



Report sponsor: Gurmail Nizzer, Director of  
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Service, School Organisation and Provision.

## **Holiday Activities and Food Programme – 2022/23 Update**

### **Purpose**

- 1.1 To provide a summary update on the Department for Education's (DfE) Holiday Activities and Food (HAF) Programme which delivers free of charge school holiday activities and food for children and young people in receipt of free school meals living in Derby.

### **Recommendation(s)**

- 2.1 To note the continued development and success of Derby's HAF since it began in March 2021. More detailed information is provided within the 2022/23 HAF Annual Report submitted to the DfE and attached as Appendix 1.
- 2.2 The HAF Annual Report for 2022/23 covers HAF provision during Easter 2022, summer 2022 and winter 2022/23.

### **Reason(s)**

- 3.1 To ensure the positive impact of Derby's HAF Programme's has had for many children, young people and their families is highlighted.

### **Supporting Information**

- 4.1 Local Authority HAF Programmes are grant funded nationally by the Department for Education (DfE) following a successful campaign led by the footballer Marcus Rashford to recognise some families experiencing food poverty need free of charge, additional nutritional, and social support during school holidays.
- 4.2 HAF Programmes are grant funded by the DfE to deliver school holiday activities and food for children and young people attending school from Reception through to Year 11 in receipt of benefit related free school meals. However, local authorities do have some discretion within the Grant conditions to utilise up to 15% of its funding for children who are not eligible.

- 4.3 Derby's HAF Programme (the Programme) was developed in partnership with Community Action Derby and started in March 2021. Despite this being during lockdown periods, the Programme provided free holiday activities and food directly to 500 children and young people living in Derby, as well as providing online social support opportunities to thousands more during the pandemic.
- 4.4 In addition, the Programme provided valuable online support to families including online cookery lessons as well as delivering critical food hampers throughout the lockdown periods.
- 4.5 The Programme is also supported by a number of specialist SEND providers including the St. James Centre, Umbrella and Inspiritive Arts, alongside the majority of providers to ensure accessibility for children and young people with a wide range of SEND.
- 4.6 Latest data shows over 30 providers delivered free, high quality, face to face holiday activities and food to 2,200 children and young people across every City Ward during the 2023 summer break, with priority afforded to those areas with the highest rates of children and young people in receipt of free school meals. Tabled below is the full list of current Programme providers.

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|------------------------------|----------------------------|
| Alvaston Achievers           | Genius Tuition             |
| AM Sports                    | Inspiritive Arts (SEND)    |
| Aspire Community & Wrestling | Nadia Jane Performing Arts |
| Baby People                  | Open Doors Forum           |
| Bramblebrook Holiday Club    | Premier Education          |
| Bridge the Gap (MH & SEND)   | RCCG Solid Rock            |
| Chaddesden Park Primary      | Safe and Sound             |
| Community One                | Shining Stars Nursery      |
| Derby County Community Trust | Soccerstars UK             |
| Derwent Stepping Stones      | St James Centre (SEND)     |
| Engineered Learning          | The Bemrose School         |
| Enthusiasm                   | Umbrella (SEND)            |
| Everyone Active @ Moorways   | Vox Feminarium             |
| Freedom Foundation (SEND)    | YMCA Derbyshire            |
| Fusion Scape                 |                            |

- 4.7 Some of the activities delivered by the above providers included:

Traditional sporting activities including: football, basketball, dodgeball, swimming, climbing and orienteering. Some skills and culturally enhancing opportunities such as - music production, graffiti art, dance, stem based opportunities as well as more rural opportunities such as gardening, cookery, animal care. There has been specialist SEND support – which includes sensory sessions, singing, song writing, cycling, art, cookery. Trips to date have included: theatre visits, bowling, trampolining, Escape Rooms, cinema visits and National Trust property visits.

- 4.8 To date circa 14,000 children and young people have benefitted from Derby's HAF provision; each being offered a nutritious meal at every session, learning new sports and skills and being engaged in enriching activities and trips. This is an extremely positive outcome which the Council is committed to supporting going forward.

### **Public/stakeholder engagement**

- 5.1 Strong links have been developed with providers in the city. Supporting local providers is a key focus of the Programme, ensuring support of the local workforce, and enabling providers to tailor their service to meet the needs of communities.
- 5.2 Schools continue to engage and contribute towards the continued development and success of the Programme with senior leadership representation as key HAF Board Programme members at termly meetings.
- 5.3 The Programme has strong connections to those organisations offering support with the cost-of-living crisis. HAF providers receive regular information on support available, and regular referrals are made on behalf of families.

### **Other options**

- 6.1 None, the Council is committed to supporting the Programme.

### **Financial and value for money issues**

- 7.1 The DfE funds 153 upper tier authorities to co-ordinate and provide free holiday provision, including food and enriching activities. In 2022/23, Derby received £1,357,160.00 for delivery of the HAF Programme
- 7.2 All expenditure under the Programme is robustly monitored and reported on in line with the grant funding requirements at its monthly meetings and reported to the HAF Programme Board each term

### **Legal implications**

- 8.1 None

### **Climate implications**



In line with Council policy, a Climate Impact Assessment has been carried out.

**Socio-Economic implications**

10.1 The Programme specifically supports families with significant levels of socio-economic disadvantage.

**Other significant implications**

- 11.1 The Programme funding is currently scheduled to end in March 2025.
- 11.2 An additional £200,000 of funding has recently been allocated from the Homes for Ukraine Education Grant (£100,000) and the Asylum Dispersal Grants (£100,000) to the HAF Programme to support wider refugee integration, reduce social isolation and provide vital opportunities to enhance community cohesion through HAF’s existing provision.
- 11.3 The additional funding will enable existing HAF providers to extend their provision to support refugee and asylum seeker children and young people increasing opportunities for integration. Discussions are currently being held with partners and stakeholders to develop a clear plan for delivery over the coming year.

This report has been approved by the following people:

| Role                | Name  | Date of sign-off |
|---------------------|---|------------------|
| Legal               |   |                  |
| Finance             |   |                  |
| Service Director(s) |   |                  |
| Report sponsor      | Gurmail Nizzer, Director for Commissioning and Delivery | 03/10/2023       |
| Other(s)            |   |                  |

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| Background papers:  | Cabinet report January 2021 |
| List of appendices: | HAF Annual Report 2022/23   |

## **HAF 2022 Local Authority Annual Report**

The annual report provides you with the opportunity to give an overview of the HAF 2022/23 programme in your LA.

Your report should include:

- the overall funding you
- have spent on the HAF programme
- the proportion of the funding that was spent on administration and a breakdown of how this was spent
- how many unique children you have reached in each holiday period
- the proportion of primary age and secondary age children who have participated in your programme
- the number of children with SEND or additional needs who have participated in your programme
- information on the families and carers they have engaged with through the food education, signposting and referrals aspect of their programme
- which organisations are represented on their steering group
- which organisations you have worked with in delivering the programme

You may also include:

- feedback from participants, their families or carers
- results of any surveys
- case studies or particular highlights
- how you have promoted the programme and celebrated it through the media and social media

The report for the 2022/23 HAF programme should be submitted to DfE by 30 June 2023. While LAs have flexibility in how they format and present their annual report, we have provided this document as a guide to help you structure your report. This is an optional template to use, you are welcome to produce your own report as you deem appropriate,

Please complete and submit to [haf.policy@education.gov.uk](mailto:haf.policy@education.gov.uk) by 30<sup>th</sup> June 2023. When submitting your report please include a link to the relevant webpage you post it to.

## Section 1 - LA details

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| LA Name  | Derby City Council  |
| LA HAF Co-Ordinator                                    | Clare Labram  |
| External HAF Co-Ordinator details (if applicable)      | N/A   |
| How did you market / promote your HAF programme?       | <ul style="list-style-type: none"> <li>• Press releases</li> <li>• Promotional information shared in council 'What's On' booklets</li> <li>• Information shared with schools</li> <li>• Information shared with partnership organisations via attendance at meetings</li> <li>• Promotional postcards to schools</li> <li>• Digital advertising on bus stops</li> <li>• Posters provided for HAF venues, community centres, libraries, schools and other community venues</li> <li>• Word of mouth / referrals from partner organisations including Community Action Derby, Children's Centres, social care, Youth Offending Service</li> <li>• Attendance at Primary and Secondary heads meetings</li> <li>• Promotion via online School Information Portal (SIP)</li> <li>• Attendance at city wide inclusion events</li> </ul> |
| Were there any challenges in delivering the programme? | <ul style="list-style-type: none"> <li>• Impact of Covid</li> <li>• Provision availability in the initial stages</li> <li>• SEND provision availability and attendance</li> <li>• Changes of staffing during the year</li> <li>• Some providers and families had difficulty accessing the external booking system</li> <li>• Difficulties engaging secondary age young people</li> <li>• Issues with non-attendance across provision</li> </ul>   |
| Who made up your steering group?                       | <p>Derby's HAF has two levels of governance:</p> <p><b>HAF Project Board (strategic overview of HAF)</b></p> <ul style="list-style-type: none"> <li>• Local Authority Head of School Organisation and Provision (Chair)</li> <li>• HAF Strategic Lead</li> <li>• HAF Coordinator</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Community Action Derby – Deputy Chief Executive and HAF Lead</li> <li>• DCC Communications and Marketing</li> <li>• DCC Group Accountant</li> <li>• DCC SEND team</li> <li>• DCC Physical Activity &amp; Sport Strategic Manager</li> <li>• Public Health Manager</li> <li>• Secondary Headteacher</li> </ul> <p><b>HAF Project Team (operational steering group)</b></p> <ul style="list-style-type: none"> <li>• HAF Strategic Lead (Chair)</li> <li>• HAF Coordinator</li> <li>• Community Action HAF Lead</li> <li>• DCC Communications and Marketing</li> <li>• DCC Finance</li> <li>• DCC Neighbourhood Partnership Officer</li> <li>• DCC Children’s Centre Service Manager</li> <li>• DCC Senior Outdoor Events Officer</li> <li>• Active Derbyshire</li> </ul>  |
| <p>Did you receive any extra funding, support, resources, food, etc. If so, who from?</p> | <ul style="list-style-type: none"> <li>• Some community-based organisations such as: Pak Food Store who donated water and fruit to providers. In addition, some providers had access to funding through Asda, Morrisons and FairShare. This was organised by providers via funding streams.</li> <li>• Community Action Derby – Winter Grant Funding was used to complement the HAF offer, by investing up to £300,000 across Derby for supporting community assets within localities. The fund aimed to provide financial support for up to forty local services, a maximum of £10,000 was available to organisations across the city to develop a community led cost of living network. This offer included a warm welcome, hot drink, meal, help towards energy cost as well as help accessing other cost of living support. HAF Providers were heavily involved in delivering warm hubs over the winter, enabling them to support wider families throughout the holiday period</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Some providers sought match funding to support their programmes, for example, RCCG a church-based organisation used funding from their congregation to buy backpacks for children.</li> <li>• Derby Theatre donated seventy-five tickets to a showing of 'The Wind in the Willows' over the Christmas period. The tickets were shared with three schools in the city and Headteachers allocated them to the families who would benefit the most from the family time, including looked after children and recently bereaved children.</li> </ul> |
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## Section 2 – Highlights of 2022

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| Please share the highlights and successes of the programme you have delivered. | <ul style="list-style-type: none"> <li>• Increased number of providers involved in delivering the HAF programme from seventeen at Easter to 24 in winter – numbers are continuing to grow</li> <li>• Increased uptake of HAF places – supported over 7500 children and young people during 2022</li> <li>• Appointment of full time Local Authority HAF Co-ordinator in September 2022</li> <li>• Increase in specialist SEND providers</li> <li>• Improved relationships with city schools</li> <li>• Providers linking HAF provision to wider support in communities, particularly during the winter when the impact of the cost-of-living crisis was having a major impact</li> <li>• Increased profile of HAF provision</li> <li>• City wide coverage in 18 wards of city</li> </ul> |
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## Section 3 – Children and families' feedback

Please provide any social media links, testimonials or feedback that you have received concerning your 2022 HAF Programme

**Comments from children and young people:**



- “We have never been to the cinema before, and we are so excited”
- “I’ve never been fishing, and I’ve caught three already”
- “I like the cooking lessons and the trips especially going to the Conkers.”
- “The teachers were fun and played loads of fun games that we don’t play in school”
- “Me and my brother liked the football on the grass, and we got a medal”
- ‘Getting to try new things every day is fun’
- ‘I wish we could do music every day’
- “I can’t believe that there are eight teaspoons of sugar in a can of cola – now I am not going to drink so much of it!
- “This is the best place on Earth!”
- “That panto was bloody awesome! Thank you so much for sorting that out. Merry Christmas.”
- Thank you for making it so fun”
- “I really liked the teachers; they were very caring and fun”
- “It was so cool that we got to go to Drayton Manor. I want to go on more trips”
- “I learn how to make a normal meal I like, healthy and it was actually fun”
- ‘Awesome. Loved the staff; never judged us and were accommodating and extremely supportive. They also gave us many opportunities, we made new friends and were always in a safe environment which made everything more fun from being in the workshops, outdoors or during activities”

#### **Comments from parents:**

- It has had a big impact on our family, the kids get really bored around the house and have enjoyed seeing their friends at the club.’
- ‘These activities mean that he can get some exercise and make new friends. It is also helpful as mum works.’
- ‘It’s been great, staff all lovely and friendly.’
- ‘HAF has given us space. Helped to keep a 7-year-old active when all she wants to do at home is watch TV. This has made the mood in the house a lot calmer and less whingy!’
- ‘Made them feel like they have something to look forward to during the holidays, not just being stuck at home bored.’
- ‘My son has really enjoyed his time spend with the coaches and has made new friends while also being active. It’s a win-win for him!
- “My child is extremely anxious and hates school but has seemed to form a great connection at the holiday club, she’s got friends who she already knows that attend and it helps prevent social isolation in the half terms. I think it’s also great that the club goes on trips or organises outside entertainment to come in, it’s a safe space for children to attend. The staff are also amazing”.
- “I and my kids were very happy with the activities that has been provided and they were very excited every day they come. Additionally, I feel very confident about

the staff and the way they deal with the children, and they are keen to make every this safe and organised”.

- “From amazing activities and trips to very helpful and supportive staff who were very responsive and considerate. Each day was well planned and organised and full of fun. Activities included art, crafts, outdoor sports, baking, making a bird feeder and many more”.
- “As someone having worked in health and social care until I lost my job due to a disability, I am aware of my barriers our community face. I was impressed how the club served its locality”.
- “Based in Derby city area Normanton many parents first language was not English/most parents could not drive. Organising the trips local was great way to tackle these barriers and meet the needs of parents/local population”.
- “As a parent I would like to thank the sponsors and Pakistani community centre your sponsors are changing lives. Especially during a financial crisis where living cost have increased. These club are also a fantastic way to tackle mental health in youngsters, increase social interaction and social skills I also want to say a massive thank you for the food parcel provided to me through the community shop which I was not aware about. Thank you.”
- “I would like to say a big thank you for allowing my son the opportunity to attend the Schools Out Holiday Activity and Food Programme sessions. H thoroughly enjoyed his 4 days he was there and told me “It was the best week ever”. He made new friends and went on some of the outside activities, which I would not have been able to afford myself. I found the staff approachable, friendly and polite. H also felt at ease being left and taken out for activities which is a big thing for him as he can be offish with strangers at times. I cannot thank you enough for this opportunity for H.”
- “My children have previously attended HAF. I don't want to send them anywhere else as they had their autistic needs met very well in the setting thanks to your lovely staff.”

**Publicity for Derby’s Winter HAF programme:**

- <https://www.derbytelegraph.co.uk/news/hundreds-derby-children-fun-holiday-7999105>
- <https://www.derby.gov.uk/news/2023/january/successful-winter-holiday-scheme-supports-derby-children>
- <https://www.bbc.co.uk/news/av/uk-england-derbyshire-64295786>

## Section 4 – Providers list

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| <p>Please provide details of the providers you've worked with.</p> | <ul style="list-style-type: none"> <li>• AM Sports</li> <li>• Aspire Community &amp; Wrestling</li> <li>• Baby People</li> <li>• Bemrose School</li> <li>• Bramblebrook Holiday Club</li> <li>• Community One</li> <li>• Derby County Community Trust</li> <li>• Derby Theatre</li> <li>• Endorphins (SEND)</li> <li>• Engineered Learning</li> <li>• Enthusiasm</li> <li>• Evergreen Collective</li> <li>• Fusion Scape</li> <li>• Genius Tuition</li> <li>• Inspiritive Arts (SEND)</li> <li>• Nadia Jane Performing Arts</li> <li>• Open Doors Forum</li> <li>• Peartree Playscheme</li> <li>• Premier Education</li> <li>• Progressive Sports</li> <li>• RCCG Solid Rock</li> <li>• Safe and Sound</li> <li>• Schools Out Club</li> <li>• Soccerstars</li> <li>• Spirit &amp; Soul (SEND)</li> <li>• St. James Centre (SEND)</li> <li>• Vox Feminarum</li> <li>• YMCA Derbyshire</li> </ul> |
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## Section 5 - Food

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| <p>In this section, please share details on your food provision. For example, did you provide children and young people with at least one nutritious meal a day? Did you work in any partnerships to provide food? What were the children and young people's</p> | <p>All children and young people were provided with one nutritious meal per day, in line with the School Food Standards.</p> <p>Provision varied across the city, with some providers using local caterers or restaurants, with others preparing food on site with a high level of involvement from the children and young people.</p> <p>Some of the most popular meals provided for children included:</p> <ul style="list-style-type: none"> <li>• Baked potatoes with a variety of fillings and salads</li> </ul> |
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| <p>attitudes to the food you provided?</p> | <ul style="list-style-type: none"> <li>• Homemade pizza with choice of toppings</li> <li>• Curry and rice</li> <li>• Chicken wraps and wedges</li> <li>• Fruit kebabs / fruit salad</li> <li>• Homemade cakes and bakes</li> </ul> <p>Many providers ensured that any extra food was also available for parents to take home if they wished to do so at the end of the day.</p> <p>One provider noted:</p> <p><i>“We were able to provide a full Christmas dinner in the first week of HAF alongside a hamper of ‘store cupboard’ items to help our families and young people through the Christmas break”.</i></p> <p>Feedback from providers on how the food was received by the children was overwhelmingly positive. Children were more willing to try new foods in a setting that was different to home, and many were inspired by their new friends and their food choices. Many children became braver with the food as the week progressed as they tried out new to them food types and took steps towards new eating habits.</p> <p>One specialist provider for children with SEND noted:</p> <p><i>“Children fed back that they loved the food – particularly being able to choose and make their own lunches. Parents fed back that eating together and having a wide range of food available had encouraged children to try new foods which they had previously refused. This is particularly important for children with self-restricted diets because of conditions like autism, which can make them wary of new things”.</i></p> |
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## Section 6 – Enriching Activity

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| <p>How did your programme provide opportunities for children and young people to develop and consolidate their skills and knowledge and try out new experiences? Was there a change in young people’s characters / wellbeing and educational attainment?</p> | <p>Derby’s HAF programme offered a very broad range of skills and experiences for children to try out. Including:</p> <ul style="list-style-type: none"> <li>• Sports including football, cricket, basketball, dodgeball, Boccia, wrestling</li> <li>• Arts and crafts including lantern making, Superhero cape design, graffiti art</li> <li>• Nature activities including wildlife walks, animal care, making bird boxes</li> <li>• Performing arts including dance, drama, music production, junk percussion</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Physical activities including orienteering, treasure hunts, circus skills, dance</li> <li>• Wellbeing sessions including managing anxiety and depression, managing use of digital technology and social media, managing sleep issues, dental care</li> <li>• Trips to theatre, cinema, trampolining, laser quest, bowling, theme parks and zoos.</li> </ul> <p>Many providers engaged families at the end of the holiday period by inviting them to performances and celebrations. Feedback from providers on the impact of enrichment activities:</p> <p><i>“Feel Alive, a local group of adults with learning disabilities ran sessions which ranged from art and craft to dance sessions but the more most enriching aspect was the direct interaction between the children and the adults with the learning disabilities, this process commenced on the summer HAF and some of the children had questions about some of the adults which were answered, this time the children behaved very naturally around the group and to see barriers broken in such a way and the enhancement of understanding and acceptance was wonderful to see”.</i></p> <p><i>“We had an animal encounter experience, many of our children typically will never leave the area they live in so visits to Zoo’s for example simply do not happen so they miss out so we bring the animals to them, they learnt about the background to the animals brought in as well as got to meet them and where confident enough to also hold them, this greatly enriched their understanding of the animal world and helped them to understand the importance of care and conservation of them”.</i></p> <p>Many providers noted that the opportunities children had been given had led to improved engagement and aspirations.</p> <p>One provider noted improved engagement from young people from the Roma Community in response to activities:</p> <p><i>“An example of this was when the drum teacher taught a song from that is well known in the Roma community. When drum rhythm of this song was taught, it changed the dynamics of the session as we saw a reaction from Roma children which we hadn’t seen before. They were so impressed that their culture is known by other groups and children who are not Roma can learn about Roma culture through a drums lesson. The whole experience enabled the Roma children to become more confident in attending the provision because they had experienced an outward demonstration of acceptance and inclusion.</i></p> |
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|  | <i>These Roma children began inviting other Roma children to the project”.</i> |
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## Section 7 – Physical Activity

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| How did you ensure the physical activities you delivered were engaging and inclusive? Did you have any particular successes? | <p>Physical activity is at the core of Derby’s HAF programme. All providers delivered the minimum of 60 minutes activity, with many delivering significantly more.</p> <p>Sports providers ensured that children were engaged in physical activity and sport for the majority of the day, with multisports such as football, cricket, dodgeball and basketball being very popular.</p> <p>Many providers found creative ways of engaging those children who were hard to engage in traditional sporting activities, such as treasure hunts and orienteering in their local area and holding Fortnight style battles on the park using Nerf guns.</p> <p>Providers worked closely with children and young people to develop and adapt activities to ensure everyone was fully engaged.</p> |
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## Section 8 – Nutritional Education and the promotion of healthy living/lifestyles

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| Did your programme deliver activities to educate participants about nutrition. | <p>During 22/23 all providers were expected to deliver nutritional education to participants. This was delivered in a range of ways including:</p> <ul style="list-style-type: none"> <li>• External providers delivering nutrition sessions</li> <li>• Online cookery / nutrition sessions</li> <li>• Cookery sessions within the provision allowing for discussion about nutrition</li> <li>• Sports providers linking to nutrition to sports performance, using famous sports people as examples and inspiration</li> <li>• Creating recipes then filming fake ‘vlogs’ to teach people how to make the recipes</li> <li>• Food tasting sessions</li> <li>• Quizzes and games around nutrition</li> </ul> <p>One provider noted:<br/> <i>“We played games and told stories involving food, discussed healthy choices when children were making their lunches, and did activities like vegetable printing, encouraging children to handle and explore vegetables they were reluctant to eat”.</i></p> |
| Did you involve parents, carers and other family                               | A number of providers ran online cookery sessions that were accessed by families, giving them the opportunity to   |

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| <p>members in training and advice sessions on nutrition and eating a balanced diet? If yes how?</p> | <p>try new recipes and learn more about budgeting and nutrition.</p> <p>Providers who were involved in wider support to the community via Warm Hubs or Community Kitchens were able to engage families in discussions around nutrition. One provider noted:</p> <p><i>“Our organisation also supports many of the same children via our Community Shop work and again we know from the foodstuffs that their parents select that healthy eating options at home are scarce. Even though in our shop fruit and vegetables are not included in their virtual credit allowance as in they are virtually free, they often do not take any and we are aware from previous engagement work this is typically as they lack the skills to utilise that food. We have a plan if funding is obtained to work on this with the parents as we feel that long term it works better if you engage the parents given, they are the key decision makers around the food their children consume”.</i></p> <p>One provider noted:</p> <p><i>“Our community food support service is not just about the supply of food. We can chat to people who are struggling with what to eat or how to prepare or cook it and we also have several signposting mechanisms who we can refer to if the family require more detailed advice or support.</i></p> <p><i>We find that if they talk initially to familiar faces, they are more likely down the line to accept support or information from a different organisation who might be better placed than us for long term nutritional advice but us making that initial connection and obtaining that trust opens the door for that to happen”.</i></p> <p>Another provider shared feedback from a parent following an online cookery class:</p> <p><i>“Myself and my children really enjoyed the online cooking classes.... The recipes were really tasty. I have never cooked chicken linguine pasta before or chicken biryani. I was surprised how easy they were to make, and the cooking classes have definitely inspired me to make them again with my children. I would love to join the next online cooking class if you could let me know”.</i></p> <p>The provider in this case sent out the ingredients lists ahead of time for parents and carers to buy and then reimbursed them with food vouchers. They had noted:</p> <p><i>“In the summer we provided the vouchers beforehand but noticed some of the parents used the vouchers but didn’t turn up to the online session. Now parents and carers buy the ingredients and after the session we send them food</i></p> |
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|   | <p><i>vouchers which usually are more than the cost of the ingredients”.</i></p> <p>Another said:<br/> <i>“We provided healthy and economical recipe cards to our families. The wellness and fitness session attended by several of our young girls was particularly beneficial as the personal trainer who took the session spent time talking to them about fuelling their bodies well, unhealthy diet culture and good nutrition”.</i></p>  |
| Do the children you worked with now have a better understanding of nutrition and food budgeting? Did their attitudes change over the period of the programme? | <p>Many providers noted in their monitoring returns that children had engaged well with the nutritional education. Over the HAF period, children became more comfortable trying new foods and understanding the nutritional benefits. Parents reported that children were returning home and advising the rest of the family on which foods were healthier, and requesting new foods, particularly fruit, to be added to the shopping list.</p> <p>Providers have given a great deal of support to families, particularly during the winter with the cost-of-living crisis, advising on food banks, budgeting and providing recipes to help the food and money go further. This has without a doubt helped families enormously during this difficult time.</p> |

## Section 9 – Special Educational Needs & Disabilities (SEND)

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| Did you offer provision for children with Special Educational Needs & Disabilities? If yes, then can you share examples? | <p>We had a range of providers in 2022/23 who specialise in supporting children with Special Educational Needs &amp; Disabilities, these are:</p> <p><b>St. James Centre Funabili8y</b> programme. Providing 1-1 support to young people with high level needs, including tube feeding and personal care.<br/> <a href="http://stjamescentrederby.co.uk">St James centre, Derby - fun-abili8y for children (stjamescentrederby.co.uk)</a></p> <p><b>Spirit and Soul</b> – equine therapy in an outdoor, farm-based setting<br/> <a href="http://spiritandsoul.org.uk">Centre for Ecotherapy, Wellbeing &amp; equine assisted therapy (spiritandsoul.org.uk)</a></p> <p><b>Inspiritive Arts</b> – supporting young people with autism and learning difficulties with art, music and dance therapy<br/> <a href="http://inspiritivearts.co.uk">Arts Therapies   Mental Health   Wellbeing Session   Derby (inspiritivearts.co.uk)</a></p> <p><b>Endorphins</b> – drama, dance, arts and crafts for young people with SEND<br/> <a href="http://energisebyendorphins.co.uk">Energise by Endorphins - Inclusive Children's &amp; Youth Groups - Endorphins Group UK</a></p> |
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## Section 10 – Signposting & Referrals

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| How did you provide participants and their families with information, signposting or referrals to other services and support? | <p>Providers were all issued with a document highlighting a wide range of support organisations across the city. This was also available in PDF form for providers to share with families. The information covered a wide range of support organisations from cost-of-living support, housing, childcare, mental health support, domestic violence and drug &amp; alcohol services.</p> <p>The majority of Derby's HAF providers are locally based, community run organisations, who know families well and can support and signpost to the most appropriate services. A number of provider organisations were involved in delivering Warm Hubs over the winter, which provided further opportunities for supporting families.</p> |
| Which services did you sign post?   | <p>HAF providers signposted families to a wide range of services, with the main ones being:</p> <ul style="list-style-type: none"> <li>• Food banks</li> <li>• Cost of living support</li> <li>• Housing support</li> <li>• Benefits claims</li> <li>• Mental health support</li> <li>• Social services</li> </ul>   |

## Section 11 – HAF Programme 2023/24

|                                     |   |
|-------------------------------------|---|
| Plans for you 2023/24 HAF programme | <ul style="list-style-type: none"> <li>• Continue to develop the HAF programme, engaging with a wider range of providers to meet the needs of Derby's children and young people</li> <li>• Improve links with schools across the city to support direct referrals and provision taking place on school premises</li> <li>• Increase the number and range of places for older teenagers</li> <li>• Identify ways to reduce the number of 'no-shows' on the day and improve overall attendance</li> </ul> |
|-------------------------------------|---|

## Section 12 – Breakdown of finances and attendance

|                                     |  |                   |
|-------------------------------------|--|-------------------|
| Plans for you 2023/24 HAF programme | <b>HAF financial breakdown 2022/23</b>   |                   |
|                                     | Direct grants to HAF providers   | £1,143,030        |
|                                     | Administration DCC (HAF Strategic Lead & HAF Co-ordinator posts)                                   | £67, 858          |
|                                     | Administration – Community Action Derby (Managing the application, funding and monitoring process) | £67,858           |
|                                     | Online booking / data management portal  | £20,087           |
|                                     | Marketing & communications   | £10,000           |
|                                     | Training and development   | £10,000           |
|                                     | <b>Total</b>   | <b>£1,318,833</b> |
|                                     | <b>Numbers of Children supported by HAF 2022/23</b>  |                   |
|                                     | FSM eligible / non-SEND  |                   |
|                                     | Primary  | 5450              |
|                                     | Secondary  | 1320              |
|                                     | FSM eligible / SEND  |                   |
|                                     | Primary  | 240               |
|                                     | Secondary  | 78                |
|                                     | Non-FSM eligible / Non-SEND  |                   |
|                                     | Primary  | 280               |
|                                     | Secondary  | 131               |
|                                     | Non-FSM eligible / SEND  |                   |
|                                     | Primary  | 62                |
|                                     | Secondary  | 11                |
|                                     | Other - free   |                   |
|                                     | Primary  | 76                |
|                                     | Secondary  | 36                |
|                                     | Total number of attendees  |                   |
|                                     | Primary  | 6108              |
|                                     | Secondary  | 1576              |