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**Please find attached all the papers in respect of Item 6  
on the agenda for the above meeting**

6.	<b>Local Child Poverty Action Plan - 2019/20 Annual Progress Report</b> (Pages 3 - 102)  Consider progress report for 2019/20. (Report and appendices attached)	
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**LOCAL CHILD POVERTY ANNUAL PROGRESS REPORT  
2019/20**

**Report by Service Director, Customer & Communities**

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**COMMUNITY PLANNING PARTNERSHIP STRATEGIC BOARD**

**10 September 2020**

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**1 PURPOSE AND SUMMARY**

- 1.1 This report presents the Scottish Borders Local Child Poverty Annual Progress Report for 2019/20 for endorsement before submission to Scottish Government.**
- 1.2 The Child Poverty (Scotland) Act 2017 requires Local Authorities and Health Boards to jointly prepare a Local Child Poverty Action Plan Report and an Annual Progress Report. This Report for 2019/20 is the second Annual Report for the Scottish Borders and provides the Community Planning Partnership and Scottish Government with an update on progress made within the Action Plan as well as an outline of proposed actions for 2020/21.

**2 RECOMMENDATIONS**

- 2.1 I recommend that the Community Planning Strategic Board endorse the Scottish Borders Local Child Poverty Annual Progress Report for 2019/20.**

### **3 BACKGROUND**

- 3.1 The Child Poverty (Scotland) Act 2017 sets out the Scottish Government's statement of intent to eradicate child poverty in Scotland by 2030. Local Authorities and Health Boards are required to jointly prepare a Local Child Poverty Report (including an Action Plan) and subsequently an Annual Progress Report by the end of June each year.
- 3.2 The first Annual Report for the Scottish Borders Local Child Poverty Report was submitted to Scottish Government in June 2019 for 2018/19. This is the second Annual Progress Report and is due to be submitted to Scottish Government following endorsement.
- 3.3 In May 2020 a joint Scottish Government/COSLA letter was issued to Chief Executives of Local Authorities and Health Boards to offer clarity on expectations relating to the duty to report on progress in tackling child poverty. The letter recognised that local governance arrangements may be suspended or focused on other action due to COVID-19 and so a delay to publication would most likely be necessary.

### **4 ANNUAL REPORT FOR 2019/20 (Appendix 1)**

- 4.1 Highlights of the 2019/20 Annual Progress Report are:
  - (a) The Local Plan meets the majority of the 22 recommendations set out in the Poverty and Inequality Commission's Review with 3 being identified which require to be addressed in the 2020/21 Action Plan.
  - (b) The updates set out in Appendix 1 of the Report show significant achievements towards tackling child poverty in the Scottish Borders.
  - (c) Training opportunities for young people and the creation of modern apprenticeships has been very successful throughout 2019/20 and into 2020/21.
  - (d) The £16M Inspire Learning Programme has had a massive impact on the avoidance of digital exclusion and has been very well received by schools, students and their families.
  - (e) The Early Years Pathway Pilot Project has been effective in improving access to benefits information, advice and support for early years families, as well as resulting in an increase in some families' benefits.

### **5 2020/21 ACTION PLAN**

- 5.1 Future planning of and the delivery of child poverty actions are being considered as part of the Local Authority and Health Board responses to COVID-19 and the deepening issues arising as a result. High level actions for the 2020/21 Action Plan are being developed. The Child Poverty Planning Group have identified the following headings for consideration in the 2020/21 Action Plan, with further themes still to be added following feedback from a recent workshop:
  - a) Impact of COVID-19 Pandemic including local issues;
  - b) Food insecurity, food funds, funding support;
  - c) Costs of the school day;

- d) Money worries app;
- e) Connectivity – inspire programme;
- f) Borderlands/city deal/SOSE;
- g) Scottish Borders Strategic assessment – local information;
- h) Scottish Borders ScotPHO Vulnerability index 2020;
- i) Community Assistance Hubs – locality model.

The finalised 2020/21 Action Plan will be presented to the Community Planning Strategic Board in November 2020.

## **6 IMPLICATIONS**

### **6.1 Financial**

There are no costs attached to any of the recommendations contained in this report.

### **6.2 Risk and Mitigations**

- (a) Risks associated with this report relate to the deepening problem of child poverty as a result of COVID-19. Families already experiencing poverty before COVID-19 are likely to face further difficulties and new families will be identified as in poverty.
- (b) The 2019/20 Child Poverty Report outlines the progress made to alleviate child poverty in the Scottish Borders, and the 2020/21 Report and Action Plan will focus on the impact of COVID-19 to ensure that an appropriate response is made to the unprecedented challenge facing the Local Authority and Health Board.

### **6.3 Equalities**

An Equalities Impact Assessment has been carried out on this proposal and it is anticipated that there are no adverse equality implications.

### **6.4 Acting Sustainably**

There are no economic, social or environmental effects of this proposal.

### **6.5 Carbon Management**

There are no effects on carbon emissions as a result of this proposal.

### **6.6 Changes to Scheme of Administration or Scheme of Delegation**

There are no changes to the Scheme of Administration or Scheme of Delegation as a result of this proposal.

## **7 CONSULTATION**

- 7.1 The Executive Director (Finance & Regulatory), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR & Communications, the Clerk to the Council and Corporate Communications have been consulted and their comments have been incorporated into this report.

**Approved by**

**Jenni Craig**  
**Service Director, Customer & Communities** Signature.....

**Author(s)**

<b>Name</b>	<b>Designation and Contact Number</b>
Janice Robertson	Strategic Planning & Policy Manager

**Background Papers:**  
**Previous Minute Reference:**

**Note** – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. We can also give information on other language translations as well as providing additional copies.

Contact us at Council Headquarters, Newtown St Boswells, Melrose TD6 0SA. Tel 01835 824000.

**Scottish Borders**  
**Local Child Poverty Action Report**  
**Annual Progress Report 2019/20**

# SCOTTISH BORDERS CHILD POVERTY ANNUAL PROGRESS REPORT 2019/20

## Background

The Child Poverty (Scotland) Act 2017 sets out the Scottish Government's statement of intent to eradicate child poverty in Scotland by 2030.

Although the greatest impact on child poverty will occur through nationally set policies and strategies, it is recognised that local agencies and communities have much to contribute to achieving the outcomes desired. As a result, the Act requires Local Authorities and Health Boards to jointly prepare a Local Child Poverty Action Plan Report and an Annual Progress Report. The annual progress report should describe activities undertaken and planned locally to contribute towards the child poverty targets set out in the Act.

The first Annual Reports were due by 30 June 2019. Following consultation with key members of the Community Planning Partnership Reducing Inequalities Delivery Group, the Scottish Borders Report for 2018/19 was endorsed by the Community Planning Partnership on 13 June 2019 and submitted to Scottish Government thereafter.

This report for 2019/20 is the second Annual Report for the Scottish Borders and provides Scottish Government with an update on progress against activities within the Action Plan. The Child Poverty Planning Group and the Community Planning Partnership thank all partners for their input to the report.

The Poverty and Inequality Commission's Review of the Local Child Poverty Action Reports 2018/19 was published on 12<sup>th</sup> December 2019.

<https://povertyinequality.scot/publication/review-of-the-local-child-poverty-action-reports/>

A number of recommendations were highlighted for national and local partners to consider. The Scottish Borders response is set out under local context.

## Accountability and Governance

The Child Poverty Planning Group (CPPG) manages the implementation of the Plan and is accountable to the Scottish Borders Community Planning Partnership (CPP). The CPPG is a strategic group with senior multi-agency membership.

The CPPG reports to the CPP through the Children and Young People's Strategic Leadership Group (CYPSLG) on the following:

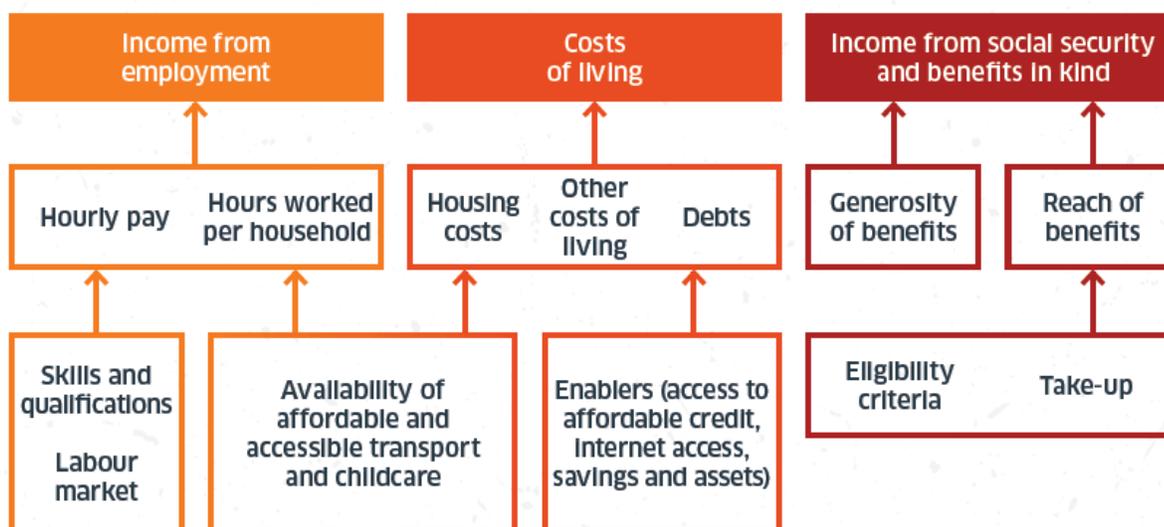
- Key strategic priorities in relation to statutory requirements and local needs
- Progress reports and updates against the high level priorities contained within the Child Poverty Plan, including annual reports for submission to Scottish Government
- The group also reports at least annually to the governance bodies of the key partners e.g. Scottish Borders Council, NHS Borders Board etc.

## Participation and engagement

During 2019/20 relationships have developed with stakeholders who have an interest in Child Poverty. A multi-agency Child Poverty Planning Group was formed in September 2019 and is made up of representatives from Scottish Borders Council, NHS Borders as well as the Third Sector and RSLs. This group meets regularly on the Child Poverty Agenda.

## Drivers of Child Poverty

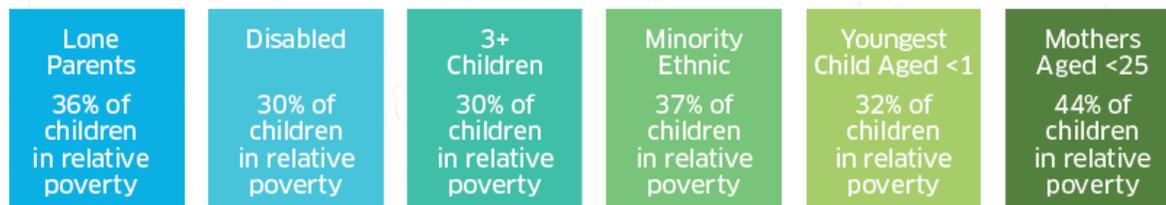
The direct drivers of poverty fall in to three main categories – income from employment, costs of living and income from social security. The relationship of these drivers to wider thematic areas is summarised below.



## Key risk groups and targeted interventions

Child poverty action reports are expected to describe measures taken in relation to children living in households where income and/or expenditure are adversely affected as a consequence of a member or members in a household having one or more protected characteristics. The national Child Poverty Delivery Plan also identifies certain priority groups to be targeted as beneficiaries (see Figure 1 below), and notes the need to take account of local geography and demographic profile. For the Scottish Borders, rurality is a key factor. There is also a requirement to report on income maximisation measures taken in the area to provide pregnant women and families with children with information, advice and assistance about eligibility for financial support; and assistance to apply for financial support. This includes work by the NHS Borders and partners to embed financial inclusion referral pathways in health care settings, as well as other settings.

Figure 1 - Nationally identified priority groups at high risk of poverty



## National context and targets

According to the Scottish Household Survey, **17.3%** of Scottish children live in families that had low income in 2017 and could not afford at least 3 out of a prescribed list of “basic necessities”, such as a new refrigerator or a new coat for school. This is before housing costs (BHC), such as rent or mortgage payments, are taken out. After housing costs (AHC), the figure is understandably worse, at **20.7%** of Scottish children, or **one in five**.

According to the Scottish Government publication “Persistent poverty in Scotland 2010-2018”, **17%** of children in Scotland were in persistent poverty after housing costs between 2014 and 2018. This compares to **15%** in 2013-2017.

The Scottish Government has set itself ambitious targets to reduce child poverty by 2030. The four key measurements, after housing costs (AHC) are as follows:

- less than 10% of children live in relative poverty (relative poverty is less than 60% of average UK household income for the year taking account of the size and composition of the household)
- less than 5% of children live in absolute poverty (absolute poverty is less than 60% of average UK household income for the financial year beginning 1 April 2010)
- less than 5% of children live in combined low income and material deprivation (low income is defined as less than 70% of average UK household income for the year, material deprivation is when families are unable to afford three or more items out of a list of basic necessities)
- less than 5% of children live in persistent poverty (persistent poverty is where a child has lived in relative poverty for three out of the last four years).

The most up to date national figures<sup>1</sup> for these 4 targets are:

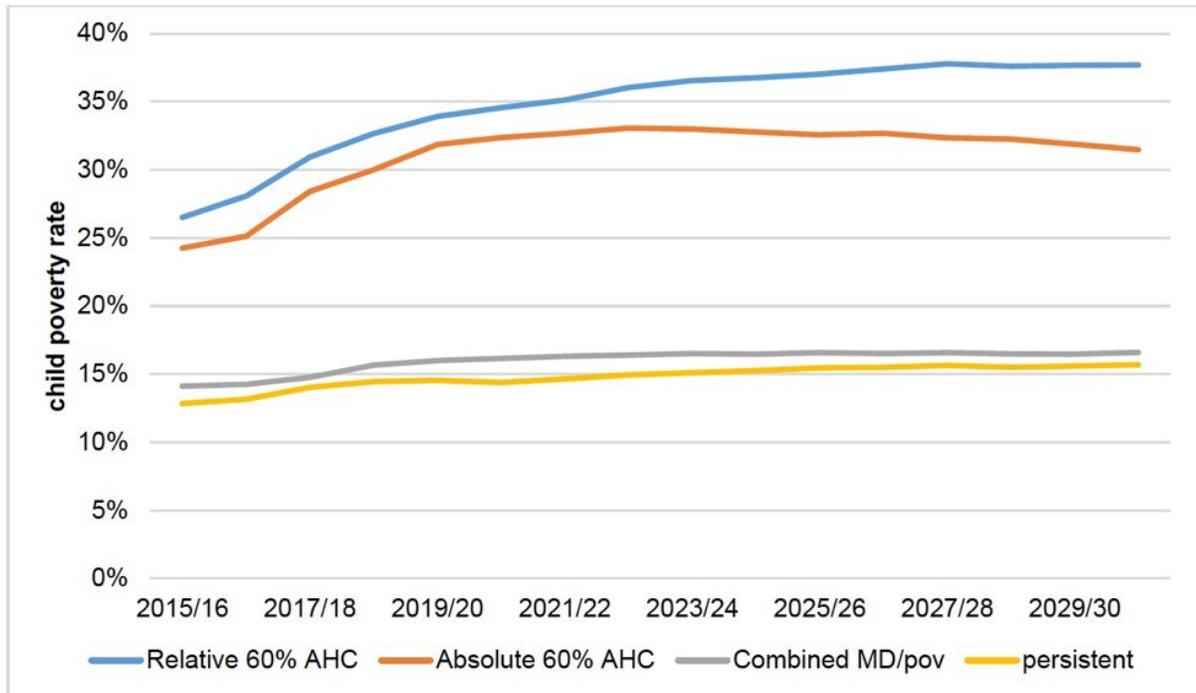
- In 2016/17 an estimated 23% of children were in relative poverty
- In 2016/17 an estimated 20% of children were in absolute poverty
- In 2016/17 an estimated 11% of children were in combined low income and material deprivation
- In (2012 to) 2016 an estimated 10% of children were in persistent poverty

Without intervention and mitigation at both a national and local level, Figure 2<sup>2</sup> forecasts that child poverty will increase across all 4 measures to 2030.

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<sup>1</sup> <https://www.gov.scot/Resource/0053/00533142.pdf>

Figure 2 - Headline child poverty rate forecasts



Recognising external factors which are likely to impact on child poverty and the significant gap between existing poverty levels and the 2030 targets, the Scottish Government has set the following interim targets to be achieved by April 2023:

- Less than 18% of children are in relative poverty
- Less than 14% of children are in absolute poverty
- Less than 8% of children are in combined low income and material deprivation
- Less than 8% of children are in persistent poverty

Public Health Scotland was formed in April 2020 and promotes the six national Public Health Priorities agreed by Scottish Government and COSLA in June 2018. These priorities are intended to support national and local partners across Scotland to work together to improve healthy life expectancy and reduce health inequalities in our communities.

- Priority 1 - A Scotland where we live in vibrant, healthy and safe places and communities
- Priority 2 - A Scotland where we flourish in our early years
- Priority 3 - A Scotland where we have good mental wellbeing
- Priority 4 - A Scotland where we reduce the use of and harm from alcohol, tobacco and other drugs
- Priority 5 - A Scotland where we have a sustainable, inclusive economy with equality of outcomes for all
- Priority 6 - A Scotland where we eat well, have a healthy weight and are physically active

## Local context

### 1. The Poverty and Inequality Commission's Review

The review of the Local Child Poverty Action Reports 2018/19 set out 22 recommendations, of which 18 were for local action. An analysis was undertaken against these recommendations and 3 were identified as having the biggest impact on enhancing the Scottish Borders Local Child Poverty Action Plan and these have become key priorities for the 2020/21 Plan. These are -

- **Involvement of people with direct lived experience**  
Consideration should be given as to how to involve people with direct lived experience. People's voices should be heard and should be used to help shape agendas.
- **Consider how to strengthen and evidence partnership working**  
There is scope to improve how partnership working is reflected in future reports.
- **Review how data and evidence is used to measure progress and ensure effective evaluation and monitoring methods are in place**  
There is scope for the approach to evaluation and monitoring progress to be improved.

Other recommendations will also be addressed where appropriate but have less impact on our plan. Finally, some of the recommendations are already met in our plan.

### 2. The 2019/20 Annual Progress Report

Good progress has been made against the actions set out in the 2019/20 Action Plan. This is shown in detail in Appendix 1(a). Highlights include –

- Creating apprenticeships and training opportunities for young people through commissioning of new and existing home investment. Eildon Housing Association and Harts Builders working in partnership to create apprenticeships and training opportunities through the delivery of affordable housing projects. Eildon and Harts Builders have jointly funded a Community Benefits Officer. A review will be carried out by Eildon Housing.
- Inspire Learning is a £16million 1:1 education transformation programme which Scottish Borders Council has centrally funded prior to COVID19. By March 2020 every secondary pupil had their own managed iPad to take home, and by July 2020 iPads were provided to primary pupils in classes P6-P7 for the academic year 2020/21. This initiative has assisted greatly with the avoidance of digital exclusion and the widening of access via the provision of technology and equipment has been very well received by schools, students and their families.
- Early Years Pathway Pilot Project – improving access to benefits information, advice & support for early years families. The advice facility at Health Centres was arranged as part of the NHS "Pathway initiative" where Midwives are encouraged to refer expectant mothers for benefit advice. Uptake of the service was slow at the outset however as communication of the service improved so did the take up. The advisor now has regular referrals from Health Visitors, Nurses and new and expectant mothers as well as telephone and email messages requesting advice. The number of enquires during the first 6 month period totaled 39, resulting in an increase in benefits of £76,000. The majority of enquiries concerned pre-birth issues but many of the mothers involved said that they would be contacting the advisor again when the baby was born to ascertain their revised entitlement at that time. A few weeks into the project, the

Scottish Social Security Area manager attended a Centre to discuss the new Scottish Best Start and Best Food grants and during that meeting they had the opportunity to help three expectant mothers to claim their grants. We had not anticipated their visits and they were very pleased to have been given the opportunity to have face to face meetings with the target audience for the first time.

### 3. Current position of the Poverty Drivers in the Scottish Borders

Appendix 1(b) shows evidence in relation to the Scottish Borders position on the three drivers of child poverty, high priority risk groups and protected characteristics. Key messages are set out below:

#### 1) Income from employment

- The Edinburgh & South East Scotland City Region Deal will lead to increased employment opportunities for young people and children and potentially disadvantaged groups. The Borderlands Inclusive Deal approval is planned which will support the economic development of the Scottish Borders as a whole with higher quality, better paid and more diverse employment opportunities for young people and adults.
- Scottish Borders average earnings are still lower than the Scottish average which presents a challenge.

#### 2) Costs of living

- All Head Teachers in Scottish Borders Schools have participated in an in-house programme called 1 in 5 which was designed to increase the level of awareness of the importance of the Council's Inclusion Strategy. As a result, each school has undertaken an in-depth review of the costs of the school day. Many activities and opportunities were reviewed, making them more accessible to families where finance is an issue. School trips, support for sporting equipment, free school meal awareness and non-uniform days were amongst those activities reviewed.
- **47.6%** of children in Scottish Borders live in areas classified as "Rural" (Accessible-rural or Remote-rural) which presents a difficulty in terms of access to employment and services due to the cost of transport.
- The use of food banks has increased possibly due to the cost of food combined with lower earnings

#### 3) Income from social security and benefits in kind

- Young Carers in the Scottish Borders have taken advantage of the new Carers Allowance

### 4. The Scottish Borders Child Poverty Index

Poverty and low income remain an issue in an area with one of the lowest wages in Scotland, with many families "just getting by". This has led to "poverty proofing" in all schools, supported by the development of the Scottish Borders Child Poverty Index (CPI), which provides schools and other partners with a more detailed understanding of child poverty as it affects communities locally.

These are experimental statistics using HMRC Children in low income families, free school meals, clothing grants and educational maintenance allowance. The index shows that there are unexpected areas of child poverty. The Scottish Borders Child Poverty Index has 3 years

of data and over time, the areas of high or higher levels of child poverty has reduced, however there are areas that consistently have high levels of child poverty. The SB CPI 2019 Report is shown at Appendix 1(c).

#### 5. Scottish Borders Council Children and Families Social Work Service

Poverty is only one factor in abuse and neglect, but perhaps the most pervasive. Evidence suggests that direct and indirect impacts of poverty can both operate separately and also interact with other factors to increase or reduce the chances of abuse and neglect. It is within this sphere that children and families social work focus their day to day interactions and interventions.

Children and Families social work (C&FSW) fulfils specific statutory duties to children and young people in the Scottish Borders, primarily contained in the following pieces of legislation:

- Children (Scotland) Act 1995
- Adoption and Children (Scotland) Act 2007
- Children's Hearings (Scotland) Act 2011
- Children and Young People (Scotland) Act 2014

C&FSW provides a range of functions and interventions linked to the impact of poverty including:

- an initial response to referrals, investigating concerns that children may be at significant risk of abuse and neglect;
- a comprehensive service for all looked after children, children on the child protection register and those who are at high risk of becoming so;
- work with children affected by disabilities and their families;
- recruitment of and support to foster carers and prospective adopters and assessment of kinship carers;
- residential provision for young people and a satellite unit for young people in transition to independent living;
- support to young people who were previously looked after and;
- specialist assessment and support to young people who have offended and their families.

The statutory role of Children and Families social work necessitates focussing on those children, young people and families assessed as most in need, supporting them to navigate complex systems which frequently place them in positions of disadvantage, and supporting children and their families who experience poverty to access services or resources that they may not have been able to. Examples include charity applications; sourcing essentials items such as food, household goods, and clothing; the provision of practical support; the provision of funding for utilities such as gas and electricity.

Advice is provided by staff within the service to support budgeting on a long term basis, and support is provided to ensure income maximisation and access to correct benefit payments. Where a child is placed with kinship carers, the set up costs to purchase bed, bedding, clothes and other equipment is offered to assist the successful commencement of the placement. C&FSW also fund childminding where it is assessed to be in the child/families best interest.

Self-directed support, where families have increased choice about the support they receive, is

currently primarily focused on children with disabilities, however this is a developing area of practice and Scottish Borders C&FSW will continue to engage with Scottish Government to explore options to extend self-directed support to other families.

Scottish Borders C&FSW also commission or purchase a number of services including:

- Aberlour Child Care Trust are commissioned to provide the Options service (residential respite and day respite play scheme during school holiday periods) for children affected by disabilities, and the Sustain Service for children and young people at risk of becoming looked after.
- Who Cares? Scotland are commissioned to provide an independent advocacy services for children and young people who are within external placements.
- Children 1st are jointly commissioned by C&FSW and the Children & Young People’s Leadership Group to provide an Abuse and Trauma Recovery Service for children and young people who have been the victims of abuse.
- C&FSW also make a contribution to Children Hospice Association Scotland (CHAS) for hospice care services.
- Purchased services include a number of foster placements from independent providers and placements for children and young people who require intensive support in a residential setting.

#### 6. Holiday Programmes for early years families

Successful holiday programmes for early years families were run by multi-agency partnerships in Burnfoot, Eyemouth, Langlee and Selkirk in 2019. Key partner organisations involved were: Healthy Living Network (HLN), Community Learning and Development service (CLDS), Early Years Centres, Primary Schools, Live Borders and a range of local partners.

The models varied according to need, resource and capacity but all delivered clear impacts for families. Programme uptake was high across localities with a combined total of 523 participants. This included 356 children and 167 adults. Some children and families were invited to attend by headteachers and agencies who thought summer programmes may provide additional support during the school holiday period.

An evaluation of the Summer 2019 programme was carried out by NHS Borders Public Health Registrar and is shown at Appendix 1(d). Families described the programme as positive and parents/carers progressed into other learning and community opportunities as a result of taking part.

#### 7. Contributions from Strategies, Plans, Budgets and Funding

Several Strategies, Plans and Budgets have contributed to the Local Child Poverty Action Plan for the Scottish Borders. Significant contributions include:

##### 7.1 Budgets

- Funding was allocated by Scottish Borders Council in February 2019 to specific budget headings intended to help address the impact of child poverty.

Budget	2019/20
Crisis Grants	£89,965
School clothing grants	£240,800

Free sanitary products in schools and workplaces	£42,000
Educational Maintenance Allowance	£232,632

- II. Budgets for various key services were also used in 2019/20 – Holiday programmes c£15.5k for staff time and resources

## 7.2 Integrated Children and Young People’s Plan for the Scottish Borders 2018-2021

The Scottish Borders Integrated Children and Young People’s Plan 2018-2021 sets out the strategic direction for the planning and delivery of services for Children & Young People in the Scottish Borders from 2018–2021. The Plan expresses the commitment of the Children and Young People’s Leadership Group to use its combined resources and to work in partnership to achieve the best possible outcomes for all our children and families.

The priorities in the integrated Children and Young People’s Plan 2018–21 are:

1. Keeping children and young people safe - More children and young people will be protected from abuse, harm or neglect and will be living in a supportive environment, feeling secure and cared for.
2. Improving health and well-being and reducing inequalities - Inequalities in the health and wellbeing of young people are reduced
3. Targeting support to maximise life experiences and opportunities and ensuring inclusion - Life experiences and opportunities are improved for children and young people who require our targeted support
4. Increasing participation and engagement - All our children and young people will be encouraged to be involved in the planning, provision and delivery of services and their rights respected

Priority 2 of the plan reflects the actions required to support the Local Child Poverty Action Plan and comply with the Child Poverty (Scotland) Act 2017. An extract is shown below.

### **Improving health and well-being and reducing inequalities**

#### **What we will do**

1. **Play a key part in the development of the Scottish Borders Child Poverty action plan - leading to changes in practice across all partners that impact on the drivers of child poverty**

#### **How will we know**

A range of measures will be developed by the Leadership Group eg.

- **Progress in implementing the Child Poverty Action Plan**

## 7.3 Pupil Equity Funding (PEF)

In the Scottish Borders £1.79 million was allocated to schools in 2019-20. Allocations were based on the number of pupils claiming Free School Meals. For each eligible pupil the school received £1,200. Two schools in the Scottish Borders did not receive any funding. Two schools received over £90,000. Headteachers must use the fund to provide additional and targeted

support for all pupils affected by poverty regardless of their attainment status. Their choice of intervention should be based on evidence of what works in raising attainment.

Two Attainment Officers (AO) continued their roles in supporting schools with their plans for the use of PEF. This has included supporting an analysis of needs, identification of appropriate interventions and designing plans to measure the impact of each intervention. The AO's meet regularly with Headteachers, clusters and school teams to provide support and plan next steps. This has been supported by an Improvement Advisor from Scottish Government.

In the Scottish Borders schools have focused on providing additional support to pupils who are in receipt of free school meals and clothing grant, are care experienced or previously care experienced and those who are disadvantaged by poverty.

### **What are SBC schools using PEF for?**

Almost all schools have identified the key areas of Literacy, Numeracy and Health and Wellbeing as the focus of their interventions. Depending on the needs and resources available, schools are delivering one or more of these areas.

In Literacy there are interventions at all stages of school. These include support in developing speech and language, early reading and writing skills, reading strategies and reading comprehension. There are a significant number of literacy interventions which support pupils who are currently attaining well below expected levels.

In Numeracy interventions are targeted at those pupils who have gaps in their knowledge and understanding, who are not attaining at expected levels and who are not on track to achieve. There is a focus on basic numeracy skills and skills for life.

In Health and Wellbeing schools are addressing the social and emotional wellbeing of pupils by providing nurture groups, 1-1 mentoring, wider experiences and therapeutic groups. These are often provided alongside support in literacy and numeracy.

The Jedburgh Schools Cluster secured one of three places in the finals of the Community Learning and Development Category of the 2020 Scottish Education Awards. The PEF fund supported the work carried out which has focused on initiatives to improve health and wellbeing. (See Appendix 1(e))

The poverty related attainment gap in Scottish Borders Council has been narrowed in the last year in the following areas:

- P4 Listening and Talking, by 6% points
- P4 Reading, by 3% points
- P4 Writing, by 4% points
- P7 Listening and Talking, by 15% points
- P7 Reading, by 8% points
- P7 Reading, by 15% points
- P7 Numeracy, by 10% points

### **7.4 Housing Needs and Aspirations of Young People**

The Housing Needs and Aspirations of Young People in the Scottish Borders Study was developed throughout 2018 and the findings and report were finalised in April 2019.

The focus of this work has been on the housing needs and aspirations of young people aged

between 16 and 34 years. The study has been undertaken to support the vision of the Local Housing Strategy 2017-22 in that “every person in the Borders lives in a home which meets their needs”. It also supports the priorities in the Integrated Children and Young People’s Plan 2018-21, particularly priorities 2 and 3.

A progress report on the first year has been produced including key highlights and significant achievements in 2019/20, as well as key developments for the year ahead. Some of these actions are:

- Engage with transport initiatives and seek to link with housing to maximise impact e.g. Explore opportunities to subsidise first months travel for new Modern Apprentices at Scottish Borders Council
- Develop and implement the private rented sector strategy to improve access to and quality in the private rented sector.
- Work with community councils and other community representatives to consider whether there is interest and capacity within communities to enable new community led housing development
- Review model of access to social housing in Scottish Borders across all providers to minimise time in temporary accommodation and achieve Rapid Rehousing

#### 7.5 Best Start Grants

The Scottish Borders has one of the highest application success rates in the country for Best Start Grants. This has recently been praised by the Local Area Partnership Manager who believes that the excellent network we have in the Borders, facilitated by the advice/information given to all of the midwives, early years centres and other groups has contributed to this success. This has resulted in **£429,889 extra money for Borders parents**.

<https://www.gov.scot/publications/best-start-grant-and-best-start-foods-high-level-statistics-to-31-march-2020/>

#### 7.6 Employability and Skills

Skills Development Scotland (SDS) invested around £3.2M in the Scottish Borders in 2018/19. This contributed to the area’s inclusive growth and productivity through investment in skills.

<https://www.skillsdevelopmentscotland.co.uk/media/46316/sdsspend-scottish-borders-1819.pdf>

### 8. Food Support for children and young people

To complement our universal services and provide additional support, a range of targeted services for children and young people are commissioned and delivered through statutory and third sector services.

Generic Youth Work (7 providers across the Borders) is a sustainable model which offers consistency of access to quality Youth Work services in addition to and supporting positive life choices, equality & inclusion with a focus on targeted work to support the most vulnerable young people. Part of their work includes food related activities which contribute to the Child Poverty Agenda and are offered to children and young people attending the youth group settings, mainly for free. Examples include:

- Teas for primary school children
- Dinner for high school pupils

- Cooking Courses e.g. One pot cooking, soup making
- Free breakfast and lunch attached to holiday programmes in half term, Easter and Summer.
- Christmas opening for distribution of food bags and Christmas gifts (23.12.19 to 25.12.19)
- Lunch time Community Café
- Free monthly Community Curry Nights
- Supply high school breakfast club with cereals
- Cook and offer food on drop-in nights
- Distribute left over food from local shops
- Cook a communal meal for all young people to sit down to together on an evening session.

9. Scottish Borders Challenge Poverty Event – October 2019

A Challenge Poverty Event was held in October 2019 as part of the annual Challenge Poverty Week. The event was well attended with 36 participants including young people. A range of topics were discussed and speakers from The Poverty Alliance and Home Energy Scotland, as well as Local Authority and NHS Staff gave insightful presentations. The programme for the event is at Appendix 1(f).

## 2020-2021 Action Plan

The Local Authority and Health Board response to COVID-19 is already underway and a top priority for both organisations. Future planning of and the delivery of child poverty actions are being considered as part of this response and the Community Planning Partnership's Recovery & Renewal Plan 2020/21 recognises the importance of child poverty and the deepening issues arising as a result of COVID-19. The Child Poverty Planning Group recently met to discuss high level actions for the 2020/21 Action Plan and the group is in the process of developing the plan. The Group provides regular update reports to the Community Planning Strategic Board and will seek approval for the finalised 2020/21 Action Plan in November 2020.

The Improvement Service recently published a paper entitled '**Coronavirus: Considering the Implications for Child Poverty: Supporting local authorities and health boards to consider what steps they can take to respond effectively**' and seeks to support local authorities and health boards to draw out the impact of COVID 19 in relation to child poverty specifically. The paper sets out key messages which will be considered in the development of the Action Plan:

- Children already living in poverty are likely to experience a greater impact of COVID 19, with potential for child poverty to become more ingrained. For already vulnerable families, the situation is likely to further compound family stress and trauma.
- The number of children now likely to experience poverty will increase as a result of either temporary or longer term loss of family income. This in turn will create additional demand on a range of public services including housing, childcare, rights and advice services.
- Without concerted effort, the inequality between children with and without digital resources and other supports is likely to deepen.
- Local bodies should prepare for more children becoming eligible for priority 2 places in nurseries and higher numbers eligible for clothing grants, free school meals and other supports targeted at children. There will also be increased demand from families for support from the Scottish Welfare Fund. It is important for local authorities to consider what more they can do to ensure families in need access the support available and make the best use of increased funding available to them to support families e.g. embedding advice services within childcare and school settings, developing financial inclusion pathways etc.
- Local authorities should consider how the value of existing supports might be increased to help meet the additional pressures low income families are facing – e.g. school clothing grant, free school meals
- Local authorities and others should work to prioritise key activity which will enable and support economic recovery and ensure that the decisions they take are informed by the impact on children in or at risk of poverty.
- Focusing on the key drivers of poverty and building on the work done to prepare the Local Child Poverty Action Report should support plans for preventing and mitigating the impact of higher levels of child poverty.

The Child Poverty Planning Group have identified the following headings for consideration in the 2020/21 Action Plan with further themes still to be added following feedback from a recent workshop:

- Impact of COVID-19 Pandemic including local issues
- Food insecurity, food funds, funding support
- Costs of the school day
- Money worries app
- Connectivity – inspire programme
- Borderlands/city deal/SOSE
- Scottish Borders Strategic assessment – local information

- Scottish Borders ScotPHO Vulnerability index 2020
- Community Assistance Hubs – locality model

Finally, as set out in Local Context above, key priorities which will feature in the Action Plan are:

- Involvement of people with direct lived experience
- Consider how to strengthen and evidence partnership working
- Review how data and evidence is used to measure progress and ensure effective evaluation and monitoring methods are in place.

## **Conclusion**

In accordance with The Child Poverty (Scotland) Act 2017, the Scottish Borders Local Child Poverty Annual Report for 2019/20 describes the activities undertaken and planned locally to contribute towards Child Poverty targets set out in the Act. These are very important and ambitious targets which are designed to reduce child poverty by 2030. Without intervention and mitigation at both a national and local level, these will be difficult to achieve. Current levels suggest that 1 in 5 Scottish children are affected by child poverty and Local Child Poverty Action Plans must address this.

The Child Poverty Planning Group welcomes the Poverty and Inequality Commission's Review and will act accordingly to reflect their recommendations going forward. Also the key messages from the Improvement Service paper 'Coronavirus: Considering the Implications for Child Poverty: Supporting local authorities and health boards to consider what steps they can take to respond effectively' are invaluable to the Group. The Scottish Borders Child Poverty Index, the Integrated Children and Young People's Plan 2018-2021 and the continuation of Scottish Government PEF Funding will all assist the Local Authority, Health Board and partners to continue to develop plans to address child poverty in the Scottish Borders.

Good progress has been made as set out in this Scottish Borders Local Child Poverty Annual Report for 2019/20 and we will continue to raise the profile of child poverty as we develop the Action Plan for 2020/21, particularly recognising the impact of COVID-19 through the Community Planning Partnership's Recovery and Renewal Plan.

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Action	Poverty driver*	Partners involved	How will impact be assessed?	Intended beneficiaries/target group	2019/20 Update
<b>Employability</b>					
Creating apprenticeships and training opportunities through commissioning of new and existing home investment.	1	All RSLs	Annual Evaluation	Young and long term unemployed people	Eildon Housing Association and Harts working in partnership to create apprenticeships and training opportunities through the delivery of affordable housing projects. Eildon and Harts have jointly funded a Community Benefits Officer. A review is expected to be carried out by Eildon Housing. The Scottish Borders Housing Association have employed 7 seasonal workers locally via their Grounds Maintenance Contract, 8 Apprentices at various stages of completion (3 Electricians, 3 Joiners, 1 Plumber and 1 IT). 2 x 2 days work placements have also been delivered.
Development of Edinburgh and South East Scotland City Region Deal work streams on infrastructure etc, and integrated Regional Employment Support (IRES) projects.	1	Edinburgh & South East Scotland City Region Deal	Increased employment opportunities for young people and children	Disadvantaged groups	Tweedbank infrastructure project under development. Work being undertaken to link Scottish Borders into Construction and Data Information Gateways and other Integrated Regional Employment Support (IRES) projects. SBC leading on Workforce Mobility Project which will start in late summer 2020.
Develop links with relevant Borderlands Inclusive Growth Deal programmes and projects	1	Borderlands Inclusive Growth Deal	Increased employment opportunities for young people and adults	Disadvantaged groups	Terms of Reference for Deal agreed July 2019. A range of programmes and projects under development which will benefit the Scottish Borders. Borderlands Inclusive Deal approval planned to be before April 2021. Supporting the economic development of the Scottish Borders as a whole with higher quality,

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					better paid and more diverse employment opportunities for young people and adults.
<b>Education</b>					
Free access to sanitary products in schools and SBC workplaces	2	SBC	100% of schools and workplaces actively participating	Women and girls	All of Scottish Borders Schools and local authority workplaces are participating in the scheme.
<b>Customer Info Signposting</b>					
Easier and wider access to information, assistance and applications beyond free school meals and clothing grants, via increased digitalisation and self-serve work programme.	2,3	SBC	Uptake rates	All	SEEMiS ParentPortal is a development to deliver a portal for parents to access a suite of education services. Some services are linked specifically to the parent/pupil. The ParentPortal will integrate with MyScotBorders, providing parents with access to other council services through the digital channel.
Avoidance of digital exclusion via advice and training rolled out as part of the digitalisation and self-serve work programme, and the widening of access via provision of the technology and equipment necessary to take advantage of digital options	2,3	SBC		All	Inspire Learning is a £16million 1:1 education transformation programme which the council has centrally funded prior to COVID19. By March 2020 every secondary pupil had their own managed iPad to take home, and by July 2020 iPads were provided to primary pupils in classes P6-P7 for the academic year 2020/21.
Better signposting and cross cutting advice on related topics being included as part of	2,3	SBC		All	Through Digital Customer Access, SBC's digital offering is increasing making it easier for individuals to access services online. Included in this is a review of service information on the website to

consistent digital offering					ensure information and advice is accessible.
Early Years Pathway Pilot Project – improving access to benefits information, advice & Support for early years families	3	SBC Financial Inclusion Team	Referral rates Income generated	Early years families	<p>Period 31/5/19 to 01/3/20</p> <p>The advice facility at Health Centres was arranged as part of the NHS “Pathway initiative” where Midwives are encouraged to refer expectant mothers for benefit advice.</p> <p>Uptake of the service was slow at the outset however as communication of the service improved so did the take up. The advisor now has regular referrals from Health Visitors, Nurses and new and expectant mothers as well as telephone and email messages requesting advice. The number of enquires during the 6 month period totaled 39 resulting in an increase in benefits of £76,000. The majority of enquires concerned pre-birth issues but many of the mothers involved said that they would be contacting the advisor again when the baby was born to ascertain their revised entitlement at that time.</p> <p>A few weeks into the project the Scottish Social Security Area manager attended at the Centre to discuss the new Scottish Best Start and Best Food grants and during that meeting they had the opportunity to help three expectant mothers to claim their grants. We had not anticipated their visits and they were very pleased to have been given the opportunity to have face to face meetings with their target audience for the first time.</p>
Scottish Welfare Fund Awareness Sessions	2	SBC Scottish Welfare Fund Team	Tenancy sustainability	Low income individuals & families	Promotion of the Scottish Welfare Fund continues online, via social media channels and via Social Landlords, CAB and other support based organisations e.g. Veterans 1 <sup>st</sup> point.
Fareshare Food distribution project –	2	SBC and Eildon Housing	Reduce food insecurity	Low income individuals &	FareShare Networks have increased from 17 to 25 since March, and have supplied thousands of

reduce food insecurity. Looking at creation of two new food distribution hubs Hawick and Peebles.				families	families during the Coronavirus pandemic. Eg. Burnfoot Community Futures – up to 200 food bags per day  SBC and Eildon Housing have set up a FareShare Food Distribution Centre in Galashiels. This will ensure a robust and consistent service to the FareShare Network in the Scottish Borders.
Promotion of CAB Financial Health Check service – renamed by Scottish Government as Money Talk Team  Page 26	3	Promoted in the Scottish Borders by all CABx (Peebles, Central Borders and Roxburgh & Berwickshire)	Outcomes - Client Financial Gain and annual satisfaction survey. Central Reporting direct to SG.	Maximise income and ensure that families with children are informed of and assisted where necessary to apply for all the benefits they are entitled to.	This is a national project currently running until October 2020 between Citizens Advice Scotland (CAS) and the Scottish Government (SG). It benefits <ul style="list-style-type: none"> <li>• Lone parent families</li> <li>• Families which include a disabled adult or child</li> <li>• Larger families</li> <li>• Minority ethnic families</li> <li>• Families with a child under one year old</li> <li>• Families where the mother is under 25 years of age</li> <li>• Older people and those approaching pension age</li> </ul>
Increase awareness and training for CASS front line staff in relation to the advice and assistance available for benefit advice in the early years.	3	SBC		Early Years Families	Updates to SBC's website and CRM staff systems are ongoing, this includes links to How to Guides on benefit applications.
Mitigate the impact of Universal Credit through joint working, advice and support	2,3	SBC, RSLs and Third Sector		Families and young people on low incomes	Updates to SBC's website and CRM staff systems are ongoing, this includes links to How to Guides on benefit applications. Borders wide Universal Credit operational group meets quarterly to discuss Universal Credit issues.

<b>Housing</b>					
Deliver 209 new homes by 2021	2	SBC and All RSLs	SHIP return	All families and young people in housing need	141 Affordable homes were delivered throughout the Scottish Borders in 2019/20, 58 (41% of these were in Berwickshire). The SHIP 2020/25 was approved by the Council in November 2019 and proposes the delivery of 1,066 new affordable homes, this will be under-pinned by an estimated investment of £158m over the period of the plan.
Delivery of the Housing Needs and Aspirations of Young People five year Action Plan	2	Local Housing Strategy	LHS Annual Progress and Monitoring Report	All young people aged between 16-34	<p>The Housing Needs and Aspirations of Young People in the Scottish Borders Study was developed throughout 2018 and the findings and report were finalised in April 2019.</p> <p>The focus of this work has been on the housing needs and aspirations of young people aged between 16 and 34 years. The study has been undertaken to support the vision of the Local Housing Strategy 2017-22 in that “every person in the Borders lives in a home which meets their needs”. It also supports the priorities in the Integrated Children and Young People's Plan 2018-21, particularly priorities 2 and 3.</p> <p>A progress report on the first year has been produced including key highlights and significant achievements in 2019/20, as well as key developments for the year ahead. Some of these actions are:</p> <ul style="list-style-type: none"> <li>• Engage with transport initiatives and seek to link with housing to maximise impact e.g. Explore opportunities to subsidise first months travel for new Modern Apprentices at SBC</li> <li>• Develop and implement the private rented sector strategy to improve access to and quality in the private rented sector.</li> <li>• Work with community councils and other community representatives to consider</li> </ul>

					<p>whether there is interest and capacity within communities to enable new community led housing development</p> <ul style="list-style-type: none"> <li>Review model of access to social housing in Scottish Borders across all providers to minimise time in temporary accommodation and achieve Rapid Rehousing</li> </ul> <p>Housing leads support the development of the Local Child Poverty Plan</p>
<p>Wheelchair Accessible Homes Study</p> <p>Page 28</p>	2	Borders Housing Alliance	No. of wheelchair accessible homes	People with disabilities that require wheelchair access	<p>Newhaven Research Scotland Ltd were commissioned to undertake an assessment of the requirements and need for wheelchair accessible housing in the Scottish Borders. To identify the current profile of wheelchair users, the current housing stock suitable for wheelchair users, the challenges wheelchair users face and the current and potential shortfalls in the provision of wheelchair accessible home. The work involved a multi-method approach and a wide range of engagement with wheelchair users and professional stakeholders. A steering group including a range of Community Planning partners have overseen the research and development of the final report.</p> <p>The final report identified a wide range of issues and challenges which will need to be addressed at national as well as at a local Scottish Borders level by the council and partner agencies. The core findings indicate that up to 300 new wheelchair accessible homes will be required across all tenures in order to address unmet need. It is anticipated that this report and its findings will be used to inform interagency planning and resource allocation processes.</p> <p>The finalised report will be used to inform setting a revised proposed Scottish Borders Council wheelchair accessible housing target with a</p>

					committee report being drafted for consideration by the Executive Committee in 2020-21. The finalised report will also influence the house type/size mix of individual pipeline affordable housing projects being developed by Borders Registered Social Landlords.
Implementing the Rapid Re-Housing Transition Plan	2	Borders Homelessness and Health Strategic Partnership & LHS Partnership Group	Annual Reporting against KPIs established in the Action Plan	All, particularly those at risk of Homelessness	There has been a significant increase in the housing of homeless people. Scottish Borders Housing Association have increased the proportion of lets to homeless people by 10% from 29% to 39% of overall lets. Implementation of the Scottish Borders Rapid Rehousing Transition Plan 2019/20 was started.
The Regeneration of Beech Ave Refurbishment Programme – 2019/2020; Demolition and new build 2021 – 2024.	2	Waverley Housing/SBC	More people living independently in affordable and sustainable homes; More people able to afford to heat their homes.	Waverley Housing tenants and families (existing and future)	The Council and Waverley Housing have been working closely to consider suitable options for the future of an estate in Upper Langlee, Galashiels. There are 229 homes in the study area and the proposals envisage the demolition of 159 homes, refurbishment of 68 homes and provision of 109 new build energy efficient homes for social rent which will better meet the needs of tenants and residents in the local community and address future housing demand in the Galashiels area. This is a high cost regeneration project with estimated costs of £23m which will be delivered over a number of years. The refurbishment element of the regeneration proposals to 68 homes has been awarded to a contractor with work starting on site in January 2020 with a planned completion date of August 2020. Various consultation methods have been utilised to gauge residents views on the estate regeneration proposals and useful feedback has been obtained on a range of issues such as location of play parks, street names and types of housing to be provided which will be incorporated into the detailed planning

					application for the new build housing which will be submitted to Scottish Borders Council in Spring 2020.
Affordable Warmth	2	SBHA	More people able to afford to heat their homes.	SBHA tenants	SBHA have raised the number of homes reaching the EESSH standard for affordable warmth from 78% to 95%
<b>Health and Wellbeing</b>					
Improvement of financial inclusion pathways: referral tools, improved monitoring, staff awareness and training	3	NHS/ELC	Referral rates  Income generated	Early years families	<p>Health visitors agreed to enquire about money worries at every contact. Developments progressing within EMIS to record conversations/response to money worries enquiries. Referral takes place via phone call or form (written or sent by email). Development of Money Worries Leaflet (2019) has been distributed and utilised by health visitors/Midwives.</p> <p>SBC Financial Support and Inclusion Team provide the bulk of money advice to pregnant women and families with young children in the Borders. Benefit gains for young families in the Borders 2018 amounted to over £1m from 362 referrals. From April to November 2019 £580,000 of gains for 249 referrals. This reflects an increase of about 20% in referrals at this time last year. The majority of these were direct referrals from Health Visitors but many came from attendance at the four Early Years Centres and other EY events and benefit surgeries held during the year. One part-time member of staff who provides majority of support (generates 1 million in claims each year).</p> <p>NHS Borders is developing Money Worries APP (informed by consultation with staff), supported by SG Financial Inclusion Funding Best Start, all payments. Scottish Borders had 74% of grants authorised with a total income of £430,000. Currently it is not possible to cross reference with eligibility, rather only number of applications approved following submission.</p>

Coordination & development of Holiday programmes	2	Community Learning & Development Health Improvement Live Borders	No of programmes No of Participants	Targeted communities	4 programmes ran July/Aug 2019 reaching 523 individuals (218 adults, 305 children) Programmes ran in 4 targeted communities (Eyemouth, Langlee, Burnfoot and Selkirk). In addition, 34 families attended who were identified and invited by key partners (particularly likely to benefit from a summer programme)
Expansion of access to no/low cost physical activity opportunities for young people in low income households	2	Live Borders – Active Schools Programme BANG Camp SIMD Pilot programme 2020	Participant numbers User feedback and interviews	Targeted children and young people  Children, young people and families with additional support needs	BANG Activity camp (targeted user group) 30 fully funded places for children and families with additional support needs. Combination of physical activity and health and wellbeing activity for their families across a week and also to support families who cannot normally access holiday camps for both support and work. Active Schools Participant numbers are significant Q1 40,264, Q3 101,620 and Q4 58,403 – activity is available for free to all school age children.  For 2020 we are also establishing qualitative feedback from participants measuring how healthier, happier and strong participants feel about their engagement in the programme.
Edinburgh and South East Scotland City Region Deal IRES Programme project on intensive family support	1	Citydeal Joint Committee	Vulnerable families	Targeted families	Wrap around support for families to enable more opportunities for children, young people and adults. This will support positive destinations for young people and sustained employment opportunities for adults.

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**\*Poverty Driver**

**1=Income from employment**

**2=Costs of living**

**3=Income from social security and benefits in kind**



### Statistical evidence about the Drivers of Child Poverty in the Scottish Borders

#### Earnings

- Scottish Borders average earnings in 2019 for male or female, full-time or part-time workers are **£509.40** a week.
- This is **lower** than the Scottish average of **£548.40** and is the 11<sup>th</sup> lowest out of the 32 Scottish Local Authority areas.
- Scottish Borders average earnings in 2019 for full time workers only are **£462.30** a week.
- This is **lower** than the Scottish average of **£543.30** and is the 7<sup>th</sup> lowest out of the 32 Scottish Local Authority areas.

#### Skills and qualifications

- An estimated **8.2%** of working-age people in the Annual Population survey had no qualifications in 2019. This is better than the Scottish average of **9.8%**.
- **94%** of school leavers enter a positive destination
- **92%** of Scottish Borders 16-19 year olds were participating in employment, education or training in 2019, according to Skills Development Scotland data. This is similar to the Scottish average of **91.6%**.
- **72.6%** of Scottish Borders school leavers aged 16-19 participated in Education in 2018. This is slightly higher than the Scottish average of **71.3%** (Skills Development Scotland)
- **25.2%** of Scottish Borders school leavers aged 16-19 entered employment, training or another positive destination other than education in 2018. This is similar to the Scottish average of **25.3%** (Skills Development Scotland)

#### Accessible transport

- **47.6%** of children in Scottish Borders live in areas classified as “Rural” (Accessible-rural or Remote-rural) by the Urban-rural Classification system in 2018

#### Childcare

- 5,430 children were registered by the Care Inspectorate for Early Learning and Childcare in 2018 in the Scottish Borders. This is **28.5%** of all children, slightly higher than the Scottish average of **27.5%**.

#### Food insecurity and food costs

- The January 2020 Independent Food Aid network reported six participating independent food banks in the Scottish Borders between April 2018 and September 2019. They gave out **3,915** food parcels, an **8%** increase on the previous year. This shows that there is sustained and increasing food insecurity in the Scottish Borders, which is certain to get worse in 2020.

#### Internet access

- The Scottish Household Survey estimates that **85%** of households in Scotland had home internet access in 2017. Scottish Borders is slightly behind the Scottish average with **81.3%**.

#### Debt, savings and assets

- **31.4%** of households lived in Fuel Poverty in the Scottish Borders, compared with **27.3%** in Scotland.

- **7.8%** of households are in “Extreme fuel poverty” in the Scottish Borders, compared with **7.6%** in Scotland.

#### Benefits

- **20%** of children in the Scottish Borders are living with limited resources **before** housing costs. This is above the Scottish average and is 6th-highest out of the 32 Local Authority areas.
- **24%** of children are living with limited resources **after** housing costs. The Scottish Borders is still 6th-highest out of the 32 Local Authority areas.

#### Statistical evidence about the high priority groups and other statistics

- **8.1%** (or 4,241) of Scottish Borders households in the 2011 Census were a lone-parent family. This is a lower proportion than the Scottish average of 11.1% of households (263,360 households)
- **6.5%** of first time mothers in the Scottish Borders were aged 19 and under in the 3-year rolling average period up to 2018/19 – this is 76 births. This is similar to the Scottish average of 6.6% of first-time mothers, or 4,364 births.
- According to SBC’s internal Education Management Information System SEEMIS, 797 out of 14,679 school-age children in the Scottish Borders (**5.4%** of the 2018/19 school roll) spoke a language other than monolingual mainstream English at home. 495 of them (**3.4%** of the school roll) received Learning Support on the grounds of having English as an Additional Language, although some of these also had other Additional Support needs. This information was collected as part of research into participation in extra-curricular sports, and found that having English as an additional language was a challenging issue for only a small minority of pupils.
- According to Scottish Government statistics, there were 205 children in the Scottish Borders in 2018 who were Looked After by the Local Authority in a variety of settings, which is a rate of 9.6 per 1,000 children. This is lower than the Scottish average rate of 14.3 per 1,000, or 14,736 children. Of the 205 Looked after Children, 57 were Looked After at home, 74 were in foster care, 48 were in another community placement and 26 were in residential care.

#### Other high level statistical evidence relating to child poverty in the Scottish Borders

- In Scotland Young Carers are more common in lone parent families and these Young Carers also contribute the most hours 47% (3 years ago this figure stood at 28%) of Young Carers in the most deprived areas care for 35 hours a week or more, compared with 24% (previously 17%) of Young Carers in the least deprived areas, who provide care for 35 hours a week or more. As at 21<sup>st</sup> September 2018, there were 75 carers recorded on Seemis (the Council’s Education Management Information system).

# Scottish Borders Child Poverty Index 2019

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May 2020

E.R. Murray for Scottish Borders Council (experimental statistics)

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## SB CPI: Purpose and Scoring

The purpose of the Scottish Borders Child Poverty Index (SB CPI) is to provide additional insight into Child Poverty in the Scottish Borders. This work has been triggered by the Scottish Government's allocation of Pupil Equity Funding (PEF) and SBC's Corporate Management Team's view that allocation could be improved. The SB CPI was also created to work along side the Scottish Index of Multiple Deprivation. SIMD provides a way of looking at deprivation in an area, covering the whole population and does not specifically reflect child poverty.

The SB CPI is a tool to help inform the Local Child Poverty Action Plan which is a requirement of the Child Poverty Act (Scotland) 2017.

The index is a score based on data related to four components for each of the 143 data zones in the Scottish Borders. These components are listed below with the figure for the Scottish Borders:

Component	Scottish Borders
• Percent of Children in Low Income Families (CiLIF) 2016 from HMRC <sup>1</sup>	12.6%
• Percent of Pupils in Receipt of Free School Meals (FSM) 2018 from SBC's SEEMIS	11.6%
• Percent of Pupils in Receipt of Clothing Grant (CG) 2018 from SBC's SEEMIS	15.2%
• Percent of Pupils Aged 16+ in Receipt of Education Maintenance Allowance (EMA) 2018 from SBC's SEEMIS	5.0%

The table below shows the score that a data zone will receive based on the result for each component. The SB CPI allows for a data zone to have a score ranging from 0 to 21, where 0 indicates no element of child poverty and 21 the highest levels of child poverty.

% Children in Low Income Families (2015 – HMRC)	% Pupils in receipt of Free School Meals (2018 – SBC SEEMIS)	% Pupils in receipt of Clothing Grant (2018 – SBC SEEMIS)	% Pupils Aged 16+ in receipt of Education Maintenance Allowance (2018 – SBC SEEMIS)
0 = 0 - None	0 = 0 – None	0 = 0 - None	0 = 0 - None
1 = Under 5%	1 = Under 5%	1 = Under 5%	0.5 = Under 5%
2 = 5% to Under 10%	2 = 5% to Under 10%	2 = 5% to Under 10%	1.0 = 5% to Under 10%
3 = 10% to Under 15%	3 = 10% to Under 15%	3 = 10% to Under 15%	1.5 = 10% to Under 15%
4 = 15% to Under 20%	4 = 15% to Under 20%	4 = 15% to Under 20%	2.0 = 15% to Under 20%
5 = 20% to Under 30%	5 = 20% to Under 30%	5 = 20% to Under 30%	2.5 = 20% to Under 30%
6 = 30% or More	6 = 30% or More	6 = 30% or More	3.0 = 30% or More

Note that the EMA scores are half the other components reflecting the population size.

The results of the SB CPI 2019 for each data zone grouped by primary school within secondary school catchment within each locality can be seen in: **Appendix 1: SB CPI 2019 Result for each Data Zone by Best Fit Primary School / Secondary School Catchment.**

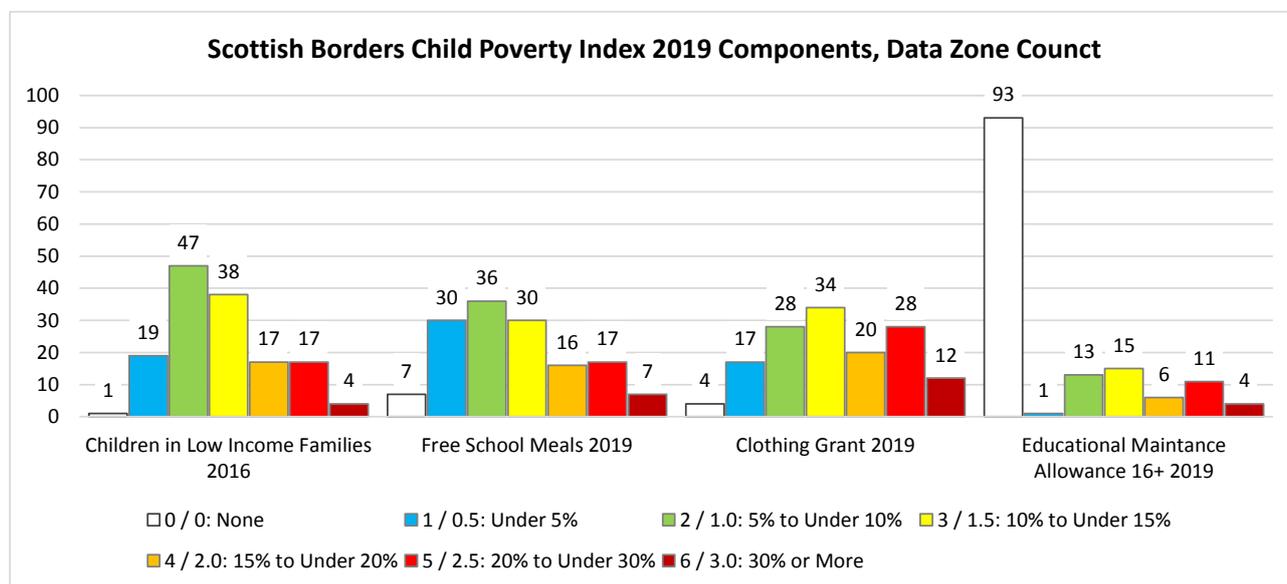
A summary position for each primary school may be seen in: **Appendix 2: Scottish Borders Child Poverty Index (SB CPI) 2019: Primary School Ranking.**

<sup>1</sup>Most recent data from HMRC at data zone.

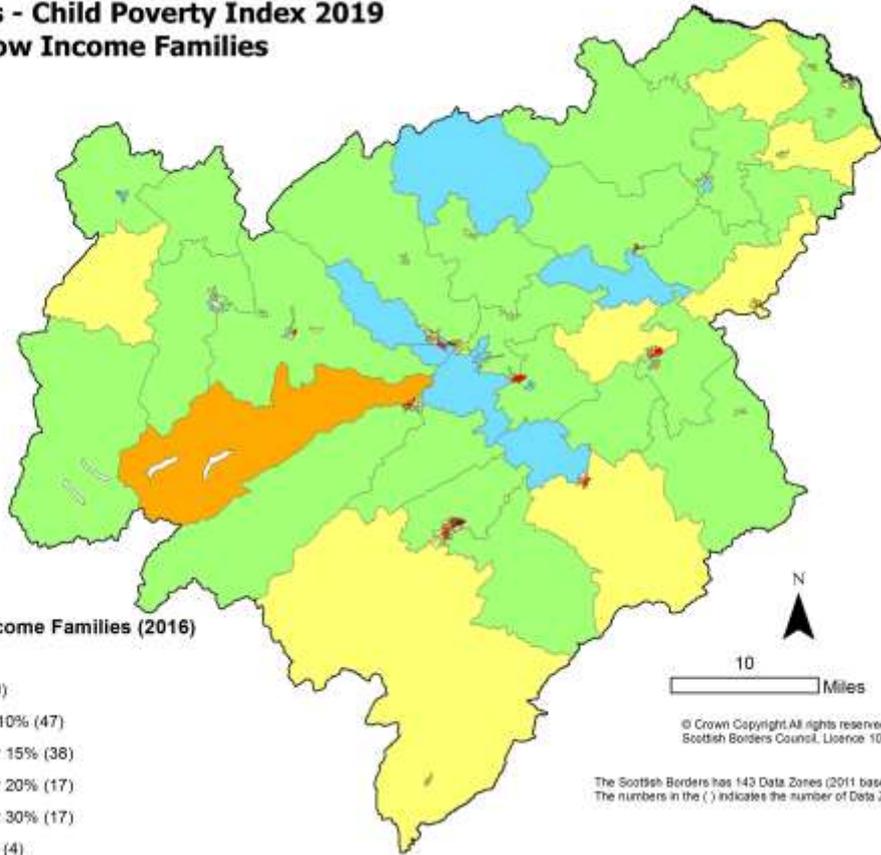
The tables and graph below shows the allocation of data zones in the Scottish Borders for each of the components. It is interesting to note that for each component there are at least 2 data zones that do not have that specific component. However, every data zone in the Scottish Borders has some evidence of child poverty.

SB: CPI Score 2019 by Scottish Borders Data Zones	Children in Low Income Families 2016	Free School Meals 2019	Clothing Grant 2019	Educational Maintenance Allowance 16+ 2019
0 / 0: None	1	7	4	93
1 / 0.5: Under 5%	19	30	17	1
2 / 1.0: 5% to Under 10%	47	36	28	13
3 / 1.5: 10% to Under 15%	38	30	34	15
4 / 2.0: 15% to Under 20%	17	16	20	6
5 / 2.5: 20% to Under 30%	17	17	28	11
6 / 3.0: 30% or More	4	7	12	4
<b>Scottish Borders Data Zones</b>	<b>143</b>	<b>143</b>	<b>143</b>	<b>143</b>

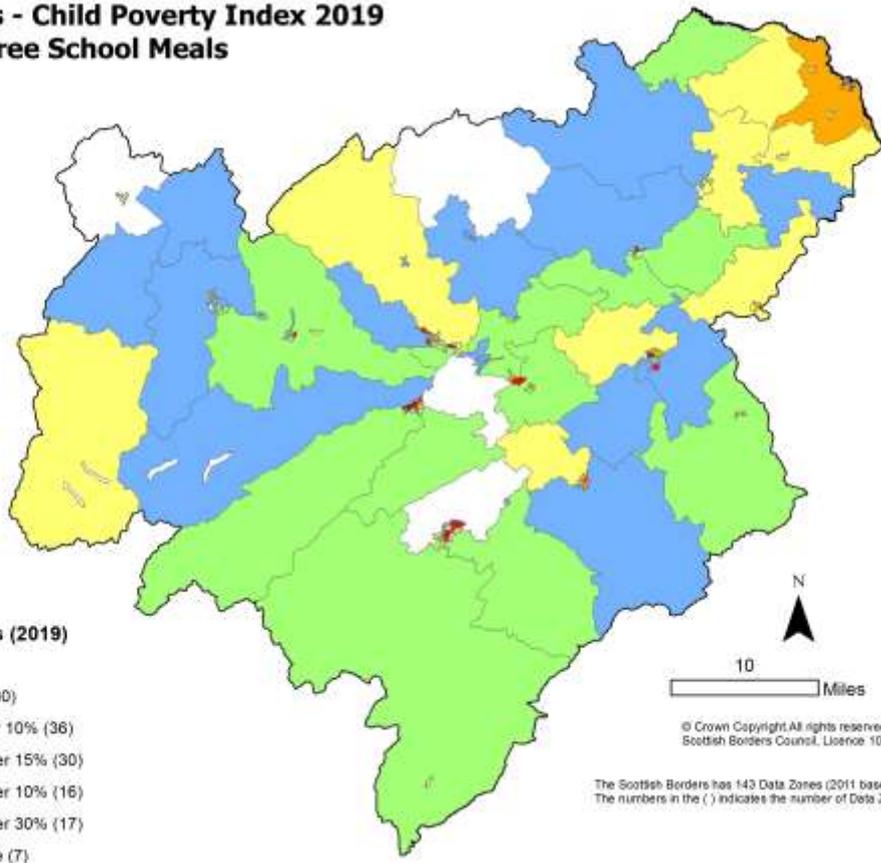
SB: CPI Score 2019 by Scottish Borders Data Zones	Children in Low Income Families 2016	Free School Meals 2019	Clothing Grant 2019	Educational Maintenance Allowance 16+ 2019
0 / 0: None	1%	5%	3%	65%
1 / 0.5: Under 5%	13%	21%	12%	1%
2 / 1.0: 5% to Under 10%	33%	25%	20%	9%
3 / 1.5: 10% to Under 15%	27%	21%	24%	10%
4 / 2.0: 15% to Under 20%	12%	11%	14%	4%
5 / 2.5: 20% to Under 30%	12%	12%	20%	8%
6 / 3.0: 30% or More	3%	5%	8%	3%
<b>Scottish Borders Data Zones</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



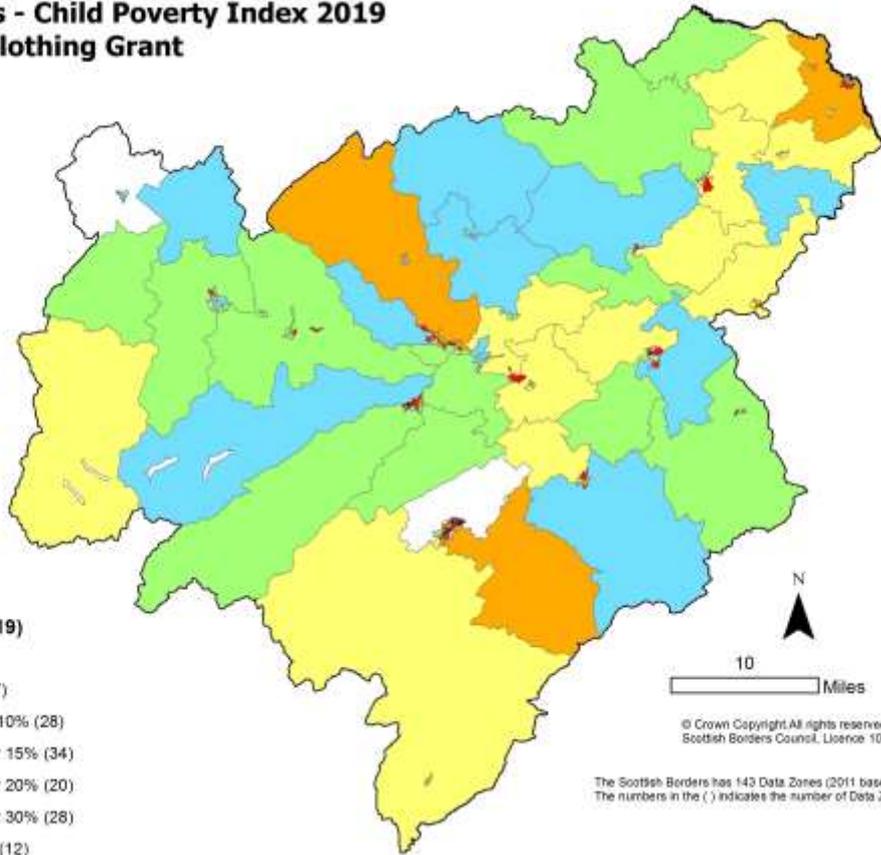
**Scottish Borders - Child Poverty Index 2019**  
**% Children in Low Income Families**  
**(2016) - HMRC**



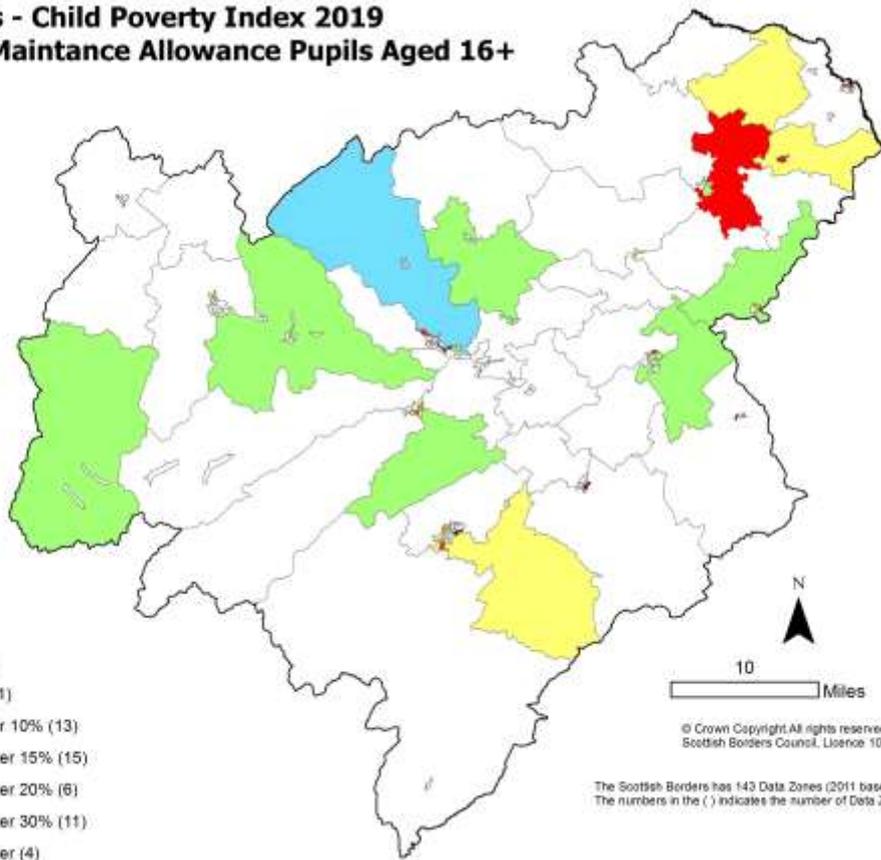
**Scottish Borders - Child Poverty Index 2019**  
**% Pupils with Free School Meals**  
**(2019) - SBC**



**Scottish Borders - Child Poverty Index 2019  
% Pupils with Clothing Grant  
(2019) - SBC**



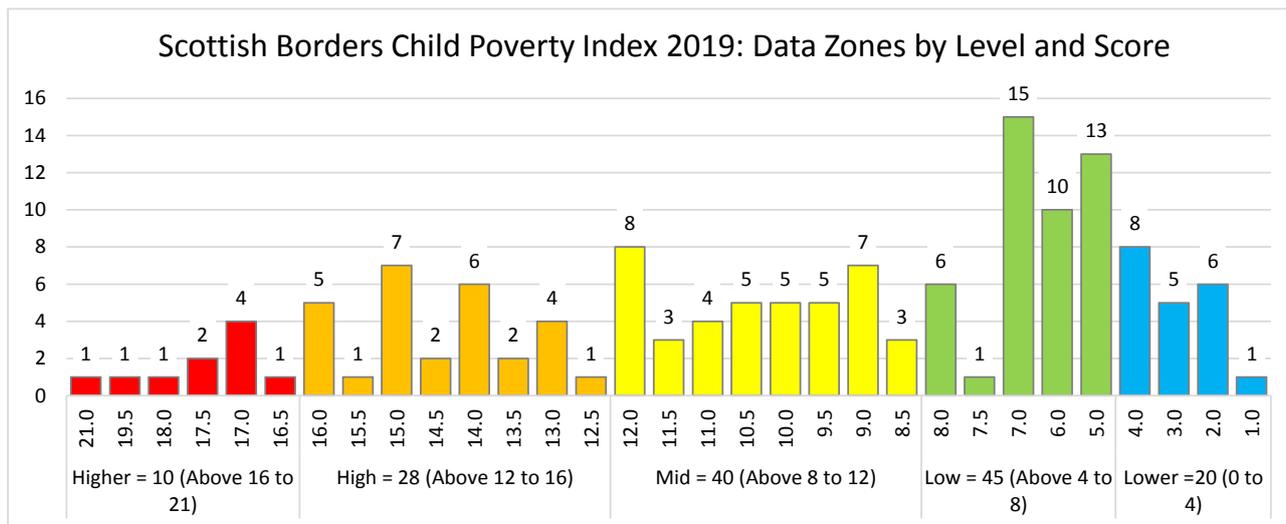
**Scottish Borders - Child Poverty Index 2019  
% Educational Maintenance Allowance Pupils Aged 16+  
(2019) - SBC**



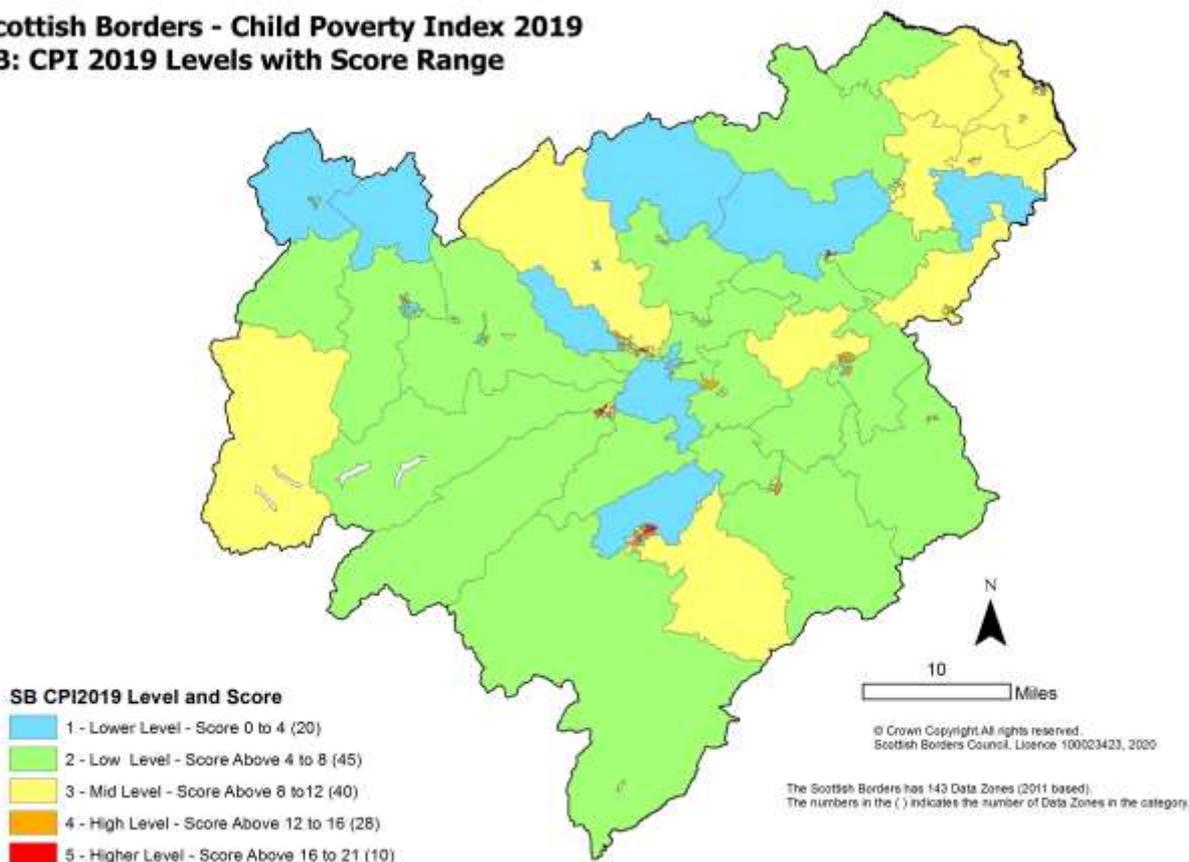
## Scottish Borders Child Poverty Index 2019 Scores

The graph and map below shows the Scottish Borders data zones based on the SB CPI score, grouped into levels of Child Poverty. Higher level (10 data zones) have a score of above 16 to 21; High level (28 data zones) have a score of above 12 to 16; Midlevel (40 data zones) have a score of above 8 to 12; Low level (45 data zones) have a score of above 4 to 8; and Lower level (20 data zones) have a score of 0 to 4. Every data zone in the Scottish Borders has some element of child poverty.

**Appendix 3: Change in SB CPI Level by Locality** lists the data zones within each locality along with its SIMD2016 decile and the SB CPI level for 2017, 2018 and 2019.



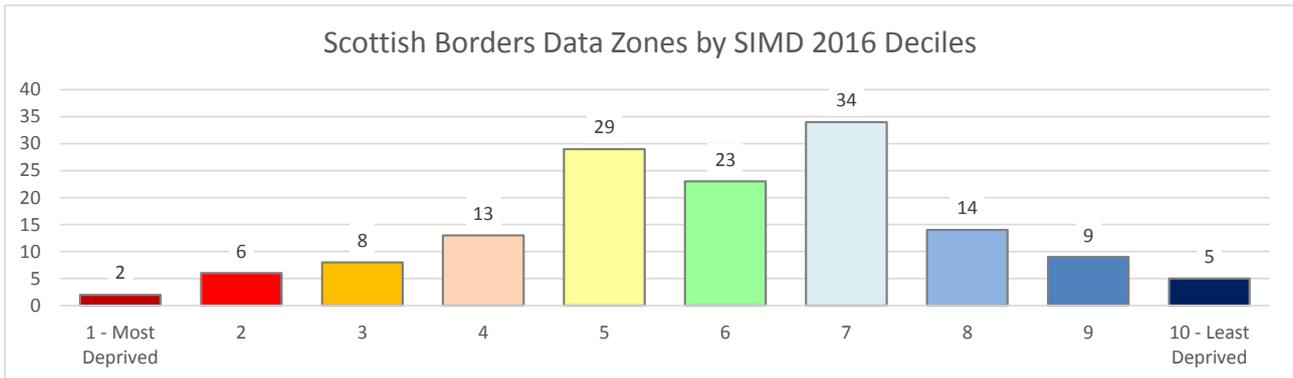
### Scottish Borders - Child Poverty Index 2019 SB: CPI 2019 Levels with Score Range



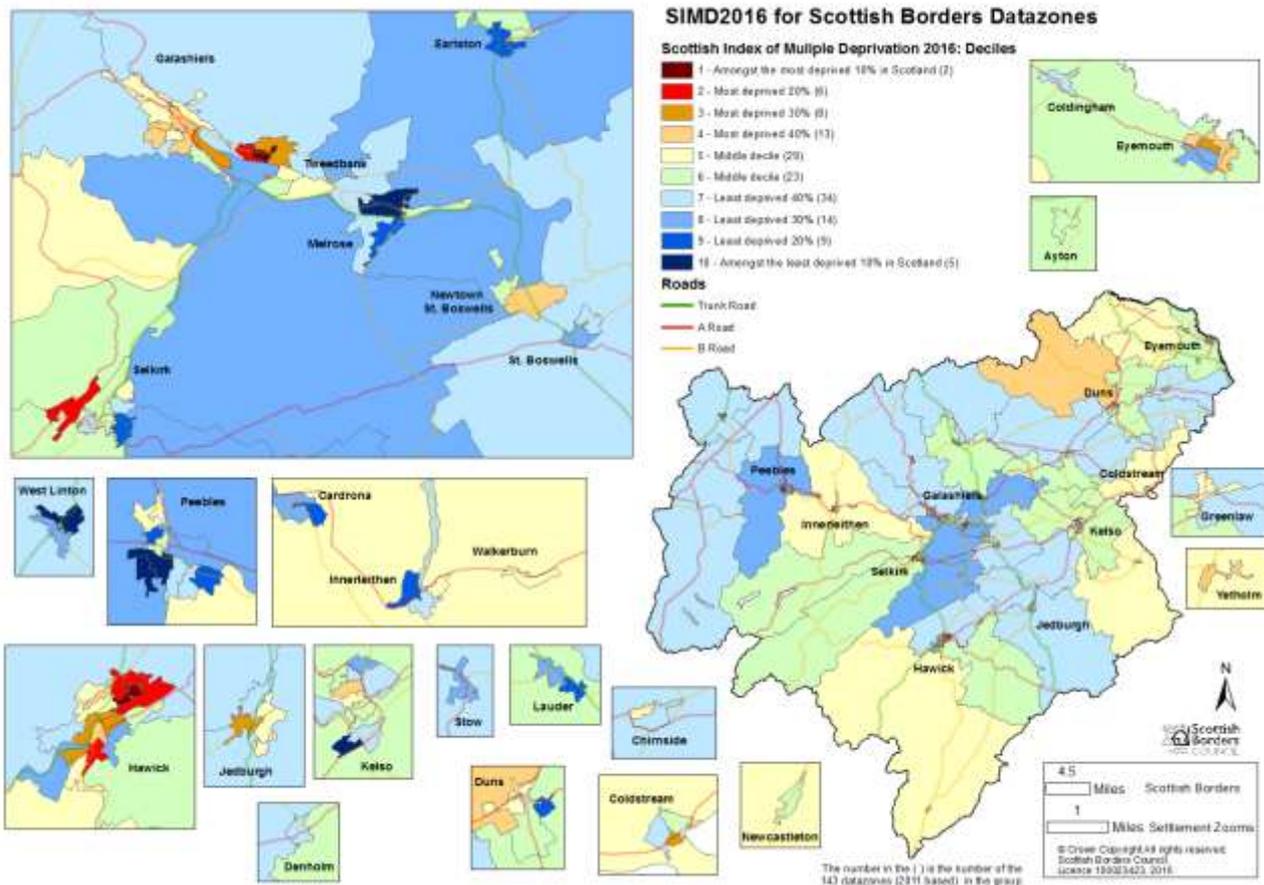
## Comparing Scottish Borders Child Poverty Index 2018 to SIMD 2016

The Scottish Index of Multiple Deprivation (SIMD) is a good tool for identifying overall deprivation, however, it is not poverty specific or child focused. The SB CPI is a tactile index created to enable better insight in to child poverty within the Scottish Borders. This is a basic comparison between SIMD2016 Decile and SB CPI Score.

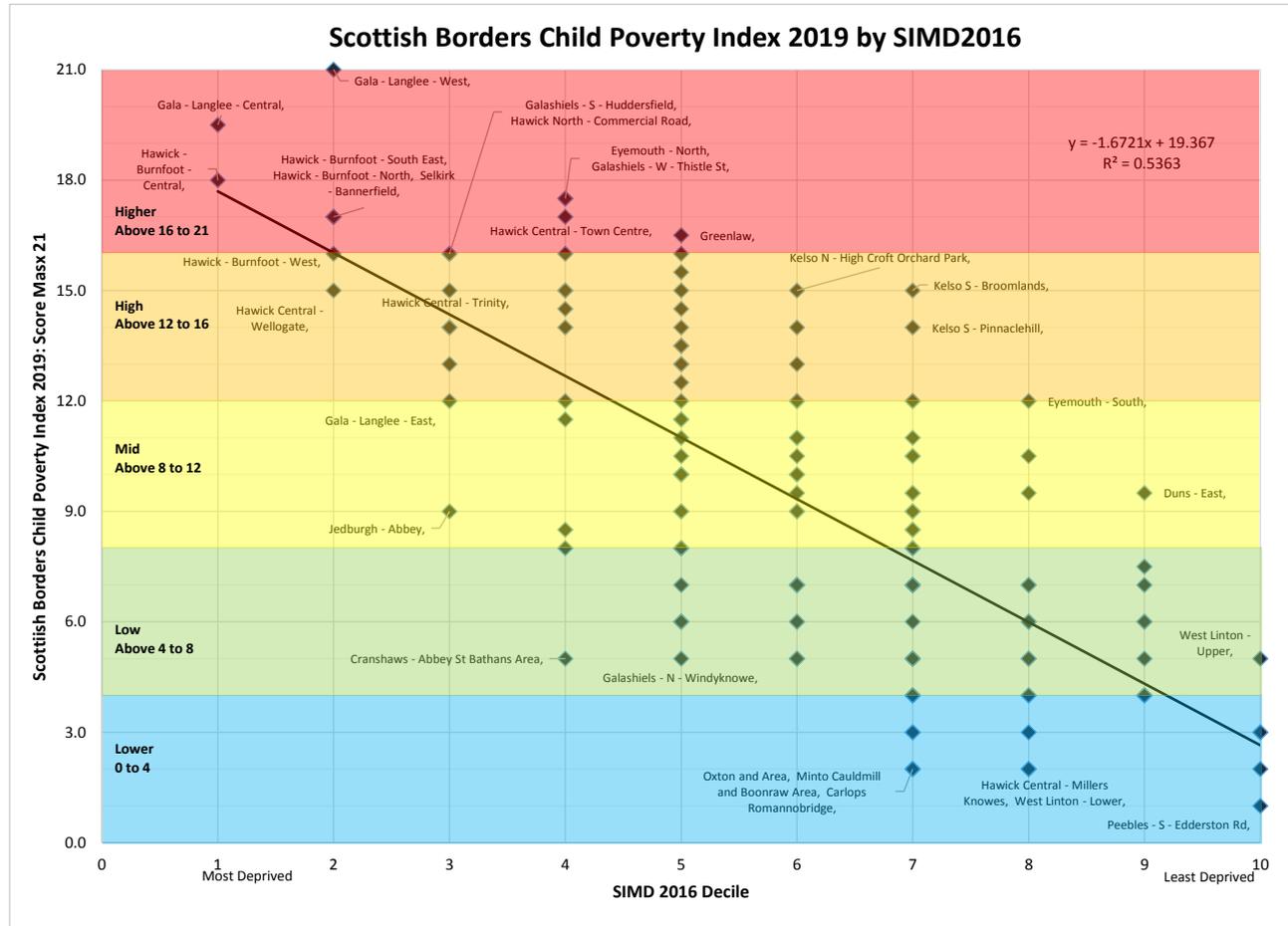
The graph below shows the count of the 143 data zones in the Scottish Borders by the SIMD 2016 Decile.



The map below shows the Scottish Borders data zones and the SIMD2016 decile.

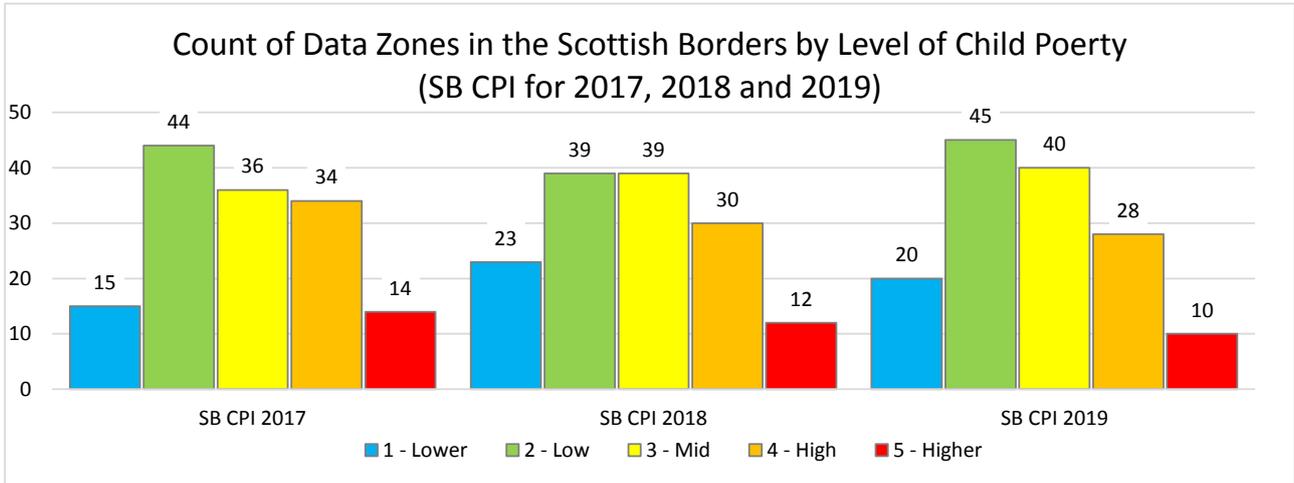


The graph below shows the 143 data zones in the Scottish Borders by SB CPI 2019 score and SIMD2016 decile. Although there is a clear relationship between deprivation and child poverty as represented by the data zones in the most deprived decile 1 and decile 2 also having a higher level of child poverty. However, there are several areas in the Scottish Borders where the level of child poverty is higher than expected when looking at SIMD decile. Again, it is important to remember that SIMD looks at the whole population and deprivation (not poverty only) and the SB CPI specifically focuses on children and poverty. The graph below labels the data zones of note.

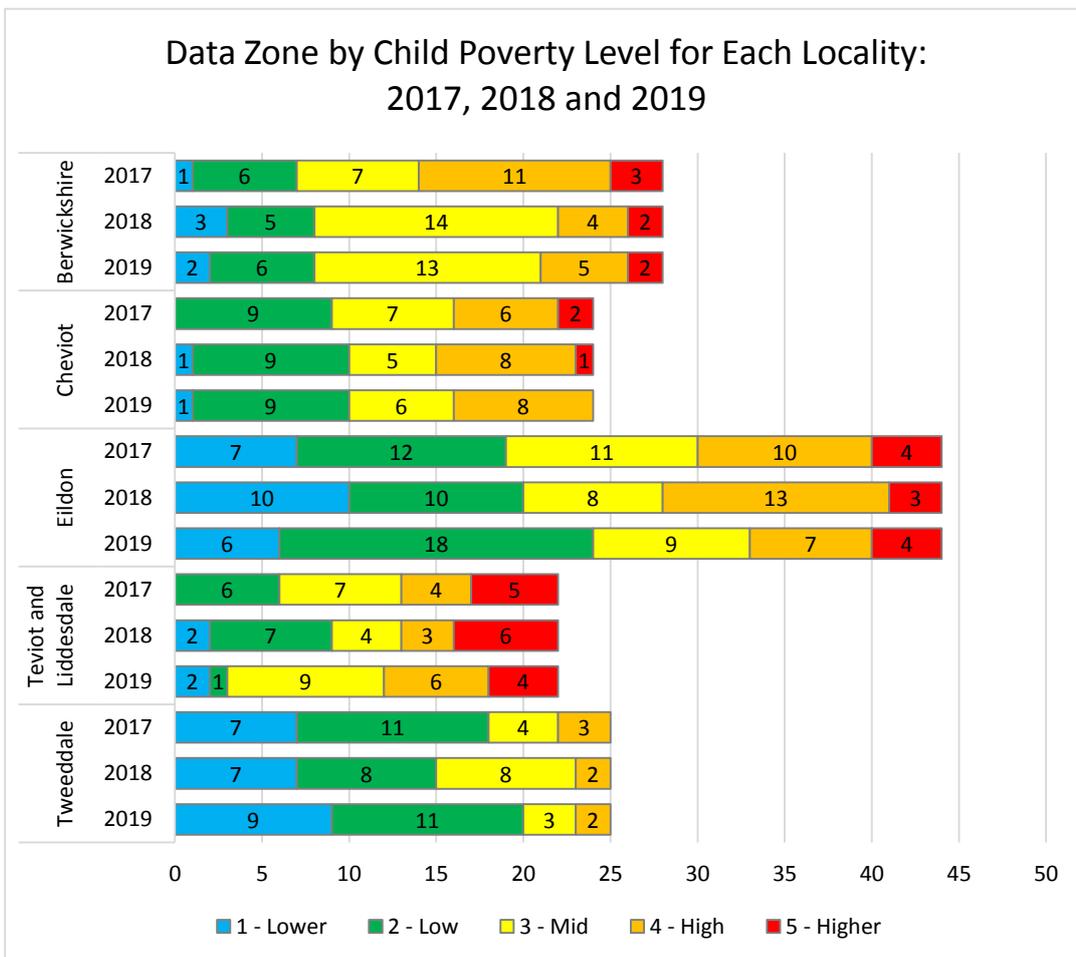


## Scottish Borders Child Poverty Level Change over Time and by Locality

The graph below shows the distribution of data zones by level of child poverty for 2017, 2018 and 2019. The SB CPI 2019 had the fewest data zones in the 'higher' grouping of child poverty. Over the three years the number of data zones in the 'high' or 'higher' grouping as decreased; from 48 in 2017 to 38 in 2019.



The graph below shows the distribution of data zones in each of the localities by level of child poverty for 2017, 2018 and 2019. Compared to 2017 there are fewer data zones with high or higher levels of child poverty in 2019 across all localities.



## Appendix 1: SB CPI 2018 Result for each Data Zone by Best Fit Primary School / Secondary School Catchment

### Berwickshire

Two secondary schools' (Berwickshire High School and Eyemouth High School) catchment area are primarily in Berwickshire locality.

Best Fit Secondary School	Best Fit Primary School	DZ2011 Code and Name	% CiLIF 2016	% Pupils FSM 2019	% Pupils CG 2019	% Pupils 16+ EMA 2019	SB CPI 2019: CiLIF16	SB CPI 2019: FSM19	SB CPI 2019: CG19	SB CPI 2019: EMA19	SB CPI 2019: Score	CPI2019 Level	SIMD2016 Decile
Berwickshire High School Page 44	Chirnside Primary	S01012320: Chirnside - West	16.0%	13.8%	17.0%	28.6%	4.0	3.0	4.0	2.5	13.5	High	5
		S01012321: Chirnside - East	9.9%	10.1%	12.6%	22.7%	2.0	3.0	3.0	2.5	10.5	Mid	7
		S01012323: Foulden and Area	11.3%	14.0%	14.0%	14.3%	3.0	3.0	3.0	1.5	10.5	Mid	7
	Coldstream Primary	S01012324: Birgham and Ladykirk Area	14.3%	10.1%	10.1%	9.1%	3.0	3.0	3.0	1.0	10.0	Mid	5
		S01012325: Coldstream - West	8.8%	10.9%	14.5%	0.0%	2.0	3.0	3.0	0.0	8.0	Low	7
		S01012326: Coldstream - South	25.5%	12.8%	25.6%	0.0%	5.0	3.0	5.0	0.0	13.0	High	3
		S01012327: Coldstream - East	16.2%	16.3%	18.3%	16.7%	4.0	4.0	4.0	2.0	14.0	High	6
	Duns Primary	S01012302: Cranshaws - Abbey St Bathans Area	9.9%	4.6%	6.2%	0.0%	2.0	1.0	2.0	0.0	5.0	Low	4
		S01012305: Duns - South	2.5%	11.2%	25.2%	9.1%	1.0	3.0	5.0	1.0	10.0	Mid	6
		S01012306: Duns - West	11.6%	14.5%	19.7%	0.0%	3.0	3.0	4.0	0.0	10.0	Mid	5
		S01012307: Duns - North	11.0%	9.6%	11.5%	0.0%	3.0	2.0	3.0	0.0	8.0	Low	5
		S01012308: Duns - East	11.1%	7.4%	10.8%	11.1%	3.0	2.0	3.0	1.5	9.5	Mid	9
	S01012319: Preston and Manderston Area	7.3%	12.0%	13.3%	20.0%	2.0	3.0	3.0	2.5	10.5	Mid	6	
	Greenlaw Primary	S01012300: Greenlaw	24.5%	20.3%	20.3%	12.5%	5.0	5.0	5.0	1.5	16.5	Higher	5
	Swinton Primary	S01012301: Swinton Leithholm and Fogo Area	5.6%	7.1%	11.1%	0.0%	2.0	2.0	3.0	0.0	7.0	Low	7
		S01012322: Whitsome Allanton and Hutton Area	7.6%	4.9%	4.9%	0.0%	2.0	1.0	1.0	0.0	4.0	Lower	7

Best Fit Secondary School	Best Fit Primary School	DZ2011 Code and Name	% CiLIF 2016	% Pupils FSM 2019	% Pupils CG 2019	% Pupils 16+ EMA 2019	SB CPI 2019: CiLIF16	SB CPI 2019: FSM19	SB CPI 2019: CG19	SB CPI 2019: EMA19	SB CPI 2019: Score	CPI2019 Level	SIMD2016 Decile
Eyemouth High School	Ayton Primary	S01012309: Ayton	11.0%	12.5%	13.9%	0.0%	3.0	3.0	3.0	0.0	9.0	Mid	6
		S01012310: St Abbs and Eyemouth Landward	7.1%	17.0%	17.9%	0.0%	2.0	4.0	4.0	0.0	10.0	Mid	6
	Cockburnspath Primary	S01012313: Cockburnspath and Area	8.9%	7.1%	7.1%	0.0%	2.0	2.0	2.0	0.0	6.0	Low	5
	Coldingham Primary	S01012311: Coldingham	18.4%	11.8%	17.6%	0.0%	4.0	3.0	4.0	0.0	11.0	Mid	7
	Eyemouth Primary	S01012314: Eyemouth - Gunsreen	15.2%	23.0%	30.3%	0.0%	4.0	5.0	6.0	0.0	15.0	High	4
		S01012315: Eyemouth - Seafront Harbour	7.2%	4.7%	12.5%	20.0%	2.0	1.0	3.0	2.5	8.5	Mid	4
		S01012316: Eyemouth - Central	17.9%	17.6%	17.6%	16.7%	4.0	4.0	4.0	2.0	14.0	High	3
		S01012317: Eyemouth - South	12.3%	16.4%	21.7%	0.0%	3.0	4.0	5.0	0.0	12.0	Mid	8
		S01012318: Eyemouth - North	21.2%	25.2%	29.0%	25.0%	5.0	5.0	5.0	2.5	17.5	Higher	4
	Reston Primary	S01012312: Reston and Coldingham Moor Area	10.1%	10.9%	10.9%	14.3%	3.0	3.0	3.0	1.5	10.5	Mid	5

## Cheviot

Two secondary schools' (Jedburgh Grammar, Kelso High School) catchment area are primarily in Cheviot locality.

Best Fit Secondary School	Best Fit Primary School	DZ2011 Code and Name	% CiLIF 2016	% Pupils FSM 2019	% Pupils CG 2019	% Pupils 16+ EMA 2019	SB CPI 2019: CiLIF16	SB CPI 2019: FSM19	SB CPI 2019: CG19	SB CPI 2019: EMA19	SB CPI 2019: Score	CPI2019 Level	SIMD2016 Decile
Jedburgh Grammar	Ancrum Primary	S01012342: Ancrum and Lanton Area	2.4%	12.3%	13.2%	0.0%	1.0	3.0	3.0	0.0	7.0	Low	7
		S01012343: Roxburgh Heiton Eckford Area	9.6%	3.0%	6.0%	0.0%	2.0	1.0	2.0	0.0	5.0	Low	7
	Jedburgh Primary	S01012341: Oxnam and Camptown Area	11.1%	4.5%	4.5%	0.0%	3.0	1.0	1.0	0.0	5.0	Low	7
		S01012349: Jedburgh - Howden	15.3%	19.1%	23.5%	0.0%	4.0	4.0	5.0	0.0	13.0	High	5
		S01012350: Jedburgh - Doom Hill	27.6%	16.7%	19.3%	50.0%	5.0	4.0	4.0	3.0	16.0	High	5
		S01012351: Jedburgh - East Central	18.2%	21.3%	23.6%	0.0%	4.0	5.0	5.0	0.0	14.0	High	5
		S01012352: Jedburgh - West Central	13.7%	18.6%	27.1%	0.0%	3.0	4.0	5.0	0.0	12.0	Mid	7
		S01012353: Jedburgh - Abbey	16.0%	9.7%	14.5%	0.0%	4.0	2.0	3.0	0.0	9.0	Mid	3

Best Fit Secondary School	Best Fit Primary School	DZ2011 Code and Name	% CiLIF 2016	% Pupils FSM 2019	% Pupils CG 2019	% Pupils 16+ EMA 2019	SB CPI 2019: CiLIF16	SB CPI 2019: FSM19	SB CPI 2019: CG19	SB CPI 2019: EMA19	SB CPI 2019: Score	CPI2019 Level	SIMD2016 Decile
Kelso High School	Broomlands Primary	S01012334: Kelso N - High Croft Orchard Park	16.0%	23.2%	25.9%	7.1%	4.0	5.0	5.0	1.0	15.0	High	6
		S01012335: Kelso N - Hendersyde Oakfield	12.1%	6.0%	12.8%	25.0%	3.0	2.0	3.0	2.5	10.5	Mid	8
		S01012336: Kelso N - Abbotseat	7.1%	11.1%	11.1%	0.0%	2.0	3.0	3.0	0.0	8.0	Low	7
		S01012340: Kelso S - Broomlands	22.6%	17.8%	23.7%	8.3%	5.0	4.0	5.0	1.0	15.0	High	7
	Edenside Primary	S01012330: Kelso S - Pinnaclehill	15.6%	20.3%	20.3%	0.0%	4.0	5.0	5.0	0.0	14.0	High	7
		S01012331: Kelso S - Maxwellheugh	4.0%	1.6%	3.1%	0.0%	1.0	1.0	1.0	0.0	3.0	Lower	10
		S01012337: Kelso N - Poynder Park	18.1%	34.4%	39.3%	0.0%	4.0	6.0	6.0	0.0	16.0	High	4
		S01012338: Kelso S - Bowmont and Edenside	24.7%	9.7%	11.3%	14.3%	5.0	2.0	3.0	1.5	11.5	Mid	5
		S01012339: Kelso S - Abbey	7.1%	6.5%	10.9%	0.0%	2.0	2.0	3.0	0.0	7.0	Low	6
	Ednam Primary	S01012332: Smailholm Stitchill and Ednam Area	14.2%	10.2%	12.5%	0.0%	3.0	3.0	3.0	0.0	9.0	Mid	6
	Morebattle Primary	S01012329: Morebattle Hownam and Area	9.9%	7.1%	9.4%	0.0%	2.0	2.0	2.0	0.0	6.0	Low	5
	Sprouston Primary	S01012333: Sprouston and Area	8.3%	4.9%	4.9%	8.3%	2.0	1.0	1.0	1.0	5.0	Low	6
	Yetholm Primary	S01012328: Town Yetholm	12.3%	15.1%	24.5%	25.0%	3.0	4.0	5.0	2.5	14.5	High	4

## Eildon

Three secondary schools' (Earlston High School, Galashiels Academy, Selkirk High School) catchment area are primarily in Eildon locality.

Best Fit Secondary School	Best Fit Primary School	DZ2011 Code and Name	% CiLIF 2016	% Pupils FSM 2019	% Pupils CG 2019	% Pupils 16+ EMA 2019	SB CPI 2019: CiLIF16	SB CPI 2019: FSM19	SB CPI 2019: CG19	SB CPI 2019: EMA19	SB CPI 2019: Score	CPI2019 Level	SIMD2016 Decile
Earlston High School Page 47	Channelkirk Primary	S01012299: Oxton and Area	2.5%	0.0%	1.2%	0.0%	1.0	0.0	1.0	0.0	2.0	Lower	7
	Earlston Primary	S01012268: Earlston and Melrose Landward	7.6%	9.1%	12.1%	0.0%	2.0	2.0	3.0	0.0	7.0	Low	8
		S01012269: Earlston - West	5.4%	6.1%	7.0%	6.3%	2.0	2.0	2.0	1.0	7.0	Low	9
		S01012270: Earlston - East	12.1%	4.7%	10.3%	0.0%	3.0	1.0	3.0	0.0	7.0	Low	6
	Gordon Primary	S01012304: Gordon and Hume Area	4.2%	5.4%	5.4%	0.0%	1.0	2.0	2.0	0.0	5.0	Low	6
	Lauder Primary	S01012296: Lauder - South	5.6%	2.5%	3.0%	0.0%	2.0	1.0	1.0	0.0	4.0	Lower	9
		S01012297: Blainslie and Legerwood	6.3%	1.1%	1.1%	5.6%	2.0	1.0	1.0	1.0	5.0	Low	6
		S01012298: Lauder - North	12.0%	4.5%	7.5%	0.0%	3.0	1.0	2.0	0.0	6.0	Low	8
	Melrose Primary	S01012289: Gattonside - Darnick - Chiefswood	3.9%	2.2%	2.2%	0.0%	1.0	1.0	1.0	0.0	3.0	Lower	7
		S01012290: Melrose - Newstead	7.6%	8.3%	10.0%	0.0%	2.0	2.0	3.0	0.0	7.0	Low	6
		S01012291: Melrose - Dingleton Hill	5.8%	4.4%	6.1%	0.0%	2.0	1.0	2.0	0.0	5.0	Low	9
		S01012292: Melrose - High Street	3.1%	1.3%	1.3%	0.0%	1.0	1.0	1.0	0.0	3.0	Lower	10
	Newtown Primary	S01012344: Newtown St Boswells - South	26.0%	20.5%	21.7%	0.0%	5.0	5.0	5.0	0.0	15.0	High	4
		S01012345: Newtown St Boswells - North	5.8%	18.3%	24.3%	0.0%	2.0	4.0	5.0	0.0	11.0	Mid	6
		S01012377: Bowden and Lindean Area	2.0%	0.0%	5.3%	0.0%	1.0	0.0	2.0	0.0	3.0	Lower	8
	St Boswells Primary	S01012346: Dryburgh Charlesfield Maxton Area	7.8%	9.8%	12.2%	0.0%	2.0	2.0	3.0	0.0	7.0	Low	7
		S01012347: St Boswells - East	4.5%	17.3%	18.4%	0.0%	1.0	4.0	4.0	0.0	9.0	Mid	7
		S01012348: St Boswells - West	2.7%	7.4%	11.7%	0.0%	1.0	2.0	3.0	0.0	6.0	Low	8
	Westruther Primary	S01012303: Westruther and Polwarth Area	5.1%	2.5%	3.8%	0.0%	2.0	1.0	1.0	0.0	4.0	Lower	7

Best Fit Secondary School	Best Fit Primary School	DZ2011 Code and Name	% CiLIF 2016	% Pupils FSM 2019	% Pupils CG 2019	% Pupils 16+ EMA 2019	SB CPI 2019: CiLIF16	SB CPI 2019: FSM19	SB CPI 2019: CG19	SB CPI 2019: EMA19	SB CPI 2019: Score	CPI2019 Level	SIMD2016 Decile
Galashiels Academy	Balmoral Primary	S01012276: Galashiels - N - Windyknowe	5.4%	1.0%	6.1%	0.0%	2.0	1.0	2.0	0.0	5.0	Low	5
		S01012279: Galashiels - W - Thistle St	28.8%	24.7%	28.6%	25.0%	5.0	5.0	5.0	2.5	17.5	Higher	4
		S01012280: Galashiels - W - Balmoral Rd	17.3%	22.0%	28.0%	0.0%	4.0	5.0	5.0	0.0	14.0	High	4
		S01012281: Galashiels - W - Balmoral Pl	14.3%	13.0%	18.8%	0.0%	3.0	3.0	4.0	0.0	10.0	Mid	5
	Burgh Primary	S01012275: Galashiels - N - Town Centre	14.4%	17.2%	22.4%	0.0%	3.0	4.0	5.0	0.0	12.0	Mid	4
		S01012277: Galashiels - N - Wood St	11.5%	24.1%	29.7%	20.0%	3.0	5.0	5.0	2.5	15.5	High	5
		S01012278: Galashiels - W - Old Town	13.5%	6.4%	14.9%	0.0%	3.0	2.0	3.0	0.0	8.0	Low	4
	Clovenfords Primary	S01012273: Clovenfords and Area	2.8%	1.7%	1.7%	0.0%	1.0	1.0	1.0	0.0	3.0	Lower	7
	Fountainhall Primary and Heriot Primary	S01012271: Heriot - Fountainhall - Stow Landward	7.4%	13.9%	18.3%	4.5%	2.0	3.0	4.0	0.5	9.5	Mid	7
	Glendinning Primary	S01012274: Galashiels - N - Halliburton	12.8%	7.9%	12.6%	0.0%	3.0	2.0	3.0	0.0	8.0	Low	5
	Langlee Primary	S01012285: Galashiels - S - Glenfield	3.8%	8.7%	15.2%	0.0%	1.0	2.0	4.0	0.0	7.0	Low	7
		S01012286: Gala - Langlee - East	16.7%	13.8%	18.3%	7.1%	4.0	3.0	4.0	1.0	12.0	Mid	3
		S01012287: Gala - Langlee - Central	39.6%	35.8%	45.0%	14.3%	6.0	6.0	6.0	1.5	19.5	Higher	1
		S01012288: Gala - Langlee - West	36.9%	32.7%	38.3%	33.3%	6.0	6.0	6.0	3.0	21.0	Higher	2
	St Peters Primary	S01012282: Galashiels - S - Netherdale	3.0%	5.2%	5.2%	0.0%	1.0	2.0	2.0	0.0	5.0	Low	8
		S01012283: Galashiels - S - St Peters Sch	22.8%	12.3%	18.7%	0.0%	5.0	3.0	4.0	0.0	12.0	Mid	6
		S01012284: Galashiels - S - Huddersfield	21.5%	12.3%	23.5%	33.3%	5.0	3.0	5.0	3.0	16.0	High	3
	Stow Primary	S01012272: Stow	6.3%	1.1%	1.1%	0.0%	2.0	1.0	1.0	0.0	4.0	Lower	8
	Tweedbank Primary	S01012293: Tweedbank - West	6.6%	9.7%	11.3%	0.0%	2.0	2.0	3.0	0.0	7.0	Low	6
		S01012294: Tweedbank - North	13.5%	12.2%	22.2%	11.1%	3.0	3.0	5.0	1.5	12.5	High	5
S01012295: Tweedbank - East		10.4%	4.8%	6.5%	0.0%	3.0	1.0	2.0	0.0	6.0	Low	5	

Best Fit Secondary School	Best Fit Primary School	DZ2011 Code and Name	% CiLIF 2016	% Pupils FSM 2019	% Pupils CG 2019	% Pupils 16+ EMA 2019	SB CPI 2019: CiLIF16	SB CPI 2019: FSM19	SB CPI 2019: CG19	SB CPI 2019: EMA19	SB CPI 2019: Score	CPI2019 Level	SIMD2016 Decile
Selkirk High School	Kirkhope Primary	S01012378: Ettrick Water and Bowhill Area	5.1%	7.4%	7.4%	0.0%	2.0	2.0	2.0	0.0	6.0	Low	6
	Knowepark Primary	S01012380: Selkirk - Shawburn	12.3%	16.8%	18.4%	15.4%	3.0	4.0	4.0	2.0	13.0	High	5
		S01012381: Selkirk - Town Centre	14.4%	17.5%	23.7%	22.2%	3.0	4.0	5.0	2.5	14.5	High	5
		S01012382: Selkirk - Hillside Terrace	8.1%	7.1%	7.1%	11.1%	2.0	2.0	2.0	1.5	7.5	Low	9
		S01012383: Selkirk - Shawpark	14.0%	12.0%	15.7%	16.7%	3.0	3.0	4.0	2.0	12.0	Mid	7
		S01012384: Selkirk - Dunsdale	9.6%	20.6%	20.6%	0.0%	2.0	5.0	5.0	0.0	12.0	Mid	6
	Lilliesleaf Primary	S01012376: Ashkirk Lilliesleaf and Midlem Area	5.6%	7.3%	9.7%	7.7%	2.0	2.0	2.0	1.0	7.0	Low	8
	Philiphaugh Primary	S01012385: Selkirk - Heatherlie	7.4%	10.2%	10.2%	12.5%	2.0	3.0	3.0	1.5	9.5	Mid	7
		S01012386: Selkirk - Bannerfield	28.9%	34.4%	45.5%	0.0%	5.0	6.0	6.0	0.0	17.0	Higher	2
Yarrow Primary	S01012379: Yarrow Water and Sunderland Area	19.1%	3.8%	3.8%	0.0%	4.0	1.0	1.0	0.0	6.0	Low	6	

## Teviot and Liddesdale

One secondary school's (Hawick High School) catchment area is primarily in Teviot and Liddesdale locality.

Best Fit Secondary School	Best Fit Primary School	DZ2011 Code and Name	% CiLIF 2016	% Pupils FSM 2019	% Pupils CG 2019	% Pupils 16+ EMA 2019	SB CPI 2019: CiLIF16	SB CPI 2019: FSM19	SB CPI 2019: CG19	SB CPI 2019: EMA19	SB CPI 2019: Score	CPI2019 Level	SIMD2016 Decile
Hawick High School P00650	Burnfoot Primary	S01012359: Hawick - Burnfoot - South East	36.8%	29.8%	40.5%	0.0%	6.0	5.0	6.0	0.0	17.0	Higher	2
		S01012360: Hawick - Burnfoot - Central	35.9%	37.9%	46.0%	0.0%	6.0	6.0	6.0	0.0	18.0	Higher	1
		S01012361: Hawick - Burnfoot - West	28.1%	25.8%	33.7%	0.0%	5.0	5.0	6.0	0.0	16.0	High	2
		S01012362: Hawick - Burnfoot - North	24.0%	33.0%	42.4%	0.0%	5.0	6.0	6.0	0.0	17.0	Higher	2
	Denholm Primary	S01012356: Denholm	12.9%	3.8%	10.1%	14.3%	3.0	1.0	3.0	1.5	8.5	Mid	7
		S01012358: Bonchester Bridge and Chesters Area	9.6%	7.4%	16.2%	11.1%	2.0	2.0	4.0	1.5	9.5	Mid	6
	Drumlanrig St Cuthberts Primary	S01012355: Teviothead and Hermitage Area	13.5%	8.6%	12.9%	0.0%	3.0	2.0	3.0	0.0	8.0	Low	5
		S01012363: Hawick Central - Wellogate	25.0%	21.2%	25.4%	0.0%	5.0	5.0	5.0	0.0	15.0	High	2
		S01012365: Hawick Central - Millers Knowes	5.5%	0.0%	0.0%	0.0%	2.0	0.0	0.0	0.0	2.0	Lower	8
		S01012366: Hawick Central - Town Centre	29.1%	40.3%	45.2%	0.0%	5.0	6.0	6.0	0.0	17.0	Higher	4
		S01012368: Hawick West End - Wilton Dean	11.8%	6.4%	6.4%	14.3%	3.0	2.0	2.0	1.5	8.5	Mid	7
		S01012369: Hawick West End - Crumhaughill and Parkdaill	10.2%	9.7%	10.7%	12.5%	3.0	2.0	3.0	1.5	9.5	Mid	8
		S01012370: Hawick Central - Drumlanrig	8.0%	13.5%	16.2%	23.1%	2.0	3.0	4.0	2.5	11.5	Mid	5
		S01012371: Hawick West End - Crumhaugh	14.5%	16.5%	21.5%	16.7%	3.0	4.0	5.0	2.0	14.0	High	3
	Newcastleton Primary	S01012372: Hawick North - Commercial Road	22.4%	28.1%	34.4%	0.0%	5.0	5.0	6.0	0.0	16.0	High	3
		S01012354: Newcastleton	18.5%	13.4%	17.1%	0.0%	4.0	3.0	4.0	0.0	11.0	Mid	6
	Stirches Primary	S01012357: Minto Cauldmill and Boonraw Area	7.2%	0.0%	0.0%	0.0%	2.0	0.0	0.0	0.0	2.0	Lower	7
		S01012374: Hawick North - Stirtches	10.5%	4.9%	13.1%	16.7%	3.0	1.0	3.0	2.0	9.0	Mid	5
	Trinity Primary	S01012364: Hawick Central - Trinity	16.3%	26.0%	34.2%	0.0%	4.0	5.0	6.0	0.0	15.0	High	3
		S01012367: Hawick Central - Weensland	14.2%	14.4%	18.0%	66.7%	3.0	3.0	4.0	3.0	13.0	High	6
Wilton Primary	S01012373: Hawick North - Wilton Hill	17.1%	11.6%	16.1%	5.9%	4.0	3.0	4.0	1.0	12.0	Mid	5	
	S01012375: Hawick North - Silverbuthall	8.2%	11.8%	22.7%	11.1%	2.0	3.0	5.0	1.5	11.5	Mid	4	

## Tweeddale

One secondary school's (Peebles High School) catchment area is primarily in Tweeddale locality.

Best Fit Secondary School	Best Fit Primary School	DZ2011 Code and Name	% CiLIF 2016	% Pupils FSM 2019	% Pupils CG 2019	% Pupils 16+ EMA 2019	SB CPI 2019: CiLIF16	SB CPI 2019: FSM19	SB CPI 2019: CG19	SB CPI 2019: EMA19	SB CPI 2019: Score	CPI2019 Level	SIMD2016 Decile
Peebles High School	Broughton Primary	S01012249: Broughton and Upper Tweed	8.0%	11.4%	14.8%	9.1%	2.0	3.0	3.0	1.0	9.0	Mid	7
	Eddleston Primary	S01012247: Eddleston and Area	5.0%	4.7%	4.7%	0.0%	2.0	1.0	1.0	0.0	4.0	Lower	7
	Kingsland Primary	S01012250: Glentress and Manor Valley	6.6%	2.2%	5.1%	0.0%	2.0	1.0	2.0	0.0	5.0	Low	8
		S01012251: Peebles - N - Connor St	14.4%	17.1%	22.8%	12.5%	3.0	4.0	5.0	1.5	13.5	High	5
		S01012252: Peebles North - Dalatho	10.8%	6.6%	14.5%	9.1%	3.0	2.0	3.0	1.0	9.0	Mid	5
		S01012253: Peebles - N - Cuddyside	6.8%	6.0%	11.9%	0.0%	2.0	2.0	3.0	0.0	7.0	Low	6
		S01012254: Peebles - N - March St	4.9%	4.7%	6.3%	0.0%	1.0	1.0	2.0	0.0	4.0	Lower	9
		S01012255: Peebles - N - Eastgate	9.0%	2.3%	4.6%	0.0%	2.0	1.0	1.0	0.0	4.0	Lower	8
	Newlands Primary	S01012248: Stobo - Blyth Bridge - Skirling	10.8%	1.2%	7.1%	0.0%	3.0	1.0	2.0	0.0	6.0	Low	7
	Priorsford Primary	S01012256: Peebles - S - Calvalry Park	7.0%	6.1%	6.1%	0.0%	2.0	2.0	2.0	0.0	6.0	Low	9
		S01012257: Peebles - S - Gallow Hill	4.9%	6.9%	9.9%	0.0%	1.0	2.0	2.0	0.0	5.0	Low	7
		S01012258: Peebles - S - Edderston Rd	1.4%	0.0%	0.0%	0.0%	1.0	0.0	0.0	0.0	1.0	Lower	10
		S01012259: Peebles - S - Caledonian-Springhill	0.0%	1.0%	1.0%	0.0%	0.0	1.0	1.0	0.0	2.0	Lower	10
		S01012260: Peebles - S - Victoria Park	12.1%	9.4%	9.9%	0.0%	3.0	2.0	2.0	0.0	7.0	Low	7
		S01012261: Cardrona	7.0%	5.6%	7.9%	0.0%	2.0	2.0	2.0	0.0	6.0	Low	9
	St Ronans Primary	S01012262: Tweeddale East Landward	9.0%	5.5%	5.5%	6.5%	2.0	2.0	2.0	1.0	7.0	Low	5
		S01012264: Innerleithen - North	6.4%	2.5%	7.6%	0.0%	2.0	1.0	2.0	0.0	5.0	Low	7
		S01012265: Innerleithen - East	26.6%	22.0%	26.0%	0.0%	5.0	5.0	5.0	0.0	15.0	High	5
		S01012266: Innerleithen - South	14.9%	6.5%	8.7%	0.0%	3.0	2.0	2.0	0.0	7.0	Low	7
		S01012267: Innerleithen - West	0.8%	3.0%	5.1%	0.0%	1.0	1.0	2.0	0.0	4.0	Lower	9
	Walkerburn Primary	S01012263: Walkerburn	14.9%	11.5%	29.5%	0.0%	3.0	3.0	5.0	0.0	11.0	Mid	5
	West Linton Primary	S01012244: Carlops Romannobridge	6.0%	0.0%	0.0%	0.0%	2.0	0.0	0.0	0.0	2.0	Lower	7
		S01012245: West Linton - Lower	3.3%	0.0%	1.0%	0.0%	1.0	0.0	1.0	0.0	2.0	Lower	8
S01012246: West Linton - Upper		4.4%	5.3%	6.8%	0.0%	1.0	2.0	2.0	0.0	5.0	Low	10	

## Appendix 2: Scottish Borders Child Poverty Index (SB CPI) 2019: Primary School Ranking

The table below ranks the non-denominational primary schools in the Scottish Borders by the 'Average of SB CPI Score' for the primary school based best fit data zones. The components of the SB CPI 2019 are:

- Percent of Children in Low Income Families (CiLIF) 2016 from HMRC
- Percent of Pupils in Receipt of Free School Meals (FSM) 2019 from SBC's SEEMIS
- Percent of Pupils in Receipt of Clothing Grant (CG) 2019 from SBC's SEEMIS
- Percent of Pupils Aged 16+ in Receipt of Education Maintenance Allowance (EMA) 2019 from SBC's SEEMIS

Each primary school is allocated into a SB CPI level based on the school's score.

Scottish Borders		12.6%	11.6%	15.2%	5.0%				20	45	40	28	10	143
							SB CPI 2019 Level							
SB CPI 2019 Primary School Rank	Secondary School	Primary School	Average of CiLIF 2016 (HMRC)	Average of % FSM 2019 (SBC)	Average of % CG 2019 (SBC)	Average of % 16+ EMA 2019 (SBC)	School SB CPI 2019 Score (Max 21)	School SB CPI 2019 Level	Lower	Low	Mid	High	Higher	Count of Data Zones
1	Hawick High School	Burnfoot Primary	31.2%	31.6%	40.6%	0.0%	18.0	Higher				1	3	4
2	Berwickshire High School	Greenlaw Primary	24.5%	20.3%	20.3%	12.5%	16.5	Higher					1	1
3	Galashiels Academy	Langlee Primary	24.3%	22.8%	29.2%	13.7%	16.5	Higher		1	1		2	4
4	Hawick High School	Trinity Primary	15.3%	20.2%	26.1%	33.3%	16.0	High				2		2
5	Selkirk High School	Philiphaugh Primary	18.2%	22.3%	27.8%	6.3%	15.0	High			1		1	2
6	Kelso High School	Yetholm Primary	12.3%	15.1%	24.5%	25.0%	14.5	High				1		1
7	Galashiels Academy	Balmoral Primary	16.5%	15.2%	20.4%	6.3%	14.0	High		1	1	1	1	4
8	Eyemouth High School	Eyemouth Primary	14.8%	17.4%	22.2%	12.3%	13.5	High			2	2	1	5
9	Galashiels Academy	Burgh Primary	13.1%	15.9%	22.3%	6.7%	13.0	High		1	1	1		3
10	Hawick High School	Drumlanrig St Cuthberts Primary	15.6%	16.0%	19.2%	7.4%	13.0	High	1	1	3	3	1	9
11	Jedburgh Grammar	Jedburgh Primary	17.0%	15.0%	18.7%	8.3%	13.0	High		1	2	3		6

SB CPI 2019 Primary School Rank	Secondary School	Primary School	Average of CiLIF 2016 (HMRC)	Average of % FSM 2019 (SBC)	Average of % CG 2019 (SBC)	Average of % 16+ EMA 2019 (SBC)	School SB CPI 2019 Score (Max 21)	School SB CPI 2019 Level	Lower	Low	Mid	High	Higher	Count of Data Zones
12	Berwickshire High School	Coldstream Primary	16.2%	12.6%	17.1%	6.4%	12.0	Mid		1	1	2		4
13	Kelso High School	Broomlands Primary	14.5%	14.5%	18.4%	10.1%	11.5	Mid		1	1	2		4
14	Berwickshire High School	Chirnside Primary	12.4%	12.6%	14.5%	21.9%	11.5	Mid			2	1		3
15	Selkirk High School	Knowepark Primary	11.7%	14.8%	17.1%	13.1%	11.5	Mid		1	2	2		5
16	Galashiels Academy	St Peters Primary	15.8%	9.9%	15.8%	11.1%	11.5	Mid		1	1	1		3
17	Eyemouth High School	Coldingham Primary	18.4%	11.8%	17.6%	0.0%	11.0	Mid			1			1
18	Hawick High School	Newcastleton Primary	18.5%	13.4%	17.1%	0.0%	11.0	Mid			1			1
19	Peebles High School	Walkerburn Primary	14.9%	11.5%	29.5%	0.0%	11.0	Mid			1			1
20	Hawick High School	Wilton Primary	12.7%	11.7%	19.4%	8.5%	11.0	Mid			2			2
21	Kelso High School	Edenside Primary	13.9%	14.5%	17.0%	2.9%	10.5	Mid	1	1	1	2		5
22	Eyemouth High School	Reston Primary	10.1%	10.9%	10.9%	14.3%	10.5	Mid			1			1
23	Earlston High School	Newtown Primary	11.3%	12.9%	17.1%	0.0%	10.0	Mid	1		1	1		3
24	Hawick High School	Denholm Primary	11.3%	5.6%	13.2%	12.7%	9.5	Mid			2			2
25	Galashiels Academy	Fountainhall Primary and Heriot Primary	7.4%	13.9%	18.3%	4.5%	9.5	Mid			1			1
26	Eyemouth High School	Ayton Primary	9.1%	14.7%	15.9%	0.0%	9.0	Mid			2			2
27	Peebles High School	Broughton Primary	8.0%	11.4%	14.8%	9.1%	9.0	Mid			1			1
28	Kelso High School	Ednam Primary	14.2%	10.2%	12.5%	0.0%	9.0	Mid			1			1
29	Peebles High School	St Ronans Primary	11.5%	7.9%	10.6%	1.3%	8.5	Mid	1	3		1		5
30	Galashiels Academy	Tweedbank Primary	10.2%	8.9%	13.3%	3.7%	8.5	Mid		2		1		3

SB CPI 2019 Primary School Rank	Secondary School	Primary School	Average of CiLIF 2016 (HMRC)	Average of % FSM 2019 (SBC)	Average of % CG 2019 (SBC)	Average of % 16+ EMA 2019 (SBC)	School SB CPI 2019 Score (Max 21)	School SB CPI 2019 Level	SB CPI 2019 Level					Count of Data Zones
									Lower	Low	Mid	High	Higher	
31	Berwickshire High School	Duns Primary	8.9%	9.9%	14.5%	6.7%	8.0	Low		2	4			6
32	Galashiels Academy	Glendinning Primary	12.8%	7.9%	12.6%	0.0%	8.0	Low		1				1
33	Earlston High School	St Boswells Primary	5.0%	11.5%	14.1%	0.0%	8.0	Low		2	1			3
34	Peebles High School	Kingsland Primary	8.8%	6.5%	10.9%	3.6%	7.5	Low	2	2	1	1		6
35	Selkirk High School	Lilliesleaf Primary	5.6%	7.3%	9.7%	7.7%	7.0	Low		1				1
36	Earlston High School	Earlston Primary	8.4%	6.6%	9.8%	2.1%	6.5	Low		3				3
37	Jedburgh Grammar	Ancrum Primary	6.0%	7.6%	9.6%	0.0%	6.0	Low		2				2
38	Eyemouth High School	Cockburnspath Primary	8.9%	7.1%	7.1%	0.0%	6.0	Low		1				1
39	Selkirk High School	Kirkhope Primary	5.1%	7.4%	7.4%	0.0%	6.0	Low		1				1
40	Kelso High School	Morebattle Primary	9.9%	7.1%	9.4%	0.0%	6.0	Low		1				1
41	Peebles High School	Newlands Primary	10.8%	1.2%	7.1%	0.0%	6.0	Low		1				1
42	Hawick High School	Stirches Primary	8.9%	2.5%	6.6%	8.3%	6.0	Low	1		1			2
43	Berwickshire High School	Swinton Primary	6.6%	6.0%	8.0%	0.0%	6.0	Low	1	1				2
44	Selkirk High School	Yarrow Primary	19.1%	3.8%	3.8%	0.0%	6.0	Low		1				1
45	Earlston High School	Gordon Primary	4.2%	5.4%	5.4%	0.0%	5.0	Low		1				1
46	Peebles High School	Priorsford Primary	5.4%	4.8%	5.8%	0.0%	5.0	Low	2	4				6
47	Kelso High School	Sprouston Primary	8.3%	4.9%	4.9%	8.3%	5.0	Low		1				1
48	Earlston High School	Lauder Primary	8.0%	2.7%	3.8%	1.9%	4.5	Low	1	2				3
49	Peebles High School	Eddleston Primary	5.0%	4.7%	4.7%	0.0%	4.0	Lower	1					1
50	Earlston High School	Melrose Primary	5.1%	4.1%	4.9%	0.0%	4.0	Lower	2	2				4
51	Galashiels Academy	Stow Primary	6.3%	1.1%	1.1%	0.0%	4.0	Lower	1					1
52	Earlston High School	Westruther Primary	5.1%	2.5%	3.8%	0.0%	4.0	Lower	1					1
53	Galashiels Academy	Clovenfords Primary	2.8%	1.7%	1.7%	0.0%	3.0	Lower	1					1
54	Peebles High School	West Linton Primary	4.6%	1.8%	2.6%	0.0%	3.0	Lower	2	1				3
55	Earlston High School	Channelkirk Primary	2.5%	0.0%	1.2%	0.0%	2.0	Lower	1					1

## Appendix 3: Change in SB CPI Level by Locality

### Berwickshire

Settlement (Best Fit)	Data Zone 2011 Code and Name	SIMD2016 Decile	SB CPI 2017 Level	SB CPI 2018 Level	SB CPI 2019 Level
Ayton	S01012309: Ayton	6	Low	Mid	Mid
Chirside	S01012320: Chirside - West	5	Higher	Higher	High
	S01012321: Chirside - East	7	High	Mid	Mid
Coldingham	S01012311: Coldingham	7	Higher	High	Mid
Coldstream	S01012325: Coldstream - West	7	Low	Lower	Low
	S01012326: Coldstream - South	3	High	Mid	High
	S01012327: Coldstream - East	6	Higher	High	High
Duns	S01012305: Duns - South	6	Low	Low	Mid
	S01012306: Duns - West	5	High	Mid	Mid
	S01012307: Duns - North	5	High	Mid	Low
	S01012308: Duns - East	9	Mid	Mid	Mid
Eyemouth	S01012314: Eyemouth - Gunsgreen	4	High	Mid	High
	S01012315: Eyemouth - Seafront Harbour	4	Mid	Lower	Mid
	S01012316: Eyemouth - Central	3	High	Mid	High
	S01012317: Eyemouth - South	8	High	Mid	Mid
	S01012318: Eyemouth - North	4	High	Higher	Higher
Greenlaw	S01012300: Greenlaw	5	High	High	Higher
Rural - Berwickshire	S01012301: Swinton Leithholm and Fogo Area	7	Low	Low	Low
	S01012302: Cranshaws - Abbey St Bathans Area	4	Mid	Mid	Low
	S01012303: Westruther and Polwarth Area	7	Lower	Lower	Lower
	S01012304: Gordon and Hume Area	6	Low	Low	Low
	S01012310: St Abbs and Eyemouth Landward	6	Mid	Mid	Mid
	S01012312: Reston and Coldingham Moor Area	5	High	Low	Mid
	S01012313: Cockburnspath and Area	5	Low	Mid	Low
	S01012319: Preston and Manderston Area	6	High	Mid	Mid
	S01012322: Whitsome Allanton and Hutton Area	7	Mid	Low	Lower
	S01012323: Foulden and Area	7	Mid	High	Mid
S01012324: Birgham and Ladykirk Area	5	Mid	Mid	Mid	

## Cheviot

Settlement (Best Fit)	Data Zone 2011 Code and Name	SIMD2016 Decile	SB CPI 2017 Level	SB CPI 2018 Level	SB CPI 2019 Level
Jedburgh	S01012349: Jedburgh - Howden	5	High	High	High
	S01012350: Jedburgh - Doom Hill	5	High	High	High
	S01012351: Jedburgh - East Central	5	High	Mid	High
	S01012352: Jedburgh - West Central	7	Low	Mid	Mid
	S01012353: Jedburgh - Abbey	3	Mid	High	Mid
Kelso	S01012330: Kelso S - Pinnaclehill	7	High	High	High
	S01012331: Kelso S - Maxwellheugh	10	Low	Lower	Lower
	S01012334: Kelso N - High Croft Orchard Park	6	Higher	High	High
	S01012335: Kelso N - Hendersyde Oakfield	8	Mid	Low	Mid
	S01012336: Kelso N - Abbotseat	7	Mid	Mid	Low
	S01012337: Kelso N - Poynder Park	4	High	High	High
	S01012338: Kelso S - Bowmont and Edenside	5	Mid	High	Mid
	S01012339: Kelso S - Abbey	6	Mid	Mid	Low
S01012340: Kelso S - Broomlands	7	High	Higher	High	
Rural - Cheviot	S01012329: Morebattle Hownam and Area	5	Mid	Low	Low
	S01012332: Smailholm Stitchill and Ednam Area	6	Mid	Mid	Mid
	S01012333: Sprouston and Area	6	Low	Low	Low
	S01012341: Oxnam and Camptown Area	7	Low	Low	Low
	S01012342: Ancrum and Lanton Area	7	Low	Low	Low
	S01012343: Roxburgh Heiton Eckford Area	7	Low	Low	Low
	S01012346: Dryburgh Charlesfield Maxton Area	7	Low	Low	Low
St Boswells	S01012347: St Boswells - East	7	Low	Low	Mid
	S01012348: St Boswells - West	8	Low	Low	Low
Yetholm	S01012328: Town Yetholm	4	Higher	High	High

## Eildon

Settlement (Best Fit)	Data Zone 2011 Code and Name	SIMD2016 Decile	SB CPI 2017 Level	SB CPI 2018 Level	SB CPI 2019 Level
Darnick and Gattonside	S01012289: Gattonside - Darnick - Chiefswood	7	Low	Lower	Lower
Earlston	S01012269: Earlston - West	9	Low	Lower	Low
	S01012270: Earlston - East	6	Mid	Low	Low
Galashiels	S01012274: Galashiels - N - Halliburton	5	Mid	Low	Low
	S01012275: Galashiels - N - Town Centre	4	Mid	High	Mid
	S01012276: Galashiels - N - Windyknowe	5	Lower	Low	Low
	S01012277: Galashiels - N - Wood St	5	High	High	High
	S01012278: Galashiels - W - Old Town	4	High	High	Low
	S01012279: Galashiels - W - Thistle St	4	Higher	High	Higher
	S01012280: Galashiels - W - Balmoral Rd	4	High	High	High
	S01012281: Galashiels - W - Balmoral Pl	5	High	High	Mid
	S01012282: Galashiels - S - Netherdale	8	Lower	Lower	Low
	S01012283: Galashiels - S - St Peters Sch	6	High	High	Mid
	S01012284: Galashiels - S - Huddersfield	3	High	High	High
	S01012285: Galashiels - S - Glenfield	7	Lower	Lower	Low
	S01012286: Gala - Langlee - East	3	High	High	Mid
	S01012287: Gala - Langlee - Central	1	Higher	Higher	Higher
S01012288: Gala - Langlee - West	2	Higher	Higher	Higher	
Lauder	S01012296: Lauder - South	9	Low	Lower	Lower
	S01012298: Lauder - North	8	High	Mid	Low
Melrose and Newstead	S01012290: Melrose - Newstead	6	Low	Low	Low
	S01012291: Melrose - Dingleton Hill	9	Low	Low	Low
	S01012292: Melrose - High Street	10	Lower	Lower	Lower
Newtown St Boswells	S01012344: Newtown St Boswells - South	4	High	High	High
	S01012345: Newtown St Boswells - North	6	Low	High	Mid
Rural - Eildon	S01012268: Earlston and Melrose Landward	8	Low	Low	Low
	S01012271: Heriot - Fountainhall - Stow Landward	7	Low	Mid	Mid
	S01012297: Blainslie and Legerwood	6	Low	Lower	Low
	S01012299: Oxton and Area	7	Lower	Lower	Lower
	S01012376: Ashkirk Lilliesleaf and Midlem Area	8	Mid	Low	Low
	S01012377: Bowden and Lindean Area	8	Lower	Lower	Lower
	S01012378: Ettrick Water and Bowhill Area	6	Low	Low	Low
	S01012379: Yarrow Water and Sunderland Area	6	Low	Mid	Low
Selkirk	S01012380: Selkirk - Shawburn	5	Mid	High	High
	S01012381: Selkirk - Town Centre	5	Mid	Mid	High
	S01012382: Selkirk - Hillside Terrace	9	Low	Low	Low
	S01012383: Selkirk - Shawpark	7	Mid	High	Mid
	S01012384: Selkirk - Dunsdale	6	Mid	Mid	Mid
	S01012385: Selkirk - Heatherlie	7	Mid	Mid	Mid
	S01012386: Selkirk - Bannerfield	2	Higher	Higher	Higher
Stow	S01012272: Stow	8	Lower	Lower	Lower
Tweedbank	S01012293: Tweedbank - West	6	Mid	Low	Low
	S01012294: Tweedbank - North	5	High	Mid	High
	S01012295: Tweedbank - East	5	Mid	Mid	Low

## Teviot and Liddesdale

Settlement (Best Fit)	Data Zone 2011 Code and Name	SIMD2016 Decile	SB CPI 2017 Level	SB CPI 2018 Level	SB CPI 2019 Level
Denholm	S01012356: Denholm	7	Low	Low	Mid
Hawick	S01012359: Hawick - Burnfoot - South East	2	Higher	Higher	Higher
	S01012360: Hawick - Burnfoot - Central	1	Higher	Higher	Higher
	S01012361: Hawick - Burnfoot - West	2	Higher	Higher	High
	S01012362: Hawick - Burnfoot - North	2	Higher	Higher	Higher
	S01012363: Hawick Central - Wellogate	2	High	High	High
	S01012364: Hawick Central - Trinity	3	Mid	Mid	High
	S01012365: Hawick Central - Millers Knowes	8	Low	Lower	Lower
	S01012366: Hawick Central - Town Centre	4	Higher	Higher	Higher
	S01012367: Hawick Central - Weensland	6	High	High	High
	S01012368: Hawick West End - Wilton Dean	7	Low	Lower	Mid
	S01012369: Hawick West End - Crumhaughill and Parkdail	8	Mid	Low	Mid
	S01012370: Hawick Central - Drumlanrig	5	Mid	Mid	Mid
	S01012371: Hawick West End - Crumhaugh	3	High	Mid	High
	S01012372: Hawick North - Commercial Road	3	High	Higher	High
	S01012373: Hawick North - Wilton Hill	5	Mid	Mid	Mid
S01012374: Hawick North - Stirtches	5	Low	Low	Mid	
S01012375: Hawick North - Silverbuthall	4	Mid	Low	Mid	
Newcastleton	S01012354: Newcastleton	6	Mid	High	Mid
Rural - Teviot and Liddesdale	S01012355: Teviothead and Hermitage Area	5	Mid	Low	Low
	S01012357: Minto Cauldmill and Boonraw Area	7	Low	Low	Lower
	S01012358: Bonchester Bridge and Chesters Area	6	Low	Low	Mid

## Tweeddale

Settlement (Best Fit)	Data Zone 2011 Code and Name	SIMD2016 Decile	SB CPI 2017 Level	SB CPI 2018 Level	SB CPI 2019 Level
Cardrona	S01012261: Cardrona	9	Lower	Low	Low
Innerleithen	S01012264: Innerleithen - North	7	Low	Low	Low
	S01012265: Innerleithen - East	5	High	High	High
	S01012266: Innerleithen - South	7	Mid	Mid	Low
	S01012267: Innerleithen - West	9	Lower	Low	Lower
Peebles	S01012251: Peebles - N - Connor St	5	High	High	High
	S01012252: Peebles North - Dalatho	5	Low	Mid	Mid
	S01012253: Peebles - N - Cuddyside	6	Low	Low	Low
	S01012254: Peebles - N - March St	9	Low	Mid	Lower
	S01012255: Peebles - N - Eastgate	8	Low	Low	Lower
	S01012256: Peebles - S - Calvalry Park	9	Low	Lower	Low
	S01012257: Peebles - S - Gallow Hill	7	Low	Mid	Low
	S01012258: Peebles - S - Edderston Rd	10	Lower	Lower	Lower
	S01012259: Peebles - S - Caledonian-Springhill	10	Lower	Lower	Lower
	S01012260: Peebles - S - Victoria Park	7	Mid	Mid	Low
Rural - Tweeddale	S01012244: Carlops Romannobridge	7	Lower	Lower	Lower
	S01012247: Eddleston and Area	7	Low	Lower	Lower
	S01012248: Stobo - Blyth Bridge - Skirling	7	Mid	Mid	Low
	S01012249: Broughton and Upper Tweed	7	Mid	Mid	Mid
	S01012250: Glentress and Manor Valley	8	Low	Low	Low
	S01012262: Tweeddale East Landward	5	Low	Low	Low
Walkerburn	S01012273: Clovenfords and Area	7	Low	Lower	Lower
West Linton	S01012263: Walkerburn	5	High	Mid	Mid
	S01012245: West Linton - Lower	8	Lower	Lower	Lower
	S01012246: West Linton - Upper	10	Lower	Low	Low

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# **Qualitative evaluation of the Summer Holiday Programmes in the Scottish Borders 2019**

Prepared by Catherine Jeffery, Public Health Registrar, NHS Borders

**Qualitative evaluation of the Summer Holiday Programmes in the Scottish Borders  
Summer 2019**

**Acknowledgements**

To the parents, children, volunteers and staff who contributed to this evaluation of the Scottish Borders Holiday Programmes 2019. Enormous thanks to you for your time, reflections and many suggestions.

**Qualitative evaluation of the Summer Holiday Programmes in the Scottish Borders  
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## **Qualitative evaluation of the Summer Holiday Programmes in the Scottish Borders Summer 2019**

### **Executive summary**

This summary highlights the key findings on the impact of the four Scottish Borders School Holiday programmes and areas for improvement. The findings are informed by interviews and focus groups and a graffiti wall undertaken with parents, children, volunteers and staff involved in the Holiday Programmes in Eyemouth, Hawick, Galashiels, and Selkirk.

The evaluation has found that the programmes play a significant role in addressing food insecurity, providing enriching activities for children and promoting child development, reducing social isolation and increasing family wellbeing and community cohesion. By consequence they are contributing to reducing or mitigating inequalities in the Borders and are well aligned with related NHS Borders, Scottish Borders Councils and National strategies.

### **Socialising and wellbeing**

Overwhelmingly, the opportunity to socialise and play were a major motivation for families attending the programmes and were identified as a significant impact of the programmes by parents. Parents described that the programme offered the opportunity for children to socialise with existing friends, make new friends, and meet new people from outside their communities, contributing to social development and confidence.

Parents also overwhelmingly described that the holiday programmes also offered parents an opportunity to socialise, meet new people, enjoy 'adult conversation' and benefit from informal social support from peers. Parents described how this reduced their social isolation and loneliness, particularly those who didn't live in the immediate area or were new to the area, demonstrating the role of the programmes in addressing social isolation in the Borders. Some parents without significant family support and parents with mental health problems or with low confidence described that the programme had helped them with these challenges, variously giving them confidence, motivation and support, explaining that without it they felt that they would be worse off. Parents and staff also commented that some parents who had previously been considered isolated within their communities had found friends and a support network through attending the programme.

Attitudes towards the accessibility for children with additional needs varied. Only a couple of parents mentioned explicitly that their children had additional support needs. Some staff and volunteers saw there were significant benefits for children with additional support needs of attending the programme. One parent described the programme as a safe place for children with sensory needs but they, and other parents said that more could be done to make the programme accessible and promoted to children with additional support needs. Some parents and staff mentioned that concerns about child's behaviour in particular might be a barrier to attendance.

Parents overwhelmingly described the environment at programmes as friendly and welcoming by both parents and staff however they suggested that some parents may lack attendance to attend and might be intimidated or lack confidence to attend alone and fear of 'cliqueness' and 'bitchiness' could deter attendance, reflecting on their own experiences of joining new groups. Parents consistently suggested using photos of children and parents enjoying activities on Facebook and posters to show non-attending parents what the activities are like and encourage attendance. Another reason that might discourage families from attending was how busy the programmes are.

### **Access to activities**

Parents were not explicitly asked about the barriers their families faced in accessing enriching activities for the children, but described a range of barriers to their children participating in

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other activities over the summer including the cumulative cost of summer holiday activities, lack of availability of affordable activities locally, being working parents or single parents and having limited family support, having a low income, limited transport and the closure of several regular groups over summer holidays. Parents highlighted that the close proximity and low cost of activities in the programmes addressed these barriers and were key reasons supporting participation.

Parents indicated that a significant impact of the programme was that attending holiday programmes gave children something to do. The programmes enabled them to get out of the house over the summer holidays, reducing boredom, introducing children to new sports and creative activities. They also helped families to participate in activities that they would not necessarily be able to do at home such as cooking (due to small kitchen size). Sport, craft and outdoor activities were particularly valued and often, but not always, preferences were expressed along gender lines. Staff and parents reported that parents appreciated the messy activities.

Some parents highlighted the lack of activities for older children as an issue and others identified that age-group specific/sensitive activities might encourage greater participation. Parents suggested a range of assets and activities that programmes could make more use of ranging from sports, outside activities and day trips, creative and food based activities, activities for children with additional support needs, learning opportunities and other community assets.

### **Good food**

Parents cited that the provision of food, in particular healthy and low cost or free of charge food, was a significant impact of the programme and that children and families have enjoyed sharing food together. Parents and staff highlighted that the programme has also been successful in supporting the introduction of new healthy foods like fruits and vegetables into children and family's diets, including foods that parents and children previously disliked. This was viewed as a positive impact of the programme by parents. Sharing mealtimes with peers who are also eating different foods, was cited as a reason for children trying. The provision of fruit and vegetables to take home at the programmes (or promoted through the programme) and the cooking classes in the timetable of programmes were also factors supporting introduction of new foods.

However, whilst it had a significant impact, the provision of food was not reported to be a major factor that motivated families to attend, rather a supplementary benefit, with the opportunity to get out of the house, socialise and have something to do being much more significant factors encouraging participation. This was echoed by staff but no parents explicitly mentioned stigma associated with food provision, or any perceived benefits from co-provision of food alongside activities. However staff described current stigmatising narratives in relation to 'free food', circulating in the communities where the programmes are provided. One volunteer described increased uptake of free of charge community vegetables due to co-provision at the programme rather than through the community hub alone.

Staff have adopted a range of approaches to mitigate stigma, and promote alternative narratives around the provision of food, to encourage uptake. One example is the environmental benefit of avoiding food waste; another approach is the set-up of an un-manned market stall with recipe cards to enable people to take what they wish, and promoting free of charge food as 'encouraging a healthy diet' rather than explicitly addressing food insecurity. Such approaches appear to be successful in encouraging uptake of fruit and vegetables and breakfast and lunches.

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### **Getting out and 'letting off steam'**

A significant impact identified by parents was that the programme encouraged families to get out of the house and get fresh air after being indoors for extended periods. Some parents described that if they weren't at the programme they would still be in their pyjamas and having the focus of attending the programme gives them a good reason to get up and out in the holidays. Another overwhelmingly significant impact is that the programmes enabled the children to 'let off steam' which tired them out, relaxing them and improving sleep. This had an added advantage of allowing the parents a break particularly the subsequent morning.

Sport was one of the most popular activities offered by the programme reported by parents and creating the opportunity to 'let off steam' and 'run about' were significant impacts of the programme. Parents suggested that a broader variety of sports activities would be appreciated. And more activities outside, including day trips.

### **Addressing financial pressures**

Some parents described that without the holiday programme children would otherwise simply not participate in these, activities. Others described how attending the holiday programme helped financially through the availability of free of charge, low cost and reduced price activities, that reduced the total expenditure that parents might otherwise have borne for these. The provision of food has also helped families financially with the cost of a healthy diet over the summer holidays.

### **Child development**

Parents cited that the programme supported children to develop over the summer holiday, particularly in terms of social development and confidence and child behaviour. Other areas of development referred to were diverse ranging from speech, potty and toilet training, sport skills and creativity. A staff member commented that it was an opportunity to support the child to be ready to go back to school. Some parents suggested that more learning activities would be an added benefit for the programme

### **Community cohesion**

An extremely wide range of community actors and resources contribute to the delivery of the programmes, as described by parents and staff, with different types of actors involved in different programmes and considerable input from volunteers in programme delivery ranging from churches, farms, supermarkets, cafes, musicians, cinemas, artists, beaches, gardens, countryside, community justice, sporting groups, volunteers and many others. Staff and volunteers expressed particular pride at the diversity of community actors involved and the way partners had worked together. Parents explained that the programmes reinforced a sense of community, 'family' and coming together, building on a sense of community pride that already existed. Parents and staff also expressed a significant impact of the programme was bringing together members of communities that might not otherwise mix including families from different areas, income levels and ages, breaking down barriers between sections of communities.

Volunteers are a major asset to the programmes, with all of the programmes having at least one volunteer, contributing a wide range of roles to support and enable the delivery of the programme. Some of the volunteers have been heavily involved in the programme, shaping its development since its inception. Volunteers had a wide range of motivations for participating in the programmes, and derived different benefits. A common theme, was the sense of being part of the community that volunteers felt from contributing. Volunteers

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explained that volunteering provided an opportunity to get out of the house, to enjoy the company of other volunteers and to see the children enjoying themselves. Some volunteers also saw volunteering as an opportunity to develop confidence, learn, strengthen their CVs and prepare for working.

At some programmes, staff described that older people were very involved in programme delivery, whilst at other programmes, volunteers expressed that there were more opportunities to integrate age groups at the programmes, for example through bringing together groups for the elderly with the programmes.

Parents expressed a desire for even greater involvement, particularly in volunteer roles. The over-riding suggestion was to simply ask and encourage parents if they would like to get more involved, suggesting an opportunity for increasing parent engagement in the programme delivery. When asked, some parents and staff felt it was difficult to get involved in the running and planning of the programme, either due to the need to supervise children, being working parents, or due to a perceived lack of skills or confidence. Other parents explained that they did feel very involved in the day to day running of the programmes through simply tidying up or helping, and they had informal input into the planning of the programmes and felt a sense of pride in the combined efforts of communities, parents and services to create a successful programme. Parents suggested, when asked directly, several ways parents could become more involved in programme planning including, informal focus groups over a meal and small working groups.

### **Wellbeing and Family relationships**

Parents commented that the programmes gave them something to look forward to. It also offers variety and breaks the week up, helping to counter or prevent boredom. Some parents also commented that it is also valuable in socialising children who are due to go to nursery. The most common word illustrated on the children's graffiti wall at Galashiels in response to 'how does coming to the programme make you feel?' was 'happy'. Parents and volunteers also expressed joy at observing the children happy.

Parents also explained that family relationships were improved through participation in the programmes for example through getting out the house, giving parents time to do something with the children, creating an opportunity to do something together as a family and improved child behaviour.

### **Connection to services and routine**

Parents commented that the closure of other 'groups' over the holiday creates a change in people's routine and the loss of places for children to go. An impact of the programme reported by parents, is that children benefitted from a routine offered by attending the programme. Parents appreciated that attending the programme enabled them to be connected to services and professional support, this was identified as a significant impact of the programme, despite not significantly featuring in previous research on challenges faced by families over the holidays or evaluations of holiday programmes, suggesting this is particularly valued aspect of the programmes in Borders. Explanations of the benefits varied but included: keeping in touch with the school and early years centre; finding out about NHS services and finding out about other community groups.

### **Childcare and working parents – an area for development**

Working was raised as a potential barrier to attendance at the programme due to parents being exhausted. However, in contrast, some parents attending were working parents and had described how they had just finished a night shift and come straight to the programme so their

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children could participate in activities, before they had to go to sleep to prepare for their next shifts. Whilst no parents suggested that childcare should be an element of the programme to facilitate working, some staff and some parents suggested that childcare, particularly of young children might be a barrier to attendance at programmes. Parents also raised that grandparents in the role of caregiver, whilst parents are working, may not be as aware of the programme, or feel it is open to them thus limiting access to the programme for children of working parents.

Staff and parents suggested that provision of a crèche or childcare within activities (e.g. the live borders sessions) at the programmes might benefit parents variously through allowing parents the chance to relax with friends; to spend time with other children also participating at the programme; to allow parents the opportunity to participate in adult learning and development.

Despite the programme not offering childcare per se, parents did express that a significant benefit of the programme was that they didn't have to worry about their children, as someone else was usually looking out for them, either a staff member, an older child, or other parent. This offered an opportunity to relax a bit, and enjoy adult conversation with other parents, offering parents respite and improving their wellbeing.

### **Availability and access to programmes**

Parents identified that families might not participate in programmes for example if they lived far from the programmes, and didn't have access transport, potentially limiting the benefits for children in families with a low income living outside the locations where the holiday programmes are offered. In addition parents highlighted that there is scope to expand holiday programmes further, although there were not strong themes arising from the comments which included increasing the frequency to more than one day (for one programme) to offering programmes in other holidays too.

### **Summary recommendations for strengthening the programmes in future years**

These recommendations are derived from the input by parents, volunteers and staff.

1. Promote holiday programmes to increase attendance by non-attending families, particularly through a Facebook strategy and posters in key locations. The benefits of programmes should be promoted in publicity materials and all caregivers should be made to feel welcome, including grandparents.
2. Expand the delivery of holiday programmes to address unmet need e.g. access for families in rural areas; families with children with additional support needs; families in areas where programmes are infrequent and older children.
3. Support the promotion and development of alternative community based activities over holidays to address unmet need for affordable holiday activities and reduce reliance on holiday programmes.
4. Promote and provide healthy food and activities alongside one another, to meet family needs and to support families to address food insecurity with dignity whilst promoting healthy diets and reducing food waste.
5. Adapt local programmes to address the needs identified by parents including making all activities accessible to girls and boys, addressing the gender preferences towards particular activities; expanding the range of physical activities offered; increasing fun learning activities.

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6. Continue to work closely with, and make use of, community assets in the delivery of programmes including older people and parents and family friends with particular skills. Through the programmes, seek to connect communities to services and resources in their communities.
7. Promote parent involvement in holiday programmes including day to day helping, volunteering and planning.
8. Review the benefits and disbenefits of providing a crèche/childcare to support adult learning, time with older children and as an opportunity to support parents to work.

# **Qualitative evaluation of the Summer Holiday Programmes in the Scottish Borders Summer 2019**

## **Introduction**

During the summer of 2019, in collaboration with families attending the four Borders Summer Holiday Programmes and volunteers and staff, a qualitative evaluation of these holiday programmes was undertaken.

This report presents the feedback from programme participants, volunteers and staff, highlighting the many positive impacts of the programmes and also offering suggestions for strengthening programmes further.

## **Aims and Objectives**

The qualitative evaluation was commissioned to understand the value of four summer holiday programme's for Borders families, and, to identify areas for improvement and development, as identified by families, volunteers, children and staff involved in the holiday programmes specifically to:

1. Develop an understanding how the holiday programmes have impacted children, parents, families and volunteers in the Borders.
2. Develop an understanding of why some families do not participate in the holiday programmes.
3. Use an asset-based, participatory-engagement approach to service improvement through engaging families in identifying areas for development of the programmes; understanding views on current and potential for parental involvement in programme planning and delivery; identifying available community assets.

## **Overview of the Holiday programmes in the Scottish Borders**

In the Scottish Borders Summer holiday programmes have developed over time in the Galashiels, Selkirk, Eyemouth and Hawick through collaborations with the Scottish Borders Council (SBC) Community Learning and Development (CLD) team and the NHS/SBC Healthy Living Network (HLN), and a diverse range of community actors to address the need for food and enriching activities for children up to age 8, from low-income families in the summer holidays.

The programmes share some similarities including similar ethos, staff input from SBC and for some programmes Public Health, inclusion of enriching and physical activities and food and healthy diet components, and work together to share learning. However, they are diverse in the frequency and hours of operation and content of programmes, each of which has developed with the intention of addressing local needs.

## **Background to the programmes**

Evidence describes how children from low-income families are often unable to participate in enriching activities and experience food insecurity and sub-optimal diet over the summer holidays<sup>1</sup>. A complex interplay of factors including low income, welfare cuts, family food insecurity, lack of free school meals and inadequate childcare are all identified as contributory factors. The Poverty and Inequality Commission (2018) identified a wide range of additional challenges faced by families on a low income over the holidays. These challenges contribute to inequalities in the health and wellbeing and educational outcomes for children from families with a low income due to malnourishment, social isolation and physical inactivity.

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<sup>1</sup> Stewart, H., Watson, N. and Campbell, M. (2018).

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### **Findings from Poverty and Inequality Commission (2018) – Advice on poverty in school holidays**

- Holidays can contribute to financial pressures, including food costs, fuel costs, costs for activities or transport.
- Food insecurity over holidays can result in children having inadequate food or parents going without to provide for their children.
- Cost and availability and reliability of transport are a barrier to accessing activities and a lack of suitable places for children to play.
- Lengthy holidays can contribute to family conflict
- Over holidays parents may struggle to get a break.
- Children may struggle with the absence of routine.
- Holiday times can create particular challenges for lone parents, parents of children with additional needs and parents with mental health problems.
- Closure of nurseries, play groups and other services can reduce play opportunities, exacerbate social isolation and increase parenting stresses.
- Parents find it is not affordable to work due to the cost of childcare over the holiday
- Social isolation can affect both parents and children over the summer, exacerbated by the stopping of other activities over the summer holiday
- Difficulties feeding extra children, or concern about the home are barriers to friends coming over.
- Lack of provision for high school age young people.
- Vulnerability of children at risk of abuse and neglect may increase during holiday periods
- There could be delays in concerns being identified by statutory agencies.

A recent report to the UK Government by All Parliamentary Inquiry into Hunger in the United Kingdom (2018) recommended the UK government to eradicate holiday hunger by enacting a statutory requirement for local authorities to implement food and fun programmes over the holidays. In Scotland the Poverty and Inequality Commission (2018) report on advice for the Scottish government on addressing poverty in school holidays recommended the development of a coordinated package of school holiday support to address pressures experienced by families with low income, with nutritious food as a core element.

There is no mandatory obligation to provide school holiday programmes in UK, including Scotland, however, the Scottish Government has committed to developing a new strategic framework for after school and holiday childcare before the end of this parliament and has made some funding available in recent years<sup>2</sup>. The Scottish Borders communities supported by CLD, HLN and others are demonstrating leadership in addressing the needs of low income families over the summer holidays through provision of holiday programmes.

There is limited good quality research on the impact of holiday programmes making it difficult to decide how best to implement holiday programmes that address these needs. This evaluation seeks to understand at a local level how the programmes are addressing needs, and how they can be strengthened to meet families needs further.

### **Methods**

Semi-structured interviews and a graffiti wall were used to obtain the views of parents, volunteers and children attending the holiday programmes. A staff focus group was undertaken with CLD and HLN staff. 26 parents were interviewed, 6 volunteers and 7 staff participated in the focus group.

The aim of the research was to seek to identify the impact on families as expressed by parents, rooted in their own experience of the programme. This contrasts with research which aims to

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<sup>2</sup> Poverty and Inequality Commission (2018)

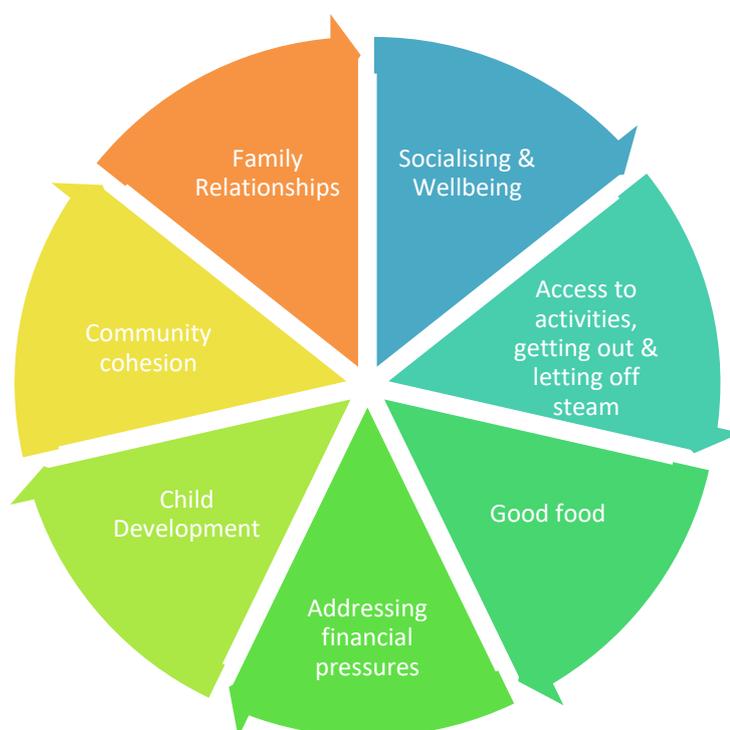
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explore the experience and impact in relation to certain public health or learning objectives or outcomes of the programme e.g. health, wellbeing, diet, physical activity. To achieve this, grounded theory was used as a method of inquiry. This means that research was undertaken without reference to any preconceived notions of the types of impact the programme might have rather the 'impacts' emerged from the responses elicited from evaluation participants, and were themed by thematic analysis of these responses.

An initial familiarisation visit to the Galashiels programme was undertaken and staff and volunteers consulted to understand the nature of the programme and the opportunities to discuss the programme with the parents.

### Findings

The programme has a wide range of significant impacts for families, as described by parents, children, staff and volunteers. The themes arising from the evaluation relate to:



The most widely recognised impacts are summarised in the table below, by theme. These are explored more fully in this section of the report.

<b>Theme</b>	<b>Impact</b>
Socialising and Wellbeing	<ul style="list-style-type: none"> <li>• Children can interact and mix with their friends and new children</li> <li>• Children play, are stimulated and are happy</li> <li>• Improved child and parent mood</li> <li>• Parents have an opportunity to relax and have adult time</li> <li>• Parents benefit from peer support</li> <li>• Reduced social isolation and improved mental health, confidence amongst parents</li> </ul>
Access to Activities, getting out and	<ul style="list-style-type: none"> <li>• Children are introduced to new activities they can enjoy</li> <li>• Children are physically active</li> <li>• Children let off steam</li> </ul>

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letting off steam	<ul style="list-style-type: none"> <li>• Children are tired out and sleep well</li> <li>• Activities offer good value for money</li> </ul>
Good Food	<ul style="list-style-type: none"> <li>• Children have a healthy diet and are well fed</li> <li>• Children and families can try and enjoy new (healthy) foods</li> <li>• Food offers good value for money</li> </ul>
Addressing financial pressures	<ul style="list-style-type: none"> <li>• Financial burden of the summer holiday is reduced</li> <li>• Children can participate in activities that would be otherwise unaffordable</li> <li>• Reduced inequalities in access to healthy food and activities</li> </ul>
Child Development	<ul style="list-style-type: none"> <li>• Helps children develop a range of skills</li> <li>• Helps children increase confidence and social skills</li> </ul>
Community Cohesion	<ul style="list-style-type: none"> <li>• Communities mix and work together</li> <li>• Volunteers and community contribute to community development</li> <li>• Volunteers and parents develop skills and capabilities</li> <li>• Volunteer connectedness and satisfaction</li> <li>• Community cohesion and resilience</li> <li>• Breaks down barriers</li> </ul>
Family Relationships	<ul style="list-style-type: none"> <li>• Children and families enjoy time together</li> <li>• Families are connected to services and can access support</li> <li>• Family relationships and family skills are strengthened</li> </ul>

A wide range of further feedback and areas for development were also provided by evaluation participants. These are summarised below, and more fully in this section of the report.

<b><i>Theme</i></b>	<b><i>Feedback and areas for development</i></b>
Socialising and Wellbeing	<ul style="list-style-type: none"> <li>• The environment and staff are welcoming and friendly</li> <li>• Fear of attending and fear of cliqueness may prevent some families from attending e.g. young parents, grandparents</li> <li>• Make all families and caregivers feel welcome when promoting the programme</li> </ul>
Access to Activities, getting out and letting off steam	<ul style="list-style-type: none"> <li>• There's lots of variety</li> <li>• It is greatly valued</li> <li>• There are no other alternative (and affordable) activities in the areas where programmes are available</li> <li>• Sports, crafts, messy activities are the favourites!</li> <li>• Lack of awareness may prevent families from attending</li> <li>• Lack of awareness of timetables may result in children missing activities available</li> <li>• Promote on Facebook and posters using photos of families enjoying the programmes</li> <li>• Needs of older children are less well met by the programme</li> <li>• Girls and boys prefer different activities. There is scope to make craft more accessible to boys and sport more accessible to girls.</li> <li>• More consideration of the needs of different age groups would be valued e.g. different activities or adapted activities for younger children</li> <li>• The needs of children with special needs are not always met by the programme</li> <li>• Smaller groups may be better for children with special needs</li> <li>• There are a wide range of community assets and additional sports that could be utilised/offered by the programme</li> </ul>

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	<ul style="list-style-type: none"> <li>• Good location and being local makes the programmes accessible</li> <li>• Lack of transport/ local access may prevent children who would benefit from attending (i.e. living further away, at different schools). Transport could help.</li> <li>• It would be good to have it more days</li> <li>• It would be good to have it in other holidays</li> <li>• Sometimes it is too busy, this may deter some people from attending</li> </ul>
Good Food	<ul style="list-style-type: none"> <li>• The programmes are addressing stigma around free food</li> <li>• Offering food and activities together promote access to food</li> <li>• The food is greatly valued</li> </ul>
Child Development	<ul style="list-style-type: none"> <li>• More educational activities would be useful</li> <li>• Anti-bullying could be useful before returning to school</li> </ul>
Community cohesion	<ul style="list-style-type: none"> <li>• Parents are keen to be more involved in the planning of future holiday programmes</li> <li>• Parents are open to volunteering to help with the day to day running of programmes and volunteering</li> <li>• Parents could be encouraged to help with simple things like tidying up</li> <li>• Parents welcome the opportunity to be approached to help/participate</li> <li>• There are barriers and challenges around parents volunteering/ assisting e.g. responsibility for the care of their own children attending the programme, working etc.</li> <li>• It would be good to include intergenerational activities</li> </ul>
Family Relationships	<ul style="list-style-type: none"> <li>• A crèche would help free up parents for adult learning</li> <li>• A crèche would give parents time for themselves</li> <li>• A crèche would help parents participate with their older children rather than caring for their young children</li> </ul>

**Socialising and wellbeing**

Overwhelmingly, the opportunity to socialise and play were a major motivation for families attending the programmes and were identified as a significant impact of the programmes by parents. Parents described that the programme offered the opportunity for children to socialise with existing friends, make new friends, and meet new people from outside their communities, contributing to social development and confidence.

'It helps them to get out and interact and they come for socialising with kids around their age' (Parent)

'It helps my daughter to socialise – she can have friends to play with' (Parent)

'We live in a small cul de sac, there's nothing much else around us. The kids are mixing with other types of kids from other areas. My daughter loves it. We'd never go to anyone else's and play with other kids....' (Parent)

Parents also overwhelmingly described that the holiday programmes also offered parents an opportunity to socialise, meet new people, enjoy 'adult conversation' and benefit from informal social support from peers.

'It's fun to converse with adults other than my girlfriend. Here, we have a common interest already.' (Parent)

'You can speak to people and have adult conversations' (Parent)

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'I've enjoyed having a coffee, meeting new parents, socialising. Some people I've met before but you also meet people you wouldn't normally meet.' (Parent)

'I've made quite a few new friends out of it. I feel like I could go to anyone for support. I feel very welcomed which is great.' (Parent)

'If you're having a low day you can speak to a member of staff or other parent' (Parent)

Parents described this reduced their social isolation and loneliness, particularly those who didn't live in the immediate area or were new to the area, demonstrating the role of the programmes in addressing social isolation in the Borders.

'We're new to the community, just moved here ten weeks ago. We didn't know anyone with young kids before. It's great for the kids to socialise and also great for the parents.' (Parent)

'It helps with loneliness. Especially if you've not got a lot of family involved'. (Parent)

'X is X's support worker, she said why don't you come along as I'm very isolated where we are and it's been really good for that and we go to baby club after. It's really welcoming it feels like a real family.... I've been down here a year now, trying to find my feet and social networks. It's being difficult really – to make friends.'

'A parent been living in langlee for a year and she didn't know anyone. I saw her later sitting with others at the indoor picnic, and children playing together. She was smiling and happy' (CLD staff member)

Some parents without significant family support and parents with mental health problems or with low confidence described that the programme had helped them with these challenges, variously giving them confidence, motivation and support, explaining that without it they felt that they would be worse off. Parents and staff also commented that some parents who had previously been considered isolated within their communities had found friends and a support network through attending the programme.

'I am more confident in myself - being around other people and sharing experiences... I'm just glad it was on – otherwise my depression would have come back. I'm happy.' (Parent /Volunteer)

'I suffer from anxiety and depression. This is a big thing. We did it... It's been massive, getting out the house. I've learned how to control my anxiety. I've enjoyed the adult conversation.' (Parent)

'I've got a bit more confidence and a sense of community. Being here, with everyone else, seeing people you wouldn't have spoken to... This is good for mental health and it's motivating.' (Parent)

'Confidence is definitely an impact. Parents are trying drama or trying a new food for the first time. It's given some parents the confidence to speak in public... Before long we had a circle, introducing themselves. Some of the older women were saying I would never speak in front of people, it's nice to do.' (CLD Staff member)

Attitudes towards the accessibility for children with additional needs varied. Only a couple of parents mentioned explicitly that their children had additional support needs. Some staff and volunteers saw there were significant benefits for children with additional support needs of attending the programme.

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'He has X. This is a safe place for him. He likes sensory and there are sensory things for him to do. It could be better.' (Parent of child with additional needs)

'My grandchildren are older – I wish I'd known about it. My grandson has autism; it would have been great for him.' (Volunteer)

'Families who have children who have additional support needs... Some of the families that I've been working with are terrified of holidays and what they're going to do with parents during that time. (CLD Staff member)

One parent described the programme as a safe place for children with sensory needs but they, and other parents said that more could be done to make the programme accessible and promoted to children with additional support needs.

'I'd like more sensory activities' (Parent of child with additional needs)

'Smaller groups would allow easier socialising [mentioned her son had ADHD and is better in smaller groups]' (Same Parent of child with additional needs)

'What about kids with disabilities? I know there is a special needs department at the school' (Parent)

'It's good the school's involved. It is 'all inclusive', it's a special needs unit – although we don't do much on this.' (Parent/Volunteer)

Some parents and staff mentioned that concerns about child's behaviour in particular might be a barrier to attendance.

'Something with children with additional support needs is missing. They were worried about going along to something like this, because they were worried about other parents judging the parenting skills... it's something to work on for future years' (CLD Staff member)

'It could be embarrassed about their kid's behaviour. Let them know it's alright if your bairn doesn't behave.' (Parent/Volunteer)

Parents overwhelmingly described the environment at programmes as friendly and welcoming by both parents and staff however they suggested that some parents might be intimidated or lack confidence to attend alone and fear of 'cliqueness' and 'bitchiness' could deter attendance, reflecting on their own experiences of joining new groups. Parents consistently suggested using photos of children and parents enjoying activities on facebook and posters to show non-attending parents what the activities are like and encourage attendance.

'I'm able to speak to people. I'm always worried about being judged. Here you fit in straight away. Everyone's understanding, parents and workers. And the kids are so friendly.' (Parent)

'She's come from a long way and worried it would be cliquey as they don't know her. She's making an effort.' (Parent)

'It took me a year to go to baby group. You have an idea that it's going to be judging, older mums, cliquey, I'm not going to fit in.' (Parent)

'Bitchiness... cliqueness can stop people coming along I ignore it, I laugh it off.' (Parent)

'If people see the children in the playground, if we took more photos and posted them every week then they would (know what it's like).' (Parent)

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'...Working with the vulnerable families – I'd like to be more strategic about building them up to attending.' (CLD Staff member)

One reason that parent's might be discouraged from attending was how busy the programmes are.

'Some folk don't like the crowdedness' (Parent)

'I like it like this – when its not overly busy.' (Parent)

'It can be too busy – especially when it is sunny' (Parent)

### **Access to activities**

Parents were not explicitly asked about the barriers their families faced in accessing enriching activities for the children, but described a range of barriers to their children participating in other activities over the summer including the cumulative cost of summer holiday activities, lack of availability of affordable activities locally, being working parents or single parents and having limited family support, having a low income, limited transport and the closure of several regular groups over summer holidays. Parents highlighted that the close proximity and low cost of activities in the programmes addressed these barriers and were key reasons supporting participation.

'I'm a single parent – there's nothing else to do. It gives them something to do.' (Parent)

'I can't find any sports for them to do – nothing else in the summer holidays...I was running out of ideas and put up on facebook asking if anyone had any ideas...' (Parent)

'We come to meet new people, get out... and there is a not a lot to do over the summer.' (Parent)

'It's an outlet for the children. They do kids things – some don't have that, like craft.' (Volunteers)

'My kids go to rugby, football. Other kids don't have access – this is breaking down the barriers' (Parent)

'They're involved in extra-curricular activities, which not lots of people can afford 'cause its bloody expensive.' (Parent Group)

Parents indicated that a significant impact of the programme was that attending holiday programmes gave children something to do. The programmes enabled them to get out of the house over the summer holidays, reducing boredom, introducing children to new sports and creative activities. They also helped families to participate in activities that they would not necessarily be able to do at home such as cooking (due to small kitchen size). Sport, craft and outdoor activities were particular valued and often, but not always, preferences were expressed along gender lines. Staff and parents reported that parents appreciated the messy activities.

'He enjoys painting and wotnot, activities, being amongst his friends. He's' loved all the sports and painting, he's more of an outdoors kids.' (Parent group)

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My daughter likes the craft but the boys don't get into the craft as much. They like physical stuff like building bricks, building things and ride on toys. (Parent)

My older daughter loved the tie dye and everything crafty. She's not so keen on the sport, but she's joined in and done her bit. It's great if they don't want to take part (staff) – they'll find something else for her to do (Parent)

'They like playing and getting messy. I have OCD and at home she's not allowed to do it – here she can do it all' (Parent)

'It was really messy. I don't care what parents say... having that space to be able to do that without the fear of mess is great.' (CLD Staff member)

A couple of parents highlighted the lack of activities for older children as an issue and others identified that age-group specific/sensitive activities might encourage greater participation.

'There should be more opportunities for teenagers – there is not something for them to do here. I've got 3 nephews with ADHD – there's nothing in the community. They are stuck in the house with not enough activities for their day and they get into trouble.' (Parent/Volunteer)

'The activities are focused on all ages so things are focused broadly. Activities suitable for the age groups would be good.' (Parent)

'The basketball is a bit big - better to do something for young kids' (Parent)

### **Good food**

Parents cited that the provision of food and in particular healthy and low cost (or free of charge) food was a particularly significant impact of the programme and that children and families have enjoyed sharing food together.

'There is free food, healthy food not bad food' (Parent)

'The children can play, socialise, enjoy food and eat something decent' (Parent)

'The vegetables at the front door are great. Taking pack lunches away is amazing.' (Parent)

'Love the breakfast and sitting with friends and eating. Have a sense of being together.' (Parent)

'A significant proportion (of families) don't have tables, so would not eat at a table or the food. It was amazing.' (CLD Staff Member)

'It's nice to see the helpers help set up the table... and teaching parents to cook with the children, seeing everyone getting involved. Seeing everyone together and sharing the same food. And everyone eating...' (Community food worker)

Parents and staff highlighted that the programme has also been successful in supporting the introduction of new healthy foods like fruits and vegetables into children and family's diets, including foods that parents and children previously disliked. This was viewed as a positive impact of the programme by parents. Sharing mealtimes with peers, who are also eating different foods, was cited as a reason for children trying. The provision of fruit and vegetables to take home at the programmes (or promoted through the programme) and the cooking classes in the timetable of programmes were also factors supporting introduction of new foods.

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'She's a lot better eating fruit and trying new things – everyone else is eating it so she does (Parent/Volunteer)'

'Knowing that she eats certain things, and tries different things.' (Parent – in response to a question on the impact of the programme)

'X (cafe) came in once a week. They cooked a hot meal and got the kids involved with the chopping and the cooking... One week they made a pasta with big chunks of sweet potato. Parents were saying I can't believe that my child has just eaten big chunks of sweet potato and mushroom.' (HLN staff member)

'The children will eat what's there. Parents will often to say they wouldn't eat this back home. Being with peers encourages them to eat different things' (Community food workers)

'We had bought fresh pineapples to make a summer fruit crush. I said, pineapples are really cheap at the moment, they're 75p and you can get so much fruit. One of the mums said I hate pineapple I can't stand it. She tried the fresh pineapple... she said it was so nice. They're learning to eat different things with children, and these are things they thought they didn't like' (Community food workers)

However, whilst it had a significant impact, the provision of food was not reported to be a major factor that motivated families to attend, rather a supplementary benefit, with the opportunity to get out of the house, socialise and have something to do being much more significant factors encouraging participation. This was echoed by staff but no parents explicitly mentioned stigma associated with food provision, or any perceived benefits from co-provision of food alongside activities. However staff described current stigmatising narratives in relation to 'free food', circulating in the communities where the programmes are held and one volunteer described increased uptake of free of charge community vegetables due to co-provision at the programme rather than through the community hub alone.

'The parish church were doing the food – breakfast and lunches. I knew people would come for the food but the reason they said they came back was because it was really good fun. (CLD staff member)

'A partner put on a free lunch. With the activities, the food is secondary.' (HLN staff member)

Staff have adopted a range of approaches to mitigate stigma, and promote alternative narratives around the provision of food, to encourage uptake. One example is the environmental benefit of avoiding food waste. Another approach is the set-up of an un-manned market stall with recipe cards to enable people to take what they wish, and promoting free of charge food as 'encouraging a healthy diet' rather than explicitly addressing food insecurity. Such approaches appear to be successful in encouraging uptake of fruit and vegetables and breakfast and lunches.

'In X there's quite a lot of stigma around free food. Very mixed feelings in the town about where food is on offer. A lot of parents are commenting on that's maybe for 'targeted' families. We had to work to say it's about food waste reduction....it's about saving it from landfill. When we are doing cooking activities with families, playing down from the aspect that it was about food poverty.' (HLN Staff member)

'We ran a market stall – all fresh vegetables that folk take away. We really encourage others to take away to encourage healthy eating.' (HLN staff member)

### **Getting out and 'letting off steam'**

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A significant impact identified by parents was that the programme encouraged families to get out of the house and get fresh air after being indoors for extended periods. Some parents described that if they weren't at the programme they would still be in their pyjamas and having the focus of attending the programme gives them a good reason to get up and out in the holidays.

'It is getting us out of the house, interacting with other kids.' (Parent)

'We're getting fresh air and breathing outside' (Parent)

'Overall it's good; you enjoy looking forward to it after you've been in the house all week...' (Parent)

'It's had a good impact on us and other families like us who would otherwise be in their jammies.' (Parent)

Another overwhelmingly significant impact is that the programmes enabled the children to 'let off steam' which tired them out, relaxing them and improving sleep. This had an added advantage of allowing the parents a break particularly the subsequent morning.

'It's some time for them to blow off some steam. But I'm busy with the baby.' (Parent)

'He's more relaxed – goes for a sleep.' (Parent)

'It's helped him a lot – we're out for hours, it tires him out.' (Parent)

'It is good for me because of her burning off steam' (Parent)

'It lets me lie in on a Friday morning ('cause they're asleep)' (Parent Group)

'The kids are sleeping at night, the kids are tired... a massive thing to happen in the summer break... to have the knowledge your child is going to go to bed at night.' (CLD Staff member)

Sport was one of the most popular activities offered by the programme reported by parents and creating the opportunity to 'let off steam' and 'run about' were significant impacts of the programme. Parents suggested that a broader variety of sports activities would be appreciated.

'Every week it's Live Borders' ? (Parent)

'My son likes football, he plays in Eyemouth. There is no football in the programme.' (Parent)

'Gymnastics/sports for free – at smaller cost. In Peebles and Gala its £25 a day for kids to do gymnastics... Something like a sports day for a day. Folk could do it.' (Parent)

'...football, gymnastics, dance class, taekwondo, boxing' (Parent group)

'A swimming thing would be good, for a swimming lesson' (Parent)

'Athletics, that kind of thing? Touch rugby? I don't know about the rules these days though.' (Parent)

And more activities outside, including day trips.

'Going outside – they could do parachutes or rounders in a big field.' (Parent)

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'More days out/trips. Even if we had to pay its still an option – not expecting everything to be free. For example Harestanes or something like that.' (Parent)

'Multi-courts. There's a brand new play park – you can lock the kids in. There are lots of walks – but don't know what the staffing is like to do that.' (Parent)

'One or two day trips to a park – something for them to enjoy' (Parent)

### **Addressing financial pressures**

Some parents described that without the holiday programme children would otherwise simply not participate in these, activities. Others described how attending the holiday programme helped financially through the availability of free of charge, low cost and reduced price activities, that reduced the total expenditure that parents might otherwise have borne for these.

'I was thinking is there anything that you don't have to pay for because I don't have any loose change. I was really hoping that when I came today you don't have to pay as I literally have no money today.' (Parent)

'There's a deal going with the swimming pool – that's good. If you've got 3-4 kids that's good. Even 50% off the inflatable's.' (Parent)

'It is a chance to spend time with the kids. We do that with them anyway but it keeps them going through the holiday. Its hard (in the holiday) as a parent. You have to spend money all the time – doing lots of activities...' (Parent)

'It's free and easy to get to – it is good for poor people' (Parent)

And the provision of food has helped families financially with the cost of a healthy diet over the summer holidays

'Not everyone has money for holidays, like parents struggling with money... the lunches are good for people not working' (Parent)

Sandwiches and fruits are good. With four or more, it costs more food wise in the holidays.' (Eyemouth Parent 3)

'The amount of food we had donated... parents were really able to benefit from the free lunches. Even parents that are a bit better off compared to other families still said it helped.' (HLN staff member)

'It became their main meal and then they just had to do 'lunches' for tea. It was a massive financial draw.' (CLD staff member)

'One parent said that they saved around £30 per week through getting breakfast and lunch with four kids – a real bonus for them.' (CLD staff member)

'We can provide breakfast and lunch. Parents/carers make lunch together. Abundant Borders is part of it. Oblo have been helping make lunches on a Tuesday. To feed a family, large families, is expensive. Tuesday, Wednesday, Thursday lunch is provided. Food is a big part.' (Volunteer)

### **Child development**

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Parents cited that the programme supported children to develop over the summer holiday, particularly in terms of social development and confidence and child behaviour. Other areas of development referred to were diverse ranging from speech, potty and toilet training, sport skills and creativity. A staff member commented that it was an opportunity to support the child to be ready to go back to school.

'It's brought them out of their shells – usually they don't bother playing with other kids, now they get stuck in' (Parent)

'It's made us better – something we look forward to, she's a lot more confident. She used to be more reserved.' (Parent)

'She's got more confidence. It's brought her on. I've been told she's advanced for her age.' (Parent/Volunteer)

'My daughter has been slow with her speech. It's bringing on her speech, interacting with other kids.' (Parent)

'One child had got so much out of drama... I've referred her to a local group... there are things to do about the funding. I noticed a key thing was how she was interacting This was a child who was not communicating at the beginning. The forum of drama was enabling her to communicate with others.' (CLD Staff member)

An opportunity to keep the brain active, so that you come in after the six weeks holiday so your brain is ready to learn.' (CLD Staff member)

Some parents suggested that more learning activities would be an added benefit for the programme

'Homework club – would be handy for the parents.' (Parent)

'We've started to use the book club at the other group... More for older children not toddlers. Fun education – science experiment.' (Parent)

'Anti-bullying, especially when going back to school' (Parent Group)

### **Community cohesion**

An extremely wide range of community actors and resources contribute to the delivery of the programmes, as described by parents and staff, with different types of actors involved in different programmes and considerable input from volunteers in programme delivery ranging from churches, farms, supermarkets, cafes, musicians, cinemas, artists, beaches, gardens, countryside, community justice, sporting groups, volunteers and many others.

Staff and volunteers expressed particular pride at the diversity of community actors involved and the way partners had worked together. Parents explained that the programmes reinforced a sense of community, 'family' and coming together, building on a sense of community pride that already existed.

'I appreciate it's not the best area, it's got a reputation, but there's nothing wrong with this place. I couldn't ask for a better place. This (the programme) has just topped it off.' (Parent)

'I'm grateful our community came together and helped us and let us be part of the summer programme' (Parent)

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'It is a community thing – I meet people here and then I can stop and have a conversation in the street, a blether not just nod and say hello...It brings the community together... it's so valuable, good what folks have done.' (Parent/Volunteer)

'A highlight was how each partner agencies worked together' (CLD Staff member)

When asked directly, parents, volunteers and staff identified some opportunities to engage more community actors and assets in programme delivery, most of which were sporting and outdoors resources described above and in detail in Appendix 2.

Parents and staff also expressed a significant impact of the programme was bringing together members of communities that might not otherwise mix including families from different areas, income levels and ages, breaking down barriers between sections of communities.

'It's good for community – it brings together people from across the town.... Last year it was just X, now from all town. They see others from other schools.' (Parent Group)

'It is not stereotypical – all types of parents come.' (Parent)

The other highlight I would say is that all the church volunteers and a significant proportion of attending parents... each group commented on how the preconceptions of the other group had been absolutely destroyed. They were saying 'What a wonderful bunch of people. What a great vibe.' (CLD Staff member)

'There is a wide mixture of activities and wide range of people coming – single parents, families, grandparents, and friends. People don't know each other, and people come from outside... Parents from PTA are involved as participants so it is a really good mix. It is really good this year.' (Volunteer)

Volunteers are a major asset to the programmes, with all of the programmes having at least one volunteer, contributing a wide range of roles to support and enable the delivery of the programme. Some of the volunteers have been heavily involved in the programme, shaping its development since its inception. Volunteers had a wide range of motivations for participating in the programmes, and derived different benefits. A common theme, was the sense of being part of the community that volunteers felt from contributing. Volunteers explained that volunteering provided an opportunity to get out of the house, to enjoy the company of other volunteers and to see the children enjoying themselves. Some volunteers also saw volunteering as an opportunity to develop confidence, learn, strengthen their CVs and prepare for working.

'I am more confident in myself- being around other people and sharing experiences.... it has got me back into the working role to build up CV for when I do go back' (Parent/Volunteer)

'The volunteers feel very valued by the local community... they were instrumental in the beginning. They see this every year now and they are chuffed. They can see this is something that they did.' (HLN Staff member)

'I like working with kids, I get a lot out of it, see what's going on....I like getting involved with the community.' (Volunteer)

'Sense of community... [community] is worth it... company... to get out of the house' (Volunteers)

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'It is good being with [other volunteers] and put something back in the community and learning stuff.' (Volunteer)

'It has rewards – I can see the children thrive, have fun doing outside activities, and community based.' (Volunteer/ also a staff member)

At some programmes, staff described that older people were very involved in programmes delivery, whilst at other programmes, volunteers expressed that there were more opportunities to integrate age groups at the programmes through for example bringing together groups for the elderly with the programmes.

'It's good for me, especially at my age, getting older... I think some of the children like someone like a grandmother.' (Volunteer)

'All of the café volunteers were older. We have photos of every single one of them holding a baby. Mums were like 'brilliant' and off they went.' (CLD Staff member)

'There is a volunteer group with the elderly. [It would be good to have] a group with the elderly to mingle with the kids. It's difficult to persuade them to come in. Some of the elderly don't have families.' (Parent/Volunteer)

Parents expressed a desire for even greater involvement, particularly in volunteer roles. The over-riding suggestion was to simply ask and encourage parents if they would like to get more involved, suggesting an opportunity for increasing parent engagement in the programme delivery.

'I didn't know about the volunteering. I didn't know I could help. There is nothing to say come and help. If it wasn't for them saying 'would you like to 'and you can bring your child... [I wouldn't be a volunteer].' (Parent)

'Perhaps parents could pick a day to do something like the drinks or food – but you'd need to consider the health and safety aspect. Some things might not be viable – you need to be trained e.g. the multi-sport, even for the planning. Parents could be asked to come forward with ideas in the first week (an idea hat or idea ball?) that a professional could then take forward.' (Parent)

'There should be rules stating it is self clean. This should be explained to people.' (Parent)

'People with specific skills. But it takes a certain type of person. I couldn't do it, I'd be crippled with anxiety. Athletes, or people who have succeeded. I think parents have skills they could pass on. Ask them maybe. I'm a chef. My neighbour does army training. They could play outside - physical education is a massive part– get them outside, get them running, not getting used to sitting indoors.' (Parent)

'Some parents have no knowledge about looking after children...people think they'll get something wrong or people will look at them funny' (Volunteers)

When asked, some parents and staff felt it was difficult to get involved in the running and planning of the programme, either due to the need to supervise children, being working parents, or due to a perceived lack of skills or confidence.

'Some parents would find it hard because they work' (Parent)

'For parents with so many kids its hard.' (Parent)

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'Everyone's in their own world as a parent.' (Parent)

'I'm quite shy I wouldn't help' (Parent)

Other parents explained that they did feel very involved in the day to day running of the programmes through simply tidying up or helping, and they had informal input into the planning of the programmes and felt a sense of pride in the combined efforts of communities, parents and services to create a successful programme.

'Everyone's pretty involved people have spoken to X individually (about what they'd like included). Everyone just gets involved – pulling out tables. It's a bit of respect back, tidying up.'

'Just keep doing what you're doing. Listen to parents. The parents are asked a lot for input.'

Parents suggested, when asked directly, several ways parents could become more involved in programme planning including, informal focus groups over a meal and small working groups.

'maybe a group chat on facebook - I think people say what they think more on facebook.' (Parents)

'10 minutes in a room next year to ask parents to volunteer their ideas – think they would be interested.' (Parents)

Night time meetings? Like a curry night/pizza night? (Parents)

### **Wellbeing and Family relationships**

Parents commented that it gave them something to look forward to. It also offers variety and breaks the week up, helping to counter or prevent boredom. Some parents also commented that it is also valuable in socialising children who are due to go to nursery.

'he knows the group is on, it's something he looks forward to and breaks the week up.' (Parent)

'It's only me and her. I don't work. It's something to look forward to over the summer.' (Parent)

'I come because it is fun. She (my daughter) gets bored at home and needs constant playing with and I find this hard' (Galashiels parent 1)

'It has made them less bored – getting them together, tiring them out. Especially in the bad weather' (Hawick Parent 3)

'It's good for socialising, normally groups stop for summer – little one is going to nursery after summer. It's good for her to be around a big group.' (Parent)

The programme's makes children happy. The most common word illustrated on the children's graffiti wall at Galashiels in response to 'how does coming to the programme make you feel?' was 'happy'. Parents and volunteers also expressed joy at observing the children happy.

'It gives me the experience of seeing kids doing something they enjoy' (Parent)

'seeing my wee boy happy' Parent Group (in response to a question on what he gets out of the programme as a parent)

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'It has rewards – I can see the children thrive, have fun doing outside activities, and its community based.' (Volunteer)

Parents also explained that family relationships were improved through participation in the programmes for example through getting out the house, giving parents time to do something with the children, creating an opportunity to do something together as a family and improved child behaviour.

'They are young – I was just talking to one of their grandparents – she said that out of the home environment they are better behaved – so different in this setting. (Volunteer)

'I would say it's improved their behaviour' (Parent)

'I actually think it has brought us all closer – they understand they have to listen' (Parent)

'Me and my partner are getting along – with me not in the house constantly under his feet. It has brought us closer.' (Parent)

'As a family, we are here doing something together. Usually mum and dad would be doing something separately...or dad would be away.' (Parent)

### **Connection to services and routine**

Parents commented that the closure of other 'groups' over the holiday creates a change in people's routine and the loss of places for children to go. An impact of the programme reported by parents, is that children benefitted from a routine offered by attending the programme,

'It also gives her routine/ is the same place as the nursery.' (Parent)

'It gets us in a routine, going out to see people.' (Parent)

'Parents saying summers a really long time, and the routine just melts away over the summer.' (CLD Staff member)

'Coming to the school is positive – it is a positive environment, it gives them routine, it is familiar, it makes them think of coming to school in a positive way' (Parent)

Parent's appreciated that attending the programme enabled them to be connected to services and professional support, this was identified as a significant impact of the programme, despite not significantly featuring in previous research on challenges faced by families over the holidays or evaluations of holiday programmes, suggesting this is particularly valued aspect of the programmes in Borders. Explanations of the benefits varied but included: keeping in touch with the school and early years centre; finding out about NHS services and finding out about other community groups.

'Helps them know what is going on in the early years (centre).' (Parent)

'Seeing teachers is a better relationship. Its beneficial.' (Parent)

'Childsmile – has been good for parents - It has given them more knowledge of what they didn't know. Sometimes they come to school, but the kids don't pass this on.' (Parent Group)

I've found out (at the programme) about the redbull cafe – twice a month – so I can go and meet people there too. (Parent Group)

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'There are quite a few groups like cooking on a budget – I'm going to go along to them. X's going to keep me in the loop.' (Parent Group)

'From a professional school point of view, it helps to keep in contact over the summer, and they can talk to you about issues – provides a support service. I can have a relationship (with the children) not a break where I don't see them, so I am up to date.' (Volunteer/also a staff member)

### **Childcare and working parents – an area for development**

Working was raised as a potential barrier to attendance at the programme due to parents being exhausted. However, in contrast, some parents attending were working parents and had described how they had just finished a night shift and come straight to the programme so their children could participate in activities, before they had to go to sleep to prepare for their next shifts.

'Both my partner and I are working it is good to come up to the school - I've been working since 5am' (Parent)

'It's focussed on families on the dole, but there are also families on low income- families that are working. A packed lunch is good.... I've just come off a night shift and come straight here. My wife works until one so when I go home I'll have a rest and be back to work tonight.' (Parent)

Whilst no parents suggested that childcare should be an element of the programme to facilitate working, some staff and some parents suggested that childcare, particularly of young children might be a barrier to attendance at programmes. Parents also raised that grandparents in the role of caregiver, whilst parents are working, may not be as aware of the programme, or feel it is open to them thus limiting access to the programme for children of working parents.

'I tried to contact some families at the early years centre. Spoke to some people who didn't come. About 3 families. Their views were the ages of children – had very young babies. One had just had a baby. Would be too much to try to get to the programmes and manage everything. One mum spoke about she didn't have the confidence to come with the different ages.' (HLN Staff member)

'Maybe more than 1 child makes it hard to get out.' (Parent)

Staff and parents suggested that provision of a crèche or childcare within activities (e.g. the live borders sessions) at the programmes might benefit parents variously through allowing parents the chance to relax with friends; to spend time with other children also participating at the programme; to allow parents the opportunity to participate in adult learning and development.

'Crèche for part of the sessions especially for the younger ones – so we can play with the older ones. Can be a bit of a problem, Especially when you can't get involved. -just a little part of the session.' (Parent)

'its a great thing for the kids. Should do a crèche to give the adults a quick half hour to themselves.' (Parent)

'Its some time for them to blow off some steam. But I'm busy with the baby.'

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'If there were a crèche in place, the opportunities would be limitless. Crèche could happen whilst parents are getting accreditation... not detracting or taking away from what is already in existence... allowing adult learning to happen.' (CLD Staff member)

'Live borders were really keen for the child to be left. That left some parents hanging around – what do they do? We provided a space for them to use. There's potential to do a range of different things in a big chunk of time.' (HLN Staff member)

Despite the programme not offering childcare per se, parents did express that a significant benefit of the programme was that they didn't have to worry about their children, as someone else was usually looking out for them, either a staff member, an older child, or other parent. This offered an opportunity to relax a bit, and enjoy adult conversation with other parents, offering parents respite and improving their wellbeing.

'It gives us a break. It's somebody else's problem – the older kids look after him so we don't worry about him so much.' (Parent)

'Everyone looks out for each other. If you lose your kids (at the programme) someone else looks out for them.' (Parent)

'It gives my 5 minutes to myself even to feed the baby' (Parent)

### **Availability and access to programmes**

Parents identified that families might not participate in programmes for example if they lived far from the programmes, and didn't have access transport, potentially limiting the benefits for children in families with a low income living outside the locations where the holiday programmes are offered.

'Previously I couldn't afford bus travel previously as we were on benefits. This is an issue. If you can't afford to get there it is sad because there are lots of opportunities. Now I can afford it as my husband has a job.' (Parent)

'My area has nothing whatsoever for us. Thankfully I can drive.' (Parent)

'I know some people will like to be picked up and dropped off.' (CLD Staff member)

In addition to expanding geographical reach, parents highlighted that there is scope to expand holiday programmes further, although there were not strong themes arising from the comments which included increasing the frequency to more than one day (for one programme) to offering programmes in other holidays too.

'More than 1 day would be good. You don't get play groups these days. Been good that it's been every week.' (Parent)

'thank you – it would be good if it was on in October too.' (Parent)

'There is no programme in Easter, so you are not going anywhere, and it is raining.' (Parent)

### **Programmes are greatly valued**

With parents commenting on the good staff, friendly atmosphere, all the toys, the locations and the variety of activities.

The activities we do I thought it was amazing and the food, especially for free. (Parent)

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'You can come with your child, there's so much to do. Everything is here for you... Its been so good' (Parent)

'It is really really good. A lot better than I thought it would be. I didn't expect all the snacks.' (Parent)

'Its wonderful. Everyone is friendly. Enjoyed the food and the company. Its been really enjoyable.' (Parent)

'It's really good, a lot of work goes into it.' (Volunteer)

### **Discussion**

Whilst there is a body of research on the 'costs' of the summer holidays for low income family, there is less available research on 'what works' to mitigate some of the challenges faced by low income families over this period, this makes designing policies and programmes that are effective challenging.

This evaluation is useful because it brings together insights from people closest to the local programmes including families, volunteers and staff, on the programmes' impacts and how they can be strengthened, based on personal experiences and observations. The evaluation also aims to ensure that knowledge and decisions about community based programmes are generated and informed by local communities, particularly those with direct knowledge of the programmes, and to ensure that future holiday programmes can draw on the available 'assets' in the community in their delivery.

Social isolation can affect both children and parents over the summer. Closure of nurseries, play groups and other services can reduce play opportunities, exacerbate social isolation and stress associated with parenting. Difficulties feeding extra children, or concern about the home are barriers to friends coming over<sup>3</sup>. Through facilitating a welcoming friendly environment which promotes social interaction and community mixing for both parents and children, the holiday programmes in the Borders are playing a significant role in mitigating social isolation and promoting social integration. This impact is particularly significant for lone parents, parents of children and parents with mental health problems for whom holiday times can also create particular challenges<sup>4</sup>, who expressed that the holiday programme had helped them to overcome or mitigate some of the challenges they experience.

However, efforts should be made to address the concerns and fears that non-attending families may have about the programmes, which could deter attendance, thus reinforcing social isolation. The programmes should be actively promoted as social, welcoming places for parents to enjoy a coffee and adult conversation. Paerents who are unsure or lack confidence to attend should be supported to attend. A first time or 'try it out' session could help encourage attendance. Parents of children with additional needs are also known to face challenges over holidays, and there appear to be opportunities to strengthen the programmes to ensure they are accessible, and promoted to children with additional support needs, where appropriate, which should be explored.

There are marked inequalities in children's participation in fun and enriching activities over the summer holidays<sup>5</sup>. Parents highlighted that there were limited affordable alternative local activities available for children apart from the holiday programmes, indicating that programmes

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<sup>3</sup> Poverty and Inequality Commission (2018)

<sup>4</sup> Poverty and Inequality Commission (2018)

<sup>5</sup> Stewart, H., Watson, N. and Campbell, M. (2018).

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are meeting a significant need for summer holiday enriching activities and mitigating unequal access to these activities over the summer. Early years are a crucial time for child development and also the key age group who are provided with free school meals which cease over the summer, justifying the provision for this age group. However, we know adolescence is also a crucial time for development and need to consider how gaps in availability of enriching activities for young people could be addressed better in the community.

Lengthy holidays can contribute to family conflict with families spending extended periods together. Children may struggle without the routine of school or nursery and parents may struggle to get a break<sup>6</sup>. Feedback from parents, demonstrates the positive impact of the programmes on family relationships and child wellbeing.

Food insecurity and poor diet are a significant risk for children from low income families over the summer, due to an interplay of factors including low income and welfare cuts exacerbated by absence of school meals. Parent's comments indicate that the programmes contribute to mitigating food insecurity and child poverty amongst low income families attending the programmes through the provision of a low cost healthy breakfast and a free of charge lunch each day of operation. A further benefit is the effective promotion of healthy eating amongst attending families. The programme's successes of co-providing food and activities is consistent with other research that has suggested that the provision of fun and enriching activities alongside the provision of healthy food, can be an effective approach to address the needs of children without the stigma associated with free food provision<sup>7</sup> The programmes have adopted sensitive approaches to promoting uptake of food, countering negative narratives around free food provision.

Families with a low-income are at risk of extended periods of inactivity over the summer holiday. Parent feedback provides evidence that the existence of the programme motivates families to get out of the house, and through structured physical and stimulating activities and unstructured play, the programme reduces sedentary behaviour for participating children helping them to relax and sleep. Only a few parents explicitly described physical activity opportunities as a driver for participation, but benefits associated with participating in physical activity including children 'letting off steam' and 'running about' were described as important impacts of the programme.

Summer learning loss in UK is an under-researched area but evidence from the US suggests that in term-time children learn at similar rates, but on returning to school after the summer children from families with a low-income have typically fallen weeks or months behind peers from higher income groups as measured on standardised tests before and after the holiday period<sup>8</sup>. The impacts of the programmes on child development described by parents, including improved speech and confidence, are all potentially factors that could indicate that the programme is contributing to mitigating summer learning loss. However, participants did not provide any significant insights into how the programme affected learning of particular subjects such as mathematics or reading. Some parents indicated that more fun learning activities would be beneficial, indicating this could be an area for future development.

Holidays can contribute to financial pressures, including food costs, fuel costs, costs for activities or transport in the absence of school and after school clubs<sup>9</sup>. Parents comments in relation to free of charge and low cost foods and activities, demonstrate that the programme is successful in easing financial pressures for some families and contributing to reducing child poverty through this reduction in outgoings.

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<sup>6</sup> Poverty and Inequality Commission (2018)

<sup>7</sup> Stewart, H., Watson, N. and Campbell, M. (2018).

<sup>8</sup> Stewart, H., Watson, N. and Campbell, M. (2018).

<sup>9</sup> Stewart, H., Watson, N. and Campbell, M. (2018).

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Additional childcare costs over the summer holiday can also place additional financial burdens on families over the summer holidays<sup>10</sup>. Parents can find it unaffordable to work due to these costs<sup>11</sup>, this could be a barrier to full-time employment of mothers, perpetuating low family income. It is hypothesised that holiday programmes could play a role in supporting parents to work over the summer<sup>12</sup>. The programmes in the Borders require parents or a carer to attend with the child, so do not provide direct child care, and in that way do not directly support parents to work. Provision of childcare as part of the programme is an area for consideration in the design of future programmes, for reasons proposed by parents and staff (to allow parent education, to allow time with older children, to allow parents respite) and also as an opportunity to support parent employment. However, these benefits should be balanced against the benefits associated with family participation in programmes described above.

Improved community cohesion is a reported benefit of holiday programmes and this was also evident in the Border's programmes, highlighting the important role of the programmes in strengthening community resilience and social integration. Research indicates that integrating interaction between older people and children could add considerable co-benefits for younger and older age groups and is a potential area for development<sup>13</sup>. This was also suggested by volunteers involved in programme delivery and should be considered.

Whilst programmes have undoubtedly had a significant impact for families who have participated, it is significant that parents highlighted that many families are unable to access programmes due to geographical and transport barriers to access, also recognised in the Poverty and Inequality Commission (2018). In the Borders, the SBC Child Poverty Index illustrates that there are families in poverty in each intermediate zone, and each locality has a proportion of children who experience greater poverty, indicating the dispersed distribution of child poverty in the Borders<sup>14</sup>. The remoteness and rurality of the Borders further exacerbates this, consequently many children are still unable to access programmes, and these families are perhaps most likely to also be disadvantaged by a lack of local activities in their areas. Expanding geographical locations of the programme might be one solution to addressing this, as might providing transport for families to attend central locations.

Whilst the programme has contributed to reducing food insecurity, providing access to enriching activities, reducing financial pressures and other benefits, the scale of impact of the programme in some locations is constrained by its frequency, with some programmes operating only once per week and all programmes only operating during the summer holidays and not in other holidays when families with a low income face similar challenges. To contribute more significantly to reducing the challenges faced by families over the summer, particularly with regards to food insecurity, the frequency of holiday provision would need to be increased to meet needs. However there do appear to be some benefits associated with holiday programmes not running every day of the week, particularly as parents attending programmes with fewer days of operation commented that the programme gives families and children something to look forward to in the week. Further consultation with parents might elicit what would be a good balance of provision, and allow efficient allocation of resources across programmes.

The findings in this evaluation are broadly consistent with the findings from evaluations of other programmes, and demonstrate emphatically how they are addressing the identified

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<sup>10</sup> Stewart, H., Watson, N. and Campbell, M. (2018).

<sup>11</sup> Poverty and Inequality Commission (2018)

<sup>12</sup> Poverty and Inequality Commission (2018)

<sup>13</sup> Stanford Centre on Longevity (2016).

<sup>14</sup> NHS Borders (2019) Scottish Borders Child Poverty Action Plan

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needs of low income families in the Borders<sup>15</sup>. The successes of programmes in introducing children and parents to new healthy foods, promoting family relationships and child and parent wellbeing, and the value of volunteer involvement for volunteers and communities, appear to be relatively unique benefits identified for the Borders. The evaluation has also highlighted possible opportunities to promote attendance by families and has established a wide range of areas to strengthen programmes further, through an asset based approach.

The findings of the evaluation indicate delivering holiday programmes in the way that they are delivered in the Borders is aligned strategically with, and contributing to achieving Scottish Government Public Health Priorities, Scottish Borders Director of Public Health Report, the Scottish Borders' Children and Young People's plan and Child Poverty Action Plans.

### **Recommendations**

These recommendations are derived from the input by parents, volunteers and staff.

- 1. Promote holiday programmes to increase attendance by non-attending families, particularly through a Facebook strategy and posters in key locations. The benefits of programmes should be promoted in publicity materials and all caregivers should be made to feel welcome, including grandparents.**
  - a. A strategy should be developed to promote the existence of the programme on facebook not just through early years centre's posts but crucially through re-sharing by staff, families, volunteers and other community organisations. The activities available on each day, and the timings, should be clearly advertised to all families and children who may benefit from these activities, together with photos of families participating.
  - b. Posters in key locations frequented by families who would most benefit from the programme should supplement facebook advertising and bag drops.
  - c. Ensure holiday programmes are promoted as welcoming, friendly, places, open to all; for parents to have a coffee and meet new people and have someone to talk to. Programmes should be promoted as a place where children can interact, play, participate in a variety of activities and let off some steam as these are qualities of the programme that are particularly valued by parents.
  - d. Consider ways to promote the programme to grandparents who are caregivers over the holidays.
  
- 2. Expand the delivery of holiday programmes to address unmet need e.g. access for families in rural areas; families with children with additional support needs; families in areas where programmes are infrequent and older children.**
  - a. Address the holiday needs of families living in parts of the Borders beyond the central programme locations. Transport requirements should be considered as part of holiday programme provision.
  - b. Review and, where appropriate, extend the frequency of programme provision across the four programmes, in summer and other holidays where food insecurity and access to enriching activities could result in particular challenges to families.
  - c. Address the holiday needs of families and children with additional support needs including promoting programmes that already exists to meet these needs through the Summer Holiday programmes
  - d. Review how the holiday needs of older children and their families could be addressed over the holidays either within the programme, or as a separate provision, including promoting programmes that already exists to meet these needs through the Summer Holiday programmes.

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<sup>15</sup> Poverty and Inequality Commission (2018); Forsey, A. (2018); Welsh Local Government Association (2016).

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- 3. Promote and provide healthy food and activities alongside one another, to reduce food insecurity with dignity, whilst promoting healthy diets and reducing food waste.**
  - a. Work with community actors to ensure availability of free of charge fruits and vegetables and other foods to take home.
  - b. As far as possible ensure food provision is environmentally friendly, reduces food waste and promotes a healthy diet, and ensure that families and communities are aware of these positive benefits.
  
- 4. Adapt local programmes to address the needs identified by parents including making all activities accessible to girls and boys, addressing the gendered preferences towards particular activities; expanding the range of physical activities offered; increasing fun learning activities.**
  - a. Recognise the popularity of the sports, crafts and messy activities, including and in addition to outdoor activities, when designing future programme timetables.
  - a. Consider what can be done to make craft activities more attractive to boys e.g. building type activities, involving men's sheds.
  - b. Expand the range of sporting activities offered including sports more accessible for girls, considering local assets in the community e.g. rugby clubs, football club, gymnastics clubs etc.
  - c. Increase fun learning activities to address summer learning loss/ attainment gap and support children with holiday homework.
  
- 5. Continue to work closely with and make use of existing 'assets' in communities, in the delivery of programmes including parents and family friends with particular skills and older people. And through the programmes, seek to connect communities to services and resources in their communities**
  - a. Use holiday programmes to promote other services that might benefit families with a low income, with mental health problems or who are socially isolated.
  - b. Consider how elderly groups could be included in the delivery of the programme to promote inter-generational activities.
  - c. Parents with skills that could benefit in the holiday programme for example, sport or cookery should be identified and supported to volunteer, and offered capacity building opportunities where they feel that they don't have sufficient skills to share their knowledge.
  
- 6. Promote parent involvement in holiday programmes including day to day helping, volunteering and planning**
  - a. Put in place a mechanism for community members and parents to be consistently and formally involved in the planning of holiday programmes, as equal partners e.g. through a planning committee held over a community meal.
  - b. Actively request parents to help informally with day to day activities from cleaning up after themselves and children for example through posters and encouraging parents politely and setting expectations at the beginning of holidays and reinforcing this.
  - c. The opportunity to volunteer to help with the day to day running of the programme should be promoted to parents, when additional volunteers would help to improve the quality or capacity of the programme, either by asking directly or on Facebook. The reported benefits of volunteering should be emphasised when discussing volunteering.
  
- 7. Review the benefits and disbenefits of providing a crèche/ childcare to support adult learning, time with older children and as an opportunity to support parents to work**

## **Conclusion**

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Our research with these groups has found that the Border's holiday programmes deliver an impressive range of positive impacts for children and also for parents and communities. The programmes address many of the needs identified in previous research on the challenges generated by holidays for families with a low income. Programmes are also highly valued by participating families.

The programmes play a significant role in addressing food insecurity, providing enriching activities for children and promoting child development, reducing social isolation and increasing family wellbeing and community cohesion. By consequence they are contributing to reducing or mitigating inequalities in the Borders and are well aligned with related NHS Borders, Scottish Borders Councils and National strategies.

A number of opportunities for strengthening the programme have been identified by parents, volunteers, children and staff, some of which go beyond the auspices of the holiday programme, requiring more strategic consideration and some of which will need to attract additional funding to be delivered. As child poverty and families facing challenges over summer holidays are geographically dispersed across the Borders, priorities must be to seek to address non-attendance by families, and to reduce inequalities in access to holiday programmes for families that live far from the locations where programmes are delivered, to ensure the benefits of the programmes are not concentrated on the currently participating families but have a Borders wide impact.

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**Appendix 1. Question guide adapted for interviews with parents, staff and volunteers**

1. Can you tell me a bit about which activities you come to and why you come? (how many sessions have you been to/ how often do you come?)
2. And can you tell me a bit about what your child and you get out of it? What sort of an impact has it had?
3. What do you like about the activities – what is good? (for child/parent)
4. What could we improve? What would make the programme better for you/ your child?
5. Are there other things in the community we could make better use of in the programmes e.g. skills, groups, organisations, places?
6. Can you tell me what you think about how we could get parents and community members more involved in the programme e..g helping, organising, volunteering?
7. Can you tell me a bit about what you think stops some families from coming to the programme?
8. Do you have any other comments or feedback about the programme?

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**Appendix 2. Suggested assets and activities to include in future programmes**

Parents suggested a range of assets and activities that programmes could make more use of ranging from sports, outside activities and day trips, creative and food based activities, activities for children with additional support needs, learning opportunities and other community assets. The box below describes all these suggestions.

<p><b>Sport and physical activities available in the community</b></p> <ul style="list-style-type: none"> <li>- Athletics</li> <li>- Touch Rugby</li> <li>- Multi-courts</li> <li>- Sport other than live borders</li> <li>- Rounders outdoors</li> <li>- Football</li> <li>- Gymnastics</li> <li>- Taekwondo</li> <li>- Dance</li> <li>- Boxing</li> <li>- Swimming</li> </ul>	<p><b>Creative and food activities</b></p> <ul style="list-style-type: none"> <li>- Ride on toys</li> <li>- Making parachutes</li> <li>- Building things</li> <li>- More messy activities</li> <li>- More cooking</li> <li>- More arts and crafts</li> </ul>	<p><b>Other community assets</b></p> <ul style="list-style-type: none"> <li>- Get the men sheds involved</li> <li>- People in the community with specific skills</li> <li>- Parents with specific skills e.g. summer are chefs</li> <li>- Get other groups involved e.g. older peoples</li> <li>- Doing something for the carnival</li> </ul>
<p><b>Green assets: outside activities/ day trips</b></p> <ul style="list-style-type: none"> <li>- Getting outside</li> <li>- Day trips to parks</li> </ul>	<p><b>Activities for children with additional support needs</b></p> <ul style="list-style-type: none"> <li>- More sensory activities</li> </ul>	<p><b>Learning opportunities</b></p> <ul style="list-style-type: none"> <li>- Homework club</li> <li>- Number club</li> <li>- Anti-bullying session before returning to school</li> </ul>

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### Finalist place for Jedburgh Schools Cluster

The Jedburgh Schools Cluster is delighted to have secured one of three places in the finals of the Community Learning and Development Category of the 2020 Scottish Education Awards.

These are just some of the initiatives that impressed the judges and helped to earn that coveted place in the finals, with more details below about two which have been particularly successful:

- Morning breakfast/nurture club
- Lunchtime wellbeing group
- Active girls' fitness group
- Gardening, arts and craft and woodworking group
- Summer activity programme
- Step up transition program
- Wednesday night youth club
- School residential.

In addition, a successful funding bid has allowed the project to train 10 members of staff to deliver Seasons for Growth grief, change and loss programmes to young people across the cluster while 75 young people have achieved either Dynamic Youth Awards or Hi 5 Awards.

#### Breakfast nurture club

The breakfast/nurture club offers a good start to young people. It was initially available three mornings a week but thanks to donations from local organisations, is now provided every day during the school term. The aim is to make sure young people are set up for the day and more ready to learn. The club provides a safe, nurturing environment where young people feel confident about speaking within the group and sharing their opinions. The workers create a welcoming atmosphere in a non-classroom setting where young people have adults they can talk to about any concerns they may have, whether that relates to their school or personal lives.

#### Summer activity programme

An eight day programme delivered over four weeks of last year's summer holidays saw ten P7 and ten S1 pupils participating in a variety of activities and challenges aimed at building their confidence and self-esteem. The sessions were done in partnership with Cheviot Youth and saw young people participating in rock climbing, canoeing, hill walking, art activities, swim sessions, cookery, horse care and riding. They also took part in a rope course, jail break activity and enjoyed a popular and well attended barbecue.

#### Susan Oliver, Jedburgh Grammar Headteacher

"This nomination highlights the fantastic work that our CLD worker, Donna Wood and PEF Youth Worker Heather Lothian have carried out to support children, young people and families right across our school community. The work has been supported by the Pupil Equity Fund and has focused on initiatives to improve health and wellbeing in a wide variety of innovative, creative and extremely beneficial ways.

"We are incredibly proud to have had national recognition of our efforts"

#### More information

- The awards ceremony was cancelled this year due to COVID-19.

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<b>Scottish Borders: Challenge Poverty Event</b>		
<b>Wednesday 9<sup>th</sup> October 2019</b>		
<b>SBC Council Chambers</b>		
<b>1-4:30pm</b>		
<b>Chair: Allyson McCollam</b>		
<b>Time</b>	<b>Programme</b>	<b>Speaker</b>
Morning 10-12am	➤ Credit Union: Conversation about the possibilities Invitation Only	Oonagh McGarry CLD
Afternoon 1pm	➤ Welcome, Introduction ➤ Background & Policy Context	Allyson McCollam Public Health
1:15pm	➤ Challenge Poverty Week	Irene Tortajada Poverty Alliance
1:35pm	➤ Extent of poverty in the Scottish Borders	Erin Murray, SBC
1:50pm	➤ Poverty proofing School ➤ Local School Initiatives	Peter Macklin, SBC
2:15pm	➤ Comfort Break/Networking	
2:30pm	➤ Summer Holiday Programme	Nichola Sewell, JHIT
2:40pm	➤ Impact on children, young people and families	Catherine Jeffery, Public Health
3:10pm	➤ SB Home Energy Forum: Home Energy Scotland	Rosin Hurst, HES
3:30pm	➤ Income Maximisation	Sharron Elsdon, SBC
3:50pm	➤ Discussion	Carole Anderson, JHIT
4:20- 4:30pm	➤ Evaluation & Close	Allyson McCollam, Public Health

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