GCU Glasgow Caledonian University

SPIRU SCOTTISH POVERTY & INEQUALITY RESEARCH UNIT

Holiday Out of School Provision in Scotland

Case study analyses of claims to impact and drivers of success

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Holiday Out of School Provision in Scotland: Case Study Analyses of Claims to Impact and Drivers of Success

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Ten Takeaways

1 **Different Routes to Successful Impact**. Holiday out of school provision can be successful in different forms and in a range of geographical contexts.

2 **Local Demand for Service**. There is demand for holiday out of school provision. This is most clearly evidenced by the number of children who depend on free school meals during term time, for whose families, food and activities are an additional cost on a fixed budget over holiday periods.

3 **External Drivers of Demand.** Holiday out of school provision is attending to a range of wider social policy agendas, including tackling food insecurity, tackling poverty and providing enrichment and opportunity to children and young people.

4 **Cost of Participation.** No-cost and low-cost provision is the basis for successful interventions. However, there is a need to be attuned to, and have the capacity to respond to, the hidden costs of participation.

5 **Leadership.** Although these are collective efforts, successful interventions are characterized by strong leadership that conveys passion and personal commitment to the interventions.

6 **Partnership.** Each of the case study projects has a strong identity. However, its success is underpinned by strong and mutually reinforcing partnerships with other community organisations.

7 **Skilled and Locally Focused Staff.** Staff conveyed an awareness and a clear understanding of the challenges being faced by the children and young people that they serve. This is particularly important where the service involves interaction with children and young people.

8 **Food as an End in Itself and as a Means to an End.** Each of the case study organisations delivered a food and activity offering. Although successful in their own ways, there was variation in the extent to which the projects were food-led, or activity-led.

9 **Impact Beyond Provision**. The benefits of provision were reported to extend beyond the enrichment activity and food provided. Positive impact was reported by schools, in wider communities and among the wider family of the participating child.

10 **Ameliorating not Eradicating Poverty.** None of these projects staked claim to tackle the root cause of family poverty. However, each made an important contribution to weakening the adverse impact of poverty on the lives of families and children over holiday periods, and each linked to wider services that were tackling poverty.

1. Introduction: The Emergence of Holiday and Out of School Provision as Social Policy in Scotland

Traditions and trends in holiday and out of school provision in Scotland

1.1 For generations, some school-aged children in Scotland have accessed activities in the school holiday period. Some of these activities have also provided food.

1.2 Traditionally, these have been local initiatives, provided by a range of sectors and services for children and young people.

1.3 In recent years, new drivers have emerged, which has encouraged us to think more strategically about holiday and out of school provision in Scotland. Concerns to tackle food insecurity; to facilitate parental access to the labour market; and to provide enrichment opportunities for children out of school, have each heightened interest in holiday out of school provision in contemporary Scotland.

1.4 The Third Sector, local government and Scottish Government – sometimes with the former contracted as delivery agent for the latter – have been involved in providing holiday out of school provision in recent years. For example, Glasgow City Council's *Summer Holiday 2021 Children's Holiday Programme*[1] is part-funded by the Scottish Government (through the *Get Into Summer*[2] programme) and funds forty community, charitable and Third Sector organisations to deliver food and free activities across the city.[3]

1.5 Our understanding of the nature, extent and reach of holiday and out of school provision in Scotland, both past and present, is limited. Indeed, our local understanding of what is available is also uncertain in many places. This has led to an interest in mapping holiday out of school provision.[4]

1.6 This report is an appreciative inquiry of four case studies, each of which takes a unique approach to holiday out of school provision. It aims to identify claims to impact and to reflect on the causal mechanisms that effect change. It also draws on the perspectives of parents from one case study locality to better understand how parents navigate the wider landscape of holiday out of school provision.

New drivers of interest in holiday and out of school provision in Scotland

1.7 Tackling child food insecurity (and family food insecurity, more generally) in the school holidays is a motivation for provision.[5] This is part of a growing awareness of the problem of food insecurity in Scotland.[6] In particular, there is growing local interest across Scotland in extending provision of the equivalent of free school meals over school holiday periods.

1.7.1 In response to the COVID-19 pandemic, the Scottish Government funded local authorities to deliver the equivalent of free school meal to those eligible on the basis of low income over school holiday periods in 2020 and 2021.[7]

1.7.2 The Scottish Government has also committed to extending free school meal provision to all primary school children by August 2022, including breakfast provision in school and provision during school holidays.[8]

1.8 There is growing interest in extending the provision of childcare, in particular to assist parents to sustain or extend their engagement in the labour market. There is interest in how this provision might support parents in extended holiday periods, in addition to regular school days.

1.8.1 Through the *Access to Childcare Fund*,[9] the Scottish Government is funding a range of pilot projects to examine how childcare provision might be delivered to school aged children in holiday periods. The Fund, worth £3 million across 2020-2022, will test new models of school age childcare that will be accessible and affordable for families on low incomes. The Fund aims to support projects to deliver a range of activities, childcare, food and family support for children, including those from the six priority family types identified in the Tackling Child Poverty Delivery Plan.[10]

1.9 Enrichment – providing opportunities for socialisation and play – is the focus of the *Get Into Summer* programme for Summer 2021. The Scottish Government has committed £20 million to support provision of activities to improve wellbeing of children and young people during the 2021 summer holidays.[11] £15million of this funding has been allocated to local authorities to work with local partners to enhance existing provision, integrating food and wider family support where needed, and targeted at low-income families, children and young people particularly those adversely affected by the impacts of the pandemic. £5 million has been allocated to a coalition of 18 national partners.

Aims of this report

1.10 The aims of this report are fourfold:

- To identify the outcomes that different models of provision achieve for children and families;
- To identify learning that can be gained from different models of provision to help improve provision elsewhere;
- To appraise the extent to which current provision meet the needs of children and families living in poverty.
- To reflect on how existing services could work better together to provide community- based childcare, activities and food provision where it's needed most;

Introduction to the Case Study Research

1.11 The approach adopted is that in the style of an appreciative inquiry, in which the objective is to explore 'the best of what is, in order to imagine what could be'.[12] Adopting a 'this works' starting point, in which it is assumed that the initiative has positive impact, the foci of this appraisal is to identify the 'claims to impact' and appraise the drivers of success.. Notwithstanding this starting position, a critical stance is maintained throughout.

1.12 This report draws from four rapid evaluations, each of which was completed over a ten-week period in the latter half of 2020, a year in which the operations of each project had to adapt to the conditions introduced to manage public health in response to COVID-19. [13,14,15,16] Consequently, it was not possible to observe operations during a school holiday period, as was originally intended.

1.13 The projects were purposively selected to glean learning from projects that were taking very different approaches to delivering food and activity provision in the holiday period. Each was understood to be successful in meeting its objectives.

- *Achieve More Scotland*[17] uses the medium of sporting activity to engage children and young people in a large city;
- *Moray Holibub Club (of Moray Food Plus)*[18] was a small food-based charity that operated in rural Scotland;
- *Dundee Bairns*[19] is a large food-based charity operating in deprived neighbourhoods across the whole of a Scottish city;
- *Pilton Youth and Children's Project*[20] is an established youth project operating in a deprived neighbourhood in a Scottish city.

1.14 Each project evaluation comprised primary data collection (including 15 interviews with project staff and volunteers) and secondary data analysis (a wide range of documents on each project, including evaluations, annual reports, promotional literature and annual returns to the OCSR). Furthermore, 11 interviews with families were conducted across the four projects (two or three interviews per project). Additionally, ten families were interviewed in Inverclyde to better understand how a range of families navigated the out of school provision ecosystem in a single locality. Together, these 21 family interviews provided an appraisal of specific projects and an understanding of how families negotiated the wider landscape of provision.

1.15 The approach to the research is described more fully in Annex 1.

Structure of this Report

1.16 This report comprises three substantive sections, the first of which is a review of the *Landscape of Holiday Out of School Provision in Scotland* (section 2).

1.17 Section 3 primarily focuses on the first research aim; *Deliverables: Claims to Impact,* reviewing claims of positive outcomes for families and children. Part of this appraisal addresses the third research aim, i.e. consideration of the extent to which provision meets the needs of children and families living in poverty.

1.18 Section 4 primarily focuses on the second research aim; *What Makes the Difference* identifies the drivers of success that might be considered by other projects when designing their own provision. Part of this evaluation addresses the fourth research aim, i.e. reflect on how existing services can work in partnership to deliver where it is needed the most.

Understanding 'holiday out of school provision'

1.19 A fuller discussion of how to define 'holiday out of school' provision is provided in Annex 2 of this resource.

1.20 For the purposes of this report, 'holiday out of school' provision includes the four 'long' school holidays in Scotland, i.e. (i) Summer; (ii) October; (iii) Christmas/Winter; and (iv) Easter. It also includes shorter breaks during term-time, which may be (v) long weekends which non-school days typically comprise Friday and Monday, but which may also be shorter (only Friday Monday), or longer (starting on Thursday and/or ending on Tuesday), and (vi) single day midweek holidays.

2. Landscape of Holiday Out of School Provision in Scotland

Introduction

2.1 This section reviews recent national investment and local activity to deliver holiday out of school provision across Scotland. The aim is to situate the case study analyses in their broader national context. We summarise the range of Scottish Government initiatives that have funded out of school provision in recent years, including the *Access to Childcare Fund* (2.8 and Table 2.1), the *Summer Offer* of 2021 (2.9 - 2.13; Table 2.2 and Table 2.3), the presentation of holiday out of school provision as an action in Local Child Poverty Action Reports (2.14 - 2.17 and Table 2.4), and earlier (2019-20) investment by the Scottish Government in specific holiday projects (2.18 and Table 2.5).

Mapping Provision Across Scotland

2.2 There is no single resource that comprehensively maps holiday out of school provision across Scotland.

2.3 Some local resources are available in Scotland:

- Local authority lists of funded holiday programmes
- Local authority lists of community facilities
- Local authority lists of holiday activity programmes
- Local authority lists of leisure programmes
- Third Sector Interface directories of local providers
- Directories or Listings of specialist interests (for example, directories for specific sports) and organisations (for example, lists of local groups from uniformed youth organisations)
- Private sector business listings

2.4 Although a wide array of resources is available, there is no ready access to many of these resources, and they tend not to be presented as a single comprehensive resource for any locality.

2.5 SPIRU completed four local pilot exercises in 2020 to review the prospects for mapping holiday out of school provision. These pilot exercises were completed in the Orkney Isles, Stirling, Inverclyde and North-East Glasgow.

2.6 Drawing from this pilot experience, SPIRU published a resource to offer practical advice to assist local government and other stakeholders in the local mapping of holiday out of school provision in Scotland.[21] The resource identified that there are several reasons that would necessitate local mapping, but acknowledged that this was not a straightforward task, and that it was time-sensitive and resource-intensive.

Scottish Government Support for Holiday Out of School Provision in Contemporary Scotland

2.7 As noted in the introduction, tackling child food poverty (1.7), providing childcare to facilitate to labour market participation of parents and carers (1.8), and providing enrichment activities for children (1.9) have all featured as drivers for Scottish Government interest in holiday out of school provision in recent years. This has led to two significant investments to support local provision in Scotland in recent years, i.e. the *Access to Childcare Fund* (1.8.1) and the *Get Into Summer* programme (1.9).

2.8 Table 2.1 describes Scottish Government investment through the *Access to Childcare Fund*. Administered by Children in Scotland, fifteen projects were funded to deliver school age childcare to low-income families.

2.8.1 Funding was received in eleven local authority areas, representing a range of geographies - Islands and remote authorities (for example, Shetland), mainly rural (for example, Aberdeenshire), urban with substantial rural areas (for example, Inverclyde) and larger cities (for example, Dundee). Only one area received multiple allocations (five projects were funded in Glasgow and covering 30% of the fund).

2.8.2 Most of the organisations that were funded are charitable or community organisations. Inverclyde Council and Clyde Gateway (an urban regeneration company) were the exceptions. There is a strong focus on partnership across the projects, regardless of who is leading the project.

2.8.3 The *Access to Childcare Fund* is part of the Scottish Government's Child Poverty Delivery Plan. As such, there is a focus on the six priority groups for child poverty interventions. Four of the projects target all six priority groups. Each priority group is targeted by at least half of the funded projects, with lone parents and large families targeted by the most projects, and young mothers and families with children aged under one targeted by the least.

2.8.4 As befits a programme that aims to explore 'tests of change', a wide range of project types are funded. Some introduce new provision (for example, Flexible Childcare Services), others offer existing providers the opportunity to provide in new areas (for example, FUSE Youth Café extending its reach across Glasgow), while others extend strengthen provision in site (for example, SHIP (Support, Help and Integration in Perthshire)). There is much emphasis on extending existing provision to better accommodate parents' needs, although attending to parents' needs is also considered in terms of financial literacy (for example, Stepping Stones for Families), employability

support (for example, Action for Children in Moray) flexible booking systems (for example, the Wee Childcare Company), fee models that reflect changing circumstances (for example, Indigo Childcare Group) and tackling in-work poverty (for example, Muirhouse Community Centre, with LIFT). Similarly, the focus is not merely on providing any childcare; projects also define their brief in terms of the nature of the childcare that is offered, for example, providing for the needs of children with particular needs (for example, SupERkids), or providing particular childcare experiences (for example, Fintry Childcare Services offering fully outdoor provision).

2.8.5 Variation is evident in the scale of investment (from £20,000 for the SupER project to £250,000 for the Inverclyde Holiday hubs) and the design of the intervention (Table 2.1, final column).

2.8.6 The Scottish Government published a progress report on school age childcare in March 2021, which included a review of the *Access to Childcare* projects.[22]

2.8.7 The fund manager, Children in Scotland, is undertaking evaluation of the *Access to Childcare* fund. This aims to understand the reach of the fund, whether the individual projects and overall fund have achieved the intended outcomes, and to identify models or approaches that are working well or less well and why.

Table 2.1: Access to Childcare Fund Projects

Project	Local Authority	Locality	Initial Allocation	Lone parent	Large Family	Disabled	Min. Ethnic	Mother < 25	Children < 1	Description
Flexible Childcare Services[23] / Fraserburgh Breakfast and ASC	Aberdeen-shire	Fraserburgh	£112,910	Y	Y		Y			Introduces provision where none exists. Subsidised provision and flexible provision, with a percentage of places offered on a pay as you go basis.
The Wee Childcare Company Ltd[24] / Flexible Quality CC Project	Angus	Monikie	£111,952	Y	Y			Y		Working with local authority, using a flexible booking system that does not require payment weeks in advance, and offering respite for vulnerable children.
Fintry Childcare Services[25] / Dundee Out of School Care	Dundee	Fintry	£220,743	Y	Y	Y	Y	Y	Y	Provides additional places in Fintry, a deprived neighbourhood, and subsidising provision for families who would struggle to meet cost. Delivering fully outdoor provision.
Superkids SupER clubs for SupERkids[26]	East Renfrewshire	N.A.	£20,000			Y				Support the on-going work of a parent-led charity that provides opportunities for children and young people with multiple support needs.
Muirhouse Millennium Community Centre[27]	Edinburgh	Muirhouse	£119,872	Y	Y		Y	Y	Y	Delivering new services and working closely with LIFT (Low Income Families Together)[28] to strengthen provision to families facing in-work poverty.
Stepping Stones for Families[29] / Possilpark Out of School Care	Glasgow	Possilpark	£63,590	Y	Y	Y	Y		Y	Tests an expansion programme and explores need for extended hours care over the weekend. Increase in outdoor provision and expand work on financial literacy work for parents.
Hope Amplified Kush Childcare Project[30]	Glasgow	N.A.	£97,600				Y			Support targeted at children from the African community who would otherwise by unable to afford costs. Includes weekend activities.
St Mirin's Out of School Club[31]	Glasgow	Simshill	£140,000	Y	Y		Y		Y	Established provider working in partnership with a school to make childcare more accessible and affordable for low-income families, comprising a five-point plan.
Fuse Youth Café[32] / Pavillion Plus	Glasgow	Shettleston	£145,000	Y	Y					Developing a childcare function around pre-existing youth work provision. Exploring the role of youth providers as 'community anchors' in childcare provision.
Indigo Childcare Group[33] / Families First	Glasgow	Castlemilk	£195,172	Y	Y	Y				Provides additional places. Exploring need for extended hours care over the weekend. Testing a new fee model providing free and subsidised provision at referral but increasing as household income increases.
Inverclyde Council Holiday Hubs[34]	Inverclyde	N.A.	£250,000	Y	Y	Y	Y	Y	Y	Establishing two holiday hubs that will provide during each of the longer school holidays.
Action for Children[35] / IV30 Stay and Play	Moray	Elgin	£221,897	Y	Y	Y	Y	Y	Y	Expansion of existing provision to meet demand evening, weekend and holiday services. Links with employability courses to support parents.
Support and Integration in Perthshire[36]	Perth & Kinross	Perth	£145,000			Y				Developing from a trial to provide after school activities for children with complex support needs. Providing transport from across the Council area, enabling rural children to attend.
Hame Fae Hame[37] / Access for All	Shetland	N.A.	£88,400	Y	Y	Y		Y		Enhancing wraparound provision, extending the mix of indoor-outdoor provision, with flexible provision for those working in industries with irregular work patterns.
Supporting Families in Clyde Gateway[38]	South Lanarkshire	Rutherglen	£200,000	Y	Y	Y	Y	Y	Y	Providing enhanced flexible wraparound care, targeting support and making use of greenspace in the childcare offer. In partnership with OPFS and South Lanarkshire Council.

2.9 The Summer Offer of 2021 had a national component (2.11) and a local component (2.12). Reaching disadvantaged children and young people was a priority for the local funding, whereas funding through National Partners had a broader reach, although some organisations were selected to be more inclusive of more marginalised groups.

2.10 The Scottish Government has commissioned Ipsos MORI Scotland to undertake a national evaluation of the Summer Offer to understand whether the programme achieved its intended outcomes, met the needs of children, and to identify what has worked well and what could be improved in terms of delivery. The evaluation research will include a review of reports from national partners and local authorities, and qualitative data collection with programme participants and local and national stakeholders. The evaluation is due to report in early 2022. Evaluation will also take place at national partner and local authority level.

2.11 Table 2.2 describes the funding allocation to national partners by the Scottish Government through the Summer Offer for Children and Young People for 2021. Up to £5 million was allocated for this fund.

2.11.1 A wide range of national organisations have been funded through the National Element of the Summer Offer for Children and Young People. Some are better known for their work supporting children with vulnerabilities (for example, Barnardo's), while others are better known for their interest in promoting particular activities (for example, Creative Scotland). Some are organisations that exist to meet the needs of children and young people (for example, Young Scot), while others have a general remit to serve the whole population (for example, Mental health Foundation). The activities being promoted span sport (for example, sportscotland), play (for example, Play Scotland) and cultural activities (for example, Historic Environment Scotland).

2.11.2 While some of the funding is being used to support particular projects, some of the national partners are distributing smaller funds to a wider range of individual families (for example, the Family Fund) or organisations (for example, Youthlink/Creative Scotland who have jointly run a grant scheme to support smaller projects from a number of organisations or providers).

2.11.3 As noted above (2.10), the Scottish Government acknowledges the need to appraise the extent to which: (i) the geographical reach of funding through these National Partners; (ii) whether targeting is effective in reaching the most disadvantaged children, young people and families as set out in the guidance and individual grant letters; and (iii) the ways in which national allocations (Table 2.2) complement local authority allocations (2.12, Table

2.3) and other Scottish Government funding to individual projects (2.15, Table 2.5).

Table 2.2: Summer Offer for Children and Young People: National Partner Funding Allocations

National Partners	Allocation
Barnardo's	£274,000
Early years Scotland[39] / Care and Learning Alliance	£200,000
Family Fund	£200,000
Historic Environment Scotland[40]	£143,000
Mental Health Foundation	£300,000
Museums Galleries Scotland[41]	£438,000
Play Scotland[42]	£384,000
Royal Botanical Gardens[43] / Scottish Forestry and Nature Scotland	£20,000
Scottish Throughcare and Aftercare Forum[44]	£27,200
Scottish Association for Mental Health	£54,000
Sportscotland	£1,400,000
Youthlink / Creative Scotland[45]	£1,250,000
Young Scot[46]	£54,230
Who Cares? Scotland	£175,000

2.12 Table 2.3 describes the allocation to local government by the Scottish Government through the targeted element of the Summer Offer for Children and Young People (£15 million).

2.12.1 Each of Scotland's 32 local authorities was allocated funding, ranging from £53,000 for the Shetland Isles to £2,249,000 for the City of Glasgow. The mean allocation across the 32 local authorities was £468,750.

2.12.2 Table 2.3 uses five metrics to describe the funding allocations on a per capita basis.

- For all children aged 0-15, allocations range from £2.05/child in Clackmannanshire to £60.18/child in Moray (with a mean of £16.28/child)
- For all children aged 5-15, allocations range from £2.97/child in Clackmannanshire to £83.60/child in Dumfries and Galloway (with a mean of £23.09/child)
- For children living in poverty, allocations range from £12.23/child in East Renfrewshire to £351.25/child in Edinburgh (with a mean of £67.97/child)
- For children aged 0-15 living in one of Scotland's 20% Most Deprived Area, allocations range from £34.29/child in Inverclyde to £490.42/child in Moray (with a mean of £74.03/child), noting that no parts of the island authorities rank among Scotland's 20% Most Deprived Areas.

- For children aged 5-15 living in one of Scotland's 20% Most Deprived Area, allocations range from £48.85/child in Inverclyde to £664.94/child in Moray (with a mean of £107.77/child), noting that no parts of the island authorities rank among Scotland's 20% Most Deprived Areas.

It should be noted that funding was allocated for target groups and not for the whole child population.

2.12.3 Although the substantial allocation of funds to local government - which is resource that is additional to existing provisions - is uneven, allocations were designed to reflect the needs of individual local authorities, and utilised Local Government funding formula (agreed by COSLA Leaders) to determine allocations.

2.13 In appraising the evidence base, it is important to acknowledge the guidance and conditions under which Summer Offer funding was made available to local authorities.[47]

2.13.1 Three principles underpinned the Summer Offer:

- Co-creation with children, young people, and families with their rights and welling at its heart as set out in the UNCRC and Getting it Right for Every Child.
- Building on, and enhancing, existing services, assets and knowledge of what works
- Partnership working and coordination across existing partnerships through the Children's Services Partnerships.

2.13.2 Local authorities were asked to ensure that their Summer Offer provided four opportunities:

- Provides opportunities to (re)connect with friends, peers, wider community and the outdoors, as well as with trusted adults.
- Provides opportunities for children and young people to play, be active and enjoy themselves.
- Provides as much Equity as possible with accessible activities to target families with barriers to participation such as transport mitigated as far as possible. In addition, the integration of food, childcare, financial inclusion, family support and referral on to wider services where needed must be considered.
- Provides the opportunity for Engagement building on existing trusted relationships and communication methods so that children and families know about the offer and are encouraged to engage with it.

2.13.3 Twelve target groups were identified:

- Low-income households;
- Families who have been shielding during the pandemic and whose ability to engage in activities and socialise will have been very limited;

- Those with a disability or additional support need (also see below);
- Care experienced;
- Young carers; in need of protection;
- Children supported by a child's plan and who have undergone significant transitions during lockdown or will experience them this year, including starting in ELC, starting primary school, moving to secondary school and leaving school.
- Priority family groups identified in the Tackling Child Poverty Delivery Plan
  - larger families;
  - families with a disabled child or adult;
  - young mothers;
  - families with children under one;
  - minority ethnic families; and
  - single parent families.

Table 2.3: Summer Offer for Children and Young People: Local Authority Funding Allocations

Local Authority	Allocation	All Children (0-15)	£/child	All Children 5-15	£/child	Children in Poverty	£/child	Children (0-15) in 20% Most Deprived	£/child	Children (5-15) in 20% Most Deprived	£/child
Aberdeen City	£418,000	35,423	£11.80	23,707	£17.63	7471	£55.95	4,240	£98.58	2,737	£152.72
Aberdeenshire	£562,000	49,016	£11.47	34,733	£16.18	7938	£70.80	1,380	£407.25	943	£595.97
Angus	£336,000	19,145	£17.55	13,770	£24.40	4608	£72.92	1,627	£206.52	1,136	£295.77
Argyll & Bute	£232,000	12,906	£17.98	9,419	£24.63	3056	£75.93	1,303	£178.05	894	£259.51
Clackmannanshire	£162,000	79,067	£2.05	54,493	£2.97	6141	£26.38	2,711	£59.76	1,879	£86.22
Dumfries & Galloway	£529,000	8,946	£59.13	6,328	£83.60	6540	£80.89	2,587	£204.48	1,783	£296.69
Dundee City	£432,000	23,243	£18.59	16,887	£25.58	5899	£73.24	10,519	£41.07	7,095	£60.89
East Ayrshire	£405,000	24,044	£16.84	16,633	£24.35	3109	£130.27	7,081	£57.20	4,894	£82.75
East Dunbartonshire	£184,000	21,053	£8.74	14,800	£12.43	4489	£40.99	880	£209.09	615	£299.19
East Lothian	£277,000	19,398	£14.28	13,887	£19.95	2940	£94.22	1,213	£228.36	845	£327.81
East Renfrewshire	£187,000	19,700	£9.49	14,043	£13.32	15295	£12.23	1,064	£175.75	766	£244.13
Edinburgh, City of	£846,000	19,525	£43.33	14,422	£58.66	2409	£351.25	13,033	£64.91	8,918	£94.86
Eilean Siar	£78,000	28,112	£2.77	20,160	£3.87	847	£92.04	0	N.A.	0	N.A.
Falkirk	£443,000	64,552	£6.86	46,011	£9.63	6929	£63.93	4,555	£97.26	3,189	£138.92
Fife	£1,160,000	100,666	£11.52	67,618	£17.16	16993	£68.26	14,529	£79.84	9,983	£116.20
Glasgow City	£2,249,000	39,036	£57.61	28,097	£80.04	31823	£70.67	51,731	£43.47	34,752	£64.72
Highland	£721,000	12,603	£57.21	9,094	£79.28	9054	£79.64	4,425	£162.94	3,012	£239.38
Inverclyde	£201,000	17,953	£11.20	12,106	£16.60	3013	£66.71	5,861	£34.29	4,115	£48.85
Midlothian	£252,000	16,145	£15.61	11,719	£21.50	4068	£61.94	1,612	£156.33	1,094	£230.35
Moray	£256,000	4,254	£60.18	3,130	£81.79	3617	£70.77	522	£490.42	385	£664.94
North Ayrshire	£452,000	22,468	£20.12	16,298	£27.73	6448	£70.10	10,350	£43.67	7,394	£61.13
North Lanarkshire	£1,104,000	62,836	£17.57	44,678	£24.71	16528	£66.80	20,861	£52.92	14,754	£74.83
Orkney Islands	£68,000	3,582	£18.98	2,596	£26.19	779	£87.26	0	N.A.	0	N.A.
Perth & Kinross	£397,000	24,421	£16.26	17,622	£22.53	5403	£73.47	1,717	£231.22	1,062	£373.82
Renfrewshire	£436,000	30,267	£14.41	21,376	£20.40	6958	£62.66	7,546	£57.78	5,221	£83.51
Scottish Borders	£353,000	19,023	£18.56	13,716	£25.74	4544	£77.68	1,581	£223.28	1,092	£323.26
Shetland Islands	£53,000	4,198	£12.63	3,009	£17.61	608	£87.10	0	N.A.	0	N.A.
South Ayrshire	£295,000	17,608	£16.75	12,601	£23.41	4404	£66.98	3,384	£87.17	2,294	£128.60
South Lanarkshire	£882,000	55,649	£15.85	38,963	£22.64	12799	£68.91	11,263	£78.31	7,779	£113.38
Stirling	£213,000	15,417	£13.82	11,222	£18.98	3285	£64.85	2,261	£94.21	1,548	£137.60
West Dunbartonshire	£276,000	15,647	£17.64	11,098	£24.87	4310	£64.03	7,076	£39.01	4,989	£55.32
West Lothian	£541,000	35,494	£15.24	25,446	£21.26	8380	£64.56	5,686	£95.15	4,005	£135.08
Scotland	£15,000,000	921,397	£16.28	649,682	£23.09	220686	£67.97	202,598	£74.03	139,173	£107.77

Emergence of Holiday Provision as a Local Anti-Child Poverty Action

2.14 Each of Scotland's 32 local authorities, in partnership with their local NHS Board, has a statutory obligation under the *Child Poverty (Scotland) Act 2017*[48] to publish an annual Local Child Poverty Action Report (LCPAR) in which they detail actions completed and planned to tackle child poverty locally.[49] Most local authorities in Scotland have published two LCPARs and are currently working on their year 3 LCPAR. LCPARs can be analysed to give an indication of the extent to which holiday provision features in local anti-poverty action across Scotland.

2.15 Table 2.4 provides a simple count of the number of times 'holiday' and one of the four holiday seasons (for example, 'Winter') is mentioned in one of the Local Child Poverty Action Reports (LCPARs). These counts pertain to holiday activity and food provision. At the time of writing, each of the year one LCPARs had been published and 28 of the year two LCPARs had been published.

2.16 Although a crude metric, this simple count of holiday references in LCPARs confirms that provision during school holidays is integral to tackling child poverty locally across Scotland.

2.16.1 There are over 550 holiday references across the first two years of LCPARs;

2.16.2 For Scotland as a whole, the number of holiday references was comparable between year one and year two LCPARs (a 7% reduction, but with four [12.5%] of year two reports not yet published);

2.16.3 Sixteen (of 28) local authorities increased the number of holiday references between year one and two; and

2.16.4 Almost all (all but one) of the year two LCPARs referred to a holiday period.

2.17 LCPAR content can also be appraised to better understand the ways in which holiday provision features in local anti-poverty action across Scotland. For example, with reference to year 2 LCPARs:

2.17.1 Holiday provision typically refers to a food and activity offer. For example, the Club 365 programme in North Lanarkshire.[50] There are some examples of provision that is limited to food (for example, the work of Falkirk Foodbank to mitigate holiday hunger)[51] or activity (for example, the Summer Reading Challenge work in Inverclyde)[52]. In some area, this food and activity provision is activity-led (for example, Big Noise Holiday Club in Torry Aberdeen, includes provision of a snack)[53], while in others it is food-led (for example, description of the Holiday Food Programme in East Ayrshire includes reference to other sporting activities that are provided as part of this).[54] In some areas, there has been a broadening of reach to incorporate activity into

what was originally a food offer (for example, Dumfries and Galloway makes reference to a change in its Holiday Hunger work in 2019 to incorporate an activity into what was originally only a food offer).[55]

2.17.2 Holiday provision features in many formats in the LCPARs; it is referred to when setting the background context for the report (for example, the work of the Children's Holiday Food programme in Glasgow);[56] it is profiled as case studies of provisions (for example, reference to the 'Holiday Food and Fun' drop-in sessions in Angus)[57]; it is specified as an Action or Outcome (for example, In Dundee, with reference to establishing holiday programmes for targeted families)[58]; and it features in accounts of lived experience (for example, East Renfrewshire makes reference to engaging the views of parents and children in its Snack and Play programme).[59]

2.17.3 Holiday provision is prominent in some LCPARs. For example, in the East Lothian LCPAR for year 2,[60] the work of Fa'side Lunch Club / Fridge is described in detail (pp.7-9), and Action 4.7 reports on progress acting on the recommendations of the Food Poverty and Holiday Hunger Group (p.19).

2.17.4 Some year two reports refer to plans to extend service provision (for example, Argyll & Bute makes reference to exploring the feasibility of extending free school meal provision during holiday periods)[61], or to review existing provision/pilot activity with a view to continue investment (for example, work that was introduced in a selection of schools in Fife that is exploring potential solutions to holiday hunger).[62]

2.17.5 On the other hand, COVID-19 experiences have led some local areas to consider whether a cash-first approach might be the most appropriate approach to the meet the needs of families, as opposed to or alongside presenting a food and activity offer. For example, Dumfries and Galloway offered a choice of cash payments, vouchers or food boxes in its work to provide the equivalent of free school meals to eligible families over the summer period.[63]

2.17.6 There is a disconnect between childcare provision and holiday provision, with both mentioned in some reports, but not as part of an integrated offer. Holiday provision tends to be conceived as a strategy to provide enrichment and tackle food insecurity, rather than a means to facilitate parental participation in the labour market. One exception is the affordable childcare work in Edinburgh, which has built-in employability support.[64]

Table 2.4: References to 'Holiday' in Local Child Poverty Action Reports

	Year 1 (2019)						Year 2 (2020)					
Local Authority	**Separate Mentions of Holiday**	**Number Comments "Holiday"**	**Number Comments "Winter"**	**Number Comments "Easter"**	**Number Comments "Summer"**	**Number Comments "October"**	**Separate Mentions of Holiday**	**Number Comments "Holiday"**	**Number Comments "Winter"**	**Number Comments "Easter"**	**Number Comments "Summer"**	**Number Comments "October"**
Aberdeen City	0	0	0	0	0	0	11	6	0	0	4	1
Aberdeenshire	11	8	0	1	2	0	3	1	0	0	0	2
Angus	4	4	0	0	0	0	5	4	0	0	0	1
Argyll & Bute	6	5	0	0	1	0	7	5	0	0	1	1
Clackmannanshire	5	5	0	0	0	0						
Dumfries & Galloway	19	17	0	0	1	1	12	10	0	1	0	1
Dundee City	9	6	0	1	0	2	10	9	0	0	1	0
East Ayrshire	17	12	0	1	3	1	26	15	0	4	4	3
East Dunbartonshire	8	5	0	0	3	0	9	5	0	0	4	0
East Lothian	14	9	0	0	4	1	0	0	0	0	0	0
East Renfrewshire	0	0	0	0	0	0	5	4	0	0	1	0
Edinburgh, City of	14	13	1	0	0	0	21	16	0	0	4	1
Eilean Siar	3	3	0	0	0	0	0	0	0	0	0	0
Falkirk	21	8	0	2	10	1	6	4	0	0	2	0
Fife	0	0	0	0	0	0	21	13	0	3	3	2
Glasgow City	12	9	0	0	2	1	12	8	0	0	3	1
Highland	21	17	0	3	1							
Inverclyde	32	17	0	0	12	3	9	2	1	0	4	2
Midlothian	5	1	0	0	4	0						
Moray	6	6	0	0	0	0	7	5	0	1	1	0
North Ayrshire	0	0	0	0	0	0	19	9	0	5	5	0
North Lanarkshire	9	9	0	0	0	0	2	2	0	0	0	0
Orkney Islands	7	7	0	0	0	0	10	10	0	0	0	0
Perth & Kinross	5	4	0	0	1	0	1	1	0	0	0	0
Renfrewshire	8	6	0	0	2	0	8	6	0	0	2	0
Scottish Borders	2	2	0	0	0	0	7	6	0	0	1	0
Shetland Islands	0	0	0	0	0	0	22	19	0	0	2	1
South Ayrshire	10	7	0	0	3	0	9	7	0	0	2	0
South Lanarkshire	14	6	0	0	8	0	14	6	0	0	8	0
Stirling	29	20	0	4	4	1						
West Dunbartonshire	2	2	0	0	0	0	10	8	0	0	1	1
West Lothian	5	3	0	0	1	0	9	3	0	1	1	4
Scotland	298	211	1	13	51	8	275	184	0	15	54	19

Scottish Government Funding for Holiday Provision

2.18 Prior to the *Get Into Summer* funding for 2021 (2.09 through 2.13) and *Access to Childcare Fund* monies (2.08), the Scottish Government provided funding to specific projects and National Partners to support holiday provision in Scotland. Table 2.5 presents these data for 2019-20.

2.18.1 Once more funding was split between 27 projects operating in specific localities, and 8 national organisations delivering their service with a wider geographical reach.

2.18.2 Project funding was awarded in one-third of Scottish local authorities, with six authorities receiving multiple awards, i.e. Aberdeen/Aberdeenshire (2) Glasgow (11), Highland (2), South Lanarkshire (3) and East Ayrshire (2).

2.18.3 As with other funding streams, it would be useful to appraise: (i) the geographical reach of funding through the National Partner-led projects; (ii) whether the work of National Partners complemented local project provision; and (iii) whether targeting was effective in reaching the most disadvantaged children, young people and families.

Table 2.5: Scottish Government Funding for Holiday Provision Activities, 2019-20.

Project	Local Authority	Locality	Allocation	Description
CFINE[65]	Aberdeen and Aberdeenshire	N.A.	£29,165	Social enterprise (Community Food Initiative NE) that aims to improve health and well-being, tackling poverty and working with disadvantaged individuals, families and communities.
Sauchie Active-8[66]	Clackmannanshire	Sauchie	£18,214	Local charity which aims to promote the health and well-being of all residents, with activity and cooking programmes for all age groups.
Dundee Bairns[67]	Dundee	N.A.	£51,000	Charity that supports the work of out of school activity providers by providing food for project participants.
Crossroads Community Hub[68]	East Ayrshire	Hurlford	£19,250	Parent charity of the Ayrshire Food Hub, which promotes local provision of food and offers opportunities for leisure, learning, exercise and health promotion.
Centrestage[69]	East Ayrshire	N.A.	£62,411	Arts Academy, based in Kilmarnock, but serving the whole of Ayrshire
The Venchie Children And Young People's Project[70]	Edinburgh	Niddrie / Craigmillar	£10,727	Provides children and young people with play, recreation and issue-based youth work.
Possibilities For Each And Every Kid[71]	Glasgow	Calton and East End	£92,690	Based in the Calton in the East End of Glasgow, PEEK aims to improve the life chances of children and young people by providing opportunities to play, create and thrive.
Cranhill Development Trust[72]	Glasgow	Cranhill	£80,000	Community organisation that aims to support and contribute to the regeneration of the area in east Glasgow.
Crookston Community Group[73]	Glasgow	Crookston and surrounds	£19,666	Community group that took over an unused community centre and operate a number of projects to tackle food poverty and to support the community

Project	Local Authority	Locality	Allocation	Description
Baltic Street Adventure Playground SCIO[74]	Glasgow	Dalmarnock	£17,746	Adventure playground based in Dalmarnock in the east end of Glasgow.
Bridging The Gap[75]	Glasgow	Gorbals	£27,532	Works with children, families and community partners to address a range of local issues and provide opportunities
New Gorbals H A Ltd[76]	Glasgow	Gorbals	£12,610	Housing Association serving the (New) Gorbals area in Glasgow.
Govanhill H A Ltd[77]	Glasgow	Govanhill	£70,000	Housing Association serving the Govanhill area in Glasgow.
Crossroads Youth & Community Association[78]	Glasgow	Govanhill & Gorbals	£12,515	Aims to promote well-being, social justice, empowerment and participation among the community/
Connect Community Trust[79]	Glasgow	Greater Easterhouse	£28,336	Operating from three community facilities, it seeks to provide accessible services and activities that meet the needs to the wider community.
Achieve More Scotland[80]	Glasgow	N.A.	£105,040	Based in Glasgow. Delivers programmes in schools and communities to improve young people's health and well-being. Operates a holiday programme.
Central And West Integration Network[81]	Glasgow	N.A.	£28,300	Works with individuals and groups to support asylum seekers, refugees, migrant workers and black and minority ethnic people, promoting integration.
St Paul's Youth Forum[82]	Glasgow	Provanmill	£19,790	Collection of youth focused programmes based in Provanmill in NE Glasgow. Serving 0–25-year-olds.
Queen's Cross H A Ltd[83]	Glasgow	Queens Cross	£32,571	Housing Association serving the Queens Cross area in Glasgow.
Kyle Of Sutherland Development Trust[84]	Highland	Arday / Creich	£69,784	Local Trust that formed in 2011 to counteract the economic decline that resulted from the opening of the Dornoch Bridge.
Highland Council[85]	Highland	N.A.	£43,135	Local government for Northern Scotland
Step By Step In Moray SCIO[86]	Moray	N.A.	£4,696	Charity that supports families who feel isolated or vulnerable.
Beith Community Development Trust[87]	North Ayrshire	Beith	£89,800	Local Trust that aims to improve the physical and mental health of Beith through regeneration. Range of work has expanded through time.
West Whitlawburn Housing Co-Op[88]	South Lanarkshire	Cambuslang	£10,974	Housing Co-operative serving the Whitlawburn estate in Cambuslang
Machan Trust[89]	South Lanarkshire	Larkhall	£61,688	Based in Larkhall, the Trust works with children and young people and their families within schools and community environments.
Covey Befriending[90]	South Lanarkshire	N.A.	£31,152	Provides mentoring and befriending services in Lanarkshire
Cash for Kids[91]	National	N.A.	£440,000	Grant giving charity aiming to improve the lives of children disadvantaged by poverty, illness, neglect or through having additional needs.
Children in Scotland[92]	National	N.A.	£119,748	National charity that champions participation of CYP, is concerned with the quality of support that is available to families, and aims to challenge inequalities.
Youth Link[93]	National	N.A.	£77,069	National agency for youth work in Scotland. Membership organisation representing more than 100 youth organisations.
Young Scot[94]	National	N.A.	£100,000	Manages the national entitlement card for those aged 11 to 26 in Scotland.
Inspiring Scotland[95]	National	N.A.	£17,100	Scotland's venture philanthropy organisation, applying venture capital principles to the voluntary sector, with a mission to build a Scotland without poverty and disadvantage
A Menu for Change[96]	National	N.A.	£25,545	Initially a National lottery Community Fund project of four national organisations (2017-2020), which continue to work together to tackle the drivers of food insecurity and improving emergency responses to it.
SPIRU[97]	National	N.A.	£30,000	Research unit, based at GCU, committed to support the work of others who tackle poverty and deprivation in Scotland.
Action For Children[98]	National	N.A.	£8,665	National charity that aims to help vulnerable children, young people and their families.

Conclusion: Holiday Provision Beyond the COVID Times

2.19 Holiday provision had already emerged as a concern for the Scottish Government in advance of the COVID-19 pandemic. Scottish Government was already investing in holiday provision to support activities and food provision for children and young people.

2.20 Also prior to COVID-19, the majority of local areas across Scotland evidenced their work and interest in holiday provision in their year one LCPARs.

2.21 COVID-19 was a disruptive influence on holiday provision in Scotland in 2020 and 2021. Restrictions on interaction to protect public health required activity to be downscaled, withdrawn, redesigned (remote/digital/self-completion) and relocated (home-based). At the same time, there was keener concern to provide food support. Planned provision was rarely delivered in its original form.

2.22 Although the long-term consequences of the COVID-19 experiences on the future form of holiday provision are unclear, the heightened focus on the importance of holiday provision in year two LCPARs would tend to suggest that there is increased interest in provision during holiday periods.

2.23 Holiday provision is firmly on the agenda, locally and nationally across Scotland at the current time.

2.24 Also pertinent to consider are the commitments in the 2021-22 Programme for Government,[99] through which the Scottish Government will endeavour to:

- build a new system of wraparound childcare for school aged children. It committed to a five-year delivery plan, with details to be published in the coming year.
- Expand free early learning and childcare to 1- and 2-year-olds – starting in this parliamentary term for children from low-income households.

3. Deliverables: Claims to Impact

Introduction

3.1 In this section, we review the claims to impact that are made across the four case studies of holiday out of school provision. Twelve claims are made:

- Providing opportunity
- Tackling food insecurity
- Reducing anti-social behaviour
- Providing critical support
- Strengthening community functioning
- Impacting on schools
- Impacting on volunteers
- Impacting on families
- Realising potential
- Improving confidence
- Socialisation
- Child development

3.2 Some claims to impact are common to all; others are most closely associated with particular projects.

Providing Opportunity

3.3 All projects claimed that they were broadening horizons and providing opportunity for children and young people. Even Dundee Bairns, which is primarily focused on promoting food security and supporting others to offer opportunity, acknowledged the importance of this aspect of their work. This was also acknowledged by participants:

> *My child gets free school meals, and I was worried about the school holidays as I did not have enough money to both feed and take my child out on an outing during the holidays.*
>
> *The four days that she attended Boomerang was a godsend to me. My daughter was very excited and even counted the sleeps until she attended again.*

Dundee Bairns recognises the need to provide more than 'just' food security for children and young people. In their strategic plan they aim to:

> *… more fully support families through community and neighbourhood initiatives, to help families combat the impact of poverty and to prevent children in poverty becoming adults with children in poverty.*[100]

Interviewees confirmed the importance of this type of provision:

> *… children benefited from the fun and food programme*

> *… it's got to be more than just food. It's the family, you've got to help the families*

3.4 For Moray Holibub Club, activities were targeted to reach those most in need, and those provided both introduced new experiences (archery, craft sessions, cooking sessions, theatre, dance, circus skills, science, sports, animal handling and various outdoor activities) and made more accessible opportunities that otherwise might be readily accessible to other families.

> *… we know that … children from the lower income families feel quite isolated in the holidays because their families aren't able to take them to activities as much.*

> *… one time there was cheerleading, and another time it was archery … stuff you'd not expect to get around here.*

> *… Elgin is the main town, and … the seaside is … five, ten miles away, not far. … you've got beautiful beaches five miles away, [and children from town] who've never been to the beach. … It's just about giving them opportunities to try new activities.*

3.5 Trips providing irregular and 'once in a lifetime' opportunities were also acknowledged in Pilton YCP:

> *They took him to the … Hopscotch camp … my younger son went to it. He was a bit scared to go at first because he hadn't been away [from home] and I said if you don't go, you're going to regret it. … He went and he absolutely loved it. … And, it's all free.*

> *… the girls group went on, like, a retreat sort of thing … we went gorge walking. We went to Fox Lake. We had … a house that we were in, and it had, like, a swimming pool and jacuzzi. ... Yeah, we got to use quite a lot of it. ... It was all free".*

It is clear that these trips afford opportunities that were beyond the reach of many families in Pilton, and which are appreciated long beyond the point at which they were undertaken.

3.6 Broadening horizons was also attained through engaging in competition with Achieve More Scotland (AMS). Teams from these dance classes compete in local and national competitions, which the staff feel is an incentive for high attendance – not merely dancing for the sake of it, but slowly progressing a talent. AMS dance coaches acknowledge that not every attendee is focused on dancing, and that some young people attend for the social connection. One coach said, "*we do teach dancing but … because we aren't a dance school there is no pressure [to perform]".*

3.7 The coaches at AMS stressed their availability to be something more to the students than instructors. The same coach continued to say that in certain times, the class *"don't dance one bit at all, because that's what they need in that moment in time"*. Rather, they would converse and talk about issues or problems they have. The

discussions around talking, mentoring, and being there for children and young people resembled something between a school-teacher, a close friend, and a youth worker.

Tackling Food Insecurity

3.8 Complementing the activity offer is the food offer. Once again, all projects asserted the impact of their work in tackling food insecurity among low-income families. Just as the importance of activity was acknowledged for food-led initiatives, so the importance of food provision was acknowledged for activity-led initiatives, such as AMS. One staff member said that *"during the Summer, we see kids coming in and they've not had anything to eat from the night before, or even from breakfast the day before"*. The staff at AMS felt that their users were more vulnerable without the structure of a school day, heightening the importance of the guaranteed meal that was provided at the Holiday Club.

3.9 While AMS do not present themselves as a community food bank, or as providing some form of emergency food provision, providing food to tackle every-day hunger is embedded in their service provision. *"It is fact here. We have hungry kids here",* said one worker. One coach noted that at their classes, the children *"get decent food, they get fruit, they get water"* which was provided in conjunction with local suppliers.

3.10 The importance of the food provision in Pilton YCP was acknowledged by both staff and users:

> *… there's a lot of children in this area that wouldn't get fed … because some of them will just get a meal in the school... there's a lot of parents out there who are drug users and things like that, they think where their next hit is coming fae' before they would feed their bairn ... But there's times when the PY has helped me lots of times … they've helped with food donations and vouchers … It's just I try and do my best, eh? But there's times when the PY has helped me … I dinnae ken where I would be if it wisnae for them.*
>
> *I sent them an email saying that I'm struggling for food this week, is there any help you can offer us and that it was a bit embarrassing because I'm not used to asking for help. I've never really asked for it in the past and they're like, "that's what we're here for" and they emailed me vouchers for Morrison's to go and get some shopping. … we would have probably had to borrow money and stuff.*
>
> *Food is a big thing. A lot of young people will come in, and … often the first thing they'll say is, what's for food tonight? Or, what's for our dinner tonight? … A lot of them … don't get school lunches because they are not going to school, or some of them finish school at 12 o'clock because they are on part timetable. … often a few of them haven't had anything to eat really.... So, food is definitely a big part of what PY does*

3.11 Similar sentiments were expressed for the Moray Hoilbub Club:

> *The whole kind of purpose of the club was really just looking at lower income families. Holiday poverty. You know, [providing] food [and tackling] holiday hunger.*
>
> *… food poverty in holidays is real and the Moray Holibub Club just probably touched the surface, you know … we didn't have that many cases in the scheme of things you know, but it did have an impact.*
>
> *I think a lot of the kids wouldn't have breakfast otherwise, and obviously we make sure that they have a hot lunch, just in case that they don't have the opportunity of having a hot meal.*

3.12 It is typically left to anecdote or inference to capture the impact of this provision. Dundee Bairns as a secondary provider, is more reliant on indirect evidence:

> *You don't always hear first-hand how this impacts on children and their families – but every now and then you will be provided with a note from a teacher or something (word of mouth) stating how vital it has been for a child to receive food. Some were nearly suffering from malnutrition.*

Reducing Anti-social Behaviour

3.13 Achieve More Scotland explains that it has moved on from its original mission to tackle anti-social behaviour, although this remains a claim to impact of its work. One respondent who had been with AMS from the beginning stated that *"when we started out, the role was very much about putting on activities, specifically for teenagers in the evening, to divert them away from crime and anti-social behaviour".* The importance of tackling crime and anti-social behaviour was shared by another colleague, who believed that *"the city is built on violence",* referring to the gang culture of Glasgow and surrounding towns and villages. This interviewee believed *"A&M [Achieve More Scotland's former title] was the tool to reduce that crime, reduce violence, to make kids friendly".* Another volunteer noted that the activities offered were a way of *"just to get young people off the street",* in a manner not dissimilar to community centres and youth clubs.

3.14 Pilton YCP still has a strand of its work which if focused on reducing crime and anti-social behaviour. Here, quantitative evidence is presented in its claim to impact. According to the PYCP's Annual Report, this Alternative to Crime project has been successful since its launch in 2015.[101] PYCP reports a 67% reduction in criminal charges by young people accessing the services. The Alternative for Crime worker discussed these successes in great detail, highlighting how the project had helped one of Edinburgh's most persistent offenders into employment:

> *We've cut crime … One of the wee lads that came in at the start ended up getting a job with Community Job Scotland, a laddie who, when we first started working with was costing the Scottish Government around about £750,000 a year. He was on track to a secure unit and then jail … His family had been evicted three times from the area. … The year we started working with him he had accumulated 93 charges! … We*

started working with the laddie and in two and a half years his offending was down to zero. For the last three years he's no' offended at all. [Now] he's got a house, he's got a family, he's got a wee kid that's nearly four now.

3.15 Improving behaviour was also a claim to impact for the Moray Holibub Club. Some of the children who came to Moray Holibub Club displayed behavioural problems both at home and in school. In was reported that their behaviour improved as a direct result of engaging in Club activities. Improvements were reported in terms of listen to directions and acting upon them; socialising with other children, family members and club facilitators; and displaying more calm and acceptable behaviour at the Club. Feedback from teachers confirmed that this better behaviour was also evident in school, leading to a reduction in exclusions. This is not to underestimate the challenge that this presents for staff members. However, good relations with the schools and early engagement with parents enabled the Club to take preparatory steps to manage the challenging behaviour that was anticipated.

We had one young lad we had to phone mum to come in and I spoke to the school about him because he will be one of the challenging people coming up … the advantage of the Moray Holibub Club was you got to know them …

Providing Critical Support

3.16 Beyond improving behaviour, Pilton YCP was also concerned to provide 'critical support'. The PYCP's 2018-2019 Annual Report[102] stated that *"43 young people received intensive 1:1 support and reported outcomes such as getting on better at school, feeling more able to ask for help... and feeling less anxious".* This claim to impact was confirmed by one participant, who had been using the service for 13 years. As someone with ADHD and anxiety, he found school and classroom settings difficult. However, with the encouragement of his PYCP support worker, he was able to overcome the obstacles that had previously impeded his education. He described a situation which required him to attend a large assembly with the rest of the school:

I couldn't make it into the room at all because … it was massive. And I phoned up my youth worker and [said], "I need your help, I need some advice. I can't get into this room because there is just too many people." … He was like, "here's what I want you to do, I want you to close your eyes, wait for ten seconds and then walk in. I want you to do this". He just came out with all different ways for me to get round it and I eventually got into the room, after quite a bit of time, obviously. But I made it in.

3.17 The same user described how his support worker had been instrumental in his decision to stay on at school:

I was planning on leaving in fifth year but the youth worker I had was adamant on getting me to stay on.... He was kind of pushing me to stay on and trying to convince me to pass everything. So, I done it for him

3.18 The impact of this decision was reported to extend beyond a return on qualifications:

> *… it's made quite a lot of people look at me in a completely different light ... before I stayed on, they would always just kind of look at me and be like, "Right, well he's no' going to go very far in school. And he's no' going to go very far outside of school either." But after I stayed on people kind of looked at me and went, "He's actually trying to make an effort here and he's wanting to really adapt himself."*

3.19 The effectiveness of such intensive one-on support was also clear in discussions with other participant, who had a PYCP support worker for thirteen years:

> *… if PY was just to close down … I'm pretty sure that I would … probably just go back into hiding. I'd just sit in my room. I wouldn't really go out. I mean I would go out eventually because I would be like, "Right. PY has helped me, I can go out there and I can do what like they told me to do." … It would be like losing a massive part of my family, really.*

Strengthening Community Functioning

3.20 There was a perception amongst each of the Pilton YCP workers who were interviewed that Pilton would be worse without the PYCP. These views were also shared by users and their families. The importance of PYCP services was stressed, with participants reporting:

> *If I'm being honest, I think Pilton would … just crumble really. … from what I've heard, it [Pilton] was absolutely chaotic, like you had people just going about smashing windows and stuff like that. Obviously, there's people that still do it, but not as much, because we've got a place to go (Participant two).*

> *… the PY is a godsend in the Pilton area … 'cause if it wasn't for them, the kids would just be running amok in the streets and causing havoc with the police (Participant four).*

3.21 There was also a sense that the role of PYCP is supporting the community extended beyond offering 'diversionary activities' to offer role models and positive directions to the young people of Pilton:

> *… it would be terrible (if the PYCP no longer existed), because there isnae anything else in this area for them … if they lose that … I reckon the bigger ones will just go back to square one and the wee ones would follow in their footsteps … .I would say a lot of people in the area would find it difficult.*

> *[The PYCP is] more than just a club - they're a support network as well. … children … they need the club. It keeps them out of trouble, they can meet friends after school, … I think it would be deeply missed if it wasn't there anymore. … as I said it's been in the family for many years. ...*

Impacting on Schools

3.22 There was a hypothetical question posed in all the interviews: 'What if [organisation] could no longer deliver its provisions and activity?' Interestingly, the impact extended beyond the activity and food that was provided. *"I think the impact in the classrooms would be unmanageable",* observed the head teacher of a local Primary School, when asked to consider this possibility, implying that AMS' work had wider impacts that benefited schools (see also 3.32 and 3.33).

Impacting on Volunteers

3.23 Dundee Bairns volunteers report that they sacrifice a little of themselves to make a larger positive impact for others. Although the primary focus is the provision to children, there is a sense that volunteers also benefit from this work:

> *… we feel that we're contributing to something that's worthwhile, and it's a small amount of time we give up for something that's really essential …*

Impacting on Families

3.24 Pilton YCP is clearly targeted at children and young people. The core model is that families benefit through provision for their children. The benefits of PYCP for parents is acknowledged by parents themselves. PYCP provides relief from some caring duties, even if it is just for a few hours. Participant four suffered from medical conditions, which have prevented her from working for 13 years, although she provide care for her grandchildren. Attendance at PYCP was reported to give her time to *"sit and relax".* When asked how she would manage if the PYCP no longer existed, she responded: *"If it was no there longer? Oh god, I dinnae' ken what I would do. I think I would try bury my heid in the sand and think, oh, what am I gonna do".*

3.25 The better behaviour was also reported to have benefits for family life in general, with one parent reporting that her son had issues controlling his tempter, which he was managing better following his participation in the Club:

> ***…*** *when he first started school he wouldn't come home and tell me what he had done in school. But lately he has, and I think that's made him more comfortable … I think [it's] because when he'd come from the Moray Holibub Club, I used to just go and meet him outside the hall. You weren't to go in you just had to wait for him coming out. … They just acted like it was the school and I'd just wait for him coming out … and he was coming out and giving me big hugs and everything. I said well something's working because XXX's got a temper*

3.26 This parental testimony reinforced the conclusions that were reported in Moray Food Plus' own evaluation. Thus, Club participation was reported to have encouraged better behaviour that, turn, benefitted both school and family life.

Realising Potential

3.27 Pilton YCP also aims to help users overcome the impacts of growing up in poverty. To achieve this, the organisation seeks to improve skill set, confidence and resilience.

> *Our longer-term approach and aim … is to help children and young people realise their potential, overcoming the barriers that are created by growing up in poverty. So, that's things like helping them develop skills and self-belief, introducing them to new experiences and activities so that they can foster long term interests. Many of the children and young people we work with have experienced a range of adverse experiences and we aim to support them through these challenges and help build their resilience. I would say that everything that PYCP does is about promoting wellbeing and mental health.*

3.28 It is acknowledged that this work may not lead to an immediate impact on reducing poverty, but rather than it may have a positive impact in the longer term.

> *.. [I am] not saying that we can - and certainly not alone - we can't eradicate poverty and inequality. But what we can do is try and help children and young people be more resilient, have more coping skills, believe that they can have these aspirations.*

3.29 Another participant is a final year high school student who had been attending the PYCP since she was five. Her testimony suggests that the PYCP has been successful in boosting aspirations. She described her ambition to attend university and noted the role of PYCP in encouraging and helping her to apply. Notably, her school (Craigroyston Community High School) has among the lowest proportion of pupils in Scotland achieving the standards typically required to enter university.

3.30 As Achieve More Scotland, PYCP also employees many who used its services themselves when they were young:

> *We have a number of youth workers who … live in the local area. They came to PYCP [as children] and we supported them. … We get a number of staff … and volunteers that have grown [up with PYCP].*

3.31 It was demonstrated in the previous section how PYCP fundamentally altered the life course of users, providing critical support to users. Similarly, some report support throughout the life course:

> *The PY have helped me mega. … I wouldn't even know where to start to thank them, because they've helped me out when it comes to Christmas', birthdays. … They get gifts donated to them from Cash for Kids, and they asked me how old the children, and [then] they give me some gifts for each age groups of the kids, so they're not having nothing for Christmas. Grateful isn't the word for it … . I wouldn't know where to start when thanking them for".*

Improving Confidence

3.32 Socialisation is also reported in the Moray Holibub Club to have had positive impact on confidence levels, once more an observation drawn by both parents and staff:

> ***…*** *being able to make friends had a big impact on her confidence … she was with … all different years … it helped her get on, and like, be more confident in herself*

> ***…*** *it's had quite an impact on their confidence. It's increased their confidence; they've gone back to school with new friends and they are not even within their own age group*

3.33 Just as socialisation is reported to lead increased confidence, so added benefits are reported to result from increased confidence:

> *We had one young lad - he was … severely off the rails and got booted out of school … [he] was lacking confidence and I had him come into the kitchen with me 'cos he was wanting to do catering. He's actually at college now. … He's doing cooking, elementary food and hygiene certificate and everything …*

Socialisation

3.34 Staff and parents reported positive impact on children's socialisation at the Moray Holibub Club. Connections formed in the Club carried over outside of time spent in the Club:

> ***…*** *she loved … making new friends and obviously there was older kids who would volunteer to help so she made acquaintances with them and if she sees them in the street, she says hi to them …*

> *… I went to the woods with another mum and her two kids and she's part of the walking group. So, we went with the three kids up to the woods and that and they loved it.*

3.35 The Moray Holibub Club provided opportunities for children to socialise. These opportunities are not readily available for all children, particularly those from low-income backgrounds in more remote areas. The Club helped reduce the risk of social isolation during the holidays when there no school-based weekday interaction with peers:

> *… children from the lower income families feel quite isolated in the holidays because their families aren't able to take them to activities as much … Moray is quite rural … you can have children that are … living up a farm track and they don't see any other child over the holidays.*

3.36 These positive impacts extended to the wider family, particularly on the mothers of children who attended the Moray Holibub Club. Reference was made to a local walking group in one area, attended by other mothers of Moray Holibub Club attendees and, often, Moray Food Plus staff members:

We now do a walking group on a Wednesday morning, and … four of us will just meet up, including [name of Moray Food Plus staff member] … so, I'm still in contact with a few people

I've made some good friends out of it [Moray Holibub Club] as well … I go for a walk on a Wednesday morning with … two other mums

3.37 Thus, benefits were expressed for both parents and children. These benefits were considered to be particularly important for those living in remote rural areas, such as are found in many parts of Moray.

Child Development

3.38 The activities at Moray Holibub Club were reported to allow children to develop in different ways and at different levels. For example, older children were often invited to help with food preparation and supporting younger club-goers. Older children assumed new responsibilities and learned new skills:

… They (P7s) came in as … volunteers … They were just at the age where they were going to High School. They were a wee bit too cool for Moray Holibub Club. So, the workers … helped them come in as volunteers. They still took part in all the activities … but they were given that wee bit of responsibility … some of them helped lead the activities or they helped prepare the lunch and the breakfast. Once they had done it … they wanted to come back and help out because they were given that responsibility, they were made feel quite important.

3.39 For some of the older children, this leadership was accredited, led to Awards being received and was considered to contribute toward positive educational outcomes:

***…** they got accreditation for it and got achievement awards as part of Moray Holibub Club … and they got a volunteer Saltire Award because they volunteered as well. Two of them actually … one in particular she was a shy, shy lassie and she came in and she wouldn't even give us eye contact to start with. Now that's her going into social care at college.*

***…** my daughter's got speech problems… like, going there helped with her speech*

3.40 Benefits were often reported for children who presented with challenging behaviour or personal skills that were under-developed. Although the number of participants may be small (in part a reflection of the demography of remote rural areas), the impacts were reported to be significant and were gained by those in greatest need.

Conclusion

3.41 As befits an appreciative inquiry, consideration is paid to claims to impact. Positive impact was reported to be wide-ranging with benefits covering core provision but extending beyond it. Many were common to all projects, while others were specific to particular provisions.

4. What Makes the Difference?

Introduction

4.1 In this section, we review the drivers that underpin the success of these case studies of holiday out of school provision. Ten drivers are identified:

- Context is Conducive to Success
- Local Knowledge and Professional Knowledge
- Connections
- Quality of Staff, Trustees and Volunteers
- Funding
- Information Sharing
- Stable Presence
- Leadership
- Community Spirit
- Low- and no- cost access

Some are common to all; others are most closely associated with particular projects.

Context is Conducive to Success

4.2 There is local demand for the services offered by each of the case study organisations. These case studies serve cities with some of the highest levels of poverty and deprivation in Scotland (Achieve More Scotland in Glasgow, and Dundee Bairns), neighbourhoods with entrenched poverty (Pilton YCP in Edinburgh) and rural areas whose poverty is acknowledged in research studies and highlighted locally through the work of organisations that seek to tackle it (Moray Food Plus and the work of the Moray Holibub Club). This was recognised for Pilton YCP by one participant:

> *… we're very much seeing the effects of poverty. It's very visible. We've got lots and lots of families in crisis, we've done a number of things around helping children acquire winter coats … parents [are] sometimes quite distressed that they can't pay their bills, they're falling into arrears. [We are] helping signpost them to specific services to help with that. … sadly what we're having to do a lot of is at the crisis end, but it's keeping our eyes on the longer-term view as well that PYCP is very much about preventing poverty in the future.*

4.3 However, demand from families experiencing poverty is not the only contextual driver of success. Other local contextual factors contributed to the success. There was a sense that Dundee is a place in which effective social policy interventions can be developed:

> *Dundee is quite a wee place though, which [is] lucky in that respect. … it is one of those places, where everybody knows somebody.*

… although it's a city, it's a kind of more confined space so it's manageable to do it [provide the service that Dundee Bairns offers]

Although not sufficient in itself to assure success, the context of the city is one that is conducive to large-scale city-wide interventions.

4.4 In Moray, it was reported that there are few alternatives to what the Holibub Club offered, particularly so in more rural and more remote parts of Moray. For participants, it provided a service and opportunities that were beyond reach.

Local Knowledge and Professional Knowledge

4.5 Having people involved who have detailed knowledge of the area and its inhabitants is vital. This is particularly effective when allied to the experience of professionals who are willing to give their time to such projects and share their knowledge of governance, legal requirements and organisational abilities.

4.6 More emphasis was placed on the importance of local knowledge. This was particularly evident for Achieve More Scotland (AMS). In the interview with one local school's Head Teacher, it was noted that she had taught the AMS worker who had returned to the school in the capacity as an AMS staff member. She viewed this positively, adding, *"I know her skills and I know where to go and get her".* A sense of AMS staff having strong connections with their area, and with one another was evident throughout.

4.7 Area connections are served by the geographical hub model that AMS operates. One interviewee, who uses AMS's services, described how the staff *"never walk past you in the street".* This serves users too; one describing how the classes which AMS operated in their area were only "*a stone's throw away*" from her home.

4.8 One AMS Coach noted the advantages of living in close proximity to where she worked in Possilpark: *"they all stay within about like a three-mile radius all the way round - not even that. They all stay like across the road and next door; if sometimes when they [parents] pick them up, they'll pick like five or six kids up and just drop them all off. So, they definitely feel it is kind of like a family thing*". Furthermore, the interviewee in this case was also a PE teacher at a local school, furthering the familiarity and connection between families, children, and the AMS staff, as some of the children and parents know her from her 'day job'.

4.9 This local knowledge also extends to accommodating minority groups. AMS is committed to delivering in a way that meets the diverse needs of the community in North-East Glasgow. One employee of the organisation noted that "*We are now engaging with children and young people from sixty, seventy, eighty different countries, most weeks*". Racial, national, and ethnic diversity, as well as some language barriers, have been known to exclude certain communities from participation. AMS engage or employ individuals whose first language is not English

and include those whose country of origin includes the DR Congo, Somalia, Eritrea, Poland, Palestine, Iran, and Iraq.

Connections

4.10 An extension of local knowledge as a driver of success is the importance of local connections. Although each project had a clear purpose and strong identity, each is also connected in many ways with other local partners, which is integral to the success of the project.

4.11 The model under which Dundee Bairns operates is partnership-based. Its success is also dependent on having strong connections with key organisations in the community. This includes funders, fundraisers, food providers, volunteers who deliver the food, organisers, Trustees, and the partner projects who work tirelessly to support the community of Dundee.

4.12 Dundee Bairns is keen to emphasise that it is not a standalone project: *Which I think is probably the right thing to do because they are the people who know the children and the families*. It works to deliver food to community projects which have already established activity provision but lack funding for food provision. School Family Support and Development workers help to identify children that would benefit in participating.

4.13 Community connections are a strength of the Dundee Bairns project, but also highlight a vulnerability in the original model. By October 2020, many community projects had still not opened from lockdown, which forced Dundee Bairns to adapt its mode of operation.

4.14 In Moray, there was a sense that the connections which facilitated the work of the Holibub Club led to incidental benefits beyond the reach of its work. It was reported how some of those who benefited from their children's participation at the Moray Holibub Club would make contributions in service of the wider community. In Keith, it was noted that some of the parents whose children attended the Moray Holibub Club would often donate to the food bank that was co-located at the project's base:

> *It was a win/win, … partnership. … Some of the parents would come and put in donations.*

4.15 In Glasgow, the work of AMS was described as providing tangible benefits for its partner schools. One Head Teacher noted *that "we were having major issues with regard to behaviour"*, before the introduction of AMS staff. *"We were managing it and we were firefighting, but we weren't effective, and it wasn't a good atmosphere"*. This atmosphere was boiling over at times and becoming disruptive for students and teachers.

Generally, the rule within a school is the things that happen within a school we deal with in a school, and things that happen outside of school we don't deal with because that's for other agencies or the parents or possibly the police if required";

However, the Head Teacher continued:

But suddenly we had that link with outside after three o'clock because we had little stories coming back and forward and that really supported that feeling of a kind of united front within our community and suddenly it became a community support rather than a school support.

AMS in partnership with the school provided a bridge of community support that broke down a culture of "them and us" between the school on one hand, and young people and their families on the other.

Quality of Staff, Trustees and Volunteers

4.16 Working with children and young people requires a certain skillset. The qualities of staff, volunteers and Trustees was clearly contributing to the success of the case study operations. These gains do not accrue by accident. One interviewee commented that AMS, "*pride ourselves in putting in great personalities into these schools and into the communities where kids connect with them".*

4.17 AMS staff fulfil many roles; job titles, such as coaches and youth workers only describe part of what they offer. One schoolteacher elaborated, noting that AMS staff had an informal presence – not a presence necessarily of authority but of friendly liaison between authority and child. They noted *that "we've got youth workers high fiving - and at the minute the elbow thing".*

4.18 One of the most striking elements about AMS is its recruitment policy within the community it serves – often former users of their services. *That's "the way Achieve More Scotland works"* said one employee; the staff *"were involved before they started working, so we were all taking part".* One other respondent also detailed how their visiting of AMS dance classes at the age of 14 led to steadily rising through the ranks as an assistant coach on a sessional basis, to finally becoming a full-time head coach with managerial responsibilities.

4.19 The single staff member, Trustees and volunteers of Dundee Bairns were all presented as contributing to the success of its work. In contrast to AMS, Dundee Bairns volunteers were reported as being drawn from a wide pool of experience, with the community spirit being identified as the factor that bound them together and underpinned their collective success. Aligning with the community spirit noted, one interviewee suggested that *'It's a wonderful mix of people in the volunteering',* while another noted, *'If you didn't have volunteers, I don't think it could happen.* Volunteers come from all walks of life. They include locals who have spent their entire life in the area, new families, retired and furloughed residents, people who are in receipt of donations from the charity and people who are fortunate to live a more affluent lifestyle in less deprived areas of the community.

Funding

4.20 As might be expected, funding enabled action, but also placed limitations on what could be achieved. For some, the amount of money that was available determined what could be achieved. This was conveyed strongly in AMS. When asked the question the most difficult part of their role, and what would make their employment easier and better. The interviewee continued: *"like obviously if we had more money, then we would be able to do more things".* All AMS staff and volunteers expressed anxieties or determinations about organisational funding – some even more than once over the discussion. One AMS staff member described their work with AMS was fulfilling as *"there is no barriers, there is no limit…"* but continued to add, however, that*, "it really depends on the money, if we get the money to expand, we would literally go everywhere".*

4.21 Most commentary on finance was light-hearted. However, concerns were raised at the amount of administration that was required to support funding applications. Concerns were expressed elsewhere. For example, the challenges faced by Pilton YCP should be acknowledged:

> *The funding landscape is becoming more and more challenging. There's less money to go around, and I think the greatest difficulty we face is the uncertainty … [which] hinders planning and progress and creativity when we're not sure how long staff are going to be around, how long the organisation might be around. … that makes life very difficult, and it also takes up a lot of time, for example, with the management team … spending maybe less time on staff development, less time on strategic planning*

Securing funds is a complex undertaking:

> *… if you look at our finance spreadsheets … you'll see how diverse those sources are and a lot of the time now it's matched funding. One workers post could be made up of three different funders. It's a constant balancing act and a challenge.*

For Pilton YCP, funding had been assured for the immediate future, but the concerns and issues that short-term funding brings has not disappeared:

> *… we just have been granted [local authority funding], that will give us some security for the next 2-3 years, but it's very difficult and also it means that staff are inclined to panic … when they're getting near to the end of their contract and not knowing if the funding is going to be extended and then they move on.*

Information Sharing

4.22 Achieve More Scotland conveyed a sense that sharing information about children with schools contributed to the success of their project. Similarly, it is to be expected that the most intensive support provided by some projects within Pilton YCP necessitate information sharing among partners providing support to children and young people. More generally, this was not widely discussed.

4.23 However, it was significant for the work of Moray Holibub. Here, it was reported that many children presented with behavioural problems, which was demanding on the staff. The skills involved in providing to these children (and parents) should not be understated. information sharing in advance to facilitate effective preparation was not always forthcoming:

> ***…*** *we had a lot of behavioural challenges at the clubs … we had registration forms which, … you know, we've got all the information [parents and other service providers were] prepared to give us, but maybe sometimes parents weren't giving us all, parents and home-schooling workers, weren't giving us .. true reflection of … certain children o.*
>
> *… one challenge was the behaviour of the children, because some of them came from really deprived families and I don't want to single that out because that's what the project we about.*

Stable Presence

4.24 The work of Dundee Bairns and Achieve More Scotland demonstrates that contemporary innovations can be impactful, while the demise of the Moray Holibub Club is a reminder of the fragility of provision. In contrast, the success of Pilton YCP can be attributed, at least in part, to being a stable presence in the community, and one which has featured in the lives of local families across generations:

> *Well, it used to be called the Maggie centre when I was a kid and I used to go there and it changed and it went to the Greenhouse, then it went to the PY*
>
> *I remember I went to it when I went to it when I was a young lassie … Aye it's good, the PY has been in the family for years.*

Leadership

4.25 Each of the organisations is characterised by strong leadership, with leaders conveying passion and personal commitment to their work, in a manner that goes beyond professionalism in approach. This was most clearly evident in the leadership of Dundee Bairns, where the founder of the charity is David Dorward, ex Chief executive of Dundee City Council and someone who is clearly well regarded by those in its work.

4.26 David Dorward is described by others as being a *'weel kent person'*. In addition to being well known in the area and having significant experience in local government and someone who has *'links all over the place',* he provides the leadership and drive that underpins the work of Dundee Bairns. Equally happy to 'roll up his sleeves' and get on with helping out, David also works 'behind the scenes' and liaises with funders. Much reference was made to the advantage of having such a 'personality' leading Dundee Bairns.

4.27 David Dorward acknowledges that his experience and personal and professional connections within the Dundee area have made a significant impact on the ability not only to establish something like Dundee Bairns, but to develop its work through time.

Community Spirit

4.28 The city-based projects conveyed a sense of community, both in terms of attachment to neighbourhood and commitment and responsibility toward it. Once more, this was a particularly evident for Dundee Bairns.

> *… everyone knows about Dundee Bairns.*
>
> *… seeing the commitment of the volunteers. And the commitment of local people, including local children, to raise money for us.*
>
> *And the commitment of local people, including local children, to raise money for us.*

This 'sense of place' is reinforced in the branding and is strong attachment to local cultural icons, which are associated with the city.

No and Low Cost

4.29 The ability to deliver services at low or no cost was integral to the success of the projects accessing their target groups. This was evident and understood in the work of Achieve More Scotland. All AMS activities and food provisions are free to all at the point of access.

4.30 The importance of this is acknowledge by staff. For example, one AMS Dance teacher said: *"So, I always like to … make sure everybody … knows it's free because dancing - … is a very expensive sport to … take part in; especially in the areas where I come from and all my friends came from*". The importance of overcoming financial barriers to participation was frequently noted by AMS and the parents who were interviewed; many also welcomed the free provision of food alongside AMS activity.

4.31 Similarly, valued by users, for example: *"see, because they're providing it for free, its giving kids the opportunities that they wouldn't normally have if it wasn't for them."* Participation is facilitated for children from families who are not living in poverty and

deprivation but are from families that are 'just about getting by'. It was noted that some clubs can disenfranchise families living on low incomes, but beyond poverty - who are not able to further budget additional sums to sustain sporting activity. In the case of one interviewee, their child attended AMS night classes four times a week; a frequency that could not be sustained if the services were not free at the point of access.

4.32 Although catering for children and young people from a wide range of circumstance, the extent of poverty and material deprivation in Scotland's biggest city is well-documented. AMS staff recounted 'on-the-ground' experience and first-hand accounts on providing for children experiencing poverty. One coach recalled a striking example that he observed*, "There was three brothers that came… But only two of them ever came [at the one-time]. The reason was, they only had two pairs of football boots"*. No-cost access may still be inaccessible if the wider conditions that shape participation are not considered. AMS's answer to this specific problem was to sensitively provide a third pair of boots to the brothers; *"one of them got a prize"* said the coach.

Conclusion

4.33 The success of these projects should not be simplified to simple and singular causes. Rather, there is a bundle of inter-related drivers that underpin success. However, at the heart of these are people-factors. Although the service provided much match needs and wants, it is clear that the way in which these services are shaped and delivered reflects leaders and staff who are committed to their localities and the work of their projects.

5. Conclusions

Introduction

5.1 In this section, we reach conclusions on each of the research questions.

Outcomes that different models of provision achieve for children and families

5.2 In section three, *Claims to Impact,* we identified one dozen ways in which positive impact was claimed by project users and service providers (3.1). Some of these were common across all projects (for example, reducing anti-social behaviour, providing opportunity and tackling food insecurity), while many were more strongly presented as being part of the positive impact of a particular project (for example, improving socialisation, providing critical support, and strengthening community functioning).

Learning that can be gained different models of provision to help improve provision elsewhere

5.3 In section four, *What Makes the Difference*, ten drivers were identified that explain how projects achieved success (4.1). Some of these drivers were common across all case studies (for example, connections, qualities of staff, funding, and context), while others were more closely associated with a particular project (for example, need for information sharing, strength of community spirit and leadership).

The extent to which current provision meets the needs of children and families living in poverty.

5.4 None of the projects claimed to eradicate poverty, or even tackle the root causes of poverty. This is not to demean impact. Rather, each recognises the important role that it plays in ameliorating the impact of poverty on the lives of children and young people.

5.5 On the other hand, there is acknowledgement that participation and engagement may be a factor that contributes to a broader effort that tackles family poverty. Although the value of the work described rests in the quality of service that is provided, there may be value in focusing on how this work could connect with activity that aims to tackle the root cause of poverty, for example, that which facilitates labour market participation of parents.

5.6 Understandably, when serving a community with demonstrable need, the primary concern is to deliver, rather than evidence how delivery attends to need. There is scope to strengthen the evidence on how current provision delivers to children and families living in poverty.

Can existing services can work better together to provide community- based childcare, activities and food provision where it is needed most, and link to wider family support and services

5.7 The four case study examples showcase the ways in which existing services can work together to strengthen impact. It is particularly significant that holiday provision is understood to have benefits that spill over to enhance school experiences for participating children.

Annex 1: Considerations when defining parameters for researching holiday out of school provision in Scotland

Introduction

A1.1 This section provides guidance on three important preliminary considerations that should be resolved prior to undertaking the mapping exercise. Decisions must be made on conceptual focus (A1.2 to A1.8), purpose of undertaking mapping exercise (A1.9 to A1.10), and delineating the scope of exercise (A1.11 to A1.13).

Defining 'out of school provision'

A1.2 Out of school provision is an umbrella term for the diverse range of activity that is available to children and young people outside of the hours of the school day. It can refer to activity or food.

A1.3 By definition, out of school provision includes the 175 days of the year when children of school age in Scotland are not obliged to attend school. However, out of school provision also includes that which is available before and after school hours on the 190 school days in Scotland. During school days, out of school provision excludes lunchtime activity clubs in school, and food provision between the klaxons that announce the start and end of each school day.

A1.4 Out of school provision in Scotland is diverse. Differences can be described according to:

- whether participation is restricted to particular sub-populations
- temporal frame (time of day)
- temporal frame (day of week)
- seasonal frame
- status of workforce/volunteers
- nature of activity that is provided
- whether or not food is provided
- whether or not provision has a link to schools
- whether or not the organising body is a local group that is part of a wider national/regional organisation
- the sector of the economy/civil society to which the organising body belongs
- direct cost of participation.

A1.5 For example, in terms of whether not provision is linked to schools, distinctions can be drawn between:

- before school provision, *for example, breakfast clubs*
- after school provision, *for example, Netball team*
- school-linked provision in school holiday periods, *for example, examination revision provision in Easter holiday period*
- non-school based provision.

Non-school provision would include that which is provided in the space of the school outside of school hours, but is not associated with the work of the school, for example, community and sporting clubs using school facilities on school-day evenings, weekends, or school holidays.

A1.6 Although individual providers may be aligned to a national body, or registered with one, there is no overarching organisation responsible for all out of school provision in Scotland.

Defining 'holiday out of school provision'

A1.7 Holiday out of school provision is a subset of out of school provision, which relates to the 175 days when children of school age in Scotland are not obliged to attend school. This is widely understood to include the four 'long' school holidays in Scotland:

- Summer
- October
- Christmas/Winter
- Easter

However, school holidays also include shorter breaks during term-time, which may be:

- long weekends in which typically the Friday and Monday are non-school days
- single day holidays.

A1.8 The mapping exercise that is described in this resource is focused on provision during school holidays. We refer to this as 'holiday out of school provision'. A narrower focus could be pursued using the same resources.

Purpose

A1.9 Mapping provision may be undertaken to achieve a range of objectives.

- Allocation of resources
- Develop a Directory for service providers
- Develop a Directory for users
- Understand provision
- Evaluate (potential) impact of provision

A1.10 Although there is overlap between different objectives, there are also important differences to consider which would shape data collection requirements.

Typology of Provision by Timeframe

A1.11 The following describes a range of foci – from more expansive to more focused.

- **Provision –** includes all holiday provision, term-time activity before and after the school day, and provision associated with schools
- **School provision –** only includes provision associated with schools
- **School provision, before timetabled classes provision –** only includes provision associated with schools, before the start of timetabled classes
- **School provision, after timetabled classes provision, weekday –** only includes provision associated with schools, after the end of timetabled classes
- **School provision, after timetabled classes provision, weekend –** only includes provision associated with schools, at weekends
- **School provision, lunchtime provision –** only includes provision associated with schools, available at lunchtimes
- **School provision, before timetabled classes –** only includes provision associated with schools, before the start of timetabled classes
- **School provision, before timetabled classes –** only includes provision associated with schools, before the start of timetabled classes
- **Out of school provision** – includes all holiday provision, and term-time activity before and after the school day.
- **Out of school term-time provision** – includes term-time activity, before and after the school day.
- **Out of school weekend term-time provision** – only includes weekend activity, during term-time
- **Out of school, weekday, term-time provision** – only includes weekday activity, during term-time
- **Out of school, after school, term-time provision** – only includes after-school activity, during term-time
- **Out of school, before-school, term-term provision** – only includes before-school activity, during term-time
- **Holiday out of school provision**
- **Summer holiday out of school provision**
- **Christmas/Winter holiday out of school provision**
- **October holiday out of school provision**
- **Easter holiday out of school provision**
- **Term-time, long weekend holiday out of school provision**
- **Term-time, single day holiday out of school provision**

Typology of Service Provided

A1.12 The following describes a range of foci – from more expansive to more focused.

- **Activity –** includes all types of activity, whether sporting, cultural, leisure or play based. It would also be possible to sub-divide activity by type.
- **Food**
- **Food and Activity**

A1.13 Northumbria University sub-divided activities according to whether they were:

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

Population Age Range

A1.14 This resource refers to school aged children. Other mapping exercises may wish to define the child population more or less expansively:

- **Pre nursery school aged children**
- **Nursery school children**
- **Pre-school aged children –** comprising nursery school children and pre-nursery school aged children
- **Primary school aged children**
- **Secondary school aged children**
- **School-aged children –** comprising both primary school and secondary school-aged children
- **Curriculum for Excellence (CfE)-aged children –** comprising nursery school and school aged children.
- **Children (dependent children) –** includes all types of activity, whether sporting, cultural, leisure or play based. It would also be possible to sub-divide activity by type.

Reflection

A1.15 Mapping 'provision' for children could be interpreted in many ways. How the mapping is defined will reflect purpose. What is important is that provision is tightly specified and aligned to purpose.

Annex 2: Our Approach to the Impact Evaluation of Case Studies

Introduction

A2.1 In this section, we describe and appraise the approach taken to the four impact evaluations.

Focus

A2.2 In each case study, our objective was to undertake a rapid appraisal to answer the following key questions:

- What is the nature of the service that is provided?
- To what extent does provision meet local need?
- What is the impact – and claims to impact?
- What are the drivers of success?
- What lessons can be learned from the work that might help improve provision elsewhere?

Appreciative Inquiry

A2.3 The style adopted was that of an appreciative inquiry, in which the objective is to explore 'the best of what is, in order to imagine what could be'.[103] We do not claim to have undertaken work that adheres to all aspects of Appreciate Inquiry; rather, we assert that the broad objectives of such work framed our approach. Adopting a 'this works' starting point, the appraisal focused on identifying the drivers of success, in order that others might glean useful learning. Notwithstanding our starting position, we maintain a critical stance throughout.

Activities

A2.4 In each case study our approach comprised four elements.

- A review of earlier appraisals
- An analysis of documentary evidence
- Interviews with stakeholders, at different levels in the organisation
- Interviews with families.

Each is discussed in more detail in this Annex.

Timeframe

A2.5 Prior to the start of the fieldwork, John McKendrick met several times with the Scottish Government to agree project objectives, and contacted each case study organisation, each of which agreed to facilitate the evaluation.

A2.6 The fieldwork was conducted in the latter half of 2020, covering a ten-week period. During this period, Scotland tightened restrictions on mobility and interaction, to protect public health from COVID-19.

People

A2.7 Each case study was led by a SPIRU researcher, working under the guidance of John McKendrick. Each researcher committed 12.5 days to their impact evaluation.

A2.8 John McKendrick managed and designed the overall project. John also reviewed all interview transcripts and supported the SPIRU researcher.

A2.9 SPIRU worked as part of a broader research team of five, which met weekly from September 29th 2020 through December 7th 2020 to discuss common interests and emerging issues across the four impact evaluations.

Research Ethics

A2.10 The Ethics Committee of the Department of Social Sciences at Glasgow Caledonian University approved the fieldwork. At each stage of the research design and administration, steps were taken to ensure that the research adhered to recommended practice for document analysis and key informant interviews. Specific steps taken included:

- Providing interviewees with information about the purpose of the research and the research requirements, to ensure that participation was based on informed consent.
- Only collecting personal details (names and contact details) for the purpose of arranging for the receipt of a voucher (for a store of their own choosing), as a token of appreciation for their participation.
- Asking for permission to record interviews and explaining the reasons for recording
- Storing research data securely, for example, password-protecting interview transcripts.
- Removing personal details (names and contact details) from data files and storing in line with General Data Protection Requirements.
- Ensuring that no service users are identified by name in the published report arising from the research.
- Offering interviewees the opportunity to receive copies of the final report.

Working with Case Study Organisations to Facilitate the Research

A2.11 Inception meetings were convened between the SPIRU researcher and the key contact on each case study organisation. Following these initial meetings, regular communication was maintained throughout.

A2.12 Workplans were devised and approved by each case study organisation. Draft interview schedules, participant information sheets and participant consent forms were shared in advance of use. Where project documentation was not publicly available, this was provided to the research team. Potential interviewees (parents and staff/volunteers/Trustees) were identified. SPIRU then contacted the individuals to arrange suitable interview dates.

A2.13 Generic project interview schedules were altered to meet the particular circumstance of each case study. For example, for Dundee Bairns the interview schedules for both staff and families were altered to focus specifically on food insecurity.

Activity I: Appraising Previous Evaluations of PYCP

A2.14 The first task was to review previous evaluation and commentary on each case study. Available material varied across the case studies:

- For Pilton PYCP, this included a doctoral thesis,[104] academic journal articles,[105] and a report about fatherhood in the Pilton area.[106].
- For Dundee Bairns, this comprised an Abertay University evaluation of the 'Tea Club' pilot project.[107] and monitoring data and assembled insight into the Boomerang Project (October 2020).[108]
- Moray Food Plus produced an evaluation of its wider work - an end of funding report - for the Northern Alliance in June 2020.[109] This report reviews the impact of various interventions – including the Moray Holibub Club – reflecting on the longer-term impact on children's behaviour, resilience and attainment.
- For Achieve More Scotland, Glasgow City Council had produced reports on its earlier work, which provided useful historical overview, for example on Operation Reclaim[110] and the West/Central and West Youth Programme.[111]

Activity 2: Evidencing Outputs and Outcomes from PYCP's Documentation

A2.15 Wider commentary and description of the work of each case study organisation was also reviewed. Once more, availability of resources was uneven, but included:

- Annual Reports
- Newsletters
- Website content
- Factsheets
- OCSR annual reports

Activity 3: Learning from Staff

A2.16 Semi-structured qualitative interviews were undertaken with project staff, volunteers or Trustees in each organisation.

A2.17 Sixteen staff interviews were completed, three each in Pilton YCP and Moray Holibub, four with Dundee Bairns, and six with Achieve More Scotland. Participants were identified in partnership with the Lead Contact in each case study organisation, with selection aiming to cover a breadth of experience in the organisation.

- For Pilton YCP interviews were conducted with a Project Manager, who had worked for the PYCP for 15 years, an Alternative to Crime worker, and a Youth worker who had worked for the PYCP for six years.
- For Dundee Bairns, interviews were conducted with the Project Co-ordinator, the Founder, one volunteer and one Trustee.
- For Moray Holibub Club, interviews were conducted with a local project manager working in partnership with Moray Food Plus on the Holibub Club project, Moray Food Plus Project Manager and Moray Food Plus Resilience Development Officer.
- For Achieve More Scotland, interviews were conducted with The Deputy CEO, who oversees daily operations, Head of Dancing Operations, a Football Coach, a Dancing Instructor, a School Volunteer, and a Cricket Coach.

A2.18 Each 'staff' interview covered the following themes:

- Description of the work of the case study organisation
- Description of their work with the case study organisation
- Best things about their work with the case study organisation
- Most challenging aspect of their work the case study organisation
- Who is reached and not reached?
- Who benefits most?
- What would make the case study organisation work better
- Advice to others who might adopt the case study organisation's way of working
- If the case study organisation did not exist, what would be the impact

A2.19 The interviews lasted between 23 minutes and 70 minutes and were undertaken in telephone or video call format.

A2.20 Staff readily accommodated the research and were engaging in the interviews. The information provided was valuable in enabling us to better understand the work of each organisation and the different staff contributions. Staff were also candid about the challenges of working with their organisation.

A2.21 Interviewing staff also assisted with preparation for conducting further interviews with the families/young people. For instance, in the Pilton YCP staff interviews, it became clear from discussions with staff that food plays a pivotal role in PYCP's

work. Knowing this, enabled us to amend the draft schedule for interviews with families/young people to explore this issue in more detail.

Activity 4: Learning from Users

A2.22 Eleven semi-structured qualitative interviews were undertaken with four families (four for Pilton YCP, three for Achieve More Scotland and two each for Dundee Bairns and Moray Holibub Club). A range of family experiences were engaged. For example, for Pilton YCP, this included:

- User who had been visiting the PYCP since five years of age. Current age is 18;
- User who had been visiting the PYCP since five years of age. Current age is 17;
- Grandmother of six who has full-time caring responsibilities for one of her grandchildren. Five of her six grandchildren, as well as her 18-year-old niece (who received 1:1 intensive support), used the services of the PYCP;
- Mother of six whose nephew also lives with her. All were PYCP users.

A2.23 Each interview covered the following themes:

- Introduction to self and background in the area
- Children's family circumstances
- Experiences of work
- Experience of financial stress
- Management of out of school care
- Initial awareness of work of the case study organisation
- Benefits of engaging with the case study organisation
- Costs involved in the case study organisation
- Time use when children are at the case study organisation
- If the case study organisation did not exist, what would be the impact

A2.24 The interviews lasted between 13 minutes and 49 minutes and were undertaken in telephone or video call format.

Reflections

A2.25 The COVID-19 pandemic prevented the research team from visiting group, which limited the research to some extent. While we were still able to glean useful insights into the organisation, its services and impact by speaking with staff and users over the phone, we could have learned more by visiting the organisation and observing it in action. By observing the interactions between staff and users, we may have better understood how the organisations operates.

Conclusion

A2.26 Notwithstanding the limitations of a rapid impact assessment, the research delivered to brief, enabling us to address each of the research objectives.

Annex 3: Our Approach to Engaging Family Experiences

Introduction: Contribution to the Report

A3.1 The primary purpose of this report is to appraise the work of four case studies, which are providing holiday out of school provision. As discussed in Annex 2, this involved interviews with eleven users across the four organisations. Additionally, we interviewed ten families in Inverclyde to understand how families navigated the wider landscape of provision in an area; this complemented the case study approach.

A3.2 In this annex, we describe and appraise the approach taken in the Inverclyde research.

Research Team

A3.3 John McKendrick (SPIRU) managed and designed the overall project. Fiona McHardy and Laura Robertson (The Poverty Alliance) undertook the fieldwork. Interviews were recorded and fully transcribed by SPIRU. Each member of the research team analysed each of the interview transcripts. The report was co-authored by the whole team, with Fiona McHardy and John McKendrick leading on the writing.

Research Design

A3.4 The interview schedule (was drafted by John McKendrick, and amended by Fiona McHardy and Laura Robertson. The Scottish Government team that commissioned the research approved the schedule.

A3.5 The interview comprised open-ended questions and was adapted in the field to avoid repetition, and to address the most pertinent issues for each participant.

A3.6 The research aimed to shape an understanding of experience beyond the particularities of contemporary circumstance. Families were invited to reflect on their experiences of out of school provision before and during the pandemic, and to reflect on future needs. These future needs were considered in the context of possible changes in family life, such as changes in working patterns and changes associated with their children moving through different age-stages.

Research Ethics

A3.7 The Ethics Committee of the Department of Social Sciences at Glasgow Caledonian University approved the fieldwork. At each stage of the research design and administration, steps were taken to ensure that the research adhered to recommended practice (refer to A2.10).

A3.8 More generally, we approached the work in was that adhered to the ethical principles and guidance as outlined by Social Policy Association[112].

A3.9 Researching during a global pandemic presents its own particular challenges. requires a careful and considered approach. Although aware of these in advance, additional challenges and needs emerged within the research process. We drew on wider learning and best practice from wider work being conducted with low-income families during the pandemic, for example from the Covid Realties Project[113].

A3.10 Examples of adaptations by the team included a stronger focus on the aftercare and exit process from the research interview. Time was taken (where this was convenient to the participants) to ensure that they were ready to move-on from any issues raised in the interview. Participants were encouraged to take a few minutes for themselves following the interview (for example to have a hot drink or, where possible, to engage in a relaxing activity) to enable them to transition between the research and the multi-faceted and often challenging roles that comprised their everyday life.

Accessing Participants

A3.11 Inverclyde Council were supportive of this research and offered to assist in accessing interviews. It proved difficult to find participants in the early stages of the research, perhaps due to research fatigue (as Inverclyde had been the focus of several COVID-19 related research projects) and perhaps due to timing. Originally, it was hoped to complete this work in the late Autumn, in the lead-in to the Christmas holidays.

A3.12 Connections were made to local third sector organisations serving children, young people and their families, following a presentation by Professor McKendrick to CVS Inverclyde's *Best Start in Life Network* in December 2000. Contact was re-established with organisations attending the seminar to enlist their support in accessing families who might be interested in taking part in the research.

A3.13 Thereafter, research recruitment involved targeted advertisements promoting the research. Frontline workers in community organisations and local childcare providers acted as gatekeepers to potential participants. Organisations that supported with recruitment were Inverclyde Council, Belville Community Garden and Homestart Inverclyde. Prospective participants were provided with an information leaflet (Annex 1).

A3.14 To incentivise participation, and to acknowledge the time voluntarily given to this research, each participant received a £25.00 voucher for a store of their choice.

Arranging Interviews

A3.15 With contact brokered through trusted partners, our approach was to be responsive to expressed interest. Interested parties were invited to register interest with Fiona

McHardy, the nominated contact within the project research team, via text message, phone call or email.

A3.16 On receiving an expression of interest, Fiona contacted potential participants in advance of the research interview to clarify any queries, and to agree arrangements that were convenient to participants. Participants' determined whether the interview would take the form of a video-call or a telephone-call, and if the former, whether their camera would be activated.

Timeline

A3.17 The first interview was conducted in December 2020, although most interviews were conducted in March 2021.

Participant Profile

A3.18 Every effort was taken to ensure that the participant profile reflected that specified in the research brief:

- 'Care' required for children who are not food insecure
- Food provision required for children who do not need 'care'
- 'Care' required for children who also need food provision
- Neither 'care' nor food provision required

A3.19 It proved very challenging to access participants. The research comprised ten interviews, meeting the objectives to engage a range of family experiences.

Household	**Household details**
Family one	I child, single parent, carer
Family two	2 children, one child with ASN, volunteer, partner works full time.
Family three	3 children, one child has ASN and parent full time carer
Family four	2 children, both parents in employment
Family five	Four children in household, 2 children suffer from MH issues.
Family six	2 children in household, one with disability, single parent, part time working
Family seven	1 child lone parent.
Family eight	Four children in household
Family nine	Five children in household, 2 children with ASN.
Family ten	Full time employment, one child and living with partner

A3.20 The research was not designed to be representative of all families' experiences within Inverclyde. Rather, it purposively sought to learn from the experience of a range of families in Inverclyde.

A3.21 Of note is that insights are provided of families whose children might be considered to have 'additional support needs'. The research purposively sought to engage these families to ensure that their particular challenges were acknowledged.

Data Collection

A3.22 Interviews were conducted by phone at a time deemed suitable for families and lasted between 35- 40 minutes.

A3.23 No participants were distressed as a result of discussing the issues raised in the research. However, it was judged necessary to signpost some participants to local support that would assist them to manage some of the challenges that they faced.

Data Analysis

A3.24 The interviews were transcribed verbatim. Each interview was analysed by to members of the research team, working collectively as an interpretive community. John McKendrick analysed each interview, before handing over to the field interviewer (Fiona McHardy or Laura Robertson) for a second round of analysis.

A3.25 Although focused on meeting the research objectives, key themes were allowed to emerge from the data, as analysis was approached in an inductive manner.

Reflections on Researching in the Pandemic

A3.26 Researching during the pandemic resulted in alterations to the research process. Some of these adjustments were heightened sensitivity to issues, which already informed our research practice. For example, we approached recruitment with a recognition of the pressures that household were likely to be experiencing. Similarly, when preparing a list of support services to which it might be helpful to signpost families, we were mindful of the particular challenges being faced by families at that time.

A3.27 This research fieldwork took place during the COVID 19- pandemic when many forms of educational provision and out of school provision were affected.

A3.28 The lockdown measures and other public health measures from the pandemic resulted in the loss of in person schooling to at home learning and loss of out of school care provision for prolonged periods of time. Exemptions were put in place for vulnerable children and those children of key workers to attend local hubs.

A3.29 Even beyond periods of lockdown, the pandemic impacted adversely on the provision of activities and services that were wrapped around primary and secondary schooling.

Conclusion

A3.30 Notwithstanding the challenges that were faced, the fieldwork delivered what was required, enabling the research team to offer insight into the experience of a diverse range of families as they navigated out of school provision in Inverclyde.

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