinwelll@northumbria.ac.uk or call 0191 243 7029.

Appendix Gi Parent/carer and child invitation letter for study 1

Dear Parent/Carer,

I am writing to let you know about a research project taking place at your child's Holiday Club. The overall aim is to explore the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers. I would like to invite you and your child to take part in a discussion about these issues at your child's Holiday Club this summer. Taking part in this project would involve you coming into your child's Holiday Club for a 15 – 30-minute discussion with me about the Holiday Club and how it might make a difference to you and your family during the holidays.

Your child's discussion would take place separately during Holiday Club as part of a small focus group with other children, and will last about 15-30 minutes. Your child will be allowed to talk freely about what they think about the holiday club they are attending, but I will also ask questions to guide the conversation, such as 'What is your favourite part of holiday club?', 'How could holiday club be made even better?' and 'What do you do in the summer holidays?'.

Before you decide, please take the time to read the attached information leaflet which provides full details of the research relating to you and your child. If after reading this information you and/ or your child would like to take part, please complete the enclosed consent forms and return them to your child's Holiday Club as soon as possible. I need two forms of consent from you, one for your participation and one to allow your child to take part. If you would like to take part but would prefer your child did not, or if your child wants to take part but you do not, that is fine, just fill in the appropriate consent form. As a gesture of appreciation, all parents/carers who take part in a discussion will be offered a £5.00 gift voucher to thank them for their help. Your child will receive a sticker as a small token of appreciation for taking part.

If you have any questions or require further information please ask a member of the Holiday Club staff or contact me via email at: jackie.shinwell@northumbria.ac.uk. Thank you for taking the time to consider this information, any help you can offer with this project would be greatly appreciated.

Yours faithfully,

Jackie Shinwell
PhD Researcher
Northumbria University

Head teacher Holiday consent form

Project Title: Exploration of the views of key stakeholders regarding holiday club provision.

Name of holiday club:	
Please confirm that you agree with the following by ticking the box next to each statement and providing your signature below:	
I have read and fully understood all the information provided about the research project.	
I understand that if I would like further information about the project I should contact Jackie Shinwell.	
I understand that children, parents/carers and holiday club organisers/volunteers/staff will provide information on their views of holiday clubs in focus groups and/or one to one interviews and that the interviews will be audio recorded. Consent will be sought from individuals and parents/carers as appropriate for voice recordings to take place. I understand that the information collected in the recordings will be transcribed but the actual recordings will be stored securely and will only be accessed by the researcher team. I understand that the information used will be anonymised.	
I understand that data collected might be used in presentations and publications about the project but that all data will be anonymised.	
I provide consent for this holiday club to participate in this research	

Name:

Holiday Club:

Holiday club address:

Signed:

Date:

Researcher's Signature

Appendix Gi Parent/carer and child invitation letter for study 1

Dear Parent/Carer,

I am writing to let you know about a research project taking place at your child's Holiday Club. The overall aim is to explore the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers. I would like to invite you and your child to take part in a discussion about these issues at your child's Holiday Club this summer. Taking part in this project would involve you coming into your child's Holiday Club for a 15 – 30-minute discussion with me about the Holiday Club and how it might make a difference to you and your family during the holidays.

Your child's discussion would take place separately during Holiday Club as part of a small focus group with other children, and will last about 15-30 minutes. Your child will be allowed to talk freely about what they think about the holiday club they are attending, but I will also ask questions to guide the conversation, such as 'What is your favourite part of holiday club?', 'How could holiday club be made even better?' and 'What do you do in the summer holidays?'.

Before you decide, please take the time to read the attached information leaflet which provides full details of the research relating to you and your child. If after reading this information you and/ or your child would like to take part, please complete the enclosed consent forms and return them to your child's Holiday Club as soon as possible. I need two forms of consent from you, one for your participation and one to allow your child to take part. If you would like to take part but would prefer your child did not, or if your child wants to take part but you do not, that is fine, just fill in the appropriate consent form. As a gesture of appreciation, all parents/carers who take part in a discussion will be offered a £5.00 gift voucher to thank them for their help. Your child will receive a sticker as a small token of appreciation for taking part.

If you have any questions or require further information please ask a member of the Holiday Club staff or contact me via email at: jackie.shinwell@northumbria.ac.uk. Thank you for taking the time to consider this information, any help you can offer with this project would be greatly appreciated.

Yours faithfully,

Jackie Shinwell
PhD Researcher
Northumbria University

Appendix Gii Parent/carer and child consent information leaflet for study 1

Summer Holiday Club Research Project

Tel: 0191 215 6025   web: www.healthylivinguk.org

Healthy Living Faculty of Health and Life Sciences, Northumbria University, Newcastle upon Tyne, NE1 8ST

Hello, my name is Jackie Shinwell. I'm from Northumbria University's Healthy Living team and I'm doing research about summer holiday clubs. During the summer, your child will be coming along to a holiday club where they'll be taking part in activities and having meals and snacks while they are there.

I'd really like to know what children think about their holiday club, whether they have fun and what they like or don't like about it.

I'd also like to know what parents/carers think about their child's holiday club and what difference it might make to them and their families.

So, I'm looking for children to come along and take part in a focus group with other children to tell me what they think about their holiday club, and for parents/carers to come along and have a one-to-one discussion with me so I can find out what they think about the holiday club too.

If you would like your child to take part, but you don't want to, that is fine, or, if you would like to take part, but don't want your child to take part, that is fine too.

What will I or my child have to

If your child would like to help with my research, they'll take part in a focus group with other children from their club. I will keep the conversation on track by asking questions like: "What do you like about holiday club?" and "What do you like doing at holiday club?"

If you would like to take part, you will be invited to have a one-to-one discussion with me, where I will ask things like: "What do you think about holiday club?" and "How do you think holiday club will make a difference to you and your family?" You will receive a £5.00 gift voucher for taking part. Your child will receive a sticker to say thank you for taking part.

Neither you nor your child will have to answer any questions you don't like.

I'll record the discussions, but this is nothing to worry about. It's simply so I can take them away and type up everything that is said so that I have an accurate record of what we talked about. The recordings will be locked in a cabinet in Northumbria University and I will be the only person who will be able to access to them.

What if I or my child changes our mind?

If, at any point before, during or up to a month after the focus groups or discussions have taken place, you or your child change your mind, that is absolutely fine. Just let me know as soon as possible. My contact details are in this leaflet. If either of you change your mind more than a month after the discussions have taken place, it might not be possible to remove yours or your child's anonymous data, as reports may have been published by then.

What will happen to the information collected in this project?

I will store all the information collected during this project in accordance with the Data Protection Act and will only use it for the purpose described in this leaflet. I won't put yours or your child's name on the information I collect and will use unique participant numbers instead.

The information may be included in my PhD thesis or in publications and presentations about holiday clubs, but neither you nor your child will ever be identified in any reports or presentations.

How can I be sure it is okay for me and my child to take part in this project?

Northumbria University's Faculty of Life Sciences Ethics Committee has approved this project. Your child's holiday club has also said that it's okay for this project to take place at the holiday club. I also have an up to date check from the Disclosure and Barring Service.

If you have any questions about the project, please get in touch by email at: jackie.shinwell@northumbria.ac.uk, or leave your name and number with a member of the holiday club staff, and I will get back in touch to answer any questions you may have.

What next?

Please complete the enclosed forms giving consent for you and/or your child to take part in this research project and return it/them to the holiday club as soon as possible.

Thank you for taking the time to read this leaflet.

Appendix Giii Parent/carer consent form for child for study 1

Parental Consent Form for Child

Fill this form in if you consent for **YOUR CHILD** to take part in the research and please

return it to your child's holiday club **ASAP.**

Your Child's Personal Details		
Surname: Please write your child's last name.	**Forename:** Please write your child's first name.	**Date of birth:** Please write your child's date of birth.
Gender: Please circle the correct answer: Male Female	**Holiday Club:** Please indicate where your child's holiday club is:	**Participant no:** (please leave blank)

Ethnicity: Please tick the ethnic background that best describes your child.

Asian/ Asian British: ☐ Indian ☐ Pakistani ☐ Bangladeshi ☐ Chinese ☐ Any other background: (please write)	**Black / African / Caribbean / Black British:** ☐ African ☐ Caribbean ☐ Any other background: (please write)
Mixed / multiple ethnic groups: ☐ White and Black Caribbean ☐ White and Black African ☐ White and Asian ☐ Any other background: (please write)	**White:** ☐ English/Welsh/Scottish/Northern Irish/British ☐ Irish ☐ Gypsy or Irish traveller ☐ Any other background: (please write)

Please confirm that you agree with the following sentences by ticking the boxes next to each sentence and providing your signature below:	
I have read and fully understood all the information provided about the project.	
I understand that if I would like further information about the project I should contact Jackie Shinwell.	
I understand that I am free to withdraw my child from the project at any time, without having to give a reason and without prejudice.	
I agree to allow my child to take part in this study.	
I hereby give consent for voice recordings of my child to take place. I understand that the information collected in the recordings will be transcribed and may be used in a PhD thesis and presentations and publications, but the actual recordings will be stored securely and will only be accessed by the research team. I understand that the information used will be anonymised.	
Signature of Parent / Guardian in the case of a minor: ……….. NAME IN BLOCK LETTERS: ....……………………………….Date: ...………………………………………….	

Appendix H Food industry invitation letter, information sheet and consent form

Dear Sir/Madam,

I am writing to invite you to participate in a research project being undertaken by a researcher from Northumbria University. The research project aims to identify and examine the views of children, parents, holiday club organisers and volunteers, the food industry and teachers regarding holiday clubs. As a representative of the food industry supporting the Brakes Meals and More holiday club initiative, your views are extremely valuable to this research project. Participating in this project will allow you to share your views on holiday clubs generally and the role of the food industry in supporting such initiatives to alleviate food insecurity. You will be asked questions about your views and encouraged to speak freely about the aforementioned topics during a discussion with a researcher from Northumbria University. All discussions will be recorded and transcribed for the research project, and all information will be stored securely in accordance with the Data Protection Act 1998.

Further details about the project are attached. Should you wish to participate in this project after you have read this information, please complete the consent form provided and return it to the researcher at the address below. Any help you can offer would be greatly appreciated. If you require any additional information or have any questions, please don't hesitate to contact me via email on: jackie.shinwell@northumbria.ac.uk .

Yours faithfully,

Jackie Shinwell
PhD Researcher
Northumbria University

Information for Food Industry Representatives

Project Title: Summer Holiday Clubs: What do food industry representatives supporting holiday clubs think?

Researcher: Jackie Shinwell (jackie.shinwell@northumbria.ac.uk)

What is this project all about?

Holiday clubs are being set up in a number of places in the UK. However, very little is known about what children, parents/carers, holiday club organisers/volunteers, the food industry and teachers think about holiday clubs and school holidays in general. The aim of this project is to find out by asking representatives from each of these key stakeholder groups what their views are on this subject, why they are important and what the potential benefits of holiday clubs are.

What will I be asked to do?

If you would like to take part in this project you will be asked to take part in a one-to-one discussion with Jackie Shinwell, a researcher from Northumbria University. The discussion will involve talking about what you think the about holiday clubs, what the potential benefits are and what could be done to improve them. You will also be asked about the role of the food industry in supporting holiday clubs and the potential benefits to the sector and the community/society more broadly. You will also be asked to complete a short questionnaire to give details about your gender, age group and level of education. If you are asked any questions that you do not want to answer, this is fine; you will not be expected to answer anything you don't want to. Also, if you agree to take part but change your mind, you are free to withdraw at any time.

All discussions will be recorded so that they can be written out in full after the discussions have taken place. Key points from the discussions will be brought together and summarised to give a general view of holiday clubs from representatives of the food industry supporting holiday clubs.

When will the discussions take place?

An appropriate time will be organised for our researcher to meet with you or conduct the interview over the telephone. This is likely to be some time during the day in early autumn. The researcher will contact you to arrange an appropriate time to talk.

Taking part in this project is likely to take around 20-30 minutes.

What will happen to the information I provide?

Any information collected during the project will be stored in accordance with the Data Protection Act and will only be used for the purpose of this project. All information will be coded with unique participant numbers and any names will be removed.

All recordings taken during the discussions will be stored in a locked cabinet in a secure office within Northumbria University and will only be accessed by the team working on this project.

The information collected will be summarised and written up as part of a PhD thesis. The information might also be used in publications and presentations about the project but you will never be identified individually in any reports or presentations.

Has this project received appropriate clearance?

This project has been approved by Northumbria University's Faculty of Health and Life Sciences Ethics Committee.

How can I find out more?

For more information please contact Jackie Shinewell via email:

jackie.shinwell@northumbria.ac.uk or leave your name and contact number with your contact at Brakes and you will be contacted to allow you to ask any questions.

Food Industry Representative Consent Form

Fill in this form if **YOU** want to take part in the research and please return it to the researcher **ASAP.**

Your Personal Details		
Title: e.g. Mrs, Mr, Ms etc.	**Forename(s):**	**Surname:**
Business & contact details (to enable a meeting to be set up) and availability:		**Participant no: Please leave blank**

Please confirm that you agree with the following sentences by ticking the boxes next to each sentence and providing your signature below:	
I have read and fully understood all the information provided about the project.	
I understand that if I would like further information about the project I should contact Jackie Shinwell.	
I understand that I am free to withdraw from the project at any time, without having to give a reason and without prejudice.	
I agree to take part in this study	
I hereby give consent for voice recordings to take place. I understand that the information collected in the recordings will be transcribed and may be used in a PhD thesis and presentations and publications, but the actual recordings will be stored securely and will only be accessed by the research team. I understand that the information used will be anonymised.	

Signature of Participant:
…….………

NAME IN BLOCK LETTERS:
....…………………………….….. Date:..…………………………………………

Appendix I Senior stakeholder invitation letter, information sheet and consent form for study 1

Dear Senior Stakeholder,

I am writing to invite you to participate in my research project regarding summer holiday club provision. The research project aims to explore, with key stakeholders, the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers. As a senior stakeholder, your views are extremely valuable to this research project.

Participating in this project will allow you to share your views in relation to your role, where you may have had a direct or indirect role in establishing or supporting the provision of holiday clubs. During a discussion with me, which will be at your convenience and either in person or over the phone, you will be asked questions about your views on holiday clubs, including what you think is good and what could be done to improve them and as indicated above, the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers.You will be encouraged to speak freely about these topics. All discussions will be recorded and transcribed for my research project but all names of individuals and places will be removed. All information will be stored securely in accordance with the Data Protection Act 1998.

Further details about the project are attached. Should you wish to participate in this project after you have read this information, please complete the consent form provided and return it to me. Any help you can offer would be greatly appreciated. If you require any additional information or have any questions, please don't hesitate to contact me via email: jackie.shinwell@northumbria.ac.uk .

Yours faithfully

Jackie Shinwell
PhD Researcher
Northumbria University

Appendix I (cont) Senior stakeholder invitation letter, information sheet and consent form for study 1

Information for senior stakeholders

Project Title: Exploration of the views of key stakeholders regarding holiday club provision

Researcher: Jackie Shinwell (jackie.shinwell@northumbria.ac.uk)

What is this project all about?

Holiday clubs are being set up in a number of places in the UK. However, very little is known about what strategic stakeholders involved either directly or indirectly in the establishment of holiday clubs think about them. The aim of this research project is to explore, with a range of stakeholders, the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers.

What will I be asked to do?

If you would like to take part in this project you will be asked to take part in a one-to-one discussion with a researcher from Northumbria University.

The discussion will involve talking, as indicated above, about the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/care and if improvements are needed. You will also be asked to complete a short demographic questionnaire. If you are asked any questions that you do not want to answer, this is fine; you will not be expected to answer anything you don't want to. Also, if you agree to take part but change your mind, you are free to withdraw at any time. You can do so by emailing the researcher, Jackie Shinwell at: jackie.shinwell@northumbria.ac.uk , within one month of taking part. After this date, it may not be possible to remove your (anonymised) individual information as the results may already have been published.

All discussions will be recorded so that they can be written out in full after the discussions have taken place. Key points from the discussions will be brought together and summarised to give a general view of holiday clubs from key stakeholders.

When will the discussions take place?

An appropriate time will be organised for our researcher to meet with you. This is likely to be some time during the day and could be in person or over the telephone.

Taking part in this project is likely to take around 20-30 minutes.

What will happen to the information I provide?

Any information collected during the project will be stored in accordance with the Data Protection Act and will only be used for the purpose of this project. All information will be coded with unique participant numbers and any names will be removed.

All recordings taken during the discussions will be stored in a locked cabinet in a secure office within Northumbria University and will only be accessed by the researcher working on this project.

The information collected will be summarised and written up as part of a PhD thesis. The information might also be used in publications and presentations about the project but you will never be identified individually in any reports or presentations.

Has this project received appropriate clearance?

This project has been approved by Northumbria University's Faculty of Health and Life Sciences Ethics Committee and the holiday club delivery partner has given consent for the project to take place on holiday club premises.

How can I find out more?

For more information please contact Jackie Shinwell via email: jackie.shinwell@northumbria.ac.uk or leave your name and contact number with the person who set up the holiday club where you are working or volunteering and you will be contacted to allow you to ask any questions.

<u>Senior Stakeholder Consent Form</u>

Fill in this form if **YOU** want to take part in the research and please return it to the researcher at the address below **as soon as possible:**

Your Personal Details		
Title: e.g. Mrs, Mr, Ms etc.	**Forename(s):**	**Surname:**
Gender: Male Female	**Position:**	**Participant no:** (Please leave blank)

Please confirm that you agree with the following sentences by ticking the box next to each statement and providing your signature below:	
I have read and fully understood all the information provided about the project.	
I understand that if I would like further information about the project I should contact Jackie Shinwell.	
I understand that I am free to withdraw from the project at any time, without having to give a reason and without prejudice.	
I agree to take part in this study	
I hereby give consent for voice recordings to take place. I understand that the information collected in the recordings will be transcribed and may be used in a PhD thesis and presentations and publications, but the actual recordings will be stored securely and will only be accessed by the researcher. I understand that the information used will be anonymised.	
Signature of Participant : …… NAME IN BLOCK LETTERS: ....……………………………………..…Date:………… ...………………………	
Signature of researcher:.. …….Date:...…………………………………… Return address: jackie.shinwell@northumbria.ac.uk or Northumbria University, NB155, Northumberland Buding, Newcastle upon Tyne, NE1 8ST.	

Appendix J Example of adult participant debrief sheet for study 1

Dear Parent/ Carer

I would like to take this opportunity to thank you for taking part in the research project that was recently conducted at your child's holiday club. The overall aim of this study was to explore, with key stakeholders, the potential benefits, uses, and impacts of the provision of day long holiday clubs with food and enrichment activities on the health, educational, social and economic well-being of child attendees and their parents/carers. As a parent/carer of a child attending a holiday club, your contribution to this project is very much appreciated. The results from this research will be summarised and sent to the holiday club organisers. You can request a copy of the summary of the research results, should you wish, by completing the slip at the end of this letter and returning it to the holiday club. You will receive a summary of the research findings upon completion of the project.

All the information we collected during our discussion will be stored in accordance with the Data Protection Act 1998 and will only be used for the purpose of this project. The findings of the research will be included in a PhD thesis and may be included in publications and presentations. Please rest assured that your name and personal information and that of your child, if you gave consent for them to participate, will remain confidential. Should you wish to withdraw yours or your child's information from this project, you can do so by emailing me at: Jackie.shiwell@northumbria.ac.uk, within one month of taking part. After this point, it may not be possible to remove yours or your child's (anonymised) individual information as the results may already have been published.

This study received full ethical approval from the Northumbria University's Faculty of Life Sciences Research Ethics Committee. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

Thank you again for taking part in the research, your contribution was greatly appreciated.

Yours faithfully,

Jackie Shinwell

PhD Researcher t
Northumbria University

Appendix J Example of adult participant debrief sheet for study 1 (cont)

If you would like to receive a summary of the research findings, please complete the reply slip below and return it to the Holiday club as soon as possible.

I would like to receive a summary of the research findings from a research project at the holiday club about what children, parents/carers, holiday club organisers, and teachers think about holiday clubs.

Name:…………………………………………………………………………………

Holiday club:…………………………………………………………………………..

Email address:…………………………………………………………………………

Contact number:……………………………………………………………………….

Researcher: Jackie Shinwell

Room C101,

Northumbria University

Coach Lane Campus West

Newcastle upon Tyne

NE7 7XA

Appendix Ki Children's information sheet for Study 1

Hello. My name is Jackie and I would really like to find out about what children and young people think about the holiday club they are attending.

If you would like to help me with this, you will be invited to come along and talk about the holiday club with me at your holiday club. We will talk about things like...

What's the best part of the holiday club?

What would make the holiday club even better?

What do you do during the school holidays when you don't come to holiday

What do you do at holiday club?

What food do you eat at holiday club?
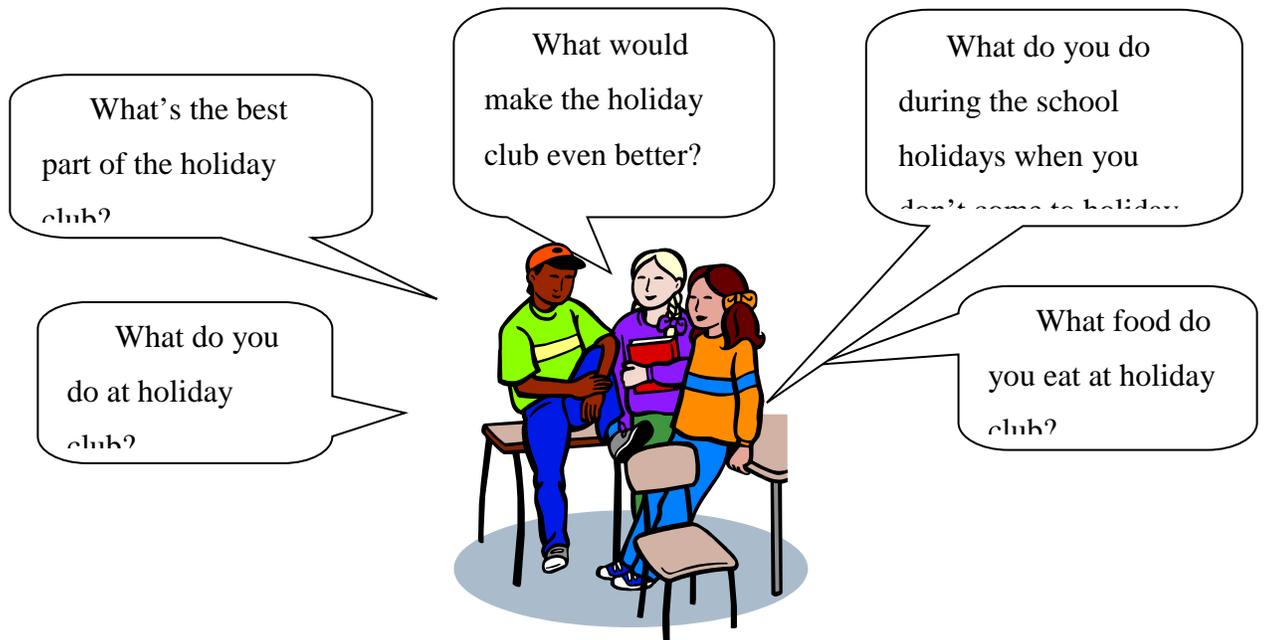
To make sure I remember everything that you say, everyone will be recorded. I will listen to these recordings and write down everything that was said during the discussion. This is nothing to worry about though, only I

will get to listen to the recordings, and your name will be removed so no one will ever know the bits you said.

Also, if you come along to a discussion but then you change your mind, you can leave at any time because it's up to you whether you join in or not. Also, if you're asked a question you don't want to answer that is fine. You don't have to talk about anything you're not comfortable talking about.

Thank you for your help.
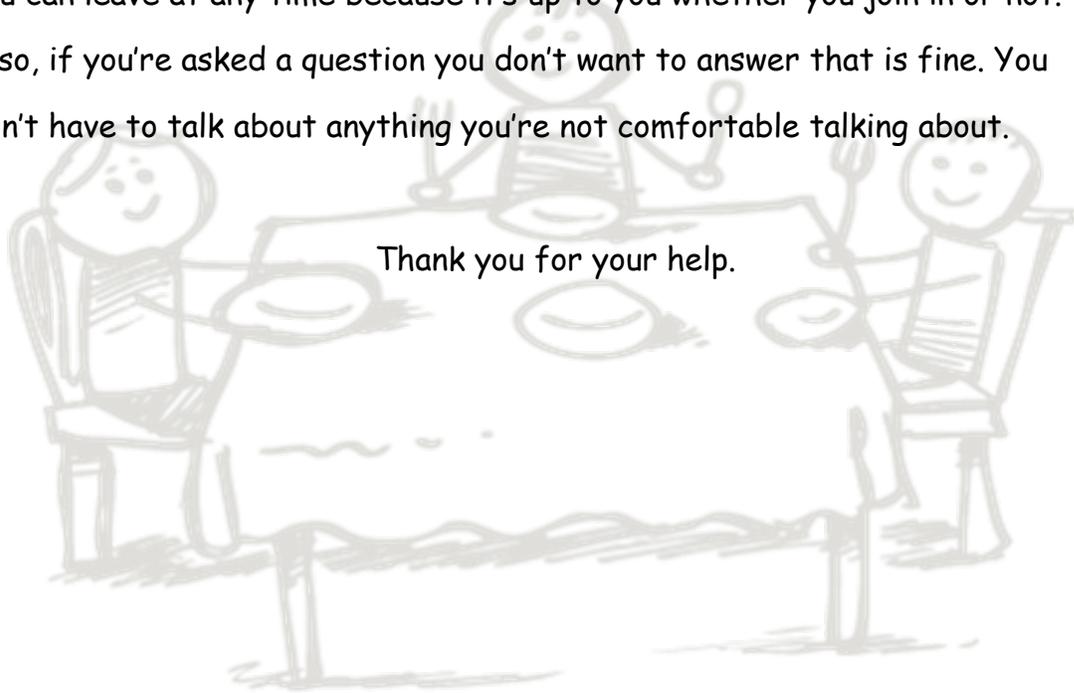
Lots of places now have holiday clubs like the one you are going to. The chat we had helped me to learn more about what children think about holiday clubs.

All the things you shared during the discussion are really important. I will tell people what children at your holiday club said about it.

I recorded our voices during the discussion and afterwards I will listen to the recordings and write it all down. I will make sure that I don't write your name next to what you said, so no one will know it's you. I will also lock away the recordings so only our team can listen to them.

When I've finished finding out about holiday clubs I will let your holiday club know all the things I have found out. I will be using the things you told me for my university work and in the future I will be publishing my work and talking about it to lots of people. I will never put your name on any of this information, so no one will ever know the bits you said during the group chat.

Don't forget, if you have any questions about the project you can ask your holiday club and they will pass the question on to me. I will be sending a summary of all the things I found out to your holiday club later.

Thanks for all your help with this important project. You did a great job!

Appendix Li Example of Interview Script for Parents/Carers for Study 1

Interviewer - can you just tell me a little bit about your family and who you bring to holiday club?

Parent/Carer - my name is XXX, my grandson XXXX is in the school because his mum has to work all day, so we just come to, XXX and we are very very close so it's a nice enjoyment to spend quite a bit of time with him so it is

Interviewer - Yeah, yeah erm and so how often does he come along to holiday club?

Parent/Carer - everyday

Interviewer - yeah and is that five days five days a week?

Parent/Carer - yeah

Interviewer - and how many weeks has holiday club been on?

P- this is the fourth and it will finish on Friday

Interviewer - right so the first week there was no holiday club and the last week there is no holiday club so you've had this four week block?

Parent/Carer - yeah yeah 4 weeks

Interviewer - erm and so why, er what do you think XXX likes best about coming to holiday club?

Parent/Carer - I think it's interaction with the other kids, and not getting told keep quiet keep this you know and he just loves to obviously he loves to talk and he loves to interact with and things like that and he's an only child so and he doesn't have any cousins, so it's is so important for him to just meet with the boys and girls

Interviewer - yeah and I mean have you noticed difference in him since he's been coming to holiday, he sounds like he's a very you know inter like you know erm he he's got good good socialising skills anyway if he likes to talk, but have you notice a difference since he's been coming to holiday club?

Parent/Carer - yes uh huh

Interviewer - and and what difference?

Parent/Carer - just the way he, if I'm honest he's sort of changing just now from being a wee kid to a big boy, so I found like the difference he's playing with the older kids and he's got more patience you know when he's only he's only 7 so and he's understanding what's going on and they've been doing stuff that he likes, he likes arts and crafts he likes painting, badges, he likes tasting fruit, it's just all like that is you know, maybe last year he never had the you know the savvy to do so much, and it's a constant, there was yoga and different things, XXX has problems with his motor skills he's about a year behind, so this rough and tumble play is fantastic fantastic because you're not going to totally focus on is he going to go in a straight line or is he going to fall here because he's allowed to be rough and tumble here and that's that's a big thing

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Interviewer - and do you think erm what do you think in terms of the fact that he's kind of come to holiday club and mixing in with older kids, you know how how how do you think that affects you know when he comes back to school after the summer holidays?

Parent/Carer - well he's actually changing so much just the past couple of weeks and one of the thing's is going from a wee boy to a bigger boy maybe you would say something and you know and maybe something you'd say to a smaller kid and I say something now just over these few weeks I've noticed that he'll stay " nana don't embarrass me" or " nana you didn't tell them everything" and I'm like huh,,,

Interviewer - Yeah, yeah and erm what about kind of generally, children mixing in?

Parent/Carer - fantastic, I would say this is a multicultural school and usually all the parents and grandparents and what have you are sort of queued up at the fence and there's a lot of different crowds of people you know and I'm sorry it's skin and I don't think it's any worse than that , so that's all the barriers taken away

Interviewer - and you you've actually noticed ?

Parent/Carer - oh goodness aye

Interviewer - and is that in terms of children or parents and carers?

Parent/Carer - I think it's a good combination of both you know, I'm I'm trying to remember everybody's names but I know most of the kids names you know and that's good and I think people appreciate... there's one family the kids are going to High School and err they came on holiday club, the only came here 6 months ago, they're Iranian, the dad's been here 3 and a half years and their mum who was a doctor in Iran, she's come and so XXX and XXX are, they'll be here tomorrow they are not here today, they've had to fit into such different, see her first day at the holiday club, I started talking to XXXX, that's her mum, and she's desperate to practice her English and one of the trips we went, my friend came with her two grand kids and XXXX she came, you know it's it's been fantastic you know because it's err and that's been amazing because she'll ask me what a word is and what does it mean and and you tell her what it means and it sounds a bit silly and fussy, words that you wouldn't even think of, and they are so lovely so this I wouldn't have met her under any other circumstance because her kids are going in to High School so it's like you know you just met and you just click, that's amazing

Interviewer - absolutely yeah yeah, erm how how did you find out about holiday club?

Parent/Carer - we knew about it erm well in advance of it, about a month before the school finished or well (inaudible) found out I think we got letters got letters and telling us and they they wanted some idea of numbers so yeah that was all, everybody (inaudible)

Interviewer - and do you know erm if parents have been involved parents and carers have been involved in deciding what's going to happen at holiday club?

Parent/Carer - yes I think there's I think there's a sort of parents teachers Association and I would presume it was rolled out in that, maybe not, maybe they should have asked more of the parents or maybe not at that because it's quite strange because some of the parents I know that are on that Council and the two who maybe stand out haven't heard nothing, one was family, the other isn't, the little 'un so to me I think I've realised wait a minute maybe that's why this wasn't organised as well, I mean daily structure, I don't mean, you know that's may be why, maybe why it's sort of fell down a wee bit

Interviewer - I was going to say do you do you think parents and carers should be more involved, what what difference do you think that would make?

Parent/Carer - I think because again it's so multicultural you need to everybody's got to get the same level but what you speak might translate not very well you know, so I think yeah you need to see right this is all the things that what the kids eat, what they're allowed to eat, what they're allowed to drink, where they are allowed to go and each kid is so individual you know, and I I I think yeah maybe it should be may be a time when the parents are up in the classroom for something, you could may be say oh right well or you could ask them , if you ask them but maybe not written down and asking them because a lot of people they can't read English so if it was face-to-face you know the school you know maybe a wee a couple of days during the year or something like that come sit down with a tea and coffee and explain it so people understand it

Interviewer - and get more input?

Parent/Carer - uh huh I would just say a total example of where it fell down, er last year the kids were invited to a party to one of them wee erm Indian boys, XXXX, and what happened was the mummy had written down half six for seven, and it was translated as being that people thought it was only for an hour and when I went I took XXX and his wee friend XXXX because he's Turkish and we went round and apart from XXXX's family, nobody turned up, so I was quite irate with them because if they couldn't understand that why didn't they want to ask the girls and it was like poor wee XXXX (grandson) took it not well and I had to take him and XXXX away and it was like the feast they put on, the party and that was dreadful, you know that's that's

Interviewer - so if erm, what do you think could erm you know like so I think this is a second year that the club has ran is there anything that you can think of that would improve the holiday club?

Parent/Carer - I think erm a timetable of what's going on every morning every afternoon

Interviewer - so parents and carers know?

Parent/Carer - and erm it should be sat for whether it's two people or 20 people that turned up on a day so I think the club's, like the arts and crafts, I think it

shouldn't be, it's quite laid back there is do you want to come in and I'm like I would say right everybody with the odd number in there and I think it's because, you've just seen it there the wee kids just all of them running about, so I think definitely, parents really you know being having a part in it and I think the kids should have a say as well, what was your favourite thing you know

Interviewer - yeah erm and so just getting back to kind of you know like on a day you come in at holiday club, what do you think, what else do you think XXXX gets coming out of holiday club?

Parent/Carer - he just likes mixing in with other kids uh huh and it's sometimes he likes doing so he's at erm he's at he's up there dancing with the other kids because he knows them, I think it's the total interaction with kids and he's a wee bit you know, you're a wee bit less strict when you see him, usually oh you're going out you're behave this you know do that and so forth

Interviewer - Yeah, yeah and holiday club's on for four weeks erm this week is the last week, then one more week then school returns?

Parent/Carer - uh huh that's it

Interviewer - do you think there will be any benefits to XXXXX the fact that he's come to holiday club during the summer for when the school goes back?

Parent/Carer yeah I think there is massive

Interviewer - yeah what kind what kind of things?

Parent/Carer - inaudible

Interviewer - I'm just saying erm what kind of, holiday club has been of for four weeks, what kind of , this is the last , do you think there are any benefits for XXXX the fact that he's come to holiday club during the summer that will help him when he comes goes back to school ?

Parent/Carer - oh definitely

Interviewer - what kind of things?

Parent/Carer - well one of the most ones is erm the past two years XXXXX being in a composite class, you know so it's different ages, some of the kids are actually 2 years older than him, so they now know they know from June who's all going to be in their classes so primary four is just going to be primary four and a lot of the kids that here are actually in his class so that's nice that's, as I say new pals so the pals he had in June might not be the same pals as going back in August

Interviewer - and do you think how how do you think that will help him just ?

Parent/Carer - I think erm just more confidence because we'd erm we we mollycoddle him and we ken that we do and a lot of these kids you see them are fun and adventurous they're and willing to try so it's good that he's getting involved in that

Interviewer - and in terms of you know like the routine of holiday club what do you think how do you think that will help?

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Parent/Carer - oh uh huh that is good because he gets a long lies he gets an hour extra every morning in his bed so that's quite good

Interviewer - Yeah, yeah erm but still had a bit of structure to the day?

Parent/Carer - yeah oh yeah he's still got a bit of structure in

Interviewer - Yeah, yeah erm knowing knowing that holiday club is on, when you know when it's getting to the end of the term and it's kind of like it's the 6 weeks holiday, how how would you normally feel about dealing with those 6 weeks?

Parent/Carer - if it hadn't had the holiday club we would have had to put him into a a what do you call it a after school type care yeah

Interviewer - and so knowing that the holiday club was on how how did that make you feel?

Parent/Carer - fantastic because maybes I think the the first thing is is the financial cost you know and it's you can't knock it and sort of say alright well I'll just pay £30, £40 a day for this you know and you're getting it free

Interviewer - yeah yeah and in terms of kind of keeping him occupied?

Parent/Carer - oh it's good it's good er they've got it might just be sitting down with a game you know err aye , it's fine I'm happy with it it has brought him on mebbe I cannot put it in to words but I can see what how it is, it's been good

Interviewer - erm and kind of knowing that holiday club is on how how does that make you feel when it comes to knowing you're going to be doing during the holidays?

Parent/Carer - well I think it's good because erm parents or carers don't have to come as it is this year on a Tuesday and Thursday so that's been good for me I've actually stayed for about an hour but it means that at that wee point in time I can get my on stuff done the things that I would do when he's at school, so that's been good

Interviewer - Yeah, yeah and so how does help you?

Parent/Carer - that's really really helps me you know because if you're running the house and doing paperwork an running after a grandchild you know it's like trying to get a balancing act.

Interviewer - yeah because you mentioned that you were you're still running a business

Parent/Carer - uh hum

Interviewer - Yeah, yeah erm there was going to be something else, erm the fact that like on a couple of days you don't have to stay erm and that you're saying that that helps you catch up on your paperwork?

Parent/Carer - oh it's fantastic it is

Interviewer - but then erm what do you get do you feel you're getting the benefits from the time that you do have to spend at holiday club?

Parent/Carer - yeah I enjoyed it because all the kids are in different classes you wouldn't necessarily talk to, you stand at separate classes at the gates so you don't really see them but now you've seen them you can say hello so that's good

Interviewer - and have there been any activities or or anything yet towards parents at holiday club?

Parent/Carer - erm no

Interviewer - would erm would do you think that would help if it was?

Parent/Carer - yes

Interviewer - what kind of things do you think could be improved then around holiday clubs and holidays?

Parent/Carer - personally I could have helped, I've got a big massive box to make earrings and bracelets and I think just things like that because if you sit down it gets people talking to each other because they're all there for the one thing to make a bracelet, to make a necklace, I think things can help like that because it's like soft things

Interviewer - for parents?

Parent/Carer - yes

Interviewer - right okey-doke, erm and just to just to talk about the food that's provided at holiday club erm what do you think the benefits of that are?

Parent/Carer - well obviously you know it's been coming from the school it's going to be healthy like everything's going to be healthy and it is making sure the kids do you have a drink of juice and a sandwich or a plate of food , it means they have one meal at least a day and that probably carries on because they're on holiday from school, so you know you mark what's happening outside, they're being fed

Interviewer - yeah because the has been stories in the news about kind of when it comes to holiday children are going hungry because they're not getting that free school meal

Parent/Carer - yeah it's really serious

Interviewer - so what what do you think about that and how holiday clubs are bridging that gap?

Parent/Carer - I think it's great it's really good because you know that they're eating every day and they're getting the same food

Interviewer - yeah yeah and in terms of you know the fact that food is being provided at holiday clubs how does that help you?

Parent/Carer - well it saves me money as well

Interviewer - sorry?

Parent/Carer - it saves money as well ,you're getting food for free so mabbies one child maybe £15 a week, but if you've got four kids that's maybe £60 a week

Interviewer - and so when it comes to your food shopping bill have you actually noticed a difference?

Parent/Carer - oh aye I have noticed a difference and it's less because you know what he's going to eat here so you don't have to buy it

Interviewer I - yeah yeah and actually if I can just nip back to the fact that on some days you stay at holiday club and some days you don't have to stay, do you think it would be better, how do think how do you feel about that mix because some holiday clubs parents have to stay and some holiday clubs they don't want to stay?

Parent/Carer - I think it's a good ratio, I think it is good you have to be there otherwise it's just your just putting your kids in school again, no I think it's important, not everyday because it gives kids a bit more independence when they're in here but I think they've got it right I think they've got it right here I don't know about in other schools but this one

Interviewer - is there anything else you'd like to add about holiday clubs?

Parent/Carer - no, I don't mean

Interviewer - no no no that's fine

Parent/Carer - err I would like to see them all maybe all them ideas being flooded in from different groups and picking the best to make a nice timetable for the summer?

Interviewer - like when you say different groups you mean a different holiday clubs and just seeing what works best?

Parent/Carer - uh huh I think that's good, and things like err during school time as well they run a mile so many days a week, you know they could do with that, errm and I think even things like that as well in the holiday club you know in that way you've got a healthy child because they're getting a wee bit

Interview interrupted

Interviewer - is there anything else you'd like to add?

Parent/Carer - no

Interviewer - well thank you very much for your time.

Appendix Lii Example of interview script for holiday club staff

INTERVIEWER - can you just tell me a little bit about yourself and your role in the holiday club and how long you've been involved?

PARTICIPANT: ok so I'm an XXXXX for the XXXXX centre so I'm out in the community a lot and deliver sessions from children centres erm we did this err the holiday hub last year and I was sort of like nominated person to lead on it along with a couple of other people but I think because it went so well it it we felt because of the the level of like sort of stuff you need to do around holiday hub that you needed somebody who had done it before so I basically landed with it erm , but a lot of the planning has been done as a group so yes I am leading on it but a lot of it has been done together

INTERVIEWER - yeah and you mentioned that you did holiday hub last year, so

PARTICIPANT: Yeah and in Easter this, last year

INTERVIEWER - yeah and so is it useful to have had the experience so what did you learn and what did you change from last year's experience?

PARTICIPANT: well I think we did it in XXXX children's centre which is a similar set up to here, so the kitchen is like a hatch, got a hatch and the children ate just out the front of the hatch and it's got a gate where the children are completely shut away so they can't get into the kitchen area at all, which is worked really really well and I think in terms of settings I think I think it was one of the best ones I think here's a very erm but I think, I don't know, I think XXXX was different, we ordered taxis for families in XXXX and families were coming from other areas as well so from XXXX and obviously we had £1,000 budget and it just ate the budget and none of them some of them just didn't turn up erm I think we went to a lot of trouble like doing things like passports so with an incentive at the end so you give them a passport and a stamp it off for every week they come and if they come every week we give them like a plate set or something like that, that didn't work just little things in the heat of the moment when all the children turned up those things don't matter because what matters is the families are together

INTERVIEWER - so that administration then ?

PARTICIPANT: yeah there was a lot of stuff that we just didn't need to have, it didn't need to be that in depth, erm but then every where is different you know what works there doesn't work here and you have to adapt and we did it in XXXX , erm we did it for one week and a setting was bad, the setting wasn't appropriate, erm the same routine that we did in the summer didn't work so it just depends on the setting and your environment and the children, families that you're getting attending

INTERVIEWER - so I'm just thinking you said you had taxis last year, and was the intention of that thinking that it would be easier for people to get here?

PARTICIPANT- yeah yeah got no main got no transport, because a lot of our families are isolated families so they've got no way of accessing anything and we do have them this year as well

INTERVIEWER _ -and is that a big issue is this kind of them or rural it's not in the city centre?

PARTICIPANT: no I suppose all the areas we work in you could say are rural to families that don't drive, but we primarily targeted this one at XXXXX families so these families are local, so they can walk, or some of them do drive

INTERVIEWER - but it's local, erm and the people who come along to the holiday hub how how did they find out about it how do you decide how do you decide who to go to invite along?

PARTICIPANT: well I think the criteria for holiday hub is basically for families that are that are low income families erm so families that might not get out in the summer, might not be able to do anything because they're isolated, might not have the money to access things, they've got large families, we've got one with 6 children, doesn't drive, so I think it was about looking at the families who we're working with and who we felt would benefit from you know sometimes they struggle to feed their children, they go to school with no breakfast and it's an opportunity, for us just to see families how they are, how they behave as a family because that's something that a lot of family support workers don't see, they go and do home visits but they don't see them together for like a long stint of time, but they are family support families a lot of them

INTERVIEWER - and so the people, it's very targeted?

PARTICIPANT: yeah very targeted

INTERVIEWER - and just could you just expand a bit on why that is important for this setting?

PARTICIPANT: erm just because they're families that really need it and I think you could open it up but actually these are families that would benefit from having a free meal and having free you know activities do together and parents have that time away and I think like we've got a few mental health problems with parents, we've got someone with an eating disorder so actually being together they get so much from it socially as a group

INTERVIEWER - just talking about the benefits then what kind of benefits then do you think parents get?

PARTICIPANT: I think spending being together and erm having time away from the children I think sometimes erm having decent food, learning about what you know what is appropriate and what's not because sometimes I think I genuinely don't think they understand I don't think it's that they choose to not do it I just don't think they have an understanding of what a healthy eating is and how to chop vegetables so it's providing new opportunities for them erm and to just interact with other children for the children to meet and make friends and find common ground with each other yeah we now have its second day and they're already starting to get to know each other

INTERVIEWER - any other benefits for parents and carers?

PARTICIPANT: err I mean there's loads I'm just trying to like I'm under pressure now

INTERVIEWER - that's alright we can come back to it

PARTICIPANT: I just think I think for like their mental health and being out of the house I think a lot of the time children don't go outside erm they're not given the opportunity to be outdoors sometimes they don't have Gardens or a park so I think it's

about having stuff that they wouldn't necessarily do at home and experience that they wouldn't like have at home and also that in terms of the development side of things that parents being stuck in and being involved with the children and you know as early years practitioners for to re-emphasize why that is important

INTERVIEWER - and what do you think the children get out of coming along?

PARTICIPANT– oh I think they get loads you know like I was saying about these families being sort of like priority families, these families that probably don't go out, they don't go to activities in the summer because Mum and Dad can't drive or can't afford it or maybe just avoid it because they've got a big family and it's easier to just not want to do it and they're looking in front of tablets and phones [00:07:30] I just think it's new, it's exciting for them and I think erm I just think children just love it being outdoors and getting stuck in and doing practical activities that they wouldn't do

INTERVIEWER - earlier just chatting to a couple of parents they were saying that their children are struggling because they're out of the routine of school and so do you think do you think coming along to holiday club do you think that will have an impact ermwhen it comes to go and back to school?

PARTICIPANT: I don't know because I don't think it upsets their routines in terms of like the sitting down for lunch then coming for breakfast, I think we've had to be flexible and it's a really hard balance because you want them to have breakfast at like 8:30 when we normally have breakfast but actually these are families that they might only just be waking up at 8:30, so we've had to adapt that to so you have to and also all children like routines in school holidays are completely different anyway so I don't think this is going to affect their routines I don't think I might you know people might disagree

INTERVIEWER - maybe if the holiday club was a lot more often like every day?

PARTICIPANT: yeah yeah but with it being twice a week for four weeks I think it's, but I think also that I mean talking about what the children you're saying about the children that the erm one of the family support workers had said that one of the older girls that's attending here, the school had raised concerns about their confidence which is really interesting because they're very different here

INTERVIEWER - really in what way?

PARTICIPANT– erm just not they don't hold back their very confident they're the complete opposite I find it very hard to believe that so they've been singing around the building with you know got they've been really excited they've been commenting on the food, what they've enjoyed so I just I find that very hard to, which is interesting but maybe with mum being there maybe I don't know , I don't know

INTERVIEWER - so for those children that you've mentioned yeah what do you think they're getting out of it?

PARTICIPANT: Loads, I think I mean the other day you know we were saying like you were saying earlier that you know these children are stuck behind computers but because they don't know any other they don't know any other way they're not giving those opportunities, so when they are you know because these are the best days they have had you know, this is the best day they've ever had and the best school holiday, but you know for people like us who can drive who can afford to take children out for the

day I think we take that for granted sometimes but these children don't have that opportunity, so this is massive

INTERVIEWER - and just touching on the fact that it's erm like a very targeted approach erm to the holiday hub, does the issue of sort stigmatizing people is that is that an issue or are people not know where?

PARTICIPANT: no because because they're referred in almost it's not something we advertise like externally we don't put it out as a like an open advertisement and then we just prioritise who we want, these families that are, it's very close knit, it's very erm only we know about these families that we're working with them

INTERVIEWER - and so by doing that do you think that removes any issue?

PARTICIPANT: it's quite confidential, yeah there's no, no because they we don't get them in a room and say you're here because you can't afford to take your kids out or give them breakfast oh because you've got mental health, it's nothing like that, but actually some of the parents do know each other and support each other so and they're they're very switched on they know why they're here I think, I think they know why they here and why it's important to be here

INTERVIEWER - and but they obviously still come along and generally do they based on last year do the people who come at the beginning do they manage to sustain it, I know you had the passports but …

PARTICIPANT: yeah well the whole idea, I think the taxis was a massive issue, I think what we every you know every time we've delivered it's been very different erm I think it depends on the family, I really do and it's a hard one ain't it, are we doing anything different really that we did last year that there's a reason why parents have come back, I don't know I think it just depends on them

INTERVIEWER - and so can you just describe what a typical day is like then?

PARTICIPANT: for the parents or just generally?

INTERVIEWER - just generally within the holiday club

PARTICIPANT: so we start with, we usually say between 9 and 10 they can come for breakfast and will have the breakfast stuff set up from 9 o'clock, so if they get up early and want to get out the house, the breakfast stuff is here at 9, so between 9 and 10 they can arrive for breakfast , but obviously the last few days the last couple of sessions they've been rocking in at 10:30 so and and that's where we've got to be flexible er but they ,as I said some of them will come for breakfast and then they've just sort of staggered in so 10 o'clock we wrote it down somewhere it was on the board somewhere, so 10 o'clock we usually have like a speaker or somebody to come in and do a parenting bit erm but we also have added erm things for the children, so we've got a health and safety week next week and the fire service coming with a fire engine to talk about fire safety in the home, sometimes they give out like free smoke alarms to the families and talk about sprinklers and you know all that kind of stuff erm so that hour is for like parenting and for the children to play, erm other ch, well the parents usually play together and then we separate them but we in that in that between 11, 10 and 11 we're prepping food so we sit down as a group and then we cook it so yeah, it's a lot of bitting and bobbing depending on what that day so if somebody doesn't turn up we just have to

go with the flow, but a general mix of parenting, play and prepping and then we have lunch about 12, well we aim to have lunch about 12

INTERVIEWER - so there's opportunities for the children to play but you have specific sessions, seems sessions for parents?

PARTICIPANT: yeah er yeah, incorporating all the healthy eating stuff, the healthy eating plate and erm yeah and we've got we're doing a lot of Haye training, you know the how healthy eating training that's quite big now

INTERVIEWER - no what's that?

PARTICIPANT: it talks about portion size, it's basically about the eatwell plate, so all the staff have all done hey training, erm and it's like an accredited course, the normal course is an accredited that parents that parents can do erm, so the children go into a creche and it's all about, all the activities in creche are based around the same thing so we do it together, but it's a more structured and more formal glorified holiday hub, so it's more structured so a lot of that is all parenting based, so we do a lot of sugar cube activities, but it's more about the parents learning than it is about it being a relaxed, so that's the difference between the two, but all the staff are trained in that but that's all Incorporated we try to incorporate that through out

INTERVIEWER - erm just talking about healthy eating and earlier you mentioned that you're aware that some people some parents may struggle to actually buy food?, so the healthy eating and the food prep is a big part what you do? yeah and so can you just explain, you you're probably covered it already but could you just explain what they thinking was behind that approach?

 PARTICIPANT: err I think I think it's about them seeing like actually how to make how to make a meal erm keeping it really really simple and like I said to you earlier you know, last year we did it and these parents had never picked up a knife or seen a vegetable it in their life, never peeled it didn't know what it was for, and this is parents so actually if they're not doing it there's children are never going to learn those life skills and a lot of them do, I don't necessarily think they would do it at home, but a lot of them do know how to do that but the idea is that they're together and we talk about what it is that we're making and how easy it is to make, and there's nothing in it that unhealthy, there's nothing in it that's you know, we may put different things in it at home , we were saying that earlier I'd put salt in it, I'd put this in it, but actually we're we're trying to get a message across that it doesn't need to you know you can make something so simply and we did the vegetable soup on Tuesday and I made 20 about 30 portions of vegetables soup for about £10, it's just there's nothing it doesn't cost anything

INTERVIEWER - and you give the recipes that?

PARTICIPANT: yeah we do we have all the recipes out come out we can give them all out as we go along erm and idea is that we use simple recipes that they can do at home, so we do like pi making pizzas so the kids can make pizzas and but they're all vegetables and pittas rather than like so it sort of like teaches them that you can do it in a healthy way

INTERVIEWER - and just this issue about struggling to buy food, you know a lot of the holiday clubs are around tackling holiday hunger, how prevalent is that as an issue in this part of the world?

PARTICIPANT- yeah, it's massive I think that given that food banks are so well accessed especially round here, the food banks are they've just closed one in XXXX a food bank, so the impact

INTERVIEWER - I was going to say so so they've closed it so that

PARTICIPANT: yeah because I don't think people are accessing it, but there are families that need it so our closest food bank is XXXX and XXXX erm but we have families turned up who haven't got their benefits haven't come through so they're coming for breakfast because they've got nothing, nothing absolutely nothing, erm we've signed up to fair share at Tesco, working with Tesco so every Monday I get a text to see you can come and pick up the food and it's stuff that literally goes out of date that day, and a lot of it is fine a lot of it is absolutely fine, so stuff that we don't use we take to food banks, but a lot of it we would use in the centre when we do groups , or we give away to family, but it's massive yeah

INTERVIEWER - because it interesting that you're seeing that it's closed but you know that there's an issue, so do you think erm do you think people are more willing to, they don't see coming to holiday hub and getting like food at holiday hub is the same as going to a food bank?

PARTICIPANT: I think as a family if you're a family that needs to access a food bank, coming here is a lot less embarrassing for families cover you know everybody is here everybody's having food together and I know it can be terrifying for families going to food banks, it's almost like we really are struggling when you go to a food bank, whereas here it's not like that they may, we know that objective is there for families to be fed, but they don't know that, that's our thing that we want them to have a good meal it's not you know, what we see and what we want to get out of it is very different from very similar, similar in a lot of ways but different from what we want what they want to get out of it so

INTERVIEWER - and you think that's important to not I'm trying to think of a word do you think it's important that people aren't aware that they're being targeted for that reason?

PARTICIPANT- errrrrrrrr I think that unfortunately it's the way that children centres are ain't it that way so so much focus around you know like low income families, priorities families and it's it's very it's becoming more of a targeted service now so a lot of children centres are under pressure in terms of you know how many of these families are we seeing how many of these families how many of our families, meaning our low income families families that are accessing to entitlement erm are is all the focus and fortunately and children's centres are being universal for a long time, which means anybody can access anything, but I do think this more targeted approach is becoming quite quite common

INTERVIEWER - and why why is that do you think?

PARTICIPANT: and there's a reason for it, because people are struggling and you know and people's wages are dropping, people are losing jobs, being made redundant and you know it's this whole thing about you know anybody can be homeless, we could be homeless tomorrow, and I just think unfortunately the level of that happening and people accessing benefit the benefits system is higher than it's ever been, so that's why there's this need for things like this and food banks

INTERVIEWER - and how confident are you that the holiday hub is addressing that need?

PARTICIPANT- very confident massively confident,

INTERVIEWER - yeah and so what kind of evidence have you got that confirms that?

PARTICIPANT: because we've got it, you know we do we've got stuff from parents, parents tell us, er we do a lot of evaluation forms at the end and try and get the voice of the children, and try and get some some impact from them, and we know from what we did last year that we made huge impact, just things like "socially I don't go out, but coming to holiday hub has you know made me more confident and I realise that I you know there are nicer things to do than being stuck at home" that kind of thing , so we know that it's worth delivering, and you can see you can see their faces

INTERVIEWER - and you mentioned that you learnt from last year when you're delivering this year, so just kind of generally can something up what do you think the good things are about holiday club and is there anything else that you would do differently?

PARTICIPANT: erm I don't know, I think I think we've got quite good structure to ours, I quite like how we do it, I think sometimes it does feel quite manic, but we don't want it to be, it doesn't I don't want it to be regimented or you know it's got to be informal the chil, the parents have got to own this, it's got to be their thing it doesn't belong to us, they've got to take ownership of it but with that comes different challenges likel like letting them go out for a cigarette, you've just got to go with it and every morning we all come in and you know we're just like we don't know what's going to happen today, we don't know what today is going to hold but we've just got to go with it and I think I wouldn't change it, and you've got no control over it anyway whether you want it to be a certain way

INTERVIEWER - and you mentioned about parents having to own it

PARTICIPANT: yeah they need to have ownership of it and you know we can guide them but I think I think that's the nicest thing to say is that they make friends and then it becomes a group erm the children all look after each other and so it yeah it becomes the project, so I mean today compared to Tuesday, I had parents helping me make toast in the morning and they weren't doing that on Tuesday, so it's you know gradually they're just becoming more confident and realise and I you know offering to help we didn't have that last year, we didn't have that last year, so different families you know create different things and you know but also barriers

INTERVIEWER - and do parents have an opportunity at any point to influence what does happened at the hub?

PARTICIPANT: yeah we give them the opportunity to sort of say erm a bit a bit you know what's interesting ain't it because we talked about knives and children like chopping with knives and parents wanting proper knives so we were like, you know at home we use proper knives and children as long as children are supervised, and we're very split on this there's a bit of a debate about this so we were like children use real lives at home, parents do and it's about parents supervising children and erm so we give the children plastic knives and parents like real knives, and then we had staff say well actually that's not right we shouldn't be give them proper knives it's not dangerous but then some of us are saying but you know it's about the risks and they've got to learn how to take risks and actually this is what they do at home you know, so you just, it does create barriers and but these are all things that we just have to go with you know I saw the children went out the room and the parents say can we have the proper knife, so it's like well, they make the rules and so they should and we've just got to go with that, obviously within reason but

INTERVIEWER - and if you didn't have that flexibility would they come back?

PARTICIPANT: no no they wouldn't they wouldn't come back and that's what I mean about them taking ownership of it, they have to take ownership of it because we want to have them in, and if we don't have the families we can't do things like this and we can't we can't measure any impact with our families, so it's massive that they are here you know, one of them didn't nearly co didn't come up this morning, wasn't going to come up this morning, but because the family support worker went into meet her basically said I'm going to be there and she did come in, but that's a massive thing for XXXX to even come through the door

INTERVIEWER - I was going to say what do you think was kind of preventing her from coming?

PARTICIPANT: I think she suffers with mental health problems, she's anxious, clinically anxious, erm and I think it doesn't take any you know and I spoke to her earlier and she said she had had a meeting with somebody and her anxiety is already high so then coming up here is a massive thing, all we can do is reassure them and praise them for being here but actually to appreciate for some it is really hard erm and her just being here is a good thing about being out of the house is a good thing and it's a good thing for children if anything, but yeah

INTERVIEWER - ok is there anything else you'd like to add about holiday clubs?

PARTICIPANT No I don't think so

Appendix Liii Example of Interview Script with Teaching Staff

INTERVIEWER: to get the ball rolling can you set the scene by telling me a little bit about yourself, how long you been teaching, headteacher and kind of a little bit about the school and like the number of pupils 's on the role and information about the demographic make-up of the school and the area that the school is set

PARTICIPANT: my name is XXXX and I'm head teacher at XXXXX primary school, erm I started teaching when Noah was a boy, so I've been teaching 38 years and I've been headteacher of XXXXX the last nine years since the school opened, this particular building at XXXX is a new build which erm was made up of four smaller schools from the East End that all closed and then a year after the school opened, a further school opened in the east end and although technically the children are zoned to another school because it's in XXXX they tend to come here, so our catchment area is very very wide really covering from the town centre right out into the east end, very erm changing area, erm just after the school opened, the school opened in August 2007, and in November 2007 it was announced that Glasgow had won the Commonwealth Games and that the plan was that this area would host the village for the athletes plus we would have the velodrome and and new infrastructure, so the first seven years really was at a time of great change, people were being moved from house to another house, and it was quite unsettled, we then had the Commonwealth Games and the athlete's all left, and en massse 700 family homes were populated with families, they're all 3, 4 bedroom homes and and it didn't take the brain of Britain to realise that they needed at school to go to, so almost overnight our school went from a roll of around 200 to over 400 erm it was a very trying time, a very testing time for everyone, my particular erm P6 teacher was just wonderful, her class went from just 18 to 54 because it just happened to be that group. languages as well change, before the Commonwealth Games we had some children who was second and third generation Pakistanis,erm they may be knew the very basics in Urdu or Punjabi but just greetings, and almost overnight we've now gone to over 42 languages spoken in the school so the demographics of the school have really changed. the last census showed that 83% of our children live in SIMD 1 or 2 , and the other 17% almost all of them are in houses that didn't exist before so we're waiting on the new census to confirm

INTERVIEWER: What is simd ?

PARTICIPANT: sorry of course it stands for Scottish index of multiple deprivation, erm there's all different ways of working in school, we tend to do, I'm going to get this wrong, we we work in tenths, one being the lowest , the highest deprivation and they look at all sorts of things for that, so what they've done for the census is they've split Scotland into small areas, so it's nearly 7000 with about 800 people, so those to multi-storeys could be one area, where as if you're in the Highlands it could be miles but it's to cover about 800 people. they look at things like Employment and health, Education erm what are the services you need access to, education erm there's a whole lot of things and there's different weightings given so then every child in our school, in Scottish schools is in an area 1 to 10, so this is very much and area of SiMD 1s and 2's

INTERVIEWER: and how many did you see a percent?

PARTICIPANT: it's 83% I think the last one was erm , erm with the Scottish government attainment challenge, it's about trying to get children in simd 1s up to try and close that gap, however with nearly everybody in our school being in the same, we've had to take a much broader and a much wider thing, so we look at our school at ACE's, the adverse childhood experiences, erm and we try to match what children have, so , it's an area that needs much work, we have parents who don't know each other because if you live in one part of the catchment the chances of bumping into a parent from the other side,, apart from in the playground is very slim, we have all these different nationalities and languages being spoken, and we realise that people didn't know any one and there's real Social isolation, so that's where the family meal came about on a Tuesday, where parents and children, well parents Cook the meal, children do their homework with staff, and then we all eat together and with the holidays coming up it was really a case of what do we do now and hence the reason the summer club came about

INTERVIEWER: that was going to be my next question and obviously will talk about the holiday club and all those things there with a factors that helped you come up with the design of the holiday club

PARTICIPANT: they did, the this area because it is such high deprivation is an area that is deemed a thriving place, don't you love how they give them all these fancy names, erm and the man who coordinates the thriving place, thriving place is a 10 year Project where the coordinators are asked to put together health, Education, business Links, and everyone knows that there's great things going on but how can we work together, so, and quite often things come in and it's a three year Project and it's just getting started and it's gone, this is a big ten year project so the man who is coordinating, XXXX , is very proactive, and about Christmas time he had said to me what happens in the school in the summer, erm nice new school we have good resources we've got good space and of course it was shut and we always thought what a waste, and then we thought, many of our children erm it it's free school meals, and what about the children who are on free school meals, what happens to them in the summer and then at the parents meal on a Tuesday parents were beginning to say I really miss meeting up with other parents, it's really nice to talk to someone my age and to have a bit of a mump erm because it's just me and the bairn and I go home and I'm in the house, so there was quite a bit of social isolation and we decided to try and do something erm, all moved very very quickly about February we started putting out feelers and at that point it really was going to be for children, but then we thought no, erm if we want this to really succeed it has to be so much more than child care, parents have to buy into it erm and that was where let's try with parents, so the health erm came on board, the health initiative and we are very fortunate in this end of the city we have a terrific group called XXXX who came in to support us as well, so we all worked together to plan it, parents work very much at the planning stage, this was not something that we arranged and presented to parents, parents were very much engaged, what do you want what do you need erm and it came from that

INTERVIEWER: and that was a really fundamental things that parents were involved?

PARTICIPANT: absolutely, you weren't allowed to come without a parent, and we're quite fortunate in this area that many extended families live, so some children came with

grandparents, some parents came with aunts , erm, some children came with auntie's, because someone had said oh that's not very fair for working parents, but in this area it worked because of the extended families, we probably could even have stretched if we had to, to a very good next door neighbour but we didn't need to, so they came with aunties, grannies, mums, dads,

INTERVIEWER: and it was flexible because I think one parent who I spoke to was bringing her grandchildren?

PARTICIPANT: that particular parent, it was quite important that she came for all kinds of reasons, erm her children go on and off the child protection register as do her grandchildren, and she had missed a couple of days and when I phoned to say are you not going to come, she's also one in terms of food poverty that I worried about, she had explained that she had her grandchildren from a different school, but I know through working with a family that there are issues so we decided that she could bring all 4 of them, and she did, I know that her grandchildren thoroughly enjoyed it and had said we've got nothing this where we live, just in another area of XXXX, but she was one of the mums who said when we give her some extra food to takeaway " oh that will be our tea tonight" and so we knew it was important that she came, and we had to be flexible but what we didn't want was that the kids coming and we didn't know where their parents were and parents didn't know where they there or anything, so erm we had emergency contact but it was very much you buy into this as a family.

INTERVIEWER: erm and so in terms of the holiday club and the benefits for families, you know what are the benefits do you think there was the family is coming along?

PARTICIPANT: I think the way it was structured benefited families in that parents had some down time away from their children, they had adult time, and then they had lunch together and then there was an activity that was always structured that they could work with their children and everything provided for it, now sometimes that was things like let's go to the park erm or let's paint erm a plant pot, but there was that nice mixture and they definitely could have down time,, but there was a time where they had to work with their children, we wanted children to be able to go away and say I did this with my mum or my dad or my auntie, erm and we wanted it to be very cheap and easy things that when summer club wasn't running parents could maybe say it's a nice day let's go to the park erm or we could do that again. we introduced one of our visit was too a new park the XXXX , which is one, par rt of the Legacy of the Commonwealth Games, it only opened in June, so many of our parents have never been to it although it's in our community, so it was a case of introducing parents to things and places that they could walk to and that they could do or something they could do at home, like we made bubbles one day erm and saying you can do that, you've got this at home, here's giving them the skills to do something with their children. the one thing we decided was under no circumstance would children have computers and tablets erm , the children's time's very act, we were outside, they were playing games, they were building dens, they were making fires erm that it was very exciting . I have to say I brought my nieces along one day, it was one of the days when the kids were making fires and they were toasting marshmallows, and my nieces are they've just become primary seven and they are twins and they said "woooh in our school we're not allowed in the playground if there is as much as a puddle and you have fires going on in the school", erm yeah I hope it's fine,

but it was exciting things, err one of the things we did each week was parents cooked a meal erm and that was really exciting. , one day we couldn't have access to cooking in in the school so we hired a marquee, it was quite a posh marquee and in a way I'm really glad, I mean and it cost a fortune, but again it added to the excitement it was something different from school, mums and dads very much a part of things so it worked. we also decided that we had to allow obviously younger brothers and sisters to come, XXXX, can't work with children who aren't at school age wise , so we did say to parents you will need to be responsible but they took it, you saw maybe one mum taking three of them out and the wee ones we're chalking, XXXXX provided toys and so on we also hired child development offices to come in and work one day and they played with the children so there was a variety of things for the little ones too, but it was the whole family

INTERVIEWER: and what do you think children got out of it the benefits of holiday club?

PARTICIPANT: I think the socialisation , it was lovely to see children playing with children they don't normally play with, erm it was lovely to see one of the one of the the families that came along has quite a severely autistic child who is at another school, and to see other children include and play and cope with, he's non-verbal, and deal with that they and they just got on with it, erm children learned to work with new adults, erm to accept rules, most of them would have done that anyway but there's one or two that you could you could see XXXX we're saying he is what we're doing doof doof doog, and one or two would say can we do doo doo doo,no, erm one thing I did see, we obviously wanted to encourage children to eat and eat well, and there was one mum who on the first Thursday, we on the Wednesday had actually outside caterers provide the meal and it was thai green chicken curry or meatballs and pasta, restaurant standard, it wasn't good enough for this mum, so the next day she came and she had two pot noodles, one for herself and one for her child and she had said at lunch time to her child, come and we'll get the hot water and we'll make the Pot Noodle and this wee boy said I don't want Pot Noodle I want to eat what everyone else, and she was saying no it's rubbish and you don't eat vegetables, because we had little packs of vegetables,, and you don't like fruit, and he was saying no I do and I want to eat the same as the others, the next day was a trip to the new park and again we're taking packed lunches and she produced two sausage rolls from the bakers and her wee boy refused to eat the sausage roll and she said to me " he'll not eat anything, I mean I can't cook any of that because he wouldn't eat it" now I don't know whether she's ever tried but I think parents got their eyes opened that children are quite happy eating cucumber, tomato, the maybe don't like salad all mixed up, but they're quite like the bags of little vegetables, more than happy to eat them. erm children telling me that it was fun, you know we had fun, I think that would come out if you asked them what did you learn or they, I don't think they'll see it as learning,it was fun erm but playing together, mixing, taking turns, all these things that you have to encourage, sitting having your lunch with your mum courying up, on a Wednesday we had a film on a Wednesday, and we put out the sofas and they would all coury in together, just some family time err where mum isn't trying to cook the dinner, do the washing, there was time for the children, I think that is the biggest benefit

INTERVIEWER: and just kind of touching back on the food bit, how how important was it that the food was provided as part of the holiday club?

PARTICIPANT: oh absolutely tht that was crucial, we had hoped to offer hot foods and we have some plans ahead for future, that wasn't possible this year so it was erm picnic style, it was wraps and sandwiches, but that was absolutely essential that that people were fed, that that was the crux of the matter, however we had ordered a little bit too much and when we said could we cut down the order they said of course but you will be charged for the higher amount, so we said we'll just take the higher amount, and each day we would hand it out, and it was amazing who took it, and then children would tell you that I either had that last night for my tea or I had it this morning for my breakfast, which real, which made you realise that there is a need. I think there were two families who came, who if you had asked me in the whole school who least needed it, it would have been these two families and yet both of them came, they hadn't originally enrolled but they came in during the first week just say is there any chance that we could come, and the children said please, we're hungry, now you could have knocked me down with a feather, they were not the families that I was expecting, and that was why I was really pleased that we just opened it to the school. it wasn't a case of if you're on free school meals or if you have social work involvement, it was anyone could come as long as an adult came too. Erm relationships changed, I think I learnt more about some of my families in that four weeks than I have in the in the nine years I have been here just because I wasn't quite the headteacher, you're sitting having a coffee you're sitting having a laugh in fact sometimes you were told go and make the coffee you know you had to take your turn, but everything was on a slightly different tilt, so people were a wee bit more open and then come the last week when it's drawing closer to an end, the number of people who said can they have a word in private, and who would say I don't know what I would have done without this, can I thank you for opening the school as if I had done all of this myself, erm because I don't know what we would have done and that's when it hits home how needed this is

INTERVIEWER: Yeah, yeah and that issue that you mentioned about being open to the whole school, do you think that it would have been different if it had of been targeted, do you think it would have worked as well, I think what I'm trying to get that is kind of would people have to think people would have felt that there was stigmatised?

PARTICIPANT: I don't know whether people would have felt that but I wouldn't have slept easy in my bed thinking that we had made distinctions, children are very quick to pick up on "oh look it's all of them" erm , in Scotland as you know primary 1-3 all receive a free school meal so the stigma it is has gone to a huge extent but I just didn't want it to be oh you pay or this no you can't come, erm because some of the parents who pay were the ones who said I just I'm in the house I don't speak to another adult, erm this particular parent works so her children only came on a Thursday and Friday, but she had said that to me, she had said this is my time, erm you know she said to sit and chat and have a blether and a laugh knowing that the kids are safe, you're not want, and they're not coming in saying can I get can I get, erm and she said it's heaven, and of course we didn't offer sweet things, there were no sweeties given out and it was amazing that children just got on with it, but they certainly weren't eating them in here because there was no time

INTERVIEWER: Yeah, yeah how important is it that it was based in the school rather than in a community setting?

PARTICIPANT: we're very fortunate in this area that we have community er buildings very close by but they don't have the space that we have, erm plus they are used for other things, there are other things going on, the local community centre is literally across the road and it offers a summer program and some children went there on some days erm and I think that it's important that they didn't feel they had to be at school 5 days a week because it's their holiday, the church just along the road they also offer a summer program for 2 days, but you have to go on both days to go the trip, so children did go to that and that was fine, erm but what the school could offer was the space, this particular School, was the space, we have separate gym Hall, we have a very large astro turf pitch we have good grounds, erm and they made use of everything, they went pond dipping in the grounds, they had a bug bingo, I mean what are these things, so it wasn't just play but they made complete use of everything roundabout in the school grounds, children knew where the toilets were so they would just go if they needed and there was none of this oh do I go here, we weren't mixing with other adults that would happen if you were in a community centre, it was just very relaxed, very easy going , it worked

INTERVIEWER: yeah erm because I was was going to say what what was different what was provided at the school that you know, has the other activity being provided in previous years?

PARTICIPANT: it it's only on in the summer

INTERVIEWER: yeah but in previous years where is this was the first time so it's kind of like, the distinction between what was offer elsewhere and what made it different?

PARTICIPANT: there was no food involved in the other ones erm, no there's no food, I I did ask the children if you, they call it church, if you go to church and you go for a session, when you go on a trip you take a packed lunch whereas here food was part of it, erm , I don't know how many of our parents would have really struggled to put something on the table, I have really no idea, what I do know is they were always very grateful for anything that we gave them, is that an extra couple of apples may I take it, carrots now I know how to make soup and I will add it to that so I don't know who accesses food the food banks etc, and nor do I need to know, all I know was this supplemented it, erm we never had anything left, everything went

INTERVIEWER: and do you think that the wider community benefited from the fact that the holiday club was on in the school, or generally?

PARTICIPANT: I'm not sure about the wider community because it was very much limited to this school, we did have a number of parents who came in from the community who said can we come, my child attends x school and that the answer was no erm I thought if we said yes to one or two it would open the Floodgates, and also this was a pilot, we wanted to see how many people would come and say how come you've got it, where the wider community mayhave benefit it was at least one day a week, the community police came in and they spent the whole day making the teas, drinking the teas, outside playing, the first time actually I come in I saw children with police hats and I thought they were dressing up, and then I met the two police and the police had decided that at least one day a week they would spend a whole day in, playing and

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getting to know the children, it will be interesting to see how that impacts, this is an area where the one thing that you don't do is go to the police no matter what happens it's dealt with, you don't grass, and the police really wanted to get the children to know who they were, so the police went to the park, we made one of them into a mermaid, they they just went for it so I think that will be long term but hopefully relationships will have improved erm with the local police

INTERVIEWER: and in terms of the school, and I know school has only been back this is the second day, but in terms of the school do you think that holiday club has made a difference for those those children who went to holiday club coming back to school now, do you think holiday club has kind of impacted on them coming back to school and their readiness for school?

PARTICIPANT: hard to say readiness, we're just back, but one thing they came back yesterday full of stories, erm you know they they had gone a big trip to Edinburgh so for many of them, they had never been, so that was huge they've got something to contribute, they've got lots of little things, as you mentioned something else in the summer fair chipping in oh I did that with my mum or we did that with XXXX didn't we, so that in talking and listening they're very much part of the class rather than the silent number who we, I used to always have to say to staff and I still did because not everyone came to summer club, we have the ones who go to Disney and these fabulous holidays and then we have children who do nothing, they are in their homes watching TV and that that is that's the scope, so I always have to say to, especially to new staff, be very careful when you see write about what you did in your holiday because many of our children will not have anything to contribute, suddenly we had 80 children who could talk about something, many of whom many of whom couldn't have done that before, erm one of the mums of a girl who is now in primary seven has an older boy of 16 and she had said to me " I wish we had had this when they're older child was young, this has been the best summer ever, I have never done so much with my child ever" erm they went as I say the trip to Edinburgh Zoo and they came out the woodwork, that was a funny day we had two big big buses and excitement was up here and we had so many and certainly their dads could come as well as their mums, we had to phone another bus but hey that was what it was about families going away and families building memories

INTERVIEWER: and doing something they wouldn't otherwise have done?

PARTICIPANT: they couldn't, it's so expensive so and as I say that was the big trip, the other things were simple things, but again we were all at the park, so the ice cream van sits outside the park and it's £2 a cone, but because there were 80 of us we walked past it, it's much harder when you've got two, so one of the mums actually had said that, she had said that going to the park it's £4, she said I know you can say no but it is the summer holidays for you should be able to treat your children but she said it mounts up whereas when 80 children are walking past, nobody was saying oh I'd like a cone, there was too many of us so there was trips to the park that were literally trips to the park

INTERVIEWER: erm just I want to talk now generally about the summer holidays and erm how that affect the readiness to learn when they come back after holidays in your experience in all your years of experience as a teacher how, have you seen evidence of that how does it manifest itself in the classroom?

PARTICIPANT: it's hard to know if if it's a drop in learning or if it's been a change in routines, we know that many of our children don't have routines, they don't have boundaries set, the little boy with the Pot Noodle, he's a regularly at 12:30/ 1 o'clock in the morning, now he's an infant erm, that's to feed mum's need of not being lonely so that they sit up late watching television and and she can get quite cross when he falls asleep at 8 o'clock, now she was telling us during the summer club he was going to his bed at 8:30 and she was a bit annoyed about that, we were saying but that's normal that's what children do, so what we found so far and it is only day two and I'm always frightened to jinx it, but children haven't, a lot of children haven't got totally out of their routine. our summer club didn't start until 11 o'clock in the morning so children did get a longer lie but we did that quite on purpose, we had to do something different from school but erm they had a week to chill and for staff to chill, we had summer club for 4 weeks and then we had a week off again where it was only home but it has stopped the getting out, getting up, getting out, coming to school, yeah we didn't wanted to be the whole school holiday

INTERVIEWER: so it was to be at the start and we got the end it was 4 weeks in the middle that was the holiday club that was running?

PARTICIPANT: and again we decided that quite deliberately, errm we didn't want children institutionalized in at school for the whole holidays but equally, let's be hard about it, the parents had the children and they are their responsibility but we were trying to give them strategies that they could do with their children that didn't break the bank. so they're here and touch wood, behaviour has been great but they at this time of year it can be as everybody's trying to find their feet, so we'll see, I'm almost frightened to jinx it

INTERVIEWER: and no I want to move on to a part of what my research is around and that is something called learning logs have you have you heard that came before before I kind of came on the scene, summer learning loss?

PARTICIPANT: yeah

INTERVIEWER: and so what how has, what have you seen, how does that manifest itself, how do you know?

PARTICIPANT: it it's always hard to know is it learning loss or is it that they are so out of sync that it takes them a wee while to get used to being up early in the morning and eating at certain times, but normally children come back and you'll hear, and it's been a long time since I've had a class, but you hear staff saying, "ooh they have forgotten how to do even the most basic of things" erm and the first few weeks are certainly about re establishing routines and erm revising things that they learnt last year, and you do hear every year "oh you'd think they'd never heard of whatever it is", but as I say, it's hard to know is it learning loss or have they just put it in a part of the brain that has gone to sleep for a little while and just need to jig or is it that they've slept until lunchtime and then have got up and they've grazed and maybe had a dose, and this little particular boy that I was telling you about, he, his mum would say quite often at school that she let him go to sleep but then wake him up so they can watch a movie together, well I think she learnt a lot, she was a very difficult parent to work with, she is a very

difficult parent to work with but with her speaking with other parents and hearing things, I'm hoping that her wee boy gets more of a fighting chance to to do well

INTERVIEWER: I had a question but it's just flitted out of my mind. Erm the activities at the club you said are all about fun and informal and kind of unstructured and nothing like a a normal school lesson, but do you think that the fact that they were here, children were here and engaged what difference do you think that, it's going to be hard to kind of cover concrete evidence but do you think that will have an impact on them coming back to school and being ready to learn?

PARTICIPANT: I think they've come back, yesterday day one, the the children who came to Club, every one of them came up to me to say " or do you remember we did this or do you remember when we did that and wasn't it funny when this happened", and there was a spark to them, and as I said earlier many of these children are children who normally come back and they're just glad to be back at school because there's something to do. erm the children were really adventurous when they were away, two of the older children decided to write to XXXXX, I'm not sure if you were aware of this, off their own backs they wrote to XXXXX and said please come and see our holiday club, and fair game to her she wrote back, she obviously did her research or her researcher had done a bit of research because her letter included things that the children had done, it said they had looked at their Twitter feed and had seen that they had done x y and z, erm and the kids, the the response actually came on the last day at lunch time, the postman brought it in on the last day at dinner time and it was electric, it was just wonderful and erm the kids just felt so empowered and " she answered us and we're important", so it's now framed ready to go up, but a lot of the things the children lead, we'd like to do this, and XXXX are very good at taking children's initiative and expanding it, the children don't realise it's controlled but XXXX take it from the children and let it go and explore and that was really, we've worked with them for years and that's one of the huge things that help this work, very much so

INTERVIEWER: I was just going to say do you think it's important that XXXX who are a part of the school and the homework club and what not, do you think their involvement was important?

PARTICIPANT: absolutely, I was at a meeting earlier and someone had said "oh it didn't go to tender" and I said no it didn't and I wouldn't have been as comfortable, I know this school isn't mine, it's a community resource but a lot of the things in it we've bought with children's money and I know that XXXX teach respect and care for the school environment, I don't know that I would have been quite as happy with a group, in fact I wouldn't have been happy I would have been stoned faced , if a group had come and I didn't know, I didn't know how they would treat all the stuff and things, erm you know like the outside play area, we used children's money to, and XXXX not only used that as it was but would say to children, well we can't abseil because there's nowhere but maybe we could use this and I saw that one of the primary 5 Children manage to rig up and up an absailing rope, but I knew it would be treated well, the same with the Garden area and the pond, because of the relationship we have with them it works, and XXXX have work with our children at homework club and our lunchtime clubs so the children know them erm and this was good for the parents and we were saying to the parents, especially with the older children, do you know XXXX do things in the evenings,

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maybe you're older ones would like to do this or maybe go here, so that was that was instrumental, and I really wouldn't and I know that the other school didn't, they don't have a XXXX, they went with who they use, erm I don't know Glasgow life the same way, I don't know play bus the same way, so it was really good handing over our most precious things, the children to people that then you knew cared for them

INTERVIEWER: and the fact that there in the school and the children know them as well, do you do you think that was important to?

PARTICIPANT: absolutely absolutely, I mean so I was saying there were lots of new people that they had brought along, they brought a lot of volunteers so there were people that we didn't know, but the core group of XXXX, the employees that the children know and trust and have fun with, so it just grew and and the lovely thing is, they're young, it's not like an oldie, and it'll do crazy crazy things and they'll paint their faces and they will get wet if it was a water pistol fight where oldies would be like oh no no no, so it's not it's like playing with big brothers and sisters but there's rules and it's it's safe erm maybe, I haven't had evidence butXXXX as you're probably aware run street play sessions in our area, so they they have a schedule in the North East of about reclaiming the streets so at a certain time, between 5 and 6 for instance they will be in this area and they will play with the children and again they provide things, children decide what they're playing with but XXXX are there in their uniforms and it's a safe play outdoors, so again I'm hoping that parents will have seen that and will let their children go out without them to have a safe play but outdoors,

INTERVIEWER: erm I just want to touch on something let me mentioned earlier in the conversation sorry I'm taking loads of your time, there's about XXX children in the school and there's about 40 languages spoken in the school, because the club was open to everybody, how many children, was there evidence that children who do have English as a Second Language which came along to holiday club?

PARTICIPANT: of the 42 languages we didn't have that many represented

INTERVIEWER: but there was….?

PARTICIPANT: absolutely there was erm, we had some Arabic speaking children and we had a very very large turnout of our Mandarin speaking children and parents obviously, that was really telling because one of the days we brought in an interpreter for a whole day, and we sat with the Mandarin parents and just really asked them to chat and it was amazing, it's not amazing, it's pretty obvious that all their worries and concerns are exactly the same as everybody else's, they're worried about the state of their house and their housing problems erm and they're they're worried health wise and of course they have the added problem of how do we access housing if we've got a problem with our house, erm so it came out from the Mandarin speaking parents that they would like to learn English but to do so they need some help with childcare, they would like their children's English to be even better, erm and so we're actually meeting next week with as many parents who went to summer club has problems to see what are the next steps, we are quite aware of the Mandarin speakers so we're putting in some English lessons, and it will be bring your children to school,, drop them off at 9 and then we'll have the lessons straight away erm we brought in housing and the interpreter so that they could say things likeyou know my windows don't work and, so it empowered

them a little bit and one of the parents, I mean it seems obvious, but one of the parents said I thought they were always really stand offish because they All Stand Together, I didn't realise that they really didn't speak English and on the last day as they went out the door and then out his tears and snot and everything, and I don't think it will happen but the parents, but the English-speaking parents and the Mandarin speaking parents had all arranged to meet up for a cup of tea, and the Mandarin speaking parents said they would teach them to make some Chinese food. Now whether it will all ever happen but suddenly there was a bridge that have been crossed erm as one of the parents kept saying, it's just like a big family, this is just like a big family erm and you had to say that's right that's what it is, so

INTERVIEWER: So just one last thing and it's picking up on that those points that you just made and that in terms of the Legacy then of the summer, so the one thing that's come out is the Mandarin parents want to speak English, do you think are there any other things that going to be seen as a Legacy of the first time the holiday club ran

PARTICIPANT: I would hope that some of the parents who who came are not, parents in this school will always come to things if their children are involved, put on a wee show, you can't have enough tickets, speak about their children's work, their children's work, we have 97% turnout at parents nights, but want to do any kind of development work then it's " ah on you go, you're fine Mrs XXXXX, we don't need to come" I am hoping that barriers or down. today erm I phoned a number of parents Tuesday would they come, XXXX are in for a national award and the judges are coming on Thursday, so I phoned a number of parents to say would you come in, and not one has said " oh what have I to say" now these are the kind of things that my parents find difficult, but they said you want me just to come and talk about the club, and some of their children are involved in XXXX in other ways, and I said absolutely, " oh aye, I can do that" erm it'll be nice to see one of the Mandarin speaking parents er was it in today she was taking her wee ones to the dentist and I said to her how was the club, " oh it was great it was great and good to meet all the other parents" and maybe it's helped them realise that we're not quite so hostile, because it must feel really scary if you're in that playground, it will be interesting to see but the feeling that that last Friday was very positive and a definite shift had been made so that's why we want to capture it as fast as possible and that's why next Thursday it's tea and buns so we'll see how many come how long erm and we'll take it from there, Neil and myself and the health, we have some ideas but we want to hear what they want next. one of the parents wanted work and I'm just about to phone her and see if she would like, we've organised a course for her that will lead to a job in the community erm as a community chef, so we can do things and I want parents to know that they were very much part of this, it's been brilliant

INTERVIEWER: so what's your what's your overriding memory then of the holiday club and for next year is there anything that you would do differently?

PARTICIPANT: yep what I did do what we've all decided what we have to do differently is, we started at 11 with we called it wake and shake and it could be the cha Cha Slide it could be the hokey cokey, just a movement thing and then lunch was down for 1 o'clock, we had to change that because children couldn't last so we've decided that we will start with something to eat, it might be a piece of fruit, it may be a drink of milk but we think food is needed right at the beginning err many of the children had just

literally got out of bed and had had nothing erm , so we'll have that ,we'll have lunch and we may be keep something back for lunch so that's handed out for walking home, the little bag of fruit or whatever, erm, what would we do differently, in terms of activities probably not a huge amount but even more, we asked parents what they would like and the first week, people were very reticent about coming forward, I don't think that would happen again I think they would say this this and this, it's being able to make sure that we can do it or being honest with them when we can't, but erm I think they were very pleased and they all went home with the hair blown dry and their nails done and things, I think they were quite chuffed

INTERVIEWER: ok is there anything else that you would like to see about holiday club, learning loss?

PARTICIPANT: I'm looking forward to seeing what has come out I mean obviously you're doing this, but the actual children what have you and I know it's too early to say but it will be different, it'll be different because XXXX's is so so different just want to see

Interviewer: Ok thank you for your time

Appendix Liv: Example of Interview Script for Children
INTERVIEWER: I will remind you that I am called Jackie and I am from Northumbria University and I am doing some research about holiday clubs and your parents have al said that it is ok for you to have a chat with me about what you think about holiday club. Can you tell me about your holiday club?
PARTICIPANT: It is at school.
INTERVIEWER: How many weeks have you been coming to holiday club?
PARTICIPANT: 3 weeks so far.
INTERVIEWER: How many weeks do you have left?
PARTICIPANT; 1.
INTERVIEWER: Why do you come to holiday club?
PARTICIPANT: To get out of the house.
PARTICIPANT: Because it is fun.
PARTICIPANT. Because PEEK come and play games with us
PARTICIPANT: And it gives you stuff to do instead of just sitting in the house.
PARTICIPANT: It stops you annoying your mam and your brother.
INTERVIEWER: Can you tell me about a day when you come to holiday club what time do you normally get up?
PARTICIPANT: 9.
PARTICIPANT: 9.30.
INTERVIEWER: Then what do you do?
PARTICIPANT: I watch the telly or play on the computer.
INTERVIEWER: Do you have breakfast?
PARTICIPANT: I had Frosties this morning.
PARTICIPANT: Sometimes.
PARTICIPANT. I had a potato scone
PARTICIPANT: I had ??? on toast.
PARTICIPANT. I had a potato scone and Frosties
PARTICIPANT. And I had hot chocolate for a drink
INTERVIEWER. And what did you say?
PARTICIPANT: I forgot to have breakfast.
INTERVIEWER: How do you get to holiday club?
PARTICIPANT: Walk and in the car.
PARTICIPANT: I walk and sometimes my mam drops me off.
PARTICIPANT: I come in the car.
PARTICIPANT: I walk because I am just round there.
PARTICIPANT: I walk and I cycle.
INTERVIEWER: And so how often do you come to holiday club?
PARTICIPANT: Every day that it is on.
PARTICIPANT: Every day that my dad is not at work.
PARTICIPANT. Except for Saturdays and Sundays
INTERVIEWER. And er what kind of things do you do at holiday club?
PARTICIPANT: Play, dance and eat.
PARTICIPANT: Play with Peek.
PARTICIPANT: Play games and watch movies.
PARTICIPANT: We go on trips.

PARTICIPANT. We eat things

PARTICIPANT. We can all create stuff

INTERVIEWER: What other things do you do?

PARTICIPANT: Make and make toast marshmallows and made popcorn.

INTERVIEWER: You have mentioned Peek, what do peak do?

PARTICIPANT: They play games with you.

PARTICIPANT: They keep you off the like streets and like they make you play with Peak.

INTERVIEWER: And do you know because Peak come into school when school is on so do you know the people from Peak?

PARTICIPANT: Yes.

PARTICIPANT: Yes I know them.

PARTICIPANT: Yes I know most of them.

PARTICIPANT: Me too.

INTERVIEWER: Do you think that helps that you know Peek and you know the type of things that they do?

PARTICIPANT: Yes.

PARTICIPANT: Vicky is my favourite and she's got the badge on.

PARTICIPANT: Ian and Vicky is my favourite.

PARTICIPANT: Vicky is mine.

INTERVIEWER: Who do you come to holiday club with?

PARTICIPANT: My gran, my parents and my cousins.

PARTICIPANT: My dad.

PARTICIPANT: My gran , my gran and my dad and my cousins and my sisters.

PARTICIPANT: I go with my mam my nephews, my friends, and my cousins and my aunties

INTERVIEWER: So you come with your mam and your gran and your cousins so who do you see when you get to holiday club?

PARTICIPANT: Loads of people.

PARTICIPANT: Aye, All my friends.

PARTICIPANT: Because it's just everybody from our school so we know them all.

PARTICIPANT. And loads of other people that I don't know

INTERVIEWER: So you see people who are your friends already so have you made new friends?

PARTICIPANT: Yes (all).

INTERVIEWER: What do you think about that?

PARTICIPANT: It makes us feel like happier.

INTERVIEWER: And hat difference do you think that will make when you come back to school after the holidays?

PARTICIPANT: We will have more people to play with.

PARTICIPANT: It will make us happy.

PARTICIPANT. Emma is always happy

PARTICIPANT. ??? is angry

INTERVIEWER. You feel angry

PARTICIPANT. No I said Emma is always angry

INTERVIEWER. Is that right Emma

PARTICIPANT. No
INTERVIEWER: So how do you feel when you come to holiday club then?
PARTICIPANT: I feel good.
PARTICIPANT: I feel happy because they take you on trips and all that.
PARTICIPANT: and you don't need to do any work.
PARTICIPANT: That is the best part of school.
PARTICIPANT: Home time is the best part of school.
INTERVIEWER: What do you think when it gets to home time at holiday club?
PARTICIPANT: Sad.
PARTICIPANT. I don't want to go home
PARTICIPANT. I just want to stay
PARTICIPANT. and play all day
INTERVIEWER: So you are happy when you come to holiday club?
PARTICIPANT. But I'm not when I go to school
PARTICIPANT: Yes and I don't want to go home.
INTERVIEWER. So your happy when you come to holiday club but not happy when you come to school? And then when it gets to home time at holiday club you are sad?
PARTICIPANT Yes (all)
INTERVIEWER. and when it gets to home time at school you are happy?
PARTICIPANT Yes (all)
INTERVIEWER. so it is all the opposite way round
PARTICIPANT. Yes, uh huh. (all)
INTERVIEWER: You mentioned that you do activities and play with Peek and I think somebody said that you have food as well? What kind of food do you have?
PARTICIPANT: We have lunch.
INTERVIEWER. what kind of food do you have?
PARTICIPANT: Sandwiches and juices.
PARTICIPANT: And Wraps.
PARTICIPANT: Sometimes on Wednesdays the parents do cooking and so we can have hot and cold food.
INTERVIEWER: And which kind of food do you prefer?
PARTICIPANT: Hot food.
PARTICIPANT: Hot food.
PARTICIPANT: The hot food see the last time my niece asked for curry and there was just this white thing on top of rice, it was just rice with this white slop it was like a chicken thing with this white sauce a
PARTICIPANT: Have you ever tried making your dinner yourself Rebecca?
PARTICIPANT. I made a chicken pasta
PARTICIPANT: I made spag spag Bolognese what ever it is called
PARTICIPANT. Spaghetti bolognaise
INTERVIEWER: Yeah I heard about the spaghetti bolognaise. So you have hot food when the parents cook on a Wednesday and then you have cold food on the other days?
PARTICIPANT: Yes.
INTERVIEWER: So do you have a snack or anything when you first get here or do you just have your lunch/
PARTICIPANT: We just have our lunch

PARTICIPANT. they have juice as well.
PARTICIPANT.I have a KitKat in my pocket
INTERVIEWER. Did you bring that with you?
PARTICIPANT. A KitKat, because sometimes I'm hungry
INTERVIEWER I: What do you think about the lunch?
PARTICIPANT. the sandwiches are cold when you get them
PARTICIPANT: They are alright.
PARTICIPANT. I don't really like
PARTICIPANT: I hate sandwiches.
INTERVIEWER: So you have fruit as well?
PARTICIPANT: Yes oranges and bananas.
INTERVIEWER. and you get a drink as well? And then do you get another snack later on or anything?
PARTICIPANT. When we get home, we get our dinner
PARTICIPANT: Sometimes when we watch a movie we get popcorn.
PARTICIPANT. One we got a wee cup
PARTICIPANT. And marshmallows
INTERVIEWER: So you've told me lots of interesting things on days when your at holiday club. So what happens on a day when you are not at holiday club? What time do you get up on a day when it is not holiday club?
PARTICIPANT: 6 o'clock
PARTICIPANT: 10, 11 or 12.
PARTICIPANT: 11 or 10 o'clock
PARTICIPANT. When school is on
INTERVIEWER. NO when it is the summer holidays but you're not at holiday club
PARTICIPANT. 10 o'clock
PARTICIPANT. 10 or 11 or 12maybe
INTERVIEWER: What else do you do on a day when you are not at holiday club?
PARTICIPANT: I go and make my breakfast.
PARTICIPANT: I go and annoy my mam.
PARTICIPANT: I go and see my cousins.
PARTICIPANT: I go and annoy my brother or play on my laptop.
PARTICIPANT. And then I'll try and kill my fish
PARTICIPANT: I go to football training at night.
Inaudible conversation relating to fish
INTERVIEWER: On a day when you are not at holiday club so you get up a little bit later and do you have breakfast a bit later?
PARTICIPANT: Yes
PARTICIPANT: I have my lunch
INTERVIEWER: So you miss out breakfast and just go straight to lunch.
PARTICIPANT: Sometimes I can't be bothered to get up. My dad makes my breakfast.
inaudible conversation about pet fish
INTERVIEWER: You have told me about the food that you have to eat at holiday club so what do you have on a day when you are not at holiday club?
PARTICIPANT: A roll and sausage.
PARTICIPANT: A roll and Potato scones.

PARTICIPANT: I have a fry up.
PARTICIPANT: Sometimes or I have I go to the chippy and get a fritter.
INTERVIEWER: What do you have sorry?
PARTICIPANT. Sometimes I go to the chippy and get a fritter.
INTERVIEWER. A what fritter?
PARTICIPANT: A roll and fritter
INTERVIEWER. What's in the fritter?
PARTICIPANT. Potato.
INTERVIEWER: So what do you do after you have your lunch on a day when you are not at holiday club?
PARTICIPANT. I go to the park and play
PARTICIPANT. I go out the back and play
PARTICIPANT: I go out the front and play because I have a big park right outside my garden
PARTICIPANT: There is a big park at the back of me but sometimes
PARTICIPANT: I go to in the back and play on my trampoline and do my walk overs.
INTERVIEWER: You have said when you come to holiday club you are happy how do you feel on a day when you are not at holiday club?
PARTICIPANT: Happy.
PARTICIPANT: Happy.
PARTICIPANT: Bored.
PARTICIPANT: Depressed because I am stuck in the house with my brother and then ma ma
PARTICIPANT: Happy because sometimes I go and see my cousins when I'm not at school.
PARTICIPANT: Happy because I play with my friends.
PARTICIPANT. Bored because I'm not here
INTERVIEWER: So on a day when you are not at holiday club do you think that you behave differently when you are at home?
PARTICIPANTP: Yes (all).
PARTICIPANT. definitely
INTERVIEWER. How do you behave differently?
PARTICIPANT: Because I argue with my sister.
INTERVIEWER: And you don't argue with your sister when you are at holiday club?
PARTICIPANT: I don't I am just the same.
PARTICIPANT: Just the same.
PARTICIPANT: I do because I fight with my sister.
INTERVIEWER. But you don't on a day when you're at holiday club!?
PARTICIPANT. No
PARTICIPANT: I fight with my brother.
PARTICIPANT. Everybody must do. I have two wee ones and they always go for me
PARTICIPANT. You're gonna have another wee one
INTERVIEWER: After what you have told me about a day when you are at holiday club and a day when you are not at holiday club which day do you prefer?
PARTICIPANT: Holiday club (all).
PARTICIPANT: I wish I could just go to it go every day.

INTERVIEWER: You obviously l like coming to holiday club, is there anything that you think could make it even better/
PARTICIPANT: No.
PARTICIPANT: A great big trampoline sat out there
PARTICIPANT: A swimming pool would be better.
PARTICIPANT. A swimming pool and a trampoline
PARTICIPANT. More food
INTERVIEWER. What kind of food
PARTICIPANT: More food like a tuc shop.
INTERVIEWER: So more food and a tuc shop. So by a tuck shop do you mean
PARTICIPANT. like jubilles and crisps and drinks
INTERVIEWER so more food and a tuck shop? When you say more food is it more hot food or more cold food?
PARTICIPANT: More hot food. Pizzas.
PARTICIPANT. Hot food
PARTICIPANT. You should be able to buy pizzas
PARTICIPANT: More fruit. Apples
INTERVIEWER. so more food, pizzas fruit, pears and a trampoline and a swimming pool
PARTICIPANT and a diving board
INTERVIEWER. I think we need a whole new building for that
INTERVIEWER: You have told me lots of interesting things about holiday club so just to finish off can you each tell me what you think the best part about holiday club is?
PARTICIPANT: Playing with peak (all).
PARTICIPANT: Free play And you get to play what you want to
PARTICIPANT: So some of the things you do with people and are organised activities but then you get a chance to just do what you want and you prefer the free play wheh you cna just do what you want
PARTICIPANT: Free play.
PARTICIPANT. Pokémon
PARTICIPANT: The iPad doesn't make me bored when I go home at night time.
INTERVIEWER: Just quickly what do you do when you go home after holiday club?
PARTICIPANT: Play on my phone.
PARTICIPANT: Go outside.
PARTICIPANT: Play on my computer and go round the block
INTERVIEWER: What is your favourite out of all of the things that you have said?
PARTICIPANT: Freeplay.
 INTERVIEWER: A day at holiday club or not a day at holiday club?
PARTICIPANT: A day at holiday club.(all)
INTERVIEWER: Anything else that you want to say about holiday club?
PARTICIPANT: That it is the best thing.
PARTICIPANT: It's fun.
INTERVIEWER: Can you remember what you did last summer holidays?
PARTICIPANT: Went on holiday (all).
PARTICIPANT. Sat in the house
PARTICIPANT: I am going on holiday this year in September.

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PARTICIPANT. where to?

PARTICIPANT. Turkey

INTERVIEWER: So compared to last year if you can remember far back enough how does this summer holidays at holiday club compare to last year when there was no holiday club?

PARTICIPANT: Better this year.

PARTICIPANT. Last year was worse so this has to be better

PARTICIPANT. Better this year

PARTICIPANT: A lot better.

INTERVIEWER: If holiday club were to close down?

PARTICIPANT: Oh my god I would die.

PARTICIPANT: I would scream.

PARTICIPANT: I would cry.

PARTICIPANT. I would just fall off a cliff

PARTICIPANT.I would scream down the full building

PARTICIPANT: I would be angry and upset.

PARTICIPANT. I just wouldn't even answer that question because I think everybody would know the answer

INTERVIEWER. You'd be angry and upset? So you are pleased that holiday club is on

PARTICIPANT. I think they should have it again next year

PARTICIPANT: This is better than school.

PARTICIPANT. Because you don't have to learn.

PARTICIPANT: I want it again next year.

Appendix Lv Example of interview script for food industry

INTERVIEWER: first of all XXXX if you wouldn't mind just explaining what your role is and how it fits in with the meals and more summer holiday provision initiative

PARTICIPANT: yeah so my role at XXXXX is erm out of home sales director so erm I hold overall accountability for our commercial relationship with with brakes, erm the er my involvement in meals and more is is erm is sponsoring erm cham championing that in our business because we we see it as a hugely important cause that we we want to contribute erm something to in you know in our own way

INTERVIEWER: Yeah, yeah that leads nicely on actually to the next question is you know why why are XXXXX supporting the
meals and more initiative

PARTICIPANT: oh gosh you can't help but be aff affected by the erm the kind of discussion topic really it's when when you hear some of the the statistics that have been shared by XXXXX and XXXX at the recent get together that we had it it just blows you away and certainly for me being being a father as well if it it really brings it home how important it is to alleviate child poverty because it really is something you you don't imagine would actually be the case such a modern country as the to me was quite staggering when I learnt about and the issues that are prevalent so it XXXXX absolutely want to be involved for that reason because we we're the same as everyone else that's involved in meals and more erm totally believe in it this just needs to stop and something something needs to change

INTERVIEWER: Yeah, yeah ok and does XXXXX have a corporate social responsibility strategy and and does meals and more fit in with that?

PARTICIPANT: yes totally Yeah, yeah so we we have erm XXXXX like a sourcing strategy which is related to our our products themselves but we erm we we also erm or involved in a number of other charitable initiatives that we we nominate on and annual or erm or sometimes less frequent basis than that so erm the meals and more charity fits in to fits into that

P- right ok, erm and so generally then erm what are what are your views on the meals and more erm initiative -

PARTICIPANT:- em my my views is it's a wonderful charity for for us to be involved with as a business and both personally as I mentioned before erm and yeah it's it's like I said previously it is just the issues that it raises are staggering so it's wonderful that erm a business as high profile as brakes and with some of the people that are involved in it wants to want to begin to lobby government want to start to grow the initiative from where it is at the moment because I still feel like it's a relatively small initiative that does that needs support from them you know from the likes of XXXXX and others but yeah it yeah overall it's a wonderful cause to be involved with totally

INTERVIEWER: right okey doke, I know the way the way the way the initiative is setup it's like a three year kind of commitment isn't it erm and so in addition to the to the financial contribution erm e have you provided any other support to erm to meals and more

Appendix Lv Example of interview script for food industry (cont)

PARTICIPANT: yeah so we we erm we look after one of the lunch sites down in down in Bournemouth so we're we're kind of atta we're kind of attached to that and we've had a number of volunteers go down to support them with the running of that site as well as the financial contribution that we make as well erm again our our involvement so far is is kind of in its infancy so we're currently exploring ways in which we can help even further whether that be again even more more support from more sites and or a bigger than actual contribution then we're currently currently committed to through a number of initiatives that we're looking to run internally at XXXXX

INTERVIEWER: and you mentioned there as part of the charitable work of xxxxx you have charities that you nominate on an annual basis but this this is like a three year commitment and do you think it's important that there is that three year commitment rather than just a one off

PARTICIPANT: Yeah I mean the the 3 year commitment really was that that was almost lead by Brakes and we would be happy to commit longer than that without without a doubt I mean we we look at our charities on an annual basis we we're usually adding to the list and never taking it away because we and that's a really positive thing because we we we really believe in long-term commitments to our erm charitable initiative so yeah 3 years is kind of what's written on the piece of paper but I definitely see our involvement going way way beyond that without a doubt.

INTERVIEWER: yeah because my my next question is kind of how how sustainable do you think this erm current model is?

PARTICIPANT: I think it's sustainable provided you you continue to lobby support you know both from sup brakes suppliers like us but then more widely the government and more widely erm kind of in the UK to raise further awareness of the of the issues otherwise the danger is with this kind of thing that it can either not be as big as it as it really should be or it can peter out so yes that's we have our commitment to doing that as well of course but it was it was wonderful as well to meet up a couple of weeks ago and talk about how we can make it even bigger and even better you know by bringing on spokespeople potentially by raising money through more and more initiatives so I think I think it's important to continue to do that

INTERVIEWER: yeah and and sort of my next question is you know what do you think is going to happen when the three year program comes to an end

PARTICIPANT: I I definitely see it extending I would be really I'd be very surprised if it didn't just because because the more people you speak to about it and the people you know I I encountered at our recent meeting, you can see how effected people are by it, maybe not personally but they can really relate to to the issues so I can only I can only see that growing erm I can only see the movement growing so you know post 3 years and and way beyond that I see it continuing and I would I would certainly hope that it would do

INTERVIEWER: yeah yeah I'd again at that kind of links nicely to the next question is you know what do you think the long-term future of of initiatives like meals and more providing summer holiday provision might be

Appendix Lv Example of interview script for food industry (cont)

PARTICIPANT: yeah I mean I think I think it's here to stay erm I think as I said there's a there's a need to to grow support through government in particular because if if I was to be critical of erm erm the current erm free school meals provision is that it doesn't erm cover the school holiday period and I I can't I can't really for the life of me see a credible reason why it shouldn't do considering the statistics that I've that I've seen erm so I I'd suggest that that is critical

INTERVIEWER: yeah and you mentioned about growing support through erm the government so who do you think should be responsible for this this kind of summer holiday provision

PARTICIPANT: well I certainly the government without a shadow of a doubt because with the everyone should be afforded the same life chances and I feel like at the moment there's a there's such a substantial group of children I think one in four the statistics showed that just aren't afforded the same life chances as other people off and that that's no fault of their own that's it's often the fault of their parents or their circumstances and that for me the government have a big part to play in ensuring that people are given an equal opportunity really to be able to succeed because like when you were sharing your research a a few weeks back it's just so evident that the erm level of educational attainment and the level of social interaction that these children get is really impeding their ability to be successful in the future you know to build a life to build a career to build to build their life so the government have a massive role to play in that and in order to erm in order to take it where it needs to be in my view

INTERVIEWER: yeah yeah and what do you think the role of the food industry is in in kind of this summer holiday provision

PARTICIPANT: yeah I mean in initially you there's the financial contribution but clearly that's not going to that's not going to provide as much as is needed to do this but I think what what businesses in the UK can do is is provide a voice for meals and more as well and provide contacts for meals and more as well and you know from one person in one organisation they can on onwardly influence hundreds even thousands of people so that just helps to grow the the erm kind of grow that the rate and momentum behind this to to ensure that it does become an issue for government and it is it is discussed erm so I think there's there's wide ranging influences that businesses can have here as well

INTERVIEWER: Yeah, yeah what do you think how do you think this model of erm holiday provision fits in with kind of other measures to address erm food poverty and food insecurity

PARTICIPANT: erm I think I think it's critical because you know you when you certainly when I was growing up the it having a hot meal every day just seemed like almost a basic rate for people yeah so con considering the UK is such a huge modern economy it it staggers me that that isn't made available to every single child in the UK it is shocks me so I see it as an incredibly important erm element of it because it to me it's a basic human right almost to be able to to be able to feed yourself correct you know in a correct way to get the correct amount of nutrition to erm be able to you know to

functions day today to be able to focus on your work or on your schooling erm and your education you know

INTERVIEWER: Yeah, yeah erm and how effective do you think that erm the holiday clubs are in terms of

Appendix Lv Example of interview script for food industry (cont)

PARTICIPANT: you've only really got to go and see yeah you've only got to go to one of the sites to see the the incredible work that they do and erm but my note of caution on that is that at the moment that its only in its infancy it's not influencing as many people's lives as it could be if there was a lot more weight and momentum behind it erm but clearly the people that that the that this touches er er benefit enormously from it without a shadow of a doubt but I'm you know I'm just kind of passionate that it needs to be bigger than it currently is

INTERVIEWER: Yeah, yeah and you mentioned about you now you just need to go down to to one of the sites to see how important it is erm have you been down to the local club in XXXXX

PARTICIPANT: yeah I've been down there

INTERVIEWER: what kind of things did you see and how did you feel about what you saw

PARTICIPANT: erm I was erm well I thought I was overwhelmed by the the work that goes into running one of the one of the clubs, the the kind hearted nature of the people that are there you know ,they're they're such inspirational people erm and I kind of kind of saw it as a really as a really happy place you know chi children were there and able to have fun, to play at the same time as being able to have their hot meal as well erm it is you know it was just a really inspirational place to be and I came away feeling just feeling really affected by it and very humbled by what people do which is kind of what really influenced me to kind of want to have more and more involvement in this both personally and from   XXXXX perspective as well

INTERVIEWER: erm so what kind of things do you think should be provided at holiday club

PARTICIPANT: well err the the the hot meal is the obvious one but on top of that in erm fur further opportunities for children to educate themselves as well erm so teaching I think would be erm would be something that could be added to that erm and why why does it only have to be limited to holiday times you know these these could grow erm into social spaces for for local children to go to for erm even for adults to go to as well to be able to connect with with friends em so they could they could even be bigger than they are clearly

INTERVIEWER: and by that do you mean kind of not just summer are the holidays and and term time as well?

PARTICIPANT: yeah yeah totally totally why not because you know the not only is the the food provision a really important part of it but there's also the the social issues attached to it as well so why why should they not be places you could go to any days to go and meet with friends

INTERVIEWER: yeah and so in terms of the benefits of the holiday club what do you think the benefits are for children

PARTICIPANT: well you you've got the obvious nutritional erm element of that erm and as I said before really the the wider social influence that it can have for children as well because when when we were speaking a couple of weeks back it was really alarming to hear that children who aren't living in what were defining as poverty in the UK their

their parents are off working often in the summer holidays and there are often being left at home by themselves without the opportunity to have life enriching experiences like I was fortunate to have during during the summer holidays erm so they have a huge influence there as well which which really shouldn't

Appendix Lv Example of interview script for food industry (cont)

be underestimated as as well as the the kind of food element as well so that's what I'm looking forward to seeing grow as well on the one hand you you've got lob lobbying government to provide erm free meals outside outside of school term time but also seeing the discussion grow around the social impact of the the lunch clubs and the issues that that raises as well

INTERVIEWER: Yeah, yeah and what about benefits for parents and carers

PARTICIPANT: again the same really the whole the social element of it for them it's huge because for for a lot of these parents they're often socially isolated during the summer holidays as well and because you know what they often might not be able to afford to go and have have trips to London with friends or or you no go off on holiday or or whatever so I think it plays a really crucial role for them as well and to be able to have that dedicated time with with their children as well I think I think it's really important in in what are clearly really happy places yeah

INTERVIEWER: and kind of you know for families as a whole

PARTICIPANT: erm yeah what I really saw when I was there were erm kind of family units uniting together yeah because there's there's something really wonderful about sit sitting down at the table and eating with your family without all the other distractions that go around that and you you could see you could see the real impact of that you know and just seeing them able to have conversations together which might not happen to be frank when when they're at home you know they they might be eating on the sofa they might not even be eating at all because there's something really erm heart-warming and homely about sitting down together at at the table and eating and then you know as I mentioned before with it gives families the opportunity to connect in with others as well and then and then these spaces can act as I mentioned as social hubs for families to come together and be together

INTERVIEWER: yeah a lot of what you have said has been around the social side of things and you not removing that social isolation and from a kind of financial perspectives do you have any views on what difference it might make for for families and children

PARTICIPANT: erm well clearly it provides really significant support in that sense erm you know the thought that when it comes to holiday times the family's just aren't physically able to afford to to feed their to feed their children or themselves is really heart breaking so the financial support it provides is is really crucial yeah hugely crucial

INTERVIEWER: and do you think there were any benefits to the community from the holiday club

PARTICIPANT: - erm I think I think that like I mentioned before really you it these places really can unite communities and bringing together people who perhaps otherwise wouldn't wouldn't be spending time together erm so you know you your

building strength in the local community I think is really really important and these these you know lunch clubs can play a critical role in that

INTERVIEWER: yeah and can you think of any disadvantages erm to meals and more summer holiday provision for children?

Appendix Lv Example of interview script for food industry (cont)

PARTICIPANT: absolutely not no no no way definitely not I think that would be dreadful if I was to say that not at all no definitely definitely definitely definitely not be the only only disadvantage is that you know kind of of the setting thing is that it is currently not as big as I believe it should be but certainly disadvantages no absolutely not

INTERVIEWER: and you know it seem question in relation to parents and carers any disadvantages

PARTICIPANT: - exactly the same no no way no no absolutely not

INTERVIEWER: and you know families, the community?

PARTICIPANT: absolutely not no same answer for all the above

INTERVIEWER: the holiday club that you've visited was it on every day

PARTICIPANT: yes yes during the summer holidays yes

INTERVIEWER: and for the whole duration of the summer

PARTICIPANT: yes yes it was

 INTERVIEWER: and just kind of thinking about the we talked about the benefits and we can't see any disadvantages other than that you know it should be bigger etc in terms of the impact what do you think that might be for children

PARTICIPANT: - I mean like I said before it's just your wider life opportunities for children if you think that children in in poverty their educational attainment is really limited by the fact that they're not they don't have the same social opportunities nor the basic provision of food during the holiday time that's got to be the single biggest impact so to be able to afford children those opportunities now is is a wonderful thing then

INTERVIEWER: yeah and anything in terms of the impact erm for parents and carers

PARTICIPANT: erm yeah I mean as I said previously the the uniting parents and carers providing them with social support with you know financial advice with again food for them because let's not forget that often these parents are choosing to feed their children very basic meals and skipping meals themselves as well so it clearly provides them with an opportunity to nourish themselves as well as to connect in with friends and family

INTERVIEWER: and the impact in terms of families generally

PARTICIPANT: for families generally yet again it's it's bringing those families together erm uniting them over food which is wonderful it's erm yeah providing those wider social opportunities as I said really

INTERVIEWER: Yeah, yeah and again just in terms of the wider impact on the community

PARTICIPANT: erm well certainly the site that I visited it certainly did feel like a like a focal point for the community for for people to go to and spend time together so yeah on the way the community that impact it alone is huge as well as you know having the impact of allowing children to be able to attain more in the Education as well long longer term that's clearly going to have a bigger impact on prosperity for those Communities so it is really importan

Appendix Lv Example of interview script for food industry (cont)

INTERVIEWER: and is there anything that you would change or do differently with regard to meals and more

PARTICIPANT: just grow it just grow it you know speak to as many people as we can that can help us and Influence around the issues that we're talking about erm yeah so that that would be the only thing I would change about it is just to continue to grow it and beseech a high-profile spokesperson to ensure that it's not just businesses speaking to government about this but it's wider that there's wider awareness for everyone in the UK as well so yeah I feel passionate that everyone should be talking about it

INTERVIEWER: and just finally then is there anything else you would like to add regarding the meals and more summer holiday provision

PARTICIPANT: erm no I don't think so other than to to you know thanks Ken mcmeikan over at brakes for allowing us the opportunity to get involved because it's it's clearly a fantastic cause that is currently under-represented and needs erm the issues needs addressing absolutely so it's just wonderful to be involved more thank you from me than anything else to add

INTERVIEWER: that's great thank you I think I've got all my questions unless you've got you've got anything else

PARTICIPANT: wonderful thank you

Appendix Lvi: Example of interview script for senior stakeholders

Interviewer:

Thank you very much for agreeing to come along. Erm, just to get the ball rolling, can you tell me about your role and how it fits in with summer holiday provision?

Participant

I'm the Development Officer with XXXX, err which is the local expression of the XXXX , erm, the XXXXX is a national charity, part of the Church of England, erm, and my role is to work with local churches and church based groups to develop responses to poverty in community issues.

Interviewer: Yep, so within that context is an awareness of need over the summer?

Participant So yeah, so I mean, really what happened was erm, three years ago erm, the foodbank we were aware that there had been a 40% increase in referrals during the summer holidays, and also a local Christian charity called XXXXX erm, one of their staff from there came to see me to say that they saw a significant increase in referrals, erm, so they offer support and respite for families that are struggling, erm, and what she was saying was that with the summer holidays, families that are maybe coping while the children are at school, the cracks really begin to appear when, erm, and they were seeing a really significant number of families being referred during the summer holidays. And so she came to see me and sort of said: "What can the churches do to really take the pressure off families during the summer?", erm, and I had had this conversation with foodbank as well so it was like right: families are, there's a lot of pressure on families in terms of finances, food, what do you do with the children? , you know how do I get through the six weeks on my own you know, with no extra money for food, treats, trips, erm, and also I think, I went to a child poverty hearing and the children, there were teenagers reporting back about what it's like being a young person growing up in poverty, and they were talking about what it's like going back in September, erm, when you've got nothing to talk about, nothing exciting that you've done. It was really those three conversations, erm that kind of really started the thinking about 'OK, how can we respond to this?', but not in a, am I alright just carrying on talking?

Interviewer: Yeah yeah, no absolutely...

Participant ....but not in a kind of sort of like 'let's develop a strategic programme', let's because a lot of the way that we work erm, because churches are rooted in the community, is is very much an asset based community development approach so, kind of, so what within our existing resources within our churches and within our communities can we nurture and grow and develop that will make a difference in this community, erm, so simply what we did was get in touch with erm, churches in areas of XXXX where we knew there were a lot of referrals to foodbank and Safe Families for Children, brought those people together from those churches, erm, to find out what they were already doing with families and then saying 'so if we give you some resource, a pot of money and food and support with you know, training, policies and procedures and make sure you've got everything in place, erm, what could we make happen?' And everybody said, 'Well we can do something', erm, and it was very much, and also, by bringing everybody together there was that kind of collective support, and so that's what we did and it meant that there was somewhere, something happening somewhere in

XXXX in every week of the school holidays, not by design, but everybody came up with their, with what they could do, and I think very much erm, based on, so we kind of almost gave a framework of what, so it was basically somewhere safe with fun fun activities where children can learn and grow together and some healthy food. That was the basic thing that people needed to be able to provide, erm, and some people did that by doing a week or two week long holiday club with food. Others said we'll do something once or twice a week but all the way through the holidays, so people were able to come up with something that realistic for them and their community and therefore sustainable, erm, and so this year was the third year of that happening, erm, and year on year it's grown, so erm, the first two years it was just church based groups erm that err we were working with but then this year XXXX from public health came to see me erm and to see what we were all ready doing. And its funny because year one, erm, I can remember thinking 'Why is no one else thinking about this?'. I mean now, everybody is talking about holiday hunger, but three years ago, there wasn't so much of a conversation and certainly, public health weren't thi, well they might have been thinking about it, but anyway they came to see me and erm, and I sort of explained what was already happening and XXXX, I don't think realised how much was already happening, erm, but I said there's definitely gaps where we don't have either a church building or church with the capacity and the skills to do this, erm, which is why, erm, we in XXXX and XXXX (local ward areas), we kind of said 'well, we'll work with the hub and the school because we don't want them to be kind of blackspots where we know there's a lot of need. Erm, so that's the kind of back story to where we got to this year. So and it's been the same kind of thing every year really, erm, the main difference is that we did it on an absolute shoe string year on, whereas we've had more erm, finance and resources and sponsorship via XXXX this year so we've been able to he, work with more groups really, so yeah.

Interviewer: Yeah, and I was going to ask a question later on about sustainability but I am going to ask it now because, if you started three years, well first of all, is what was the trigger three years ago where you saw the need where it hasn't been seen elsewhere but then how have you made it sustainable?

Participant: So the trigger was those three things, the awareness of the figures at the foodbank, 40% increase in families being referred, XXXXX directly coming to speak to me and said we've got more families being referred than we can cope with erm, and a recognition that for some of those families they really needed some respite and some quite intensive support, but for some families, if they could just say to mum or grandma, or whoever the carer is, 'there's a safe place for your children to go to', that was giving the family some breathing space, erm, and that was going to be enough to help them get through the summer holidays and then, as I say, the people form the child poverty commission talking about erm, what it's like going back to school in September with nothing positive to talk about that you've done really, so, yeah.

Interviewer: So, you've made this model work, how have you sustained it?

Participant: I think the key is that it is erm, we've taken an asset based approach so it's been rooted in communities so each church erm, is rooted in its' community, it has a building and has a team of highly motivated volunteers who are motivated by their faith erm, but also because of the connections in the community erm, parents and

grandparents have kind of said: 'Oh, you know this is a really good thing to do in our community' and so they've been drawn in to volunteering as well and so the core in terms of a building and your manpower, woman power actually, mainly is there, err and so the extra resource that we've been able to put in is is cash, erm, because there's a cost involved in running the activities, the food, erm, and because we've worked collectively, erm, we've been able, so the way the food has worked is that we've bought it in bulk, erm, and it's been delivered to the foodbank depot, erm, and then using the foodbank volunteers, it's been sorted into each of the venues and it's been delivered out to them, erm, and we've been able to buy at cost because of that bulk buying really...

Interviewer: And through XXXXX?

Participant XXXX, yes, so, erm, so I, I estimate that this year we had £4,500 of food for just over £3,000, erm, whereas if we'd given each group the money they needed to buy that it would have cost a lot more so, and it also just takes the pressure off because they just fill in a tick list of what they want and how much, so it's about making it easier for them. Erm, but I think the other thing that I've noticed is that erm, each of those groups, they've really grown in confidence in what they've been doing and so erm, it's not just been about the summer, it's it's been about well how can grow what we're doing to support children and families throughout the year so erm, virtually all of the groups have grown in what they're doing throughout they year as a result of of working together on XXXXXX erm, you know and sharing ideas, supporting one another erm, sorry I can talk, I can just keep talking...

Interviewer: I know, it's brilliant.

Participant And erm, and one of the things erm thinking about the chil that what the young people said about their experience of the summer holiday and not having anything exciting to kind of talk about is that the groups have generally followed a theme, erm, and kind of created an imaginary world in the church hall or whatever, so it's almost like they've gone on like an exciting adventure whilst being in their own community, erm, and so erm all the props and stuff that they've created are then stored in one of the big churches and then people can get those out the next year, so somebody said "oh you did" erm, so the church I attend, we did Harry Potter, erm, and then this year somebody else did Harry Potter and borrowed the sorting hat that we made and things like that so, so that all helps with the sustainability.

Interviewer: You're not reinventing the wheel?

Participant: No, absolutely and sharing all of those kind of resources, erm, and sharing skills as well you know because erm, or contacts, it's kind of like, you know so somebody knows somebody who can do drumming or something like that and you know sharing those kind of contacts and stuff so yeah, yeah.

Interviewer: Yeah, excellent. Erm, my next question is What are your views on summer holiday club provision? I think you've kind of answered that question already.

Participant: Mmmm, yeah, I do have views and I think it's to do with erm, there are different models with different ways of doing it, erm, I'm going to be biased obviously because, but we've, I really believe in having a really asset based, grass roots response. Erm, it's cheaper to deliver, because I know elsewhere, you know, schools have kind of come up with programmes and it's been paid staff and, but I question the sustainability

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of it. I think the other thing is, erm, I mean we had a, I had a conversation with XXXX about this, about targeting which erm, I think is counterproductive, erm, because of the whole stigma attached. Erm, and actually, in most of our communities, you know a large percentage of the families are struggling so actually targeting is a bit pointless I think. It's like the local primary school where I live, 70% of the children get free school meals so you invite everybody so then nobody is being stigmatised, but the way you do it is erm, so each, each of the churches erm have good links with their local primary schools anyway erm, so they go in, put leaflets that go out in book bags, they maybe go in and do an assembly and tell everyone about it, but I've also worked with the kind of parent liaison person to kind of make sure that the families who maybe most benefit from it do know about it and do get signed up. So there's been no direct targeting if you know what I mean, so everybody is welcome, but we try and make sure, erm, and it's interesting because where we are, erm, I was talking to the children's worker, so she was getting people to sign up ahead of the summer holidays so we've got an idea of numbers, and I said to her "but you know that the most vulnerable families won't sign up ahead of the summer holidays 'cause their lives are pretty chaotic and stuff", and she said " I know, and I reserve places for those families so that when they turn up on the day, they're guaranteed a place", and that comes from being rooted in your community and knowing, and actually knowing the families, you know having the relationship with them and knowing which families really need to be involved I think so, and doing that , you know the church and the and the school working together on that, it works really well.

Interviewer: Yeah, erm, and you've probably touched on the next question as well as, how does what happened in this summer fit in with what happened in the past, what happened this year and what's planned for the future in terms of kind of public health initiatives relating to holiday club provision?

Participant: Mmmm, right, I'm wondering where to start actually because, yeah, I mean I think, I think I've already said that it's grown year on year, erm, the thing, working with public health we've been able to plug some of the gaps where we knew we weren't managing to provide. Erm, the other thing that has been slightly different this year is that, erm, some of the clubs have done, say a week long holiday club and they've done sort of simple kind of pack lunch maybe twice a week for the rest of the holiday, erm, and that's going to be interesting to see how people feel about that. We're all getting together to evaluate tomorrow so, yeah, erm, so, 'cause we've always given people the flexibility to to develop a model that fits their community, erm, and erm, so it's going to be interesting to see whether that's, because to deliver full blown holiday clubs erm for the whole holidays is unrealistic when you're relying on volunteers and stuff, so erm, I think it's, part of the conversation I had with public health is erm, to, this model is sustainable but we can't, we can't feed everybody everyday of the school holidays. It's about taking the pressure off really erm and I think the feedback we've had from families is erm, knowing that there's a week or knowing that every Wednesday or every Tuesday and Thursday is like the life line that helps to get through so it's not that we're kind of what could be a bit of a paternalistic approach seeing look we know you're really struggling we are going to feed your kids erm it's like we're going to work with you and we're going to make a difference that is going to help you get through erm it was interesting my husband because my husband is a vicar and he did a funeral the other day and you always find out about the back you no going back and he said do you know

in the 1950s he said the school's used to open up and do food in XXXXX erm so erm you know erm you know the school canteens would open up and feed the kids who were on free school meals so that was a little and I don't know when that kind of erm was stopped so erm yeah as I say I am slightly biased but I actually think I really like that idea that it's local people and parents and grandparents doing it to help themselves rather than the council saying we'll feed your kids for you because part because part of the problem you know with all the kind of budget cuts that the local authority have faced is I mean I don't know whether it's like this another kind of not just northern but kind of you know that people have been used to a quite paternalistic approach from labour local authority that we we are the service providers and and we do everything for you but that means that people get out of the habit of doing things for themselves really and you know there is a lot of capacity within you know mum's want the best for their kids basically and it's tapping into that passion of we want we want the best for our kids therefore we yeah we are going to help with the holiday club for our kids in our community and that you know the value of that is priceless really I think sorry I can start (inaudible) about that

Interviewer: no that's absolutely fine so what do you think of the impact of summer holidays has been at a community level in deprived communities?

Participant: I mean the model that we've taken is I mean definitely erm financially it has been a lifeline erm you know Mum's will sort of say you've saved me £25 you know what they will actually put a price on it you know they know what it means in terms of their budget erm they will also talk about just taking the pressure off so they've got a couple of hours erm just to kind of able be able to do what they need to do or just have some head space because if you are a lone parent because 6 weeks, I know what it's like with my kids, you can feel like you're crawling up the walls by the end of 6 weeks and stuff and interestingly I because I've just been looking through some of the evaluation that's been coming back from the groups this year, there's quite a lot about safety, knowing that it's a safe place for the children to be and that it's not safe for the children to go to the park and things like that so and that's something we've picked up quite a lot this time erm and also erm the kind of, the social isolation, reducing that social isolation so the children have got a safe place to mix and be with their friends erm because can you invite your friends your kids friends round because then you've got to feed them, whereas it's like no they can mix and it's not going to cost me anymore and things like that and so and a lot of the groups that we work with will also try and include a trip or something like that so that whole thing of erm like wow we can go to Beamish and we only have to pay a small amount we could never afford to go to Beamish and things like that and so you feel like I've done something good with my kids this summer and the kids have got something exciting to talk about so yeah

Interviewer: how does and I know you've kind of touched on this already but how does the summer holiday provision fit in with other initiatives in the community like food banks erm children's centres you know public health initiatives to encourage kids to get active

Participant: I mean the food bank is there to provide you know crisis so we were just talking about this actually you know most of the referrals to food bank are because of benefit delays, changes, sanctions so erm the holiday provision won't stop families

people in that situation having to go to food bank because it's not if you've got no money you know providing lunch at the holiday club isn't going to solve all of that but I think it it's more where people are really really struggling on low incomes with that makes a difference, it will take some of the pressure off and we work really closely with XXXXX food bank as I've explained so the food erm com goes in and is sorted by all of the volunteers and is delivered out and actually a lot of the places where the clubs are happening or in churches where they are distribution centres for the food banks or there is, some of the volunteers are the same volunteers, so there's a really close link up, erm in terms of erm kind of looking at food poverty, I think you were talking to Mel, so we've worked quite closely with XXXXX environment City erm on the slow cooker programme erm so erm all the families that have been to the holiday club will have the opportunity to take part in the slow cooker program and we're also working with MEC to look at training volunteers who help in the holiday clubs erm to do family cooking sessions and do cooking with children in the ongoing clubs that go on throughout the year, in terms of children's centres and stronger families and things like that erm what we've done erm is make them aware of the timetable of what activities are on so that they can refer erm families to that yeah

Interviewer: and how did you reach families might not necessarily be involved in the church but kind of

Participant: well most of the families that come to the clubs are not kind of part of the church at all

Interviewer: yeah so how did you?

Participant: through the schools, I mean the school's is the obvious way because that's where they are that's where they should be anyway so as I said it's like working with and the churches have really good working relationships with the schools anyway because they go in and do assemblies and things like that so erm yeah but leaflets through book bags, going in and doing an assembly and as I say working with the parent liaison officer and stuff erm and sometimes people, not just about this but people often just sort of see the churches are doing that what about people of other Faith's and things like that but we've got so many examples of because there's a large asylum seeker and refugee population, so many examples of families who are really happy to come to stuff at church because they know it's a safe place where faith is respected and I was talking to one of the club leaders last week and she was saying we've got a Muslim family coming for the first time and mum was just so delighted that she now wants to become one of our regular volunteers and things like that so we really find there isn't an issue around some kind of you know and again going back to the safety thing, parents saying that we know that the church is a safe place that we trust what's going on here so which is great

Interviewer: erm my next question was kind of more in relation to the holiday clubs that were based in schools but you've already explained it's more of a community asset based approach but kind of bearing in mind the links that you've got with the school and how you get people to come along to the clubs what do you think the impacts are of providing holiday clubs for the schools

Participant: I think for the schools it's a bit of relief for the staff actually to kind of know that there's something there. I know one of the, so sorry I we worked in XXXX

school and then XXXXXX Community Centre as well so there were three new places as well where we didn't have a church erm and the lady at XXXXXX community centre approach to us and asked if they could be part of it so I went to see her and she said right I'm going to go and talk to the school and she said like the church were just thank you this is just wonderful because we are really worried about some of the families and how they are going to cope you know and I think erm that says it all really so they were able to kind of encourage those families to be part, so they weren't doing it like a full-blown holiday club they were doing lunch with activities twice a week during the summer and stuff so erm and I think also you know, the purpose of the Club isn't to compensate for lost learning but you know there's really a purposeful activity going on and often stuff that gives the children opportunities to try things they've not done before so you know we had a few Olympic themed holiday clubs and children were doing archery and you know just stretching their kind of skills and music and stuff so we try to make sure it and enriched curriculum you know erm is of great benefit for the schools as well so we've not got them sat writing all day but it's kind of that thing of learning in a fun way really so yeah yeah

Interviewer: were there any so just touching again briefly on implementation delivery and sustainability are there any issues with respect of implementing the holiday clubs delivering them and keeping them going

Participant: I think, I'm fairly confident that we're kind of hard wired into those churches and communities now and it's kind of like I sent an evaluation form out to everybody and the end of the evaluation form was looking ahead and erm sort of saying what about September err summer 2017 and everybody is saying yes absolutely 100% and if if we can we'd like to be able to do more work with more children and families

Interviewer: and throughout the year? you mentioned

Participant: yes yeah that varies and we don't like to put a heavy a commitment on people so it's like in a sense what people the groups are saying we want to do more and what we're trying to do is support them and encourage them to do more and not a kind of you have to do more because when you're working mainly with volunteers you've got to do it at a level that because otherwise you lose them if you put too much on them really so I think the groups are really committed, they say that it makes a difference so erm often when we get together in September erm so this will be the third year that we get together tomorrow and just look thinking back they always go or it was really exhausting but it was brilliant, you know what they are highly motivated they say it makes a difference so I don't think we're going to have a problem with sustaining it erm there's always the thing of accessing funding erm but we deliver on a Shoestring actually you know because there's no staffing costs erm it's volunteer lead, it's volunteer expenses, the churches invariably allow their premises to be used for nothing or for just a kind of peppercorn contribution and stuff so our costs are low for what we deliver which means it is more sustainable erm and if you're going to start opening up schools and having paid staff and Dinner Ladies and the buildings, I don't know I've picked up that that is happening in some local authorities and the bill must be huge I think

Interviewer: yeah and saw that will then impact on the sustainability

Participant: yeah absolutely

Interviewer: because it's also been mentioned about erm talking to other people about the issue of having to seek funding and seeking different pots of funding but because you don't know where the funding is coming from in future yes how can you make it sustainable because you don't know you've got funding there so that funding needs to be a commitment given there is funding there for the next X number of years

Participant: yeah I mean that's the beauty of the brakes thing really because we have we have operated on a shoe string and I suppose I because we our kind of churches I have always said well we'll just have faith so (laughing) for the first two years I was like right I've put in funding applications and I'm trusting that this money is going to come in and everybody was yeah we'll go for it we'll go for it kind of thing and stuff and actually it was really funny because we usually get together around Easter to try to start the intense planning and kind of stuff and I said guess what ladies and gentlemen we've actually got the money before we start planning this year so er yeah actually having the 3 year commitment via brakes is great because that I I I kind of know that the bulk of the money for the food is is there er and we're looking at erm like there's the children's health fund is it that's come through, it's a Jamie Oliver thing, there's different pots of money, I mean I was talking to my colleague in XXXXX erm and we were discussing the different parts of money that are available and you end of having to think well we'll go to awards for all this year but we can't go to them again next year so we go to Gregg's next year and it is like that but that's the nature of working in the Voluntary Sector, that's how you live er and I think because the volunteers are really committed and motivated erm you know they say to me even if you can't give us any money we will still do it we might scale down but we'll find a way of doing it really, and often often we don't give the groups the total amount that they use anyway, we encourage them to try and kind of a fund raise locally or ask the local supermarket to contribute like the fruit as things like that so it's trying to make it as as kind of locally owned as possible really so erm I think that's the key to sustainability. there's no guarantee with the Grant funding

Interviewer: so moving on to talk about the impact of the holiday club provision for parents and carers and families and children, what do you think the impact has been in your years of being involved what do you think the impact is for parents and carers and families

Participant: definitely taking the pressure off the budget, some of the families talk about the quality of the food as well erm they are aware that they don't provide the children much in the way of fruit and vegetables in the summer because of the cost and also worrying about it going off and therefore you know they've wasted the money erm so one of the things that we've , so some of the groups to do a cooked meal but it's mainly packed lunches because we realise that was achievable thinking about the sustainability erm but we were really aware of the kind of 5 a day provision because the children get fruit and veg at school erm so in the healthy packed lunches we try to make sure that they get a carton of proper fruit juice so you know as well as the fruit and veg and the parents noticed that that it's you know not just a white kind of jam butty and a packet of crisps you know, the quality of it and they comment on that, peace of mind parents definitely talking about we know where they are we know they are safe and we know they are having a really good time so the quality of what's provided erm and also the parents you know just the kind of social contact of when they're dropping the

children off, er I remember in the summer being, one of the groups I was visiting erm and there was a group of maybe 3 asylum seeker families and the mums were all going off to spend some time together while the children were at the holiday club this or that kind of and I don't think that would necessarily have happened because they would have all just been at home but it provides a point of meeting and actually where you've got good staff and volunteers they can even engineer that a little bit if you know what I mean kind of like watch out for a more vulnerable mum and maybe link them up and you know all that kind of mutual support

Interviewer: the children who came to the holiday clubs, the parents brought the children and the Children played and then the parents the parents didn't have to stay basically

Participant: on the whole, at XXXX and there were three places where erm the parents did stay it was done more of a family thing but most of the places the parents kind of leave them but them for some of the parents they actually wanted to be involved erm and they sort of said you know the 6 weeks holidays are hard for me as a person as well erm and actually the opportunity to be involved, feel like they were giving something not just being a recipient and growing in their skills and their confidence and as I say there's never a day goes by when people don't report back and say oh parents have become volunteers as a result of the holiday club which is you know again you can't really measure what the impact of that is going to be over time because they are connected into a group in their community there are erm you know I was talking to Jane from one of the groups who has been with us since the beginning and she's now got a mum who started college this September who were volunteering for the first time three years ago doing NVQ Level something in childcare no that's kind of like and you only see that when you are committed in the community over a period of time and you see that kind of progression really so

Interviewer: and that is in fact I'm thinking is that an impact that you envisaged when you actually set out

Participant: it wasn't our primary purpose no but I think if you'd ask me because again going back to this kind of asset based community approach you know that that is a kind of potential impact of working in that kind of way erm yeah because you are giving people an opportunity to contribute and you know so many of our kind of Communities that are really struggling with many challenges, people can end up feeling like passive recipients and it's like no you have the solution in this community you are the solution erm and actually giving that message to people and then you find somebody is going to college

Interviewer: can you think of any additional benefits that families got from holiday club

Participant: I think the one but I mentioned it before was just that kind of in terms of erm kind of relationships and health and well-being that you know people are often in quite cramped housing conditions with no place for the kids to play out safely and things like that so you'll know that there's going to be quite a lot of pressure potentially on relationships, domestic violence or on mental health and well-being and stuff and I think

you don't parents often referred to the two hours as a bit of a kind of lifeline really you know either I can get things done that I need to do or I can just get my head together

Interviewer: can you think of any disadvantages for parents and carers and families over the way the holiday provision was

Participant: I think the main thing was is they would like more of it but as I say that's a balancing act between wanting to do as much as you can without overburdening volunteers and I think I think on balance most of the parents kind of understand that and yet

Interviewer: and were there any issues in terms of implementing and delivering the holiday holiday clubs erm and if they were how were they resolved

Participant: erm I mean I think there were there were always some challenges erm you know I think one of the challenges is you know volunteers but we work we start working with the groups at Easter, there's enough running to make sure people are going to have enough staff and volunteers for what they are going to be doing and so on erm some of the challenges are you know around those volunteers having the right skills to cope with challenging behaviour with the children and things like that but again we do put training on erm and year one we had a lot of people doing the training so safeguarding, coping with challenging behaviour, paediatric first aid but actually this year we didn't need to do so much training because people had got skilled up and had then also during the Year done extra training so I think what's happening is people are reflecting on the challenges that they've had and then because because all get together in September to reflect we reflect on what and talk about well what training or what resources would kind of help to mitigate that or strengthen it or things like that so I think again it's been a year on year progression really so the youth and children's advisors for the Church of England in this area they're always on hand to offer training and Jo was like I don't think they need us this year do they so there was a couple of groups who got new people who wanted some people put on training so we did bespoke training stuff for them but again that's really encouraging to see see confidence capacity and skills of volunteers growing really so yeah

Interviewer: if if anything how if anything changed around the holiday clubs how did you communicate that to parents you know maybe if it wasn't going to be on for a day or did that not happen

Participant: erm no I mean I think the provision was planned so each group knew what they were providing erm they were if there was going to be a change so if they were going to be doing a trip or something like that you know what letters were sent and stuff like that erm quite a lot of the groups use social media you know put stuff on Facebook because it's a really good way of communicating with parents and things like that and I think again each group knows how to work within that community, word of mouth and things like that so yeah

Interviewer: so moving on now then to talk about the children erm what do you think the impact was of holiday clubs have been on children

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Participant: erm having something focused, fun to do you know if you ask them what what would you be doing, I'd be sat in my bedroom I might be out on the streets you know and just erm being able to do some things that that their parents could just never be able to afford to access, so you're not really kind of stretching their experience, not being isolated so being mixing with their friends and I think erm we've really tried to ensure that with the Volunteer teams that it's a very loving caring and nurturing kind of safe place erm of quite a lot of our children life doesn't always feel very safe and knowing that there's a safe place where they know that they cared for and listen to and all of those kind of things that children need for their growth and well-being and so on so er it's not just the kind of all we did this fun activity it's the way that it's provided you know what I'm saying the kind of atmosphere it's provided in and again I think I think the parents noticed that as well that's why they kept saying about this is a safe place my children feel safe here and it's that loving nurturing kind of thing and and just erm and so erm there was some really simple things that in the training we've done with the groups where whatever the theme is erm there are things built into it so like one group erm they were doing around the world saw the children made a passport so they bring their passport every day erm and it feels like they belong to something by that and one group was doing the Wild Wild West so they all got a sheriff badge and they had to wear their sheriff badge as they came in and I mean I went to visit and it was amazing you you know the volunteers were dressed in their kind of stripy shirts with cowboy hats and you had to push the saloon doors to get in and it's that sense of I belong in this place to do with thier identity and their self-esteem and you know all so so much that it erm a really kind of enriched experience for them I think yeah yeah and I think the other thing that we've tried to do is so you know if there's a club where there are I mean the clubs vary in size to do with the size of the building and the number of volunteers and stuff but each club is usually broken down into teams or groups you know so for Olympics it would be different countries and stuff with the same kind of volunteers leading so for children who might feel lost in a club of 40 children they know that they belong in that group and they'll eat together and do their stuff together and stuff so erm again they are feeling the kind of safety and belonging and that there's somebody who knows them and is aware of maybe what their particular needs are and stuff like that at all yeah

Interviewer: yeah so any other benefits

Participant:

I don't know what I think I've talked quite a lot so yet

Interviewer: so any disadvantage to have a holiday club operate that made of affected children

Participant:erm I mean I suppose for some children it is that kind of erm you know feeling they can feel a bit overwhelmed and a bit scared you know going into a place where there's a lot of children some of whom they may not necessarily know so and it's about working with the parents of the children so having good people on the door who can help them and settle them and things like that so erm yeah I can't think of any

Interviewer: that's fine er, so going forward your planning already now for next year, are there any changes that you would make for next year compared to this year

Participant: I think some of the newer clubs it's about helping them to review what they are doing and learning from the groups that have been running for longer so again kind of helping them to think through some of the challenges so for example I went to visit one of the clubs and they were providing a hot meal and there was food mutiny that day, so it's kind of like thinking it was like cheesy pasta bake, it wasn't kind of outrageous but the kids were like oh I'm not eating that so it's helping them to think through a bit more of their menu planning and things like that at all erm yeah every year I think there's things that you lea and one of the evaluation things we are doing in the group tomorrow is what did you learn about your children and families this year and and what will you do different as a result of it so it's kind of learning that year on year really so but some of the groups who have been doing it for years they've pretty got it down to a fine art not that there's there's always something unexpected happens is there but that's about you know just being flexible and responding

Interviewer: and going forward how do you say the long term erm future for holiday clubs

Participant: erm I mean I think churches have always done holiday clubs it's it's nothing new I think the difference is the food provision that's the thing that we've really kind of had to grow and I don't think it's going to change overnight I don't think the food banks are going to disappear overnight erm you know we're looking at the food bank figures and we are feeding 54% more people than this time last year so it's not going to disappear and I think you know even if circumstances do get easier for people there's still something really important about coming together as a community and Children and Families having fun together and trying food together even if it's not about actually then going hungry you still want that to be happening in communities anyway don't you as a positive kind of community activity so I think it will continue erm hopefully so yeah

Interviewer: so fine you just to round off if there's anything else that you like to add

Participant: I think the other thing just about to sustainability I mean the food bank erm solely on donations and one of the advantages of erm with the church network is that we function of quite large areas so in terms of the Church of England it's the diocese of XXXX that covers affluent XXXXX and so were able to pull resources in, excuse me, and the same things happened with the holiday provision really that people in more affluent Communities that say that we know the kids in our community will be going off to Tenerife and mum's won't be struggling to feed them so how can we help you know so so part of the sustainability is donations of food, volunteers and cash this year actually because we were in The Guardian, there was an article, the Church of England Media team, they have they interviewed me and it was a podcast on their they have a National press things called stories worth sharing I think erm so I was interviewed on that right at the beginning of the summer holidays and the Guardian picked up on it and loads of people in XXXXX are Guardian readers got in touch and said how can we help and we know that's going to be an ongoing relationship as well so I think I sometimes joke with staff in the local authority that as a church network we can do something that they can't and they say what's that and I say get resources out of XXXXX in to XXXXX but it's that it's that kind of community asset based thing that it's not dependent on the affluence or none affluence of the local authority we we're able to kind of, because churches are motivated kind of love your neighbour and stuff and we're not struggling

but we know 20 minutes down the road people are and it's those kind of relationships really and I think it, through brakes we've got contact with XXXXX (food company) and they're part of this because brakes have used their supply chain haven't they and this so XXXX (food company) I was invited to go and speak to the staff and so XXXX (food company) have really got, they said well we really didn't know what it was like, they're in XXXX and it's 20 minutes away from XXXXX and so the whole staff team have woken up to the struggles of families and stuff so erm again it's kind of nurturing those kinds of relationships that's part of the sustainability I think

Interviewer: and do you envisage is that relationship going to continue and grow

Participant: yeah I've got a meeting with them in a couple of weeks there their kind of committed to working with us for the future really so yeah

Interviewer: and I think that was part of the model from brakes as well where there was suppliers linking them up

Participant: yeah yeah absolutely because I think people you know, you know what there are people out in the community who kind of think everybody is kind of a scrounger and if they just kind of sorted their lives out they would be able to feed their kids and she think will you try feeding your kids you know on this but I think the vast majority of people I mean often when I've explained to people you know if your dependent on free school meals you've now got 6 weeks without free school meals and no extra money in the budget and kids are at home all day and they go oh wow and they immediately can't say the challenge erm and want to do something and want to respond in some way too that and erm I was going to say it's David Cameron's big Society but not because of David Cameron saying big Society it's out there anyway erm people wanting to make a difference and it's sometimes just allowing helping them to see what they need is and finding a way that they can channel that support and I think that's sort of our role with together XXXXX and XXXXX erm that we can act as a conduit for people to offer support and yeah and so and I think the last thing to say about that is erm I think most of the groups that we work with were doing things in their local Communities but by bringing them together they they've just been able to do it so much better and feel more confident and they talk about the benefits of working together on something that you know all that mutual support and sharing and things like that so yet so trying to get churches or community groups whoever it is across an area supporting one another again is part of the sustainability I think

Interviewer: ok that's brilliant thank you very much

Appendix M

Characteristics of holiday clubs for study 2

Club	Location	Index of multiple Deprivation[a]	Setting	Led by	Availability
1.	Nottingham	20273	Children's Centre	Paid staff	11.00 am – 1.00 pm Once a week x 5 weeks
2.	Nottingham	13271	Community/church setting	Volunteers	10.30 am - 12.30pm Twice a week x 6 weeks
3.	Nottingham	10431	Children's Centre	Paid staff	9.30 am – 1.00 pm Twice a a week x 6 weeks
4.	Coventry	4218	Community	Paid staff	11.00 am – 1.00pm Twice a week x 4 weeks
5.	Coventry	27016	Church hall	Volunteers	11.15 am - 1.00pm Twice a week x 4 weeks
6.	Kidderminster	1160	Church hall	1 paid staff and Volunteers	12 noon – 2.00pm Once a week x 3 weeks
7.	Merseyside	317	Church hall	Volunteers	12 noon – 2.00pm Twice a week x 6 weeks
8.	Atherton	2635	Children's Centre	Paid staff	10.30 am – 1.30 pm Twice a week x 4 weeks

9.	Rugby	15683	Church hall	Volunteers	11.00 am – 1.00pm Twice a week x 6 weeks
10	Luton	2332	Church hall	Volunteers	11.00am – 1.00 pm Once a week x 6 weeks
11	Barnet	4275	Community Centre	Paid staff and volunteers	11.30 am – 1.25 pm Four times a week x 5 weeks

(a) Information from: English Index of Multiple Deprivation 2015 (Rank: 1-32,844). All 32,844 neighbourhoods in England have been ranked on range of deprivation indicators including income, employment, health, education, crime and living environment, with the most deprived having a rank of 1.

Appendix N 26-hour retrospective food recall diary for study 2

26- hour food recall diary					Club ref:	Participant no:
Time	Where? With whom? TV on? At a table	Food and drink description and preparation	Brand name?	Portion size served (Refer to food atlas)	Portion size left over (Refer to food atlas)	Portion size consumed
12 noon to 2pm						
2 pm to 5 pm						
5 pm to 8 pm						
8 pm to 10 pm						
10 pm to 6 am						

24 hour recall diary					Club ref:	Participant no:
Time	**Where? With whom? TV on? At a table**	**Food and drink description andpreparation**	**Brand name?**	**Portion size served (Refer to food atlas?**	**Portion size left over(Refer to food atlas)**	**Portion size consumed**
Day	Date					
6am to 9 am						
9 am to 12 noon						

Was the amount of food that you/yur child had over the last 24 hours about what you usually have, less than usual or more than usual?

Yes usual   No, **less** than usual

No, **more** than usual

Please tell me why you had less than usual	Please tell me why you had more than usual

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Was the amount you/your child had to drink today, including water, tea, coffee, soft drinks about wht you usually have, less than usual or more than usual?

Yes usual   No, **less** than usual

No, **more** than usual

☐   ☐   ☐

Please tell me why you had **less** than usual		Please tell me why you had **more** than usual

Did you/your child take any vitamins, minerals or other food supplements today?

☐   ☐   Yes   No

If yes, please describe the supplments taken:

Brand	Name in full including strength	No of pills, capsules, teaspoons

Appendix Oi Holiday club invitation letter for study 2

Dear Holiday Club leader,

I am writing to seek your support and consent to carry out some research within the holiday club you lead where you will be facilitating the co-ordination of activities and food. I would be extremely grateful for any assistance you could offer with this important research project.

The research is part of a wider PhD project evaluating summer holiday club provision from a number of perspectives. One part of project involves collecting information on the nutritional intake of children attending holiday club by their parent/carer to provide compete a 26-hour recall food diary in conjunction with the researcher.

If you are able to assist in this aspect of my research, you will be asked to sign a consent form and then assist me in collecting the data. This will involve distributing a letter and information sheet and consent forms to parents in advance of me visiting your club(s) so that parents know that I will be attending the club to collect information for my study. I will then visit your club(s) work with parents to complete the food diary. I would appreciate therefore if you could find a space within the club for me to work with parents and children.

If you would like more information, please do not hesitate to get in touch. In the meantime, I have enclosed a research information sheet for you and, after due consideration, would appreciate it if you could sign the enclosed consent slip giving permission for the research to take place.

This study received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

Yours sincerely

Jackie Shinwell
PhD Researcher
Northumbria University

Appendix Oii Holiday club delivery partner/holiday club information sheet for study 2

Information for holiday club delivery partners

Project Title: Investigation of nutritional intake at holiday club

Researcher: Jackie Shinwell (jackie.shinwell@northumbria.ac.uk)

What is this project all about?

During the summer holidays, parents whose children normally have a free school meal during term have to provide additional meals for their children, with many parents reporting that they have to buy food and extra snacks during the day because children get bored and look for something to eat to relieve the boredom (Butcher, 2015; Tait, 2015). As a result, the amount of income spent on food increases across the holiday period. But because money is tight, food that is bought is often of poor quality and lacking in essential nutrients (Gill & Sharma, 2004); with more and more families turning to food banks (Lambie-Mumford, Crossley, & Jensen, 2014; The Trussell Trust, 2016). Holiday clubs have been set up across the UK to help families who face added pressures during the summer. However, not very much information is known about the food that is served at holiday clubs.

This aim of this study is to investigate children's nutritional intake at holiday club by parents/carers depending to complete a holiday club food diary about what their children eat that covers a 26 hour period, including time spent at holiday club and at home.

What will I be asked to do?

You will be asked to give consent for the research to take place in your holiday club and for assistance in recruiting participants to this study by circulating a letter and information sheet and consent form prior to a visit to your club by the researcher Jackie Shinwell, who will be on site to collect data. You will also be asked to facilitate the collection of data by making a space available in your club for the researcher to talk to children and/or their parents/carers.

When will the research take place?

The research will take place during summer 2017 holidays.

What will happen to the information provide from this research?

Any information collected during the research project will be stored in accordance with the Data Protection Act and will only be used for the purpose of this project. All information will be anonymised and holiday clubs and participants will be coded with unique participant numbers.

Hard copies of holiday club food diaries will be stored in a locked cabinet in a secure office within Northumbria University and will only be accessed by the researcher working on this project.

The information collected will be summarised and written up as part of a PhD thesis. The information might also be used in publications and presentations about the project but none of the participants or clubs will be identified individually in any reports or presentations.

Has this project received appropriate clearance?

This project has been approved by Northumbria University's Faculty of Health and Life Sciences Ethics Committee. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

How can I find out more?

For more information please contact Jackie Shinwell via email at: jackie.shinwell@northumbria.ac.uk or call 0191 215 6025.

Appendix Oiii Holiday club consent form for study 2

Holiday club Consent Form

Project Title: Investigation of nutritional intake at holiday club

Name of Delivery Partner Organisation:	
Please confirm that you agree with the following by ticking the box next to each statement and providing your signature below:	
I have read and fully understood all the information provided about the research project.	
I understand that if I would like further information about the project I should contact Jackie Shinwell.	
I provide consent for the holiday club for which I am responsible to be involved in this research project.	
I understand that data collected might be used in presentations and publications about the project but information collected will be anonymised and will be stored securely and will only be accessed by the researcher.	

Name:

Signed:

Date:

Role within holiday club:

Researcher's Signature:

Date:

Appendix Pi Parent/carer invitation letter for study 2

Dear Parent/carer,

I am writing to let you know about some research that is taken place at the holiday club your child is attending this summer which aims to find out about more about what kind of food is provided at holiday clubs.

Taking part in the research will involve you talking to a researcher from the Healthy Living Lab at Northumbria University to complete a holiday club food diary where you will be asked to think about and tell the researcher what your child had to eat and drink over the previous 24 hours plus lunch at holiday club.

Your child's holiday club organisers are happy for this research to take place at holiday club.

Before you decide, please read the attached an information sheet with full details of the research project. If after reading this you are happy to take part, you will be asked to fill in a consent form confirming that you are happy to take part.

This study received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

If you require any further information about the research, please contact me via email at: jackie.shinwell@northmbria.ac.uk . Alternatively, you can let your child's holiday club know that you have a question and I will get in touch to answer any questions you may have. Thank you for taking the time to consider this information. Any help you can provide with this project would be greatly appreciated.

Yours faithfully

Jackie Shinwell
PhD Researcher
Northumbria University

Appendix Pii Parent information leaflet for study 2
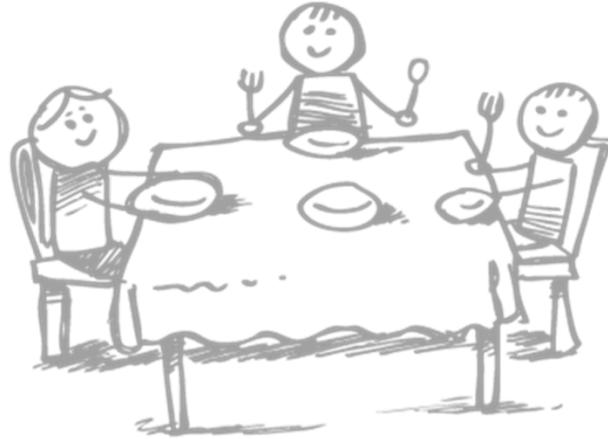
Summer holiday club food diary research project

Tel: 0191 215 6025   web: www.healthylivinguk.org

Healthy Living, Faculty of Health and Life Sciences, Northumbria University, Newcastle Upon Tyne, NE1 8ST

What is this project about?

Hello, my name is Jackie Shinwell and I'm from Northumbria University's Healthy Living team. Over the last couple of years, summer holiday clubs have been set up across the UK, but

not a lot is known about the food that is provided at holiday clubs. I'm doing research to find out more about the kind of food served at and what children eat at holiday club. To find out about this, I would like to ask you and your child/children who are going to a holiday club to sit with me and fill in a diary that will ask questions about what they had to eat and drink covering a 26-hour period, that will include time at home and at holiday club. Your help will be needed because research suggests that younger children may forget some of the things they might have eaten.

The people running the holiday club have said it is ok for this research to take place at the holiday club you and your child/children are attending.

What will I have to do?

You will be asked to sit with me while we talk about the food and drink your child/children had in the previous 24 hours, including where they were and who they were with and also what they ate and drank at holiday club.

I will have a food diary that we will fill in together. We will use something called the children's food atlas which has pictures of different size portions of food and drink. I will show you these pictures and will ask you to show me which picture represents how much food and drink was served and how much was left at the end of each meal. This will help me work out more accurately the amount of food children had to eat and drink.

What will happen to the information collected in this project?

All of the information will be stored in accordance with the Data Protection Act and will only be used for the purpose described in this leaflet. No one else will have access to the information I collect. It may be summarised and may be included in my PhD thesis and it might also be used in publications and presentations, but your child will never be identified in any reports or presentations. All information collected during this project will be anonymised – your child's name will never be used – I will use unique participant numbers instead. **If you would like a copy of the findings of this research, please email me at:** Jackie.shinwell@Northumbria.ac.uk

What if I change my mind?

If you change your mind while we are filling the food diary in, it is absolutely fine and I will destroy any diary we have completed.

If you and/or child change your mind after leaving the holiday club, please let me know within a month of completing the diary so your child's anonymous information can be removed. After this time, it may not be possible to remove your child's anonymous data from the research because the results may have been published.

My contact details are below.

How can I be sure it is okay for my child to take part in this study?

This study received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

If you have any questions about the project, please get in touch with me by email at: jackie.shinwell@northumbria.ac.uk, or leave your name and number with a member of holiday club staff, and I will get in touch to answer any questions you may have.

What next?

If you are happy to take part, please fill in and sign a consent to say you are happy to take part in this study. will come to the holiday club and sit with you to fill the diary in.

Parent/carer consent form study 2

Project Title: Summer holiday club food diary research project.

To be completed by a parent/carer who **<u>AGREES</u>** to taking part in the research at their child's holiday club.

Please tick each box to confirm that you agree with each statement below:

I confirm that I have read and understand the information provided about the above study and have had the opportunity to ask questions	
I understand that if I would like more information about this study I should contact the researcher Jackie Shinwell	
I understand that I am free to withdraw my child's/children's information at any time without having to give a reason and without prejudice	
I understand that information gathered in this project may be included in presentations and publications, but that all information will be anonymous	
I confirm that am happy to take part in this study.	

Your name

……………………………………………………………………………………………

Your Child's Holiday Club:

……………………………………………………………………………………………

Signature of Parent/

Guardian:

……………………………………………………………………………………………

Date of signature:

northumbria
UNIVERSITY NEWCASTLE

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Appendix Piv Parental demographic questionnaire for study 2

<u>**Demographic questionnaire for parents/carers**</u>

The following questions ask you to provide some information about yourself. If there are any questions you are not sure about, please ask for help.

If there are any questions you would prefer not to answer, please draw a line through the question and leave the question out.

Any information you give will only be used for the purpose of this research project. All information will be completely anonymised.

Participant number:…………………………………Date:…………………………………

Appendix Piv Parental demographic questionnaire for study 2 (cont)

Questionnaire for parents/carers		
1. Where is the holiday club your child is attending?	………………………………………………………………………… ……..	
About you (Please circle one response for each question):		
2. Are you:	Male	Female
3. How old are you:	less than 18 years	18-25 years
	26-35 years	Above 35 years
4. Are you:	White British	White Irish
	Asian/Asian	British Mixed ethnicity
	Black/African/Caribbean/Black British	
	Other (please specify):…………………………………………………… …..	
5. Do you and your family speak any other languages at home? If yes, please indicate which language	Yes	No
6. Are you:	Single	Married
	Civil partnership	Separated
	Divorced	Widowed
	Living with a partner	In a relationship but living apart
7. Are you:	In full time employment Employer name:	In part time employment Employer name:
If you are in part time employment, what kind of contract do you have?	Fixed hours	Zero hours

	Self employed		Unemployed	
8. Do you receive any benefits?	Yes		No	
If yes, which ones?				
9. What is your household annual income?	Less than £15,000	Approx £15,000-£24,999	Approx £25,000-£34,999	More than £35,000
10. What is your highest level of qualification?	Please specify			
Thank you for taking part in this study.				

Appendix Pv Child demographic questionnaire for study 2

Children's Demographic information questionnaire

Summer holiday club food diary research project

Your Child's Personal Details	
Surname: Please write your child's last name:	**Forename:** Please write your child's first name:
Child's Age: Please write your child's age:	**Date of birth:** Please write your child's date of birth:
Child's Gender: Please circle the correct answer: **Male** **Female**	
Child's holiday club: Please write the name of your child's school:	

Free school meals. Does your child normally get free school meals? Please circle your answer:
 	
         Yes   **No**
 	
 Please circle the correct year group for your child when they return to school after the summer holidays:
 	
 Year 1   **Year 2**   **Year 3**   **Year 4**   **Year 5**   **Year 6**
       Year 7	

Ethnicity: Please tick the ethnic background that best describes your child:	
Asian/ Asian British: ☐ Indian ☐ Pakistani ☐ Bangladeshi ☐ Chinese ☐ Any other background: (please write)	**Black / African / Caribbean / Black British** ☐ African ☐ Caribbean ☐ Any other background: (please write)
Mixed / multiple ethnic groups: ☐ White and Black Caribbean ☐ White and Black African ☐ White and Asian ☐ Any other background: (please write)	**White:** ☐ English/Welsh/Scottish/Northern Irish/British ☐ Irish ☐ Gypsy or Irish traveller ☐ Any other background: (please write)

Appendix Qi Head teacher invite letter for study 3a/3b

Dear Head Teacher,

Further to our recent meeting and your expression of interest in participating in my PhD research project being undertaken in collaboration with the food industry supplier Brakes, I am writing to seek your consent to carry out my research within your school. I would be extremely grateful for any assistance you could offer with this important research project.

The research is part of a wider PhD project evaluating summer holiday club provision from a number of perspectives. One part of the project is seeking to explore what happens to children's skills and knowledge over the summer, and I am seeking to measure this by administering the spelling and word reading sub test of the Pearson's Wide Ranging Assessment Test v4. As discussed, I would appreciate your help in recruiting up to 120 participants from your school. Children who attend your school based holiday club will be matched with children who do not attend the school based summer holiday club. The children will be asked to take the assessments on three occasions – the first time before the end of the current summer term, the second when they return from school, and the third, seven weeks later.

As the tests will be taken during normal school time, I would appreciate it if you could act in *loco parentis* and give consent for the tests to be taken in school. I will provide an information leaflet and letter for parents and an opt-out consent form should they wish to opt their child out of the study. Children will also be provided with an information leaflet, and will also be given the opportunity to opt out of the study each time the test is administered. As discussed, I will liaise with you to finalise the wording of the participant information leaflets for parents and children. Once agreed, I will provide printed copies for distribution to parents so that they can have at least a week to opt their child out.

This study received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

If you would like more information, please do not hesitate to get in touch. In the meantime, I would appreciate it if you could sign the enclosed consent slip giving permission for the research to take place and confirming that you are willing to act in *loco parentis* in relation to those parts of the research taking place within your school.

Yours sincerely

Jackie Shinwell
PhD Researcher
Northumbria University

Appendix Qii Head teacher information leaflet for study 3a/3b

Information for Head Teachers

Project Title: Investigation of summer learning lossin primary school aged children in Scotland.

Researcher: Jackie Shinwell (jackie.shinwell@northumbria.ac.uk)

What is this project all about?

Research from the USA suggests that the summer holiday period could have a detrimental impact on children in terms of losing skills and knowledge in key subject areas (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996). Often referred to as "summer learning loss", this phenomenon has been studied almost exclusively in the USA, with a small amount of research in Europe (Paechter et al., 2015).

This aim of this study is to investigate whether summer learning loss occurs in primary school aged children in the uk. Additionally, a further aim is to investigate whether the degree of any possible learning loss can be compensated by participation in holiday club and the on-going school year.

What will I be asked to do?

You will be asked to give consent for the research to take place in your school and holiday club that is being held in your school. You will also be asked for assistance in recruiting (up to 120) participants to this study and to facilitate the collection of data during school time on three occasions (end of the current academic year, start of the school year and six/sevenweeks later). Data will be collected by the researcher, Jackie Shinwell, who will administer the literacy elements of the Wide Ranging Achievement Test. Some of the tests will be administered on a one to one basis and depending on the age of the children, one element, spelling, can be administered in a group setting. Prior to the collection of data, your support in distributing information leaflets and opt-out consent forms to parents/carers will be sought. Parents/carers will be asked to opt their child out of the study, and you will be asked to act in *loco parentis* and give consent for the data to be collected during term time in respect of those children who have not been opted out of the study.

When will the research take place?

The research will take place between June and October 2016.

What will happen to the information provide from this research?

Any information collected during the research project will be stored in accordance with the Data Protection Act and will only be used for the purpose of this project. All information will be anonymised and holiday clubs and participants will be coded with unique participant numbers.

Hard copies of test scores will be stored in a locked cabinet in a secure office within Northumbria University and will only be accessed by the researcher working on this project.

The information collected will be summarised and written up as part of a PhD thesis. The information might also be used in publications and presentations about the project but none of the participants or clubs will be identified individually in any reports or presentations.

Has this project received appropriate clearance?

This project has been approved by Northumbria University's Faculty of Health and Life Sciences Ethics Committee. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

How can I find out more?

For more information please contact Jackie Shinwell via email at:

jackie.shinwell@northumbria.ac.uk or call 0191 243 7029.

Appendix Qiii Head teacher consent form for study 3a/3b

<u>**Head teacher consent form**</u>

Project Title: Investigation of summer learning loss in primary school aged children in the UK.

Name of School:	
Please confirm that you agree with the following by ticking the box next to each statement and providing your signature below:	
I have read and fully understood all the information provided about the research project.	
I understand that if I would like further information about the project I should contact Jackie Shinwell.	
I understand that a researcher (Jackie Shinwell) will be on site to assist with the collection of data	
I provide consent for children at the school who are not opted out by their parents to participate in the research project.	
The school will act in *loco parentis* for children who are not opted out of the study by parents/ carers.	
I understand that data collected might be used in presentations and publications about the project but the audio copies and transcriptions will be stored securely and will only be accessed by the researcher.	

Name:

Signed:

Date:

Role within school:

Researcher's Signature:

Date:

Appendix Ri Example of Parent/carer invitation letter for study 3a/3b

Dear Parent/carer,

I am writing to inform you that your child's school has been invited to take part in a research project. The aim of the research project is to find out how much children remember things they learnt in school before the summer holidays and how quickly they remember them when they return to school in the autumn. Taking part in the research will involve your child taking a short word reading and spelling task on three occasions. The first time will be shortly before the start of the summer holidays, then when they come back to school in the autumn and the last time will be approximately six weeks after that. The task fits in with what your child is already learning at school and will be done in class in normal lesson time and will not interfere with normal class activities. Also, some children in your child's school will be attending a holiday club in school over the summer where they will be taking part in activities and will be be given lunch and snacks while they are there. I will also look to see if there is a difference in how children who attended holiday club perform in the tests compared to children who do not attend the holiday club. Your child's head teacher is happy for this research to take place at your child's school.

I have attached an information sheet with full details of the research project. If after reading this you are happy for your child to take part, you do not need to do anything. If you would prefer that your child **did not** take part, just complete and return the enclosed opt-out consent form to your child's school by INSERT DATE.This study received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

If you require any further information about the research please contact me via email at: jackie.shinwell@northmbria.ac.uk . Alternatively, you can let your child's school know that you have a question and I will get in touch to answer any questions you may have. Thank you for taking the time to consider this information. Any help your child can provide with this project would be greatly appreciated.

Yours faithfully

Jackie Shinwell

Appendix R Parent info leaflet Study 3a/3b

Summer holiday research project.

Tel: 0191 243 7029 web: www.healthylivinguk.org

Healthy Living, Faculty of Health and Life Sciences, Northumbria University,

Newcastle Upon Tyne, NE1 8ST

Hello, my name is Jackie Woods and I'm from Northumbria University's Healthy Living team and I'm doing research about what how much children remember about what they learnt at school before the

summer holidays when they come back to school in autumn.

Research in America suggest that over the summer, children lose some of the skills and knowledge they gained in the previous school year. This is sometimes called "summer learning loss".

I'd really like to know whether summer learning loss happens in the UK, and if it does, how long it takes children to catch up to where they were before the summer holidays.

Some children in your child's school will be going to holiday club, so I will look to see if that makes a difference to how much children remember about what they learnt in school before the summer holidays.

What will my child have to do?

Your child will be given a short reading task and a short spelling task in normal lesson time that will take about 15 minutes to complete. I'd like the children to do these tasks before the start of the summer holidays then when they come back to school in the autumn, and again seven weeks later. This will help me see how much children remember about what they learnt before the summer holidays.

Each child will receive a sticker to say thank you for taking part.

Your child's head teacher is happy that the tasks are looking at things children are already learning at school and will not interfere with normal activities in the class and for children's weight and height to be measured and for children attending holiday club to do a food and activity diary.

What will happen to the information collected in this project?

All of the information will be stored in accordance with the Data Protection Act and I will only use it for the purpose described in this leaflet. No one else will have access to the information I collect. It may be summarised and be included my PhD thesis and it might also be used in publications and presentations, but your child will never be identified in any reports or presentations. All information collected during this project will be anonymised – your child's name will never be used – I will use unique participant numbers instead.

What if my child does not want to do the test on the day or I change my

Each time the reading and spelling task is done the children will be asked if they are happy to do it. If they do not want to, that is absolutely fine and they won't have to.

If you change your mind after any of the tasks have been done, please let me know within a month of your child doing the tasks so their anonymous information can be removed. After this time, it may not be possible to remove your child's anonymous data from the research because the results may have been published.

How can I be sure it is okay for my child to take part in this study?

This study received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

If you have any questions about the project, please get in touch with me by email at: jackie.shinwell@northumbria.ac.uk, or leave your name and number with a member of school staff, and I will get in touch to answer any questions you may

What next?

If you are happy for your child to take part, you don't not need to do anything. If **you do not want** your child to take part for any reason, please complete the enclosed opt out form and send it back to your child's school by **Monday 20 June 2016.**

Thank you for reading this information leaflet.

Appendix Si Children's information sheet for study 3a/3b

Children's Information

I would like to find out how much children remember about some of the things they learnt at school before the summer holidays and how quickly they remember things when they come back to school in the autumn.

If you would like to help me with this, you will be asked to do three short reading and spelling tasks. One will be before the summer holidays, another when you come back to school, and the last one six weeks after that.

I will take away your marks each time and look at them to see if they change each time. This will help me to understand more about what happens over the summer when you are not in school. Your information will be locked away and only I will be able to read it. Your name will also be completely removed so no one will ever know your information.

Also, if you decide you want to take part, but then you change your mind, you can stop taking part at any time because it's up to you whether you help me or not.

Thank you for your help

Appendix Sii Children's debrief sheet for study 3a/3b

<u>Children's Debrief</u>

The reading and spelling task you have just done and will help me understand how much children remember about what they learn at school before the summer holidays and how quickly they remember things when they came back to school in the autumn.

Your marks from the test are really important. I will tell people how well children at your school did when they took the test. I will make sure that your name is removed, so no one will know your marks or information about you. I will lock away all of this information and I will be only person who can see it.

When I've finished finding out about how much children remember over summer I will let your school know all the things I have found out. I will be using this information for my university work and in the future I will be publishing my work and talking about it to lots of people. I will never put you name on any of this information.

Don't forget, if you have any questions about the project you can ask your school and they will pass the question on to me so I can get back to you with an answer.

Thank you for all your help with this important project. You did a great job.

Appendix T Head teacher invitation letter, information sheet and consent form for study 3c/3d

Dear Head Teacher,

Further to our recent email correspondence regarding the research I undertook in your school and summer holiday club evaluating the Brakes Meals and More holiday club initiative, I am writing to seek your formal consent to carry out further research within your school and holiday club.

Last year, you may recall, I worked with pupils from your school to investigate the phenomenon often referred to as "summer learning loss" and administered the word and letter reading and writing elements of version 4 of the Wide Ranging Achievement Test (WRAT v4). I am seeking to build on that research this year by investigating what happens with children's skills and knowledge in relation to maths by administering the maths element of the WRAT v4, as, research from the USA suggests that all children lose skills and knowledge in maths over the summer.

If you are happy to work with me again, I would appreciate your help in recruiting participants from your school who will be returning to school after the summer holiday period. The children will be asked to undertake the maths task on three occasions – the first time before the end of the current summer term, the second time when they return to school after the summer holidays, and the third time after six weeks (or the equivalent amount of time the school was closed for summer) of teaching. When working with children aged less than eight years of age, the test will be administered on a one to one basis. When working with children over eight years of age, the test would be a timed test, which takes 15 minutes, plus time to explain the procedure to

I will of course keep parents/carers informed and involved by providing hard copies of an information leaflet and letter for parents and an opt-out consent form should they wish to opt their child out of the study. I will comply with your own local policy and practice in terms of how much notice parents/carers receive to decide whether or not to opt their child out of the research. As the studies will be taken during normal school time, I would appreciate it if you could act in *loco parentis* and give consent the maths task for children who have not been opted out of the study by their parents/carers. Children will also be given an information leaflet and will also be have the opportunity to opt out of the research each time the tasks are taken. They will a sticker to say thank you for taking part and will also be given a debrief information sheet after the final task

This study received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

Appendix T Head teacher invitation letter, information sheet and consent form for study 3c/3d (cont)

If you would like more information, please do not hesitate to get in touch. In the meantime, I would appreciate it if you could sign the enclosed consent slip giving permission for the research to take place and confirming that you are willing to act in *loco parentis* in relation to those parts of the research taking place within your school.

Yours sincerely

Jackie Shinwell
PhD Researcher
Northumbria University

Information for Head teachers

Project Title: Investigation of summer learning loss in maths

Researcher: Jackie Shinwell (Jackie.shinwell@northumbria.ac.uk)

What is this project all about?

This project is part of a PhD project evaluating summer holiday club programmes where enrichment activities and food will be provided to children who attend. Evidence from the USA suggests that all children lose skills and knowledge in key subject areas, particularly maths and spelling, but that children from better off families gain skills in reading whereas less well-off children lose skills in reading. This project is investigating whether this phenomenon, often referred to as "summer learning loss" occurs within a UK based population of school children and whether attendance at holiday club attenuates any possible loss. It is seeking to build on research undertaken last year which investigated what happens to children's skills and knowledge in relation to literacy by investigating what happens in relation to maths.

What will I be asked to do?

As head teacher of the school where the holiday club is taking place you will be asked for consent for this research to take place on school premises and to act in *loco parentis in respect of children who have not been opted out of the studies by their parents,* and give consent for data to be collected in relation to maths skills on three occasions during term time.

When will the research take place?

The research will take place during summer and autumn 2017.

What will happen to the information provide from this research?

Any information collected during the research project will be stored in accordance with the Data Protection Act and will only be used for the purpose of this project. All information will be anonymised and holiday clubs and participants will be coded with unique participant numbers.

Hard copies of maths task results will be stored in a locked cabinet in a secure office within Northumbria University and will only be accessed by the researcher working on this project.

The information collected will be summarised and written up as part of a PhD thesis. The information might also be used in publications and presentations about the project but none of the participants or clubs will be identified individually in any reports or presentations.

Appendix T Head teacher invitation letter, information sheet and consent form for study 3c/3d (cont)

Has this project received appropriate clearance?

This project has been approved by Northumbria University's Faculty of Health and Life Sciences Ethics Committee. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

How can I find out more?

For more information please contact Jackie Shinwell via email at: jackie.shinwell@northumbria.ac.uk or call 0191 215 6025.

Appendix T Head teacher invitation letter, information sheet and consent form for study 3c/3d (cont)

Head teacher consent form

Project Title: Investigation of summer learning loss in maths in primary school children

Name of School:	
Please confirm that you agree with the following by ticking the box next to each statement and providing your signature below:	
I have read and fully understood all the information provided about the research project.	
I understand that if I would like further information about the project I should contact Jackie Shinwell.	
I understand that a researcher (Jackie Shinwell) will be on site to collect data.	
I provide consent for this school to participate in this research project.	
I provide consent and will act in *loco parentis* for children at the school who are not opted out by their parents/carers to participate in the research project.	
I understand that data collected might be used in presentations and publications about the project but data collected will be anonymised and stored securely and will only be accessed by the researcher.	

Name:

Signed:

Date:

Role within school:

Researcher's Signature:

Date:

Appendix U Example of Parent/carer invitation letter for study 3c/3d

Dear Parent/Carer,

I am writing to let you know about a project that is taking place in your child's school. The aim of the project is to find out how much of the skills and knowledge children gain in school before the summer holidays is retained when they come back after the summer holidays, and if they lose skills and knowledge, how long it takes them to catch up. This project is building on work I undertook in your child's school last year where I looked at what happened to skills and knowledge in reading and spelling. I would now like to look at what happens to children's skills and knowledge in relation to maths. Taking part in the research will involve your child doing a maths task on three occasions. The first time will be shortly before the start of the summer holidays, then when they come back to school in the autumn and the last time will be six or seven weeks after that, depending on the length of the school summer holidays. The task fits in with what your child is already learning at school and will be done in class in normal lesson time and will not interfere with normal class activities.

Your child's head teacher is happy for this research to take place at your child's school. I have attached an information sheet with full details of the research project. If after reading this you are happy for your child to take part, you do not need to do anything. If you would prefer that your child **did not** take part, just complete and return the enclosed opt-out consent form to your child's school by **INSERT DATE**

This study received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of the Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

If you require any further information about the research, please contact me via email at: Jackie.shinwell@northumbria.ac.uk . Alternatively, you can let your child's school know that you have a question and I will get in touch to answer any queries you may have. Thank you for taking the time to consider this information. Any help your child can provide with this project would be greatly appreciated.

Yours faithfully

Jackie Shinwell
PhD Researcher
Northumbria University

Appendix Uii Example of Parent/carer information leaflet for
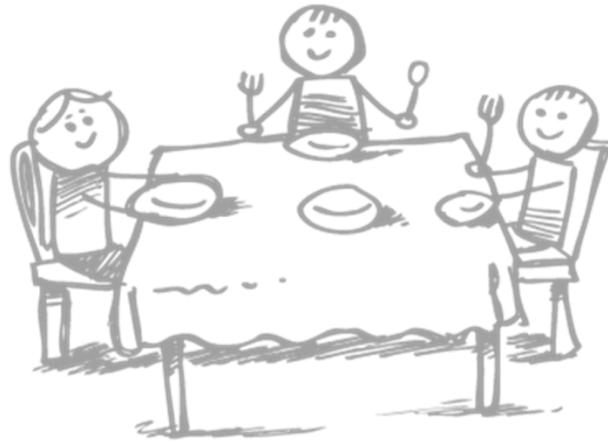
Summer holiday research project

Tel: 0191 215 6025   web: www.healthylivinguk.org

Healthy Living, Faculty of Health and Life Sciences, Northumbria University,

What is this project about?

Hello, my name is Jackie Shinwell and I'm from Northumbria University's Healthy Living team. I'm doing research about how much of the skills and knowledge children gain in school is retained when they come back after the summer holidays.

Research in America suggests that over the summer, children lose some of the skills and knowledge they gained in the previous school year. This is sometimes called "summer learning loss". I'd really like to know whether summer learning loss happens in the UK, and if it does, how long it takes children to catch up to where they were before the summer holidays. I did some work in your child's school last year looking at reading and spelling and this year would like to see what happens with maths skills and knowledge.

What will my child have to do?

Your child will be given a short maths task in normal lesson time that will take about 15-30 minutes to complete. I'd like the children to do this task before the start of the summer holidays, then when they come back to school in the autumn, and again approximately six weeks or seven weeks later. This will help me see how much of the skills and knowledge they learn in school during the year is retained when they come back to school after the summer break, and if they lose skills and knowledge, how long it takes them to catch up.

Your child's head teacher is happy that the task covers things children are already learning at school and will not interfere with normal activities in the class.

Each child will receive a sticker to say thank you for taking part.

What will happen to the information collected in this project?

All of the information will be stored in accordance with the Data Protection Act and I will only use it for the purpose described in this leaflet. No one else will have access to the information I collect. It may be summarised and be included in my PhD thesis and it might also be used in publications and presentations, but your child will never be identified in any reports or presentations. All information collected during this project will be anonymised – your child's name will never be used – I will use unique participant numbers instead.

What if my child does not want to do the test on the day or I change my

Each time the maths task is done, your child will be asked if they are happy to do it. If they do not want to, that is absolutely fine and they won't have to.

If you change your mind after any of the tasks have been done, please let me know within a month of your child doing the task so their anonymous information can be removed. After this time, it may not be possible to remove your child's anonymous data from the research because the results may have been published.

How can I be sure it is okay for my child to take part in this study?

This study received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. If you have any concerns or complaints about the way in which this research has been conducted you can contact the Chair of this Committee, Dr. Nick Neave via email at: nick.neave@northumbria.ac.uk .

If you have any questions about the project, please get in touch with me by email at: Jackie.shinwell@northumbria.ac.uk , or leave your name and number with a member of school staff, and I will get in touch to answer any questions you may have.

What next?

If you are happy for your child to take part, you don't not need to do anything. If **you do not want** your child to take part for any reason, please complete the enclosed opt out form and send it back to your child's school by **Monday, 19th June 2017.**

Thank you for reading this information leaflet.

Appendix V Children's information sheet for study 3c/3d

Children's Information

I would like to find out how much children remember about some of the things they learnt at school before the summer holidays and how quickly they remember things when they come back to school in the autumn.

If you would like to help me with this, you will be asked to do three maths tasks. One will be before the summer holidays, another when you come back to school, and the last one approximately six or seven weeks after that.

I will take away your marks and look at them to see if they change each time. This will help me to understand more about what happens over the summer when you are not in school.

Your information will be locked away and only I will be able to read it. Your name will also be completely removed so no one will ever know your information.

Also, if you decide you want to take part, but then you change your mind, you can stop taking part at any time because it's up to you whether you help me or not.

healthy living

Appendix V Children's debrief sheet for study 3c/3d

Children's Debrief

The maths task you have just done will help me understand how much children remember about what they learn at school before the summer holidays and how quickly they remember things when they come back to school after the summer holidays.

Your marks from the task are really important. I will tell people how well children at your school did when they took the test. I will make sure that your name is removed, so no one will know your marks. I will lock away all of this information and I will be only person who can see it.

When I've finished finding out about how much children remember over summer I will let your school know all the things I have found out. I will be using this information for my university work and in the future I will be publishing my work and talking about it to lots of people.

Don't forget, if you have any questions about the project you can ask your school and they will pass the question on to me so I can get back to you with an answer.Thank you for all your help with this important project. You did a great job.

Investigation of Summer Learning Loss in the UK—Implications for Holiday Club Provision

Jackie Shinwell* and Margaret Anne Defeyter*

Department of Psychology, Northumbria University, Newcastle upon Tyne, United Kingdom

This study sought to examine whether summer learning loss occurs in spelling and word reading in a population of 77 primary school aged children aged between 5 and 10 years (37 boys, mean age 100 months, SD 18 months, and 40 girls mean age 103 months, SD 16 months) attending three schools in areas of low socioeconomic status in Scotland and the North East of England. Word reading and spelling was measured using the word reading and spelling subtests of the Wide Ranging Achievement Test. Participants were tested on three occassions: immediately before and immediately after a 7-week summer break, and again after 7-weeks of teaching. The results showed a significant main effect of time for spelling scores, $F(2,136) = 21.60$, $p < 0.001$, $\eta_p^2 = 0.241$. Post-hoc analysis [$t(73) = 4.84$, $p \leq 0.001$] showed that spelling scores were significantly higher at the end of the summer term (M = 26.57) than at the start of the new academic year (M = 25.38). Likewise, spelling scores after 7 weeks post return to school (M = 27.61) were significantly higher than at the start of the Autumn term, $t(73) = 7.79$, $p \leq 0.001$. Performance in spelling declined when children returned to school immediately after the summer holiday (M = 25.38) but 7 weeks later, performance had improved beyond the baseline reported immediately before the summer break (M = 26.57) [$t(73) = 4.40$, $p \leq 0.001$]. There was also a main effect of school in relation to spelling scores, [$F(2,68) = 6.49$, $p < 0.05$, $\eta_p^2 = 0.160$], with children from school 2 and school 3 outperforming children from school 1. There was no signficant main effect of gender [$F(1,68) = 1.47$, $p > 0.05$, $\eta_p^2 = 0.021$]. None of the interactions were significant. There was no main effect of time on word reading scores [$F(2,136) = 1.12$, $p \geq 0.05$, $\eta_p^2 = 0.016$]. However, there was a main effect of school [$F(2,68) = 4.85$, $p \leq 0.01$, $\eta_p^2 = 0.125$] in relation to reading scores, with children from school 2 and school 3 outperforming children from school 1. There was no significant main effect of gender [$F(1,68) = 0.37$, $p \geq 0.05$, $\eta_p^2 = 0.005$]. None of the interactions were significant. This is the first such study in the UK to demonstrate that after a summer break of seven weeks, summer learning loss occurred, or at least stagnation in learning, in a population of primary school aged children attending schools in areas of low SES in relation to spelling. However, after seven weeks of teaching, children caught up to and exceeded the level achieved in spelling prior to the summer break. However, the summer holiday period did not result in a loss of word reading skill, reading scores were consistent across the entire study.

Keywords: holiday hunger, disadvantaged communities, educational attainment, summer learning loss, school intervention

INTRODUCTION

Pupils in America spend, on average, 180 days in school receiving academic instruction whereas pupils in local authority maintained schools in the UK receive 190 days tuition per academic year (1–5). However, in America, the summer vacation is approximately 12 weeks long (5, 6), while summer holidays in the UK state education sector are typically 6–7 weeks long (4).

A conservative estimate of the effect of the USA 12-week long summer vacation on students' standardized test scores, is that students' learning at best stagnates, or, worst case scenario, losses of up to 1 month of grade-level equivalent learning occurs (7). Furthermore, the long summer vacation creates a gap of approximately 3 months in achievement between children from high and low socioeconomic status (SES) households (7). This gap has been referred to variously as "summer slide," "back slide," or "summer learning loss" (6, 8, 9) and has been studied extensively in the USA and to a lesser extent in Europe (9, 10).

Although others had investigated seasonal differences in learning, Heyns' (11) "Summer Learning and the Effects of Schooling" is considered a seminal piece of work because it highlighted what happened to children's learning over summer when school was not a factor in any learning, enabling an examination of the effect of "non-school" factors on levels of achievement (6, 10, 12). Heyns concluded that of the "non-school" factors examined, learning during summer was negatively related to race and income: children from low SES families tended to lose skills and knowledge, while higher SES children gained (11), a finding that has been echoed in subsequent research (1, 6, 12–14). An exception can, however, be found in a Swedish study that found no effect on students' learning for parental SES (15).

Regardless of SES, all children show losses in maths computation and spelling skills (7, 9, 14–17). Losses in maths equate to around 1.8 months of lost learning, and losses in spelling equate to approximately 4 months' loss of skills. A meta-analysis showed that higher SES children gained in reading while lower SES children lost skills in reading but both groups lost skills in comprehension, with lower SES children losing more (7) or, at best, tread water, making gains some summers and losing in others (1, 6, 18). However, other studies have suggested that, although higher SES children gained reading skills over the summer, the difference between them and their lower SES peers was not statistically significant and, therefore, overall, no gains were made in reading but access to reading materials, trips to the library and parental involvement in summer reading activities, and whether students had had a stimulating summer may contribute to improvements (8, 9, 12, 13).

Children from lower SES families in the USA start their academic career behind their peers from higher SES families and the educational gap in attainment continues to grow with each successive summer, regardless of the age of the pupil (6, 7, 10, 12, 14, 18). The repercussions of differing levels of achievement before even starting school, combined with successive summers of loss may compound the educational attainment gap between children of high and low SES, and this gap in achievement reverberates, not just throughout their educational career but throughout the life course of pupils (1, 19).

Similarly, evidence shows that children from low SES families in Britain start their educational career behind their peers from high SES families. The gap is evident at age three and widens by the age of five and expands at a faster rate in primary school (5–11 years) than secondary school, but poorer children still go on to perform less well in GCSE examinations at age 16 compared to children from higher SES families (20–23). Good grades in GCSE exams are strong predictors of post 16 destinations (23). As with American children, this impacts on their life course and increased likelihood of following a lower level academic route at post 16 years of age and decreased likelihood of attending university and ergo poorer employment prospects (21, 23).

Once in school, children in the USA learn at approximately the same rate regardless of SES status, and lower SES children may in fact learn at a slightly higher rate (1, 6, 8, 11, 12, 14, 17). Schooling, rather than reinforcing and entrenching differences in equality, actually serves to equalize differences in attainment by children from different SES backgrounds and stops the gap widening (1, 6, 12). Downey et al. (12) strongly assert that because children spend more time out of school than in school, the non-school environment is the biggest driver of the difference in achievement between children of different SES—it enables higher SES children to pull ahead, but school enables their more disadvantaged counterparts to catch up and reduces the rate of inequality. However, a more recent analysis of the Early Years Childhood Study, Kindergarten Class of 2010, suggests that the equalizing effect of schooling may not be maintained consistently and could even be reversed. A possible explanation could be because children from lower SES backgrounds do not have the same starting point as higher SES children and make more rapid gains in their early educational career (24). During term time, the home learning environment is also considered to be a factor contributing to widening the achievement gap between British children (20, 22). Low SES, parental level of education in low-income families, lack of parental involvement and engagement in children's school progress and not setting high expectations are thought to contribute to an environment that is less conducive to learning, as well as a lack of access to computers, books, and academically enriching opportunities (20, 22).

A limitation of the USA-based studies relates to the testing regime, which, because data were collected in the fall and the spring, is not a true test of summer learning loss (1, 7, 11, 13, 18). As a consequence, instructional time is included in the fall results, and spring tests do not allow for the effect of teaching up to the end of term (7). In acknowledging the testing regime timings as an issue in their research, Cooper et al. (7) suggest that their estimate of time lost may underestimate the true level of loss. More recent studies extrapolated the data in regression models to reflect results that may have been achieved had the testing taken place at the start and end of the academic year, in an endeavor to reflect a more accurate picture of learning loss over the summer (10, 12, 13).

Studies in Europe have also sought to remedy the discrepancy in testing regimes. Paechter et al. (9), for instance, tested children at three time points: immediately before and after

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a 9-week summer vacation, and 9 weeks later, to gauge how much students' achievements change from the start of summer vacation to the re-start of school and 9 weeks later. Losses in maths and spelling between time points one and two were found, but by time point three, students had made up for losses and slightly exceeded levels achieved at time point one. Similarly, in Germany, a study of literacy and family reading practices, tested children four times—7 weeks before and immediately prior to the start of the 6-week holiday, immediately after the summer break, and 7 weeks later to demonstrate trajectories of learning during school and summer. Students gained skills when school was in session, but stalled or lost skills in writing and reading comprehension over the summer (8).

The majority of the research relating to summer learning loss has been undertaken in the USA, with research in Europe in its infancy (9, 10). It has been suggested that summer learning loss is exclusive to the USA, amid speculation that such dramatic decreases in skills and knowledge would not be seen elsewhere as international school calendars are structured so that holidays are shorter (5). However, European-based studies have demonstrated that although holidays are shorter in Europe, summer learning loss is a phenomenon that is relevant in the European context (9, 10, 15).

A broad conclusion that can be drawn in relation to summer learning loss is that children lose skills in maths and spelling regardless of SES. High SES children may gain skills in reading and lower SES children may lose reading skills; each summer out of school appears to compound the gap in achievement between each group of children (1, 7, 11, 12). Evidence in Britain suggests that low SES contributes to the gap in attainment during term time between low and high SES children (20, 22). However, the issue of how much learning and cognitive growth occurs over the summer, and how this relates to differences in achievement between pupils has not been examined in the UK.

Given that the phenomenon of holiday hunger has been demonstrated to exist in disadvantaged areas of the UK (25, 26), we wanted to first establish whether low SES children would demonstrate similar summer learning patterns to those tested elsewhere. Given testing constraints, this paper focusses on summer learning loss in relation to spelling and word reading.

MATERIALS AND METHODS

Design and Participants

This study employed a within subjects design whereby all children were tested at three time points: Time 1: immediately before the 7-week summer holiday; Time 2: immediately after the 7-week summer holiday, and Time 3: 7 weeks later. A total of 77 children aged between 5–10 years (37 boys, mean age 100 months, SD 18 months, and 40 girls mean age 103 months, SD 16 months) in years 1–5 and P2–P6 from three primary schools in England and Scotland participated in this study. All schools are located in areas of high deprivation/low SES and demographic characteristics of each school are presented in **Table 1**.

TABLE 1 | School characteristics.

	School 1	School 2	School 3
Number of pupils on school roll	414	185	246
% of pupils entitled to free school meals P4–P7 Scotland, 3–6 years England	55	55	45
Ethnicity (%)			
White/British	67	41	95
Other	33	59	5

This study received full ethical approval from the Faculty of Life Sciences' Research Ethics Committee at Northumbria University. Informed signed consent was obtained from the head teacher of each school in accordance with local school policies and the Code of Human Research Ethics of the British Psychological Society which, in relation to gaining consent from children in schools or other institutions, states that "where the research procedures are judged by a senior member of staff or other appropriate professional within the institution to fall within the range of usual curriculum or other institutional activities, and where a risk assessment has identified no significant risks, consent from the participants and the granting of approval and access from a senior member of school staff legally responsible for such approval can be considered sufficient" (p. 17) (27). Therefore, the head teacher of each school acted in *loco parentis* and gave written consent for children to participate in the research. Parents received an information sheet about the research and an opt out consent form for their child/children. Parents had 7 days to opt their child/children out of the research study, and four parents asked for their child to be excluded. At each stage of data collection, children received written age appropriate information to take home and were verbally asked if they wished to participate/ continue their participation in the study. It was made clear that they were entitled to withdraw at any stage. At the end of the study, children were given a debrief sheet to take home. The debrief sheet reminded children/parents that they had the right to withdraw from the study. Sixteen children were withdrawn from the study due to absence, their withdrawal of consent, and experimenter error.

Measures

Word reading and spelling was measured using the word reading and spelling subtests of the Wide Ranging Achievement Test (WRAT 4). The word reading subtest measures letter and word decoding. Part 1 consists of a list of 15 letters. Part 2 consists of a list of 55 words that increase in difficulty as the test proceeds, with a combined maximum score of 70. Participants read the letters and/or words aloud as appropriate. The spelling subtest measures an individual's ability to encode sounds into written form from dictated letters and words and consists of two parts. Part 1, letter writing consists of name writing (2 marks) and writing 13 dictated letters. Part 2 consists of 42 words that increase in difficulty as the test proceeds, which are dictated to participants. The combined maximum score for the spelling subtest is 57.

Each test has two alternate forms (blue and green) and can be used interchangeably as pre- and post-test measures (28). Due

to the interchangeability of both versions of the measure, the green version of the tests was randomly chosen and used at time 1. At time 2, the blue version of the test was used and at time 3, the green version of the test was administered. Alternate form immediate retest reliability coefficients of the WRAT 4 range from 0.78 to 0.89 for an age-based sample and from 0.86 to 0.90 for a grade-based sample. The alternate-form delayed (approximately 30 days) retest study indicates that practice effects are quite small. Mean score differences of 0.4–2.2 were found for an age-based sample; differences of 0.1–0.5 were found for a grade-based sample (28). The same letters are used in part 1 of both the green and blue versions of the word reading and spelling tests.

Procedure

Data were collected on school premises during school hours. The researcher worked with classes/pupils that were available and not engaged in other school-based activities. A quiet area of each school was identified to work with children on a one-to-one basis with children aged less than 8 years of age to administer both the word reading and spelling subtests with each child and to administer the word reading subtest with children aged over 8 years of age. The researcher worked in class with groups of children aged over 8 years of age to administer the word spelling subtest.

All children under 8 years of age and any child over 8 years of age who achieved fewer than five correct answers in Part 2 of either the word reading test or word spelling test were required to complete Part 1 of each test. Children aged over 8 years of age who correctly achieved more than five correct answers in Part 2 of each test were automatically credited with 15 marks for Part 1 of each test. Each test was conducted until either 10 incorrect answers were achieved or the end of each test was reached (5/10 rule) (28).

In accordance with the WRAT 4 manual, the word reading test was administered first. Children taking Part 1 of the word reading test were handed a printed page containing 15 letters and was given 5 s to read each letter aloud. One mark was allocated for each correctly pronounced letter. When administering part 2 of the word reading test, the researcher handed each child a copy of the appropriate version (green or blue) of the list of words and asked each child to read each word aloud until 10 consecutive errors were made or the end of the list of words was reached. Each child was given 10 s to pronounce each word. After the first error, the child was asked to repeat the word that was miss-pronounced. If it was pronounced correctly the second time, it was scored correctly. After the first error, the participant was not given the opportunity to repeat any further words that were miss-pronounced and were, therefore, scored incorrectly.

When undertaking Part 1 of the word spelling test, each child was first asked to write their name. Two marks were awarded for two clearly identifiable as correct letters of the child's name. Thereafter, a series of 13 letters were dictated one at a time, and each child was given 5 s to write each letter. The test proceeded until 10 consecutive errors were made or the end of the list of letters was reached. If the child did not make 10 consecutive errors in Part 1 of the test, Part 2 of the word reading test was

administered. When administering Part 2 of the word reading test, the researcher read each word to be written aloud followed by a sentence containing the word. The word to be written was repeated and 15 s was allowed for each word to be written. If a participant was in the middle of writing a word when the 15 s had elapsed, they were permitted to complete the word. When working on a one to one basis, the test proceeded until either 10 consecutive errors were made or the end of the list of words was reached. In accordance with the WRAT manual, the 10 rule was waived when working with groups of children to avoid individual embarrassment. However, no marks were given for correctly spelled words after 10 consecutive errors.

Data Analysis

Raw score data were entered IBM SPSS (v24) and three outliers were removed prior to further analyses by means of one way repeated measures ANOVA.

RESULTS

The mean scores and SD for spelling and reading are presented in **Table 2**.

Spelling

The results showed a significant main effect of time for spelling scores, $F(2,136) = 21.60$, $p < 0.001$, $\eta_P^2 = 0.241$.

Post-hoc analysis [$t(73) = 4.84$, $p \leq 0.001$] showed that spelling scores were significantly higher at the end of the summer term (M = 26.57) than at the start of the new academic year (M = 25.38). Likewise, spelling scores after 7 weeks post return to school (M = 27.61) were significantly higher than at the start of the Autumn term [$t(73) = 7.79$, $p \leq 0.001$]. (These findings are represented in **Figure 1**.) Performance in spelling declined

TABLE 2 | Means and (SD) of spelling and reading raw scores at end of summer term (T1), start of new academic year (T2), and 7 weeks post return to school (T3).

| N 74	Time	Spelling Mean	Reading Mean
	1	26.57 (5.94)	36.43 (10.35)
	2	25.38 (5.88)	36.96 (10.35)
	3	27.61 (6.06)	36.41 (10.23)
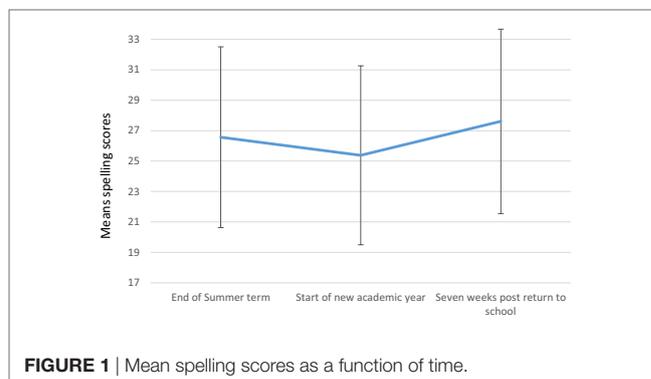
FIGURE 1 | Mean spelling scores as a function of time.

when children returned to school immediately after the summer holiday (M = 25.38) but 7 weeks later, performance had improved beyond the baseline reported immediately before the summer break (M = 26.57) ($t(73)$ = 4.40, $p \leq 0.001$).

Analysis showed no significant main effect of gender [$F(1,68)$ = 1.47, $p > 0.05$, $\eta_p^2 = 0.021$]. There were no significant interactions between gender × time [$F(1,68)$ = 0.115, $p > 0.05$, $\eta_p^2 = 0.002$] or between gender × school [$F(2,68)$ = 0.035, $p > 0.05$, $\eta_p^2 = 0.001$].

There was a significant main effect of school [$F(2,68)$ = 6.49, $p < 0.05$, $\eta_p^2 = 0.160$]. However, there was no significant time × school interaction [$F(2,68)$ = 0.89, $p > 0.05$, $\eta_p^2 = 0.026$].

Post-hoc analysis showed that the overall spelling scores for school 1 (M = 20.73) were significantly lower than the spelling scores for both school 2 (M = 27.12) and for school 3 (M = 27.45).

Finally, there was no significant three-way interaction between school × time × gender [$F(2,68)$ = 1.38, $p > 0.05$, $\eta_p^2 = 0.039$].

Reading

A repeated measures ANOVA for reading showed no significant main effect of time on word reading scores [$F(2,136)$ = 1.12, $p > 0.05$, $\eta_p^2 = 0.016$]. Also, there was no significant main effect of gender [$F(1,68)$ = 0.37, $p > 0.05$, $\eta_p^2 = 0.005$]. There was no significant gender × time interaction [$F(1,68)$ = 0.66, $p > 0.05$, $\eta_p^2 = 0.010$], nor a significant gender × school interaction [$F(2,68)$ = 0.19 $p > 0.05$, $\eta_p^2 = 0.005$].

There was a main effect of school [$F(2,68)$ = 4.85, $p < 0.01$, $\eta_p^2 = 0.125$]. However, there was no significant time × school interaction [$F(2,68)$ = 0.76 $p > 0.05$, $\eta_p^2 = 0.022$]. *Post-hoc* analysis showed that reading scores for school 1 (M = 27.70) were significantly lower than reading scores for both school 2 (M = 38.75) and school 3 (M = 37.86).

Finally, there was no significant three-way interaction between school × time × gender [$F(2,68)$ = 0.62, $p \geq 0.05$, $\eta_p^2 = 0.018$].

DISCUSSION

This study sought to identify whether summer learning loss occurs in spelling and word reading in a population of primary school aged children residing in areas of low SES in the North East of England and west of Scotland who did not attend a holiday club over the summer.

The results of this study showed that following a 7-week summer break, a small but significant effect of summer learning loss occurred in relation to spelling. These results accord with prior work including the meta-analysis by Cooper et al. (7), work by Allinder et al. (16) and Paechter et al. (9). It is important to note that while the loss in spelling between T1 and T2 is significant [$t(73)$ = 4.84, $p = < 0.001$], there is only a small change in mean scores from M = 26.57 to M = 25.38 betweenT1 and T2. While this effect is small, the data clearly demonstrate that at the very least, learning in terms of spelling stagnates over the summer period.

Learning to spell is a complex process with many rules and exceptions relating to phonology and morphology (29), with children using a range of strategies, beginning with a simple

phonetic phase but later apply more complex strategies as their knowledge of orthographic rules increases (30). Six broad spelling strategies, e.g., sounding out and retrieving words and use of rules were identified by Rittle-Johnson and Siegler (31), who, in their longitudinal study that saw children undertake spelling tests in first and second grade. The authors found that first grade children used between two and five strategies to spell, with second grade children using between two and six strategies. Cooper et al. (7) suggested that spelling skills, like maths skills, require procedural knowledge which needs to be learned and reinforced through practice, and opportunities to do so are lacking in the home environment over summer, making knowledge gained in school susceptible to loss (7).

However, this study further demonstrated that after 7 weeks of teaching, the level of achievement in spelling exceeded that which had been achieved at the end of the previous academic year. This means, as suggested by Paechter et al. (9), that children could compensate for the loss of spelling skills over the summer and then go on to increase the level of skill after 7 weeks of teaching, but the first few weeks of school are negatively affected by learning loss as children first have to catch up to accommodate lost knowledge and skills. This finding, therefore, has important implications in terms of demonstrating that, even after a break some 5 weeks shorter than their American counterparts, UK children lose skills in spelling. Thus, at the start of the new academic year, children must first regain lost skills and knowledge before progressing.

The results of this study also demonstrated that summer learning loss did not occur in relation to word reading which is contrary to the findings of Cooper et al. (7) whereby children from low SES families lost skills in reading. The analysis of the reading comprehension component of the California Achievement Test suggested that children from low SES families lost skills and knowledge over the summer, perhaps gaining or losing in some years but effectively treading water, while higher SES children gained (1, 6). However, some studies report no gains in literacy (8, 12, 13). A reason for this difference in reported results between studies could quite simply be due to lack of homogeneity in the measures used and different aspects of reading skill were being measured. Downey et al. (12) and Burkam et al. (13) may have been using measures that broadly sought to assess more technical aspects of reading rather than the broader "reading comprehension" used by Alexander et al. in their analysis. Downey et al. (12) measured upper and lower case letter recognition, word sounds at the beginning and end of words and word recognition by sight. Burkam et al. (13) measured print familiarity, letter recognition, beginning and ending word sounds, rhyming words, word recognition, vocabulary, and comprehension. These aspects of reading may have more similarities to the skills used in word decoding measured by the WRAT 4, making the findings of Burkam et al. (13) and Downey et al. (12) more relevant to this study. An ability to decode enables learners to recognize and read words they have never encountered before (32). Word decoding has been described as a continuum or trajectory that ranges from slow and laborious to rapid and effortless decoding of words that becomes automatic as readers gain experience (33). It may simply be that children did not lose skills in word

reading over the summer due to the fact that they can continue to read words as part of everyday life, which, unlike spelling, does not require continued practice and reinforcement to master. However, this does not explain why, after 7 weeks of teaching, children's level of achievement in word reading in this study did not improve. However, it may be that it takes longer for evidence of improvement in skills in word reading to be demonstrated than the time frame used in this study, although it should further be noted that the word reading element of the WRAT 4 (which measures letter and word decoding) was found to be a strong valid proxy measure for education quality and a key predictor of neurocognitive performance (34).

This study further found no effect of gender in relation to word reading or spelling. This is consistent with the findings of Cooper et al. (7) in their meta- analysis, but contrary to the observed trend of girls out performing boys in reading in international studies and studies relating to learning loss, with the gap by gender being apparent before children start school and during school, whereby girls learn at a faster rate in school (9, 12, 17, 35–37). More broadly, in the UK, boys of secondary school age who are entitled to free school meals make less progress at school than girls entitled to free school meals (22).

This study further demonstrated an effect of school, with school 2 and school 3 outperforming school 1 for both spelling and reading. However, while there was a significant main effect of school it is important to note that there were no significant school × time interactions.

Although holiday clubs and summer schools are well established in the USA (38), the need for some form of provision within the UK to address the phenomenon of holiday hunger, whereby children who would normally access free school meals during term time has come to the fore recently (25, 26). The potential opportunity to provide enrichment activities for children has also been suggested. This study provides preliminary findings suggesting that holiday clubs may be an effective means of providing children with educational activities across the summer, which in turn may alleviate any drop or stagnation in educational performance.

In summary, this study is the first UK-based study to demonstrate that that summer learning loss, or at least stagnation, occurs in a population of children attending schools in areas of low SES in relation to spelling, but that after 7 weeks of teaching,

children were able to exceed the level they achieved prior to the summer holiday. However, the summer holidays did not result in a loss of word reading skills. Although children maintained and did not lose skills in reading over the summer, the results of this study suggest that, unlike spelling, they did not make any achievement after 7 weeks of teaching.

However, this study is not without limitations. First and foremost, this study did not assess whether summer learning loss occurs in relation to maths skills. Additionally, a further limitation relates to the study sample, which only included children from areas of low SES. Research in the USA and Europe suggests that skills are lost in maths and that where higher SES children gained skills in reading, this drives the gap in achievement between each socioeconomic group throughout their educational and posteducation destinations. Awareness of whether children lose skills in maths and whether children from higher SES families gain or lose skills in the two domains tested in this study and maths could have important implications for UK educational policy and further inform the need for the type and scope of holiday provision in the UK. Future work will address these limitations.

ETHICS STATEMENT

This study was carried out in accordance with the recommendations of the Research Ethics and Governance Handbook of Northumbria University with written informed consent from all subjects. All subjects gave written informed consent in accordance with the Declaration of Helsinki. The protocol was approved by the Faculty of Life Sciences' Research Ethics Committee at Northumbria University.

AUTHOR CONTRIBUTIONS

JS was involved in the design, data collection and analysis of data, and writing this research. MD was involved in the design, analysis, and writing of this research.

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