



Department for

Communities

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CHILD POVERTY ANNUAL REPORT

2016/17

a report on the Northern Ireland Executive's

Child Poverty Strategy

CHILD POVERTY ANNUAL REPORT 2016/17

Table of Contents

Introduction	3
Headline Indicators	4
Outcome: Families Experience Economic Well-being	5
Indicators.....	5
Summary of Actions taken.....	8
Outcome: Children in Poverty Learn and Achieve	10
Indicators.....	10
Summary of Actions taken.....	13
Outcome: Children in Poverty are Healthy	17
Indicators.....	17
Summary of Actions taken.....	20
Outcome: Children in Poverty Live in Safe, Secure and Stable Environments	23
Indicators.....	23
Summary of Actions taken.....	26
Annex A: Report Cards	28
Outcome: Families Experience Economic Well-being - Report Cards.....	30
Outcome: Children in Poverty Learn and Achieve - Report Cards	51
Outcome: Children in Poverty are Healthy - Report Cards.....	94
Outcome: Children in Poverty Live in Safe, Secure and Stable Environments - Report Cards.....	126

CHILD POVERTY ANNUAL REPORT 2016/17

INTRODUCTION

The Executive's Child Poverty Strategy was published on 25 March 2016. The Strategy's aims are to reduce the number of children in poverty and reduce the impact of poverty on children. The Child Poverty Strategy 2016-19 focuses on four high level outcomes:

- **Families experience economic well-being**
- **Children in poverty learn and achieve**
- **Children in poverty are healthy**
- **Children in poverty live in safe, secure and stable environments**

This document is an Annual Report on progress on the Executive's Child Poverty Strategy as required by Article 12(7) of the Life Chances Act, which requires the Department for Communities to lay before the Northern Ireland Assembly a report which:

- describes the measures taken by the Northern Ireland departments in accordance with the Northern Ireland Strategy, and
- describes the effects of those measures that contribute to the achievement of the purpose of ensuring, as far as possible, that children here do not experience socio-economic disadvantage.

As such, this Annual Report provides:

- a high level summary of actions taken (in the main body of the report) with full reports on each of the actions in the Strategy (Annex A); and
- the most recent data for each of the agreed indicators in the Strategy (in the main body of the report).

As this is a three year strategy, not all of the actions are complete. Reports will continue to be published annually until 2019.

CHILD POVERTY ANNUAL REPORT 2016/17

HEADLINE INDICATORS

The latest official child poverty figures published relate to the year 2015-16. These data are taken from the [Northern Ireland Poverty Bulletin 2015/16](#). These are the latest official child poverty figures available.

Absolute Poverty - Before Housing Costs (BHC)

Children living in households with income less than 60% of the UK median for 2010-11 (adjusted year on year for inflation).

In 2015-16, there were approximately 78,000 children in absolute poverty BHC, which represents 18% of children in Northern Ireland. **This rate has decreased by five percentage points from 2014-15. This is statistically significant.**

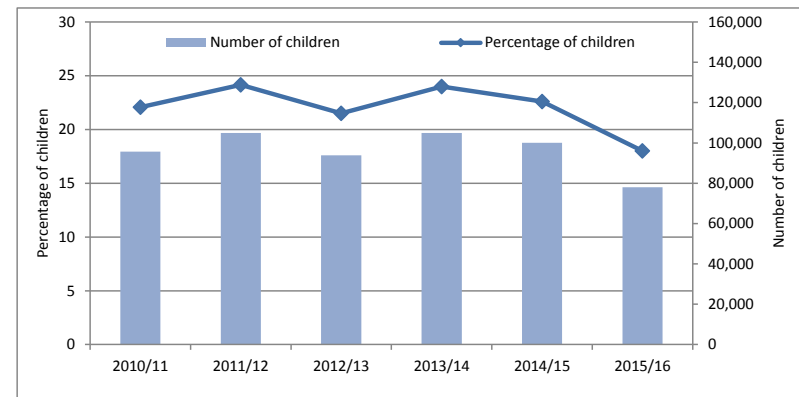
Relative Poverty - Before Housing Costs (BHC)

Children living in households with income less than 60% of the median UK income in that year.

- In 2015-16, relative child poverty was 21% (approximately 93,000 children) BHC, **a decrease of four percentage points from the previous year.**

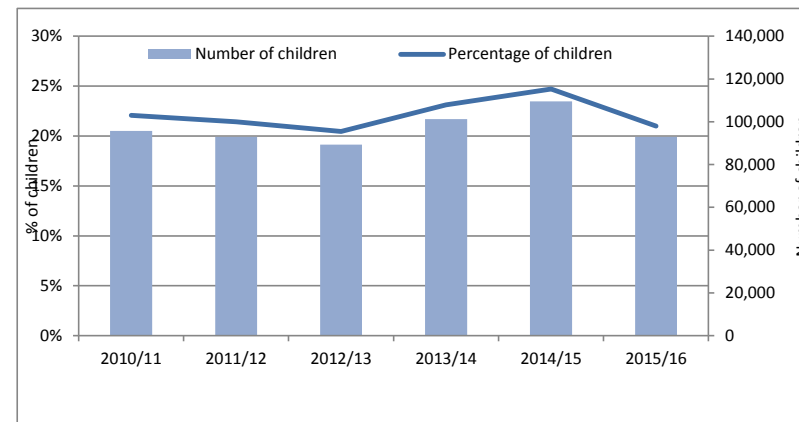
Percentage and number of children in absolute poverty (BHC),

2010-11 to 2015-16



Percentage and number of children in relative poverty (BHC),

2010-11 to 2015-16

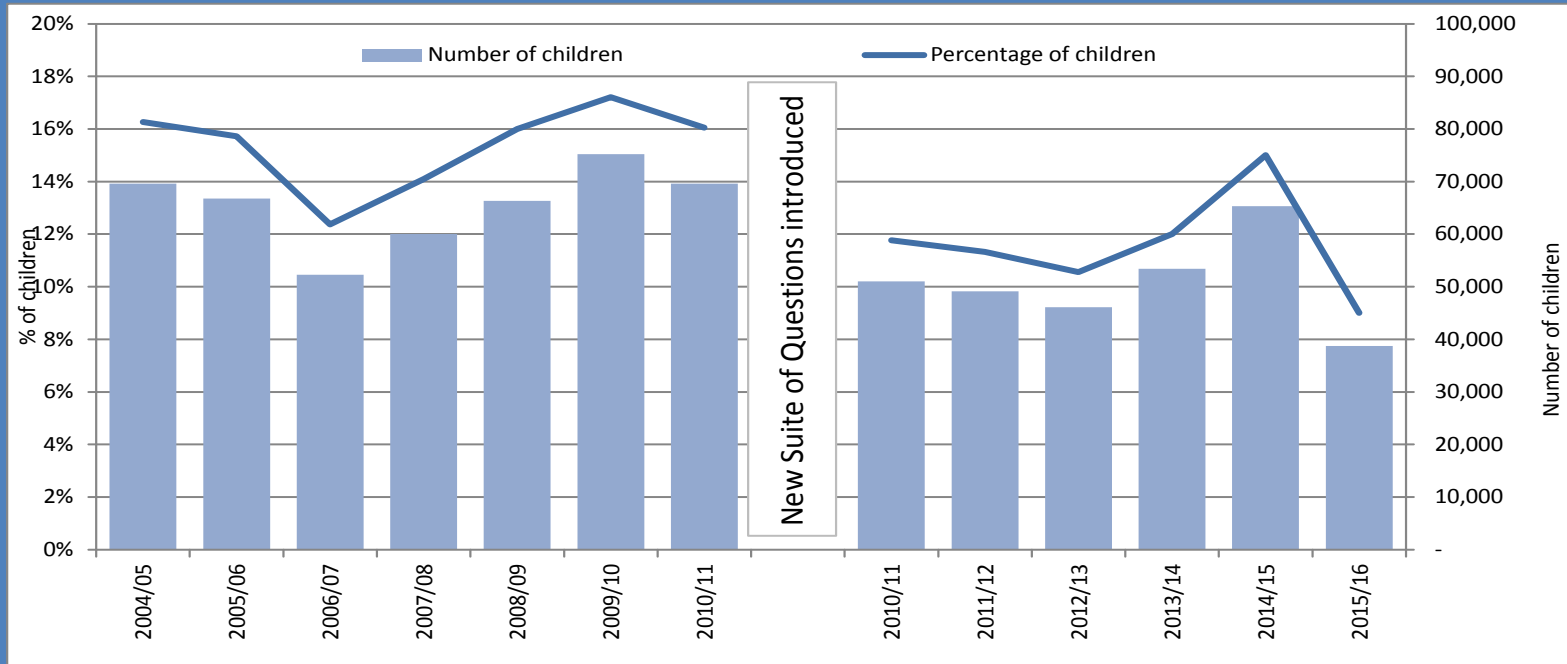


CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: FAMILIES EXPERIENCE ECONOMIC WELL-BEING

Indicators

Combined Low Income and Material Deprivation (Source: DFC HBAI 2015-16 Report)



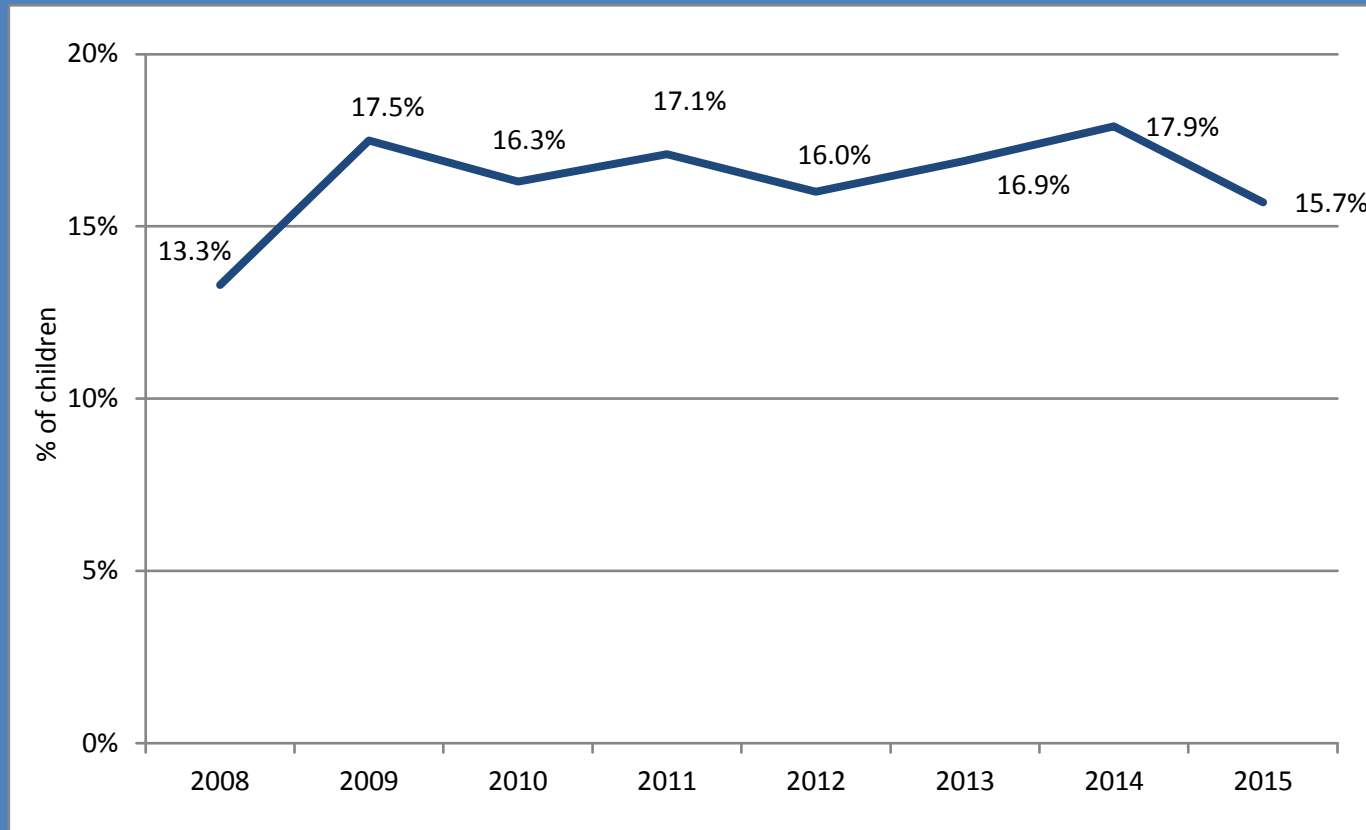
This measurement is used to combine the measurement of low income along with material deprivation in families. It is sourced in the Family Resources Survey where families are asked about income poverty and also if a range of indicators apply. For example, some of the indicators under this measure include the ability of a family to replace broken electrical goods, the ability to make choices such as going on holiday away from home one week a year not with relatives, or being behind on any household bill. If a family has a household income below 70% of the median income and a certain number of these indicators are met, then that family is considered in combined low income poverty. This measure attempts to demonstrate the everyday impact of low income on families and is an indication of family disposable income.

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: FAMILIES EXPERIENCE ECONOMIC WELL-BEING

Indicators (continued)

Percentage of Children living in workless households (Source: ELMSB Labour Force Survey Quarter 2 data used)

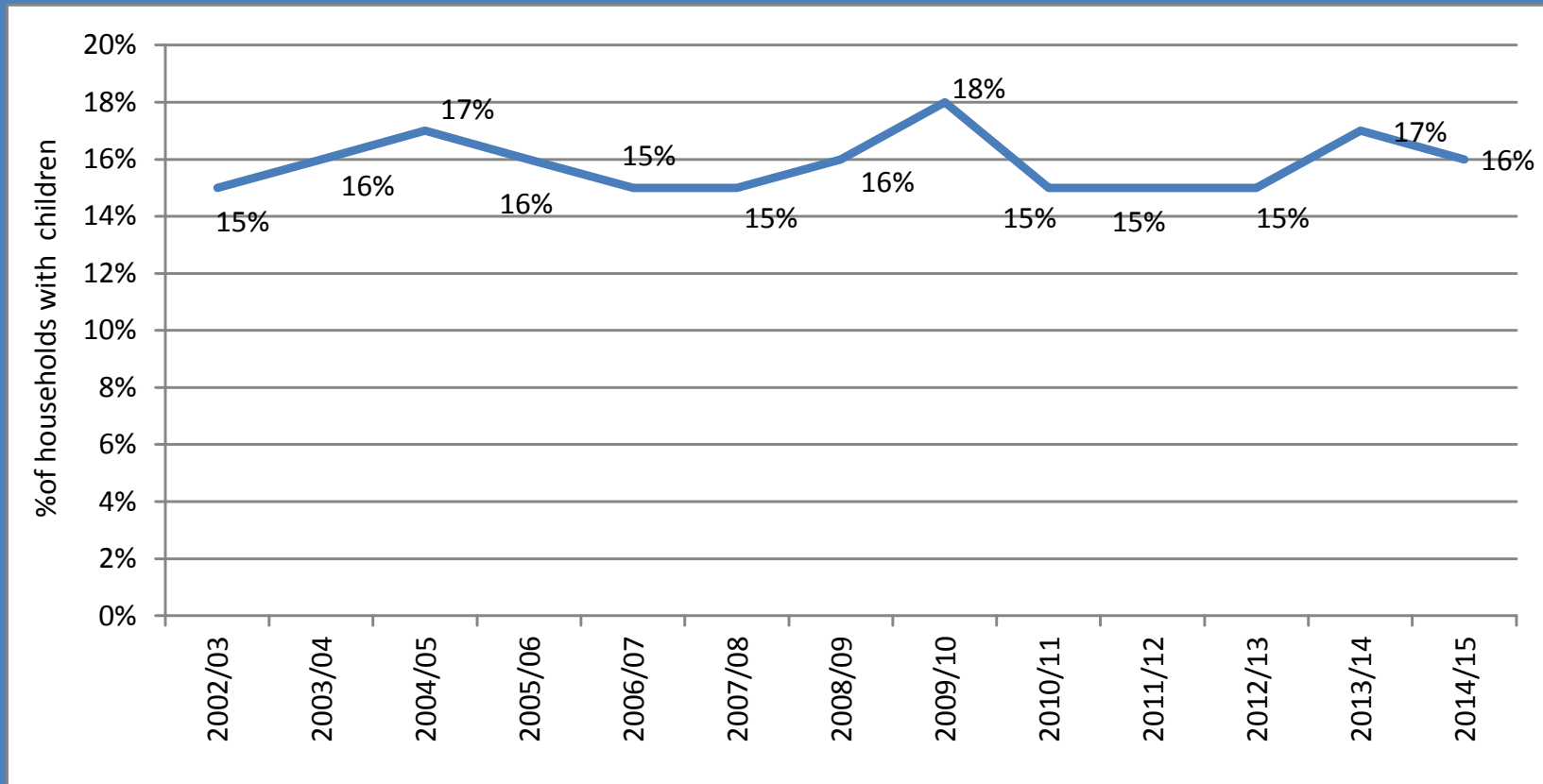


CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: FAMILIES EXPERIENCE ECONOMIC WELL-BEING

Indicators (continued)

Percentage of all households with children where at least one adult is in work and the household is in poverty (DFC HBAI 2014-15)



CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: FAMILIES EXPERIENCE ECONOMIC WELL-BEING

Actions taken:

- 1.1 Created 11 Social Enterprise Hubs offering business advice and practical support to social enterprise entrepreneurs. During 2016/17, this led to 108 new Social Enterprise start-ups within local communities delivering both economic and wider social benefits. The programme also provided a vehicle for cross-departmental working and delivery against other Government programmes, for example, the Bright Start Programme which aims to provide affordable and integrated childcare places supported and created through social enterprise.
- 1.2 Promoted 5,600 new jobs in 2016/17.
- 1.3 Helped 257 young people aged 18-24 who are unemployed and seeking permanent work to look for work, gain work experience and develop skills and confidence through the Youth Unemployment Scheme (between 1 April 2016 and 17 March 2017).
- 1.4 Provided advice to people to ensure they are getting their full benefit entitlement, securing £48.1 million in additional benefits for 13,401 people over the 3 year period ending 31 March 2016. Those who were successful were on average better off by £69 per week.
- 1.5 Provided dedicated support to help young people in rural areas gain skills needed for employment and develop business potential, with 239 rural young people attending Business Action Plan workshops and 199 rural young people completing Business Action Plans.
- 1.6 Provided Essential Skills training for adults, upskilling the working age population and supporting people to achieve 6,704 Level 2 qualifications in the 2015-16 academic year.
- 1.7 Provided funding of approximately £3.5 million (between 2014/15 and 2016/17) through the School Age Childcare Grant Scheme to sustain and create low cost childcare places. Estimated 2,600 childcare places in targeted areas once all settings fully established, with approximately 96% of settings located in disadvantaged areas or supporting disadvantaged families and 60% of settings in rural communities or supporting rural families. Promoted financial assistance available to parents with the costs of childcare. Expanded and enhanced information about childcare services via the Family Support NI website.

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: FAMILIES EXPERIENCE ECONOMIC WELL-BEING

Actions taken (continued):

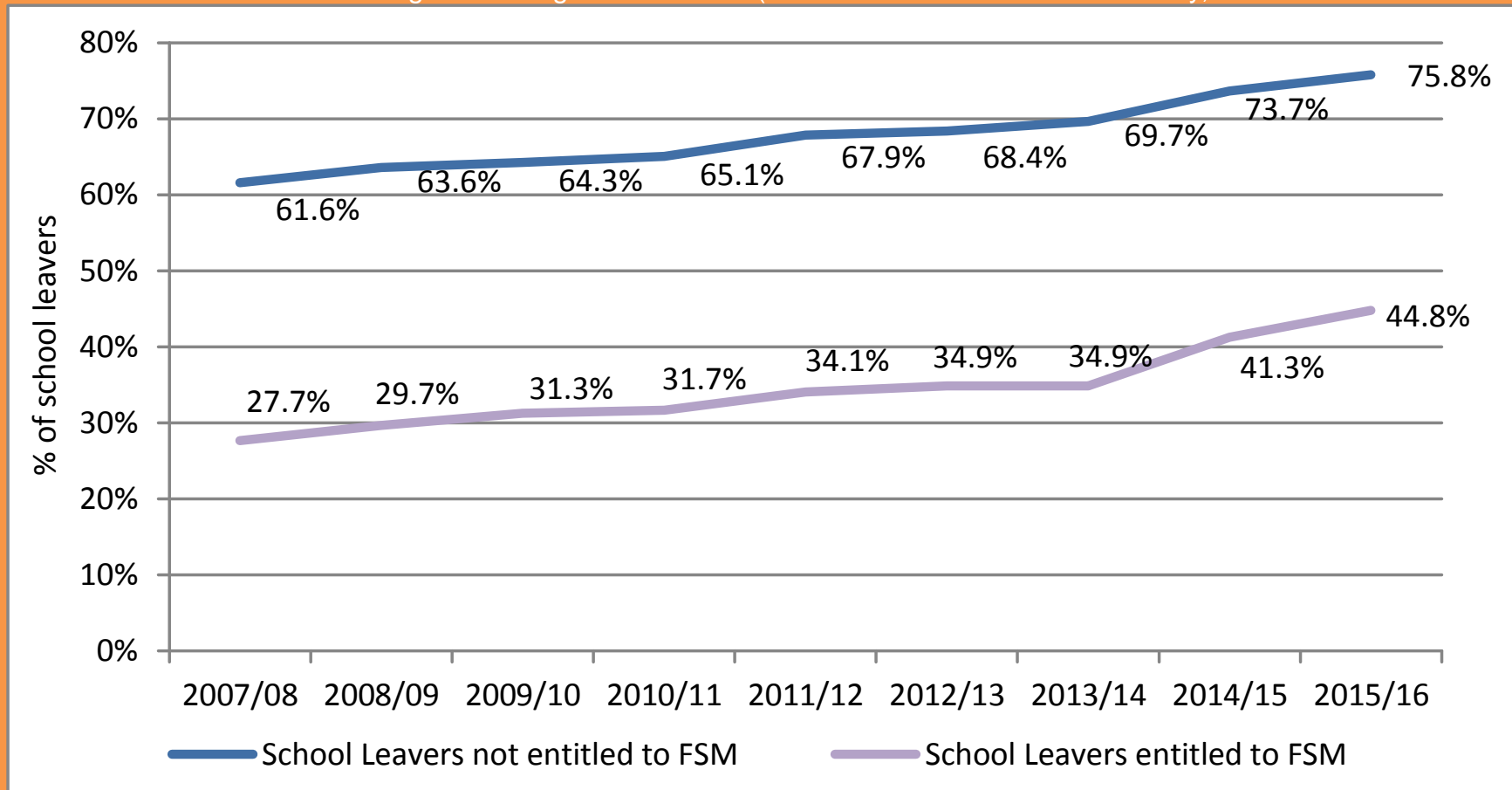
- 1.8 Supported children with a disability attending childcare services with local grant schemes operated in all Trust areas. Provided grants to 9 childcare providers to delivery holiday schemes, with over 481 children with disabilities attending in 2015/16 and 2016/17 (combined). Childcare Partnerships provided 16 autism training courses (325 places) for providers and held conferences which included information sessions provided on working with children with additional needs.
- 1.9 Provided funding of around £800,000 in 2015/16 to facilitate 77,000 two-hour childcare places through 14 Women's Centres, assisting parents in low income families to increase their skills and gain education and training to avail of paid employment.
- 1.10 Invested £5.2 million in 2014/15, £5.0 million in 2015/16 and £5.5 million in 2016/17 to tackle rural poverty and isolation and provide support and advice to residents of rural communities, with 343 households benefitting from energy efficiency measures in 2014/15 and helping 276 people have a successful benefit claim in the three years 2014/15-2016/17.
- 1.11 Provided home energy improvements to 7,573 households in 2014/15, 3,057 households in 2015/16 and 5,069 households in 2016/17 through the Warm Homes and Affordable Warmth Schemes to help reduce heating costs.
- 1.12 Installed double glazing in 99% of Housing Executive Properties, reducing heat loss and heating bills and providing for warmer homes.
- 1.13 Provided Free School Meals and Uniform Grants to low income families, extending eligibility criteria from 2014 to include 17,476 additional post primary pupils (whose parents receive Working Tax Credit and whose annual taxable income of £16,190 or less) to help reduce costs for low-income working families.
- 1.14 Provided direct grant support of £1.5 million to 4,017 low-income families raising disabled and/or seriously ill children to help with essential items over the period 1 April 2016 to 28 February 2017.
- 1.15 Developed a database which links various sources of information on households to better understand and inform efforts to tackle child poverty.

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY LEARN AND ACHIEVE

Indicators

Proportion of school leavers entitled to Free School Meals achieving at least 5 GCSEs at grades A*-C (or equivalent) including GCSE English and Maths (Source: DE School Leavers Survey)

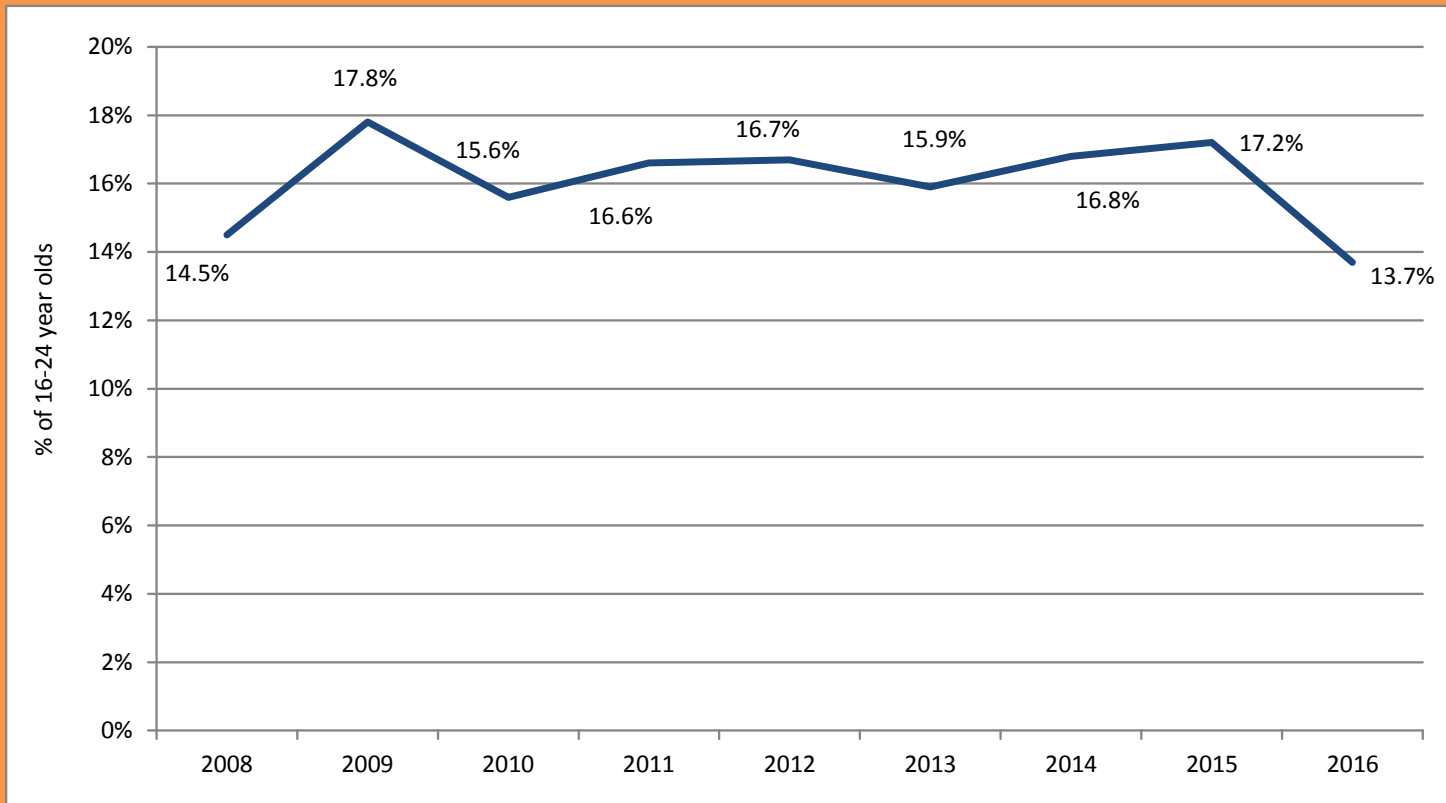


CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY LEARN AND ACHIEVE

Indicators (continued)

Percentage of 16-24 year olds not in Education, Employment or Training (NEET)
(Source: ELMSB Labour Force Survey Quarter 2 data used)

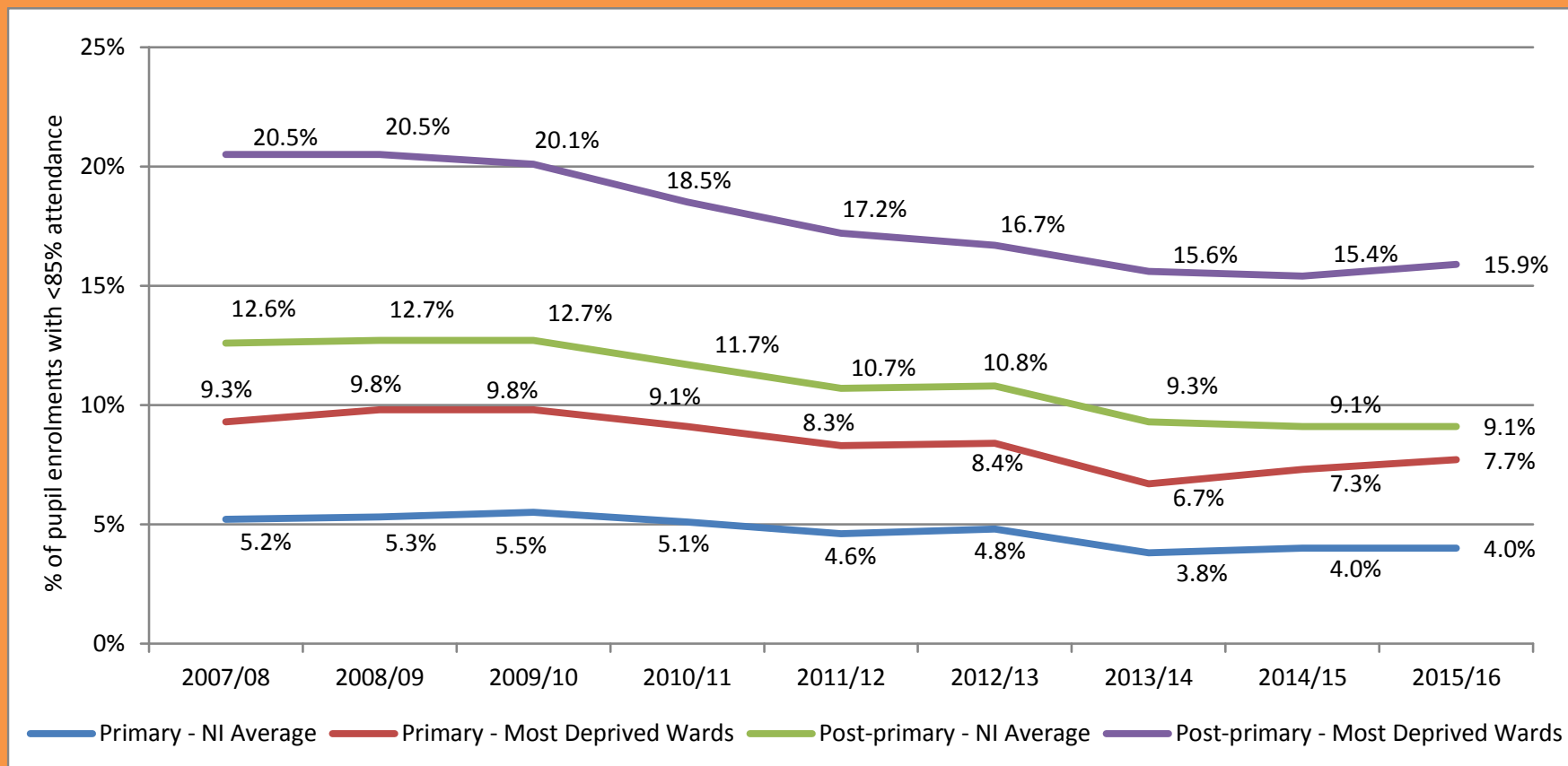


CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY LEARN AND ACHIEVE

Indicators (continued)

Percentage of pupil enrolments in primary and post-primary schools with less than 85% attendance (Source: DE)



CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY LEARN AND ACHIEVE

Actions taken:

- 2.1 Employed 310 recently graduated teachers (270.6 FTE) to deliver tuition to 5,320 primary school pupils who are struggling with reading and maths at Key Stage 2 and 13,333 post primary pupils who are not projected to get a 'C' grade in English and/or Maths, supporting an increase in pupils' achievement levels and improvement in attendance.
- 2.2 Supported 30 Nurture Groups in local primary schools, providing 745 children with additional support (up to June 2016) and resulting in improved emotional and behavioural development. Set up 2 new Nurture Groups in Irish Medium settings from September 2016, bringing the total number of Nurture Groups to 32.
- 2.3 Supported over 1,550 participants through the Community Family Support Programme, a targeted intervention programme to support disadvantaged families as of 31 December 2016; supporting 580 families and 681 participants aged 16 and over not in employment, education or training; engaging 47 participants in job searches; progressing 88 participants into employment and 143 participants into education or training upon leaving; and helping 31 participants gain a qualification.
- 2.4 Supported training to improve and enhance skills across the childcare workforce.
- 2.5 Delivered 12 United Youth pilot programmes, engaging 350 16-24 year olds who were not in employment, education or training in an intensive development experience focused on improving capabilities in relation to personal development, good relations, citizenship and employability, supporting almost 80% of those who completed the programme into employment, training, further education, volunteering or other positive destination. Secured EU Peace IV funding to target an additional 7,400 14-24 year olds (approximately 6,000 in Northern Ireland) who are disadvantaged, excluded or marginalised through a cross-border good relations programme.
- 2.6 Provided a guaranteed training place for all 16-17 years olds who are not in full time education or employment (with extended eligibility up to 22 years for persons with a disability, including learning disabilities/SEN and up to 24 years for persons from an In Care background), supporting 5,488 young people with training through the Training for Success Programme as at October 2016. Provided £191,000 in assistance to 49 students who are young parents aged 16 to 19 in the academic year 2015-16 to help meet the cost of registered childcare provision and allow the young students to start or continue their education in further education colleges and provided £2.2 million of support to 2,326 students attending further education colleges experiencing exceptional financial difficulty to assist in meeting costs associated with learning (e.g. fees, books, equipment, travel, etc).

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY LEARN AND ACHIEVE

Actions taken (continued)

- 2.7 Provided approximately £57 million in funding for pre-school education for just under 24,000 children, allowing 99.9% of target age children who applied for a funded pre-school place to receive the offer of a place by the end of the admissions process.
- 2.8 Provided additional funding of £4.4 million to facilitate the expansion of Sure Start from the 20% most disadvantaged areas to the 25% most disadvantaged areas as defined by the NI Multiple Deprivation Measure, creating four new Sure Start projects, increasing the total number of projects from 35 to 39 and expanding the catchment areas of 13 projects to allow an additional 3,138 eligible children aged 0-3 years and their families to access the Sure Start programme to promote the physical, intellectual, social and emotional development of the children (particularly those who are disadvantaged) to ensure they can flourish at home and when they get to school. In total, £25 million provided in 2016/17 to fund Sure Start, supporting the development of 31,315 registered children aged 0-3, including a Developmental Programme for 2-3 year olds. Sure Start represents investment in the areas of highest deprivation supporting communities where social mobility can be improved. In those areas it is a universal programme designed to stop problems before they happen and have a lasting impact on children's lives.
- 2.9 Worked with community-based organisations to maximise the impact and reach of iPad and technology supported approaches to education and lifelong learning, including further development of pilot training programmes for community organisations in specified disadvantaged areas.
- 2.10 Provided access to books and educational programmes in Libraries and through outreach in other community settings, delivering more children's activities (including Rhythm & Rhyme, class visits and storytimes) in deprived areas and borrowing services in rural communities with no library.
- 2.11 Provided additional support for Newcomer pupils and Traveller children in schools. Delivered the Toybox project which aims to reduce social and educational inequalities experienced by Traveller children aged 0-4 years across Northern Ireland.
- 2.12 Provided additional funding through the Getting Ready to Learn Programme launched in March 2016 and commencing delivery in the 2016/17 academic year to funded pre-school settings to work with parents to empower and enable them to develop a supportive home learning environment, with 47% of funded pre-school settings participating.

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY LEARN AND ACHIEVE

Actions taken (continued)

- 2.13 Provided additional support to young people with learning difficulties and/or disabilities to enable them to seek further education and qualifications, addressing barriers to participation in Further Education for 3,444 students (2015/16). In addition, 4 disability support organisations were contracted by Department for the Economy to provide specialist disability support to participants on the Training for Success programme and Sign language and personal development programmes for deaf children.
- 2.14 Provided funding (circa £10.6 million in 2016/17) through the Extended Schools Programme to 537 schools with a high proportion of disadvantaged students providing additional activities, classes and support for learning aimed at addressing educational disadvantage to approximately 118,112 children, 21,857 parents and 29,154 community members during 2015/16. Supported two Full Service schools programmes in North and West Belfast with £770,000 of funding to provide additional interventions over and above standard extended schools provision.
- 2.15 Provided additional support for children and young people in care and foster care to help them achieve GCSE level qualifications, including developing Personal Education Plans and Care Plans (specifying education and training requirements as agreed with the young person).
- 2.16 Delivered Creative Learning Centre digital technology programmes to 8,528 young people - 76% (6,485) in school based programmes and 24% (2,043) in community based programmes, with 3,516 teachers participating in Creative Learning Centre Continuing Professional Development (CPD) digital technology programmes and 79 schools involved in Creative Learning Centre partnerships; providing an alternative approach to learning including the use and understanding of new digital technologies and new media to engage and excite pupils.
- 2.17 Provided funding of £2 million in 2013/14 and 2014/15 to support community based initiatives through the Community Education Initiatives Programme, benefiting 6,150 children and 514 adults in 68 Neighbourhood Renewal / Super Output Areas – providing, for example: GCSE revision classes to 190 students, Easter school to 33 children and a breakfast club for 30 Roma children, all of which contributed to improve educational outcomes (improved attendance, increased academic achievement, smoother transitions from primary to post-primary schools and reported improved confidence / self-esteem).

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY LEARN AND ACHIEVE

Actions taken (continued)

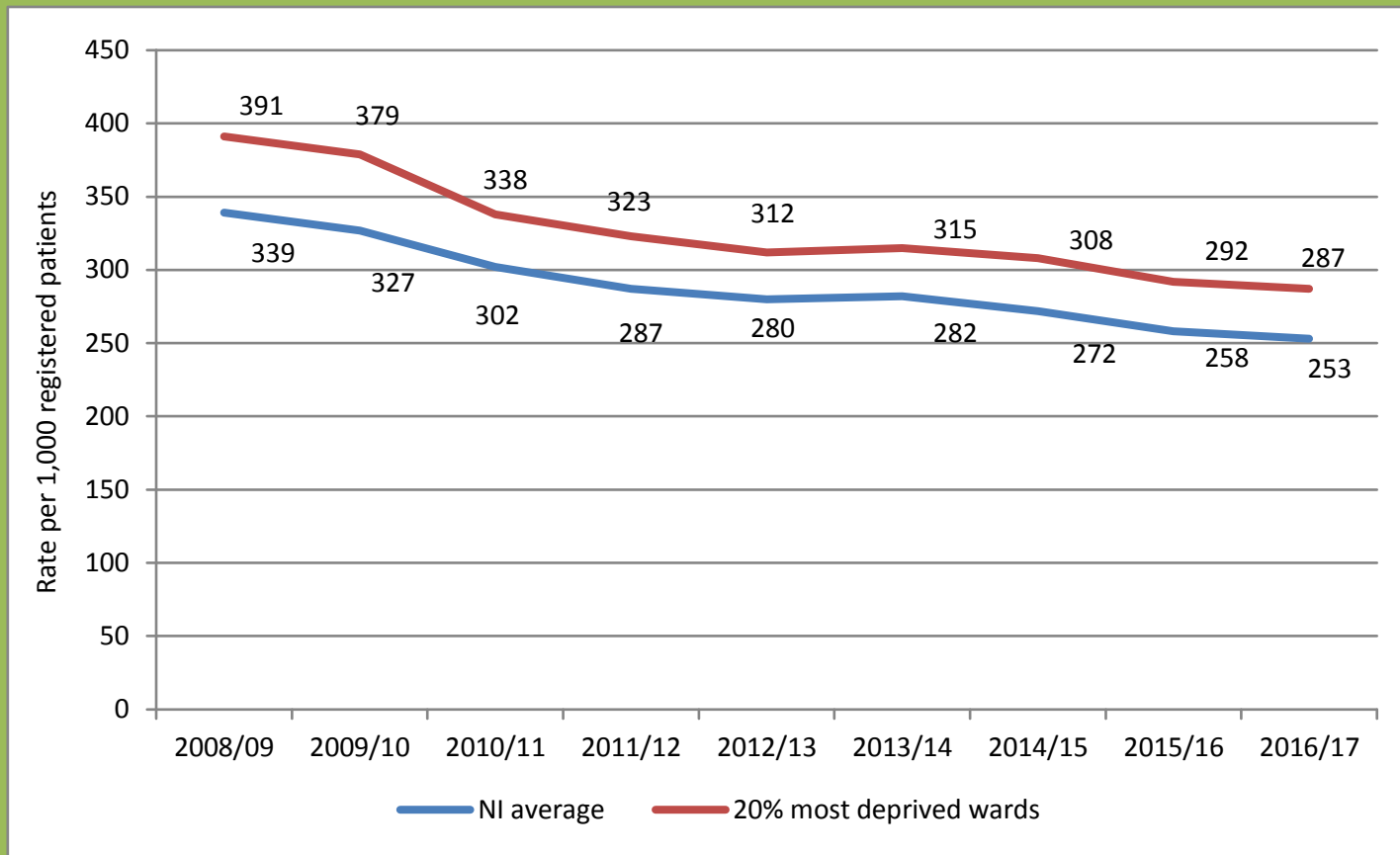
2.18 Engaged 147,000 young people aged 4-25 through Youth Work, providing £34 million of funding in 2016/-17 to 1,736 registered youth facilities, with £4 million of this funding Targeting Social Need Programmes which supported increased access to mainstream young services in disadvantaged areas, with priority given to interface areas (ranked in the top 25% for Multiple Deprivation). Engaged 242 unemployed young people in projects that specifically targeted employability, many of whom successfully gained employment, and 703 young people who were reluctant learners or in danger of underachievement supported through developmental programmes. Supported 1,823 young people to complete an accredited learning programme and a further 3,573 young people to complete a non-accredited programme.

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY ARE HEALTHY

Indicators

No of patients 0-17 (registered with a dentist and receiving dental treatment) who had at least one treatment for dental caries per 1,000 registered patients (Source: BSO Dental Statistics Dataset)

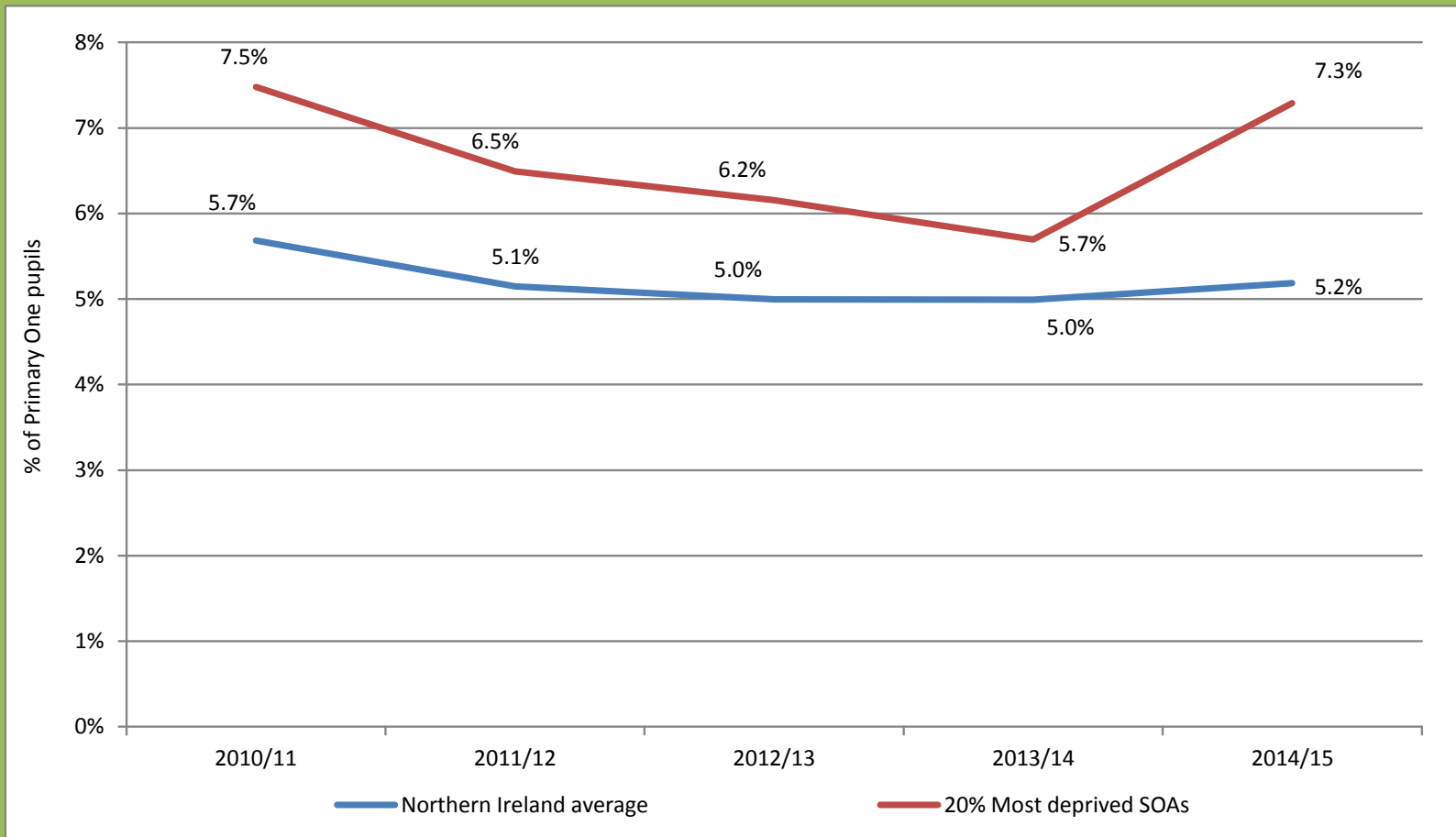


CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY ARE HEALTHY

Indicators (continued)

Percentage of year 1 pupils who are obese (Source: DHSSPS, Child Health System)

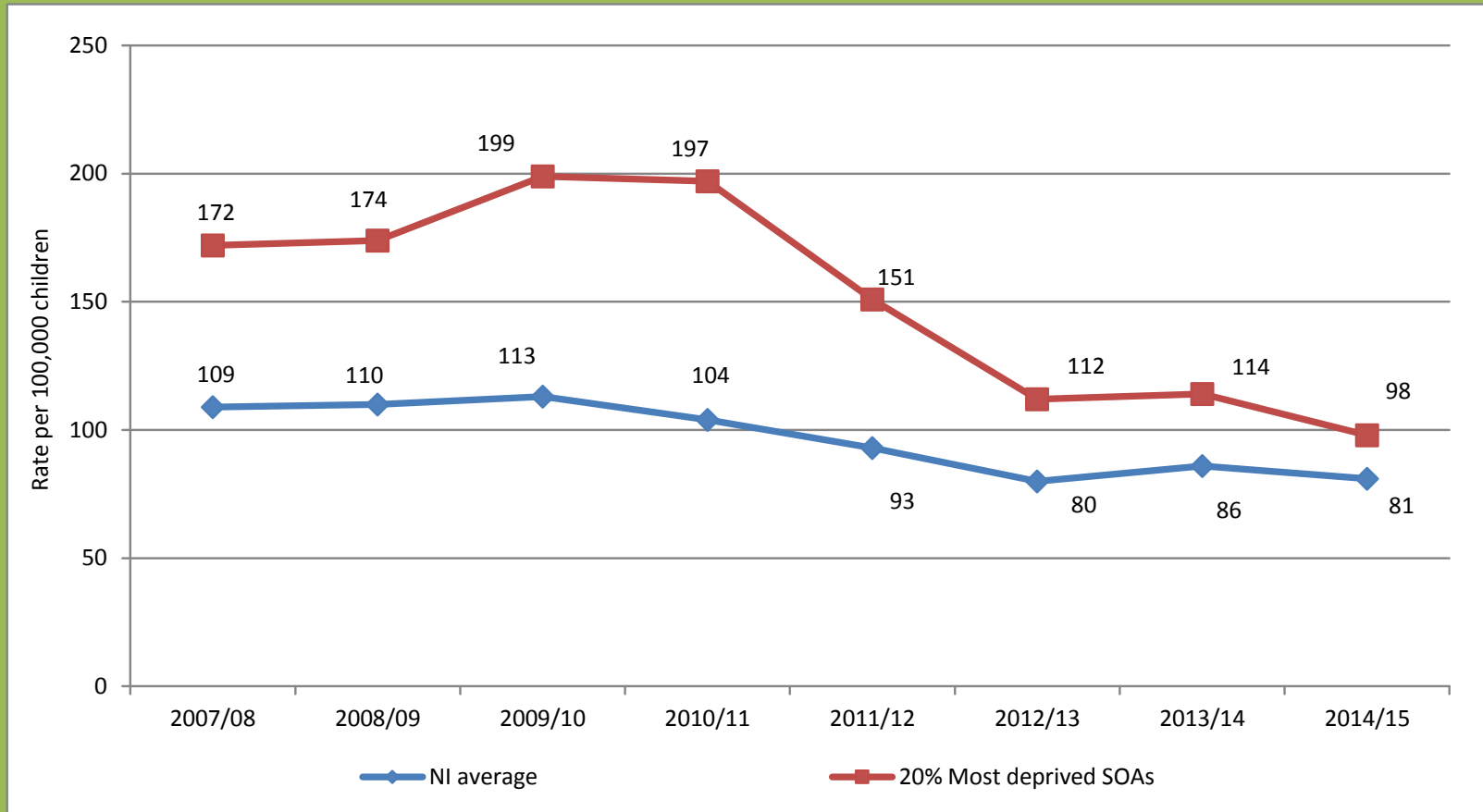


CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY ARE HEALTHY

Indicators (continued)

Number of hospital admissions of those aged 0-17 with self-harm diagnoses (rate per 100,000)
(Source: DHSSPS, Hospital Inpatient System)



CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY ARE HEALTHY

Actions taken:

- 3.1 Provided positive parenting programmes, delivering the Strengthening Families programme to 370 families across NI and the Parenting Ur Teen/Odyssey Programme to 368 families and 719 children and young people. Supported 54 delivery organisations through a 2 year Incredible Years implementation support programme and provided 346 Early Years workers with a number of new Infant Mental Health Training Programmes.
- 3.2 Early Intervention Support Services (EISS) under Workstream 2 of the Early Intervention Transformation Programme (EITP) which aims to support families when problems arise before they need statutory involvement, supported 707 families in 2016/17. Aligned to Family Support Hubs, EISS delivers a joined-up network of early intervention supports and services which build on and link to existing services for children, young people and families in each area. In addition to the established Getting Ready for Baby, Getting Ready for Toddler and Getting Ready to Learn Projects under EITP Workstream 1, which aims to equip all parents with the skills needed to give their child the best start in life, a Play & Leisure Project has been established to provide parents with information and skills to promote play in the home and provide training & guidance to a range of stakeholders who directly or indirectly influence play.
- 3.3 Pursued funding opportunities for play and leisure through a number of different sources in order to deliver programmes to promote the benefits of play and leisure within areas of greatest need.
- 3.4 Funded the delivery of Infant Mental Health Training Programmes to 346 Health and Social Care staff and voluntary and community sector Early Years and Family Support workers.
- 3.5 Delivered the Family Nurses Partnership in all Health and Social Care Trusts to deliver preventative support to 659 vulnerable first time young parents to improve antenatal health and child development.
- 3.6 Delivered cross community sports programmes aimed at 11-16 years olds from all sections of the community, including 1 'Embedding the Peace' Programme in the Falls/Village area of Belfast, 1 Rural Cross Community Sports Programme in Erne East, and 60 projects through the Together Building a United Community (TBUC) Strategic Interventions Programme; to enhance individual and community development and tackle disadvantage through sporting activities and facilities and promoting equality and good relations. Commenced engagement in Colin and Eastside areas of Belfast for a second Urban Programme.

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY ARE HEALTHY

Actions taken (Continued)

- 3.7 Provided funding to support communities to tackle issues of mental and physical health, use of drugs and alcohol, becoming a young mother and anti-social behaviour through the Social Investment Fund.
- 3.8 Provided support to parents of 31,315 children 0-3 years old in the 25% most disadvantaged ward areas, promoting physical, social and emotional development of pre-school children, including parenting advice on nutrition, breastfeeding and healthcare.
- 3.9 Provided independent counselling support in post-primary schools to promote mental health and emotional well-being and support for pupils facing problems such as difficult home circumstances, self-harm and bullying through the i-Matter programme.
- 3.10 Promoted positive mental health and provided frontline crisis intervention to prevent suicide, delivering 117 Roots of Empathy Programmes to 2,790 children within 2016/17 as well as providing crisis intervention monitoring to 65 young people in the Belfast area. Opened the Self-Harm Intervention Programme to under 18s in September 2016, with 43 referrals made for under 18s.
- 3.11 Invested in programmes to tackle obesity - promoting breastfeeding; delivering the Active School Travel Programme to 191 schools across NI between 2013-16 with 191,000 pupils, parents and staff taking part in activities; funding the Food in Schools Programme which sets nutritional standards for school lunches; and delivering 30 Childhood Weight Management programmes to 451 children.
- 3.12 Trained, supported and resourced midwives to deliver key messages to parents about how to promote and nurture healthy infant development through the Early Intervention Transformation Programme.
- 3.13 Provided lessons about a healthy diet and how to plan and cook healthy meals safely as part of the required curriculum for children in years 8-10.

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY ARE HEALTHY

Actions taken (Continued)

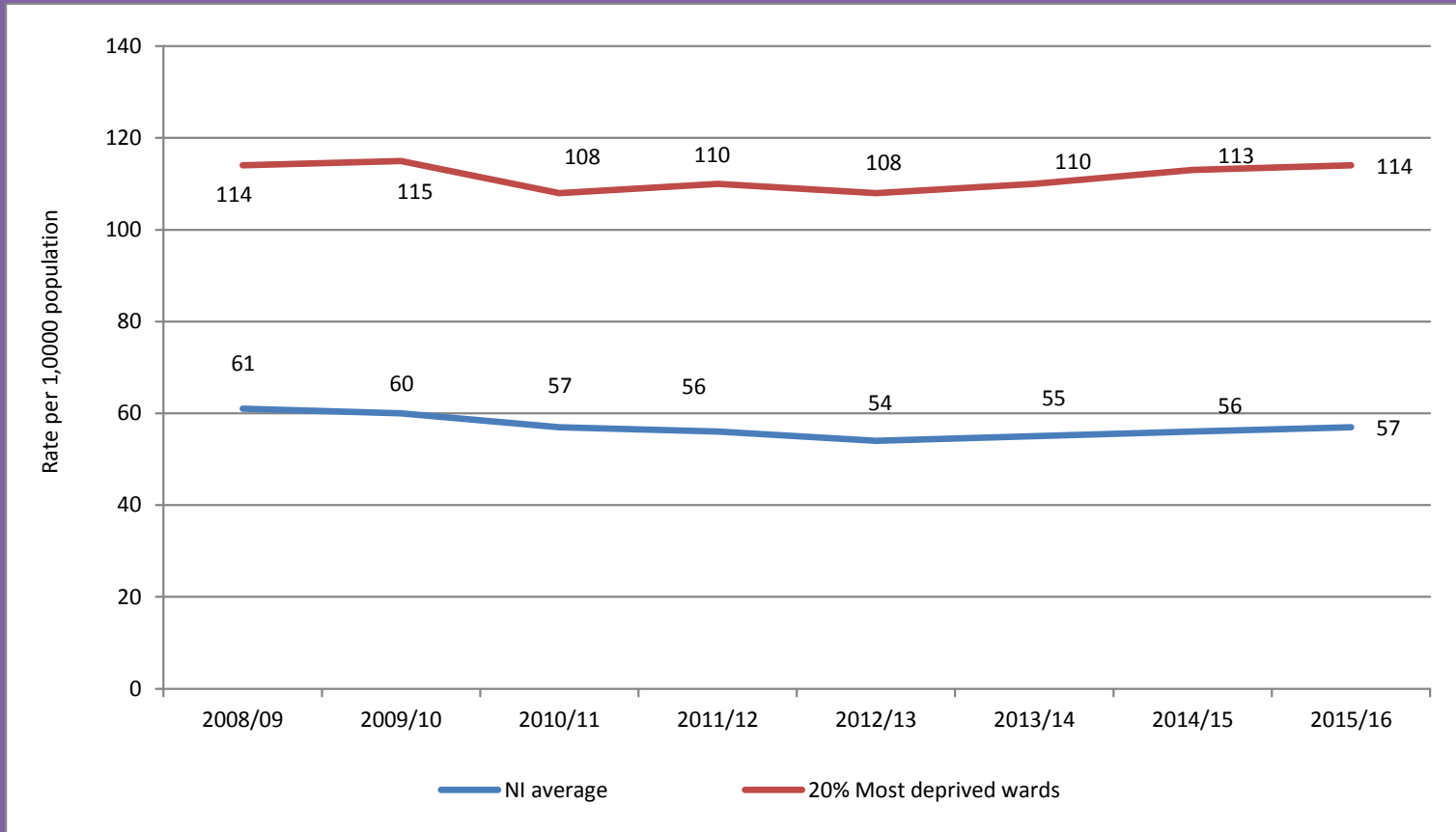
- 3.14 Delivered training to school children in relation to walking and cycling skills to encourage active and safe travel, delivering the Active School Travel Programme to 191 schools (175 primary and 16 post-primary) across NI over the academic years 2013/14-2015/16 and the National Standard Levels 1 and 2 cycle training to 2,244 pupils in 154 schools over the same three year period, resulting in an increase in the proportion of children walking or cycling to school (405 to 55%) in participating school.
- 3.15 Promoted healthy eating/nutrition and good mental health through football by communicating with and educating players, managers, coaches, parents, fans and admin staff from football clubs on key messages.
- 3.16 Continued the DE Curriculum Sports Programme in schools which aims to develop the physical literacy skills of the youngest pupils and instil in them a love of physical activity and sport, delivering 52,871 coaching sessions for pupils in Years 1- 4 during the 2016/17 financial year reaching over 36,000 primary school pupils.
- 3.17 Promoted positive mental health and emotional well-being for our most disadvantaged and hard to reach young people through arts activities, awarding grants to 15 organisations in December 2016 to deliver arts projects to vulnerable young people between the ages of 12 and 18.

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: CHILDREN IN POVERTY LIVE IN SAFE, SECURE AND STABLE ENVIRONMENTS

Indicators

Recorded number of criminal offenses per 1,000 population (Source PSNI, Crime Recording System)

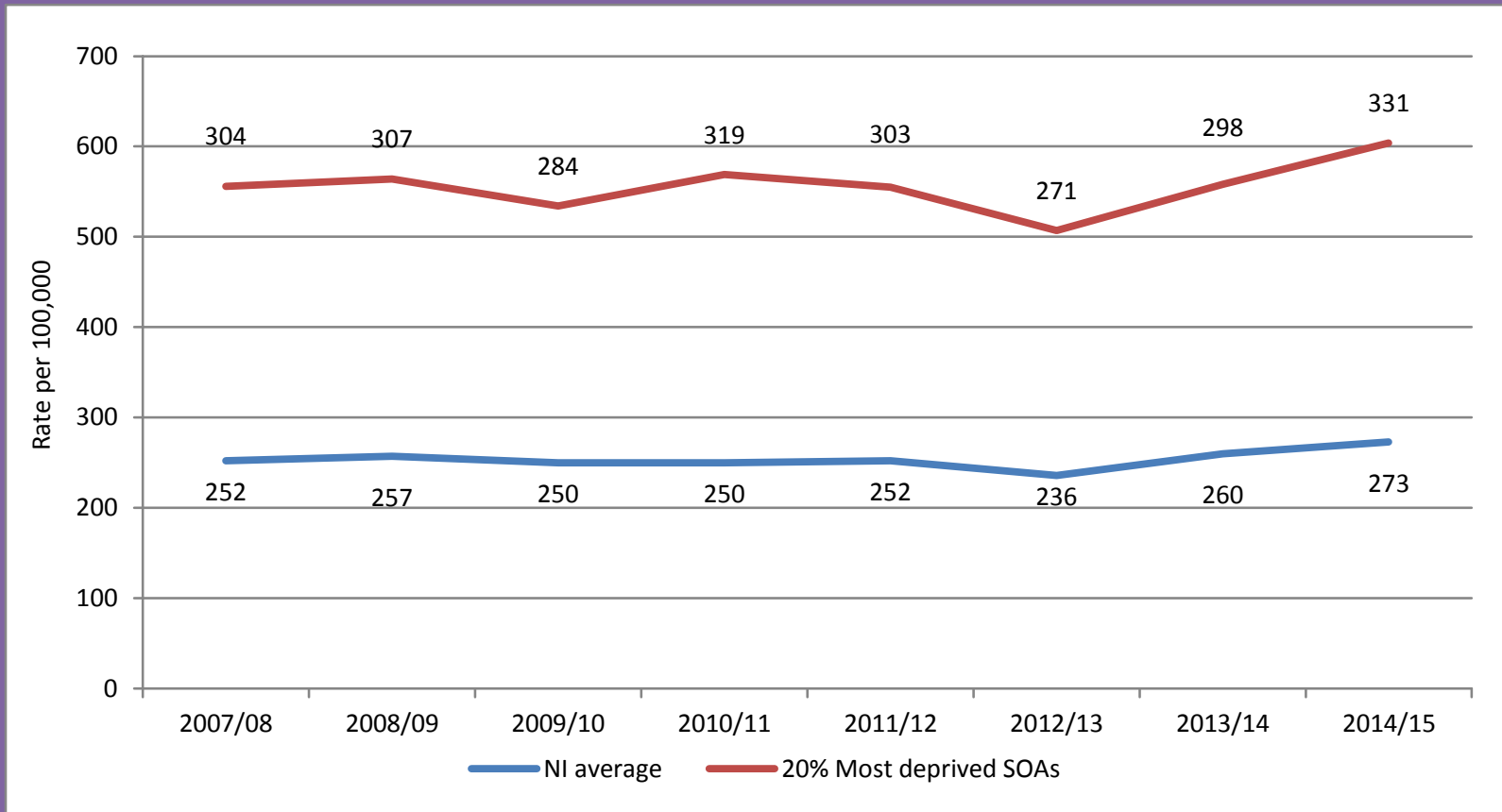


CHILD POVERTY ANNUAL REPORT 2016/17

CHILDREN IN POVERTY LIVE IN SAFE, SECURE AND STABLE ENVIRONMENTS

Indicators (continued)

Number of child admissions to hospital due to an accident in the home or on the road (rate per 100,000)
(Source: DHSSPS, Hospital Inpatient System)

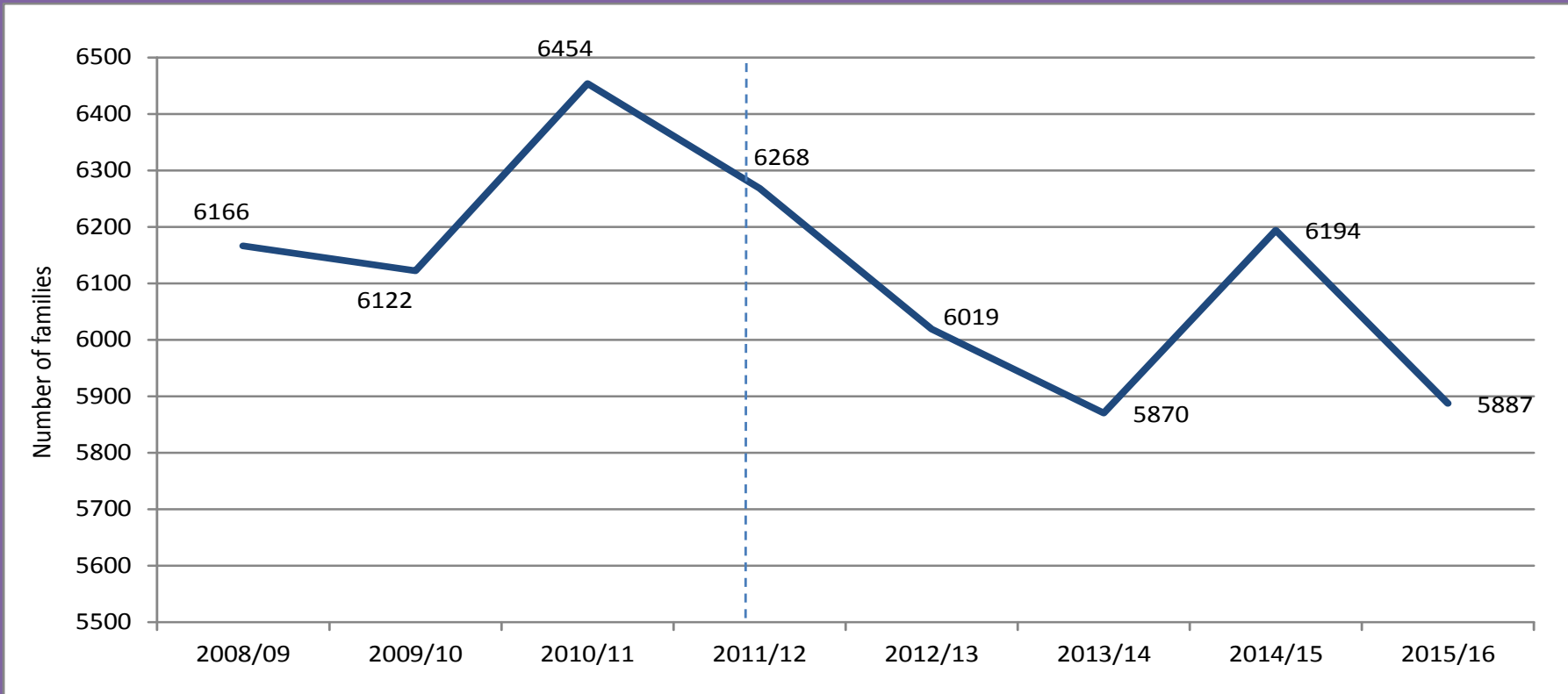


CHILD POVERTY ANNUAL REPORT 2016/17

CHILDREN IN POVERTY LIVE IN SAFE, SECURE AND STABLE ENVIRONMENTS

Indicators (continued)

Number of families presenting to the NI Housing Executive as homeless (Source: NI Housing Executive)



CHILD POVERTY ANNUAL REPORT 2016/17

CHILDREN IN POVERTY LIVE IN SAFE, SECURE AND STABLE ENVIRONMENTS

Actions taken:

- 4.1 Delivered intergenerational projects and priority youth intervention through Policing and Community Safety Partnerships to improve community safety and tackle anti-social behaviour.
- 4.2 Provided specific support in rural areas, including farm families' health checks and community development, with 900 community and voluntary groups benefiting from rural community development work funded through the Tackling Rural Poverty and Social Isolation Programme and 8,319 people presenting for a health check over the period 2014/15-2016/17.
- 4.3 Promoted road safety amongst children and young people by providing material and resources to schools, delivering practical pedestrian training, and enhancing the Cycling Proficiency Scheme. Delivered a rolling 3 year programme of Practical Child Pedestrian Safety training to 1,312 year 3-5 pupils in 33 schools from areas of social need. Delivered the Cycling Proficiency Scheme to 393 schools in 2016/17, involving 7,324 pupils.
- 4.4 Provided £80 million through the Social Investment Fund, committing funding to a total of 68 projects; providing support and interventions associated with employment/training, early intervention and education.
- 4.5 Completed 3,529 additional new family social homes over the period of 2014/15 to 2016/17, starting a further 4,266 new social housing units during the same period.
- 4.6 Delivered projects designed to promote social, economic, physical and community renewal in the 36 Neighbourhood Renewal Areas.
- 4.7 Targeted young parents being discharged from justice and care settings to promote employment opportunities alongside building their ability to parent well.
- 4.8 Provided tenancy support and temporary accommodation, where necessary, for young mothers.

CHILD POVERTY ANNUAL REPORT 2016/17

CHILDREN IN POVERTY LIVE IN SAFE, SECURE AND STABLE ENVIRONMENTS

Actions taken (continued)

- 4.9 Provided primary school pupils with safety and community awareness training, including how to prevent everyday accidents and dangerous situations and how to deal with them safely should they occur.
- 4.10 Developed the Urban Villages Programme and 5 Urban Village areas, aiming to build community capacity, foster positive community identities and improve the physical environment.
- 4.11 Provided funding of £280,000 for the Mortgage Debt Advice Service for the year 2016/17, assisting 1,150 new clients in 2016/17 and preventing homelessness in 295 cases.
- 4.12 Provided core funding of £722,500 to Housing Rights to provide a Housing Advice Service, support other frontline practitioners so advice is available locally and utilise evidence to identify issues and help improve housing legislation, policy and practice. The Housing Advice Service assisted 5,975 new clients in 2016/17, providing assistance regarding the prevention of homelessness, accessing accommodation, affordability and housing conditions, and preventing homelessness in 231 of these cases.
- 4.13 Engaged in scoping study on children in the Justice System, aimed at enhanced partnership working amongst the core agencies in relation to young people in the juvenile justice system.
- 4.14 Provide Tenancy Support Assessments for all new Housing Executive tenants including a financial health check and identification of other needs (debt advice, budgeting, daily living skills, mental illness, addictions) signposting tenants to floating support services and other organisations to obtain the support required.
- 4.15 Targeted the most prolific offenders, monitoring them closely but also helping them access education and training, find housing and combat addictions.

ANNEX A

CHILD POVERTY ANNUAL REPORT 2016/17 REPORT CARDS

CHILD POVERTY ANNUAL REPORT 2016/17

REPORT CARDS

This Annex contains Report Cards for each of the actions in the Child Poverty Strategy. Report Cards have been completed by the lead Department responsible for the action.

These report cards use performance accountability measures in accordance with Outcomes Based Accountability to evaluate how well a project, programme or service is performing at the participant level. These will answer the questions:

- How much did we do?
- How well did we do it?
- Is anyone better off?

	Quantity	Quality
Effort	How much did we do?	How well did we do it?
Effect	Is anyone better off?	

Outcomes Based Accountability and this reporting process is explained in the Executive's Child Poverty Strategy.

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.1: Create 11 Social Enterprise Hubs offering business advice and practical support to social enterprise entrepreneurs to encourage social enterprise business start-ups within local communities.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?		HOW WELL DID WE DO IT?
Key Performance Indicators (KPI's)	KPI's achieved	<p>As part of quality monitoring within the hubs project, a satisfaction survey was undertaken in February 2017.</p> <p>All 811 year three participants were issued an online survey to which there was a 35% response rate.</p> <p>Participants were asked to rate their overall satisfaction rate with their engagement with the programme and the survey found that 73% were very satisfied, 21% were satisfied and 4% were neutral.</p>
Participants	1,013	
Links to Social Innovation	120	
Test traders	38	
Start-ups	108	
Community regeneration projects	74	
£ leverage (Non-Government funding)	£1,904,260	
£ leverage (Government funding)	£8,151,182	
Capability brokering	1,532	
Links to policy interventions across Departments	147	
Link to councils	85	
Operational linkages (other programmes)	98	
Wider Social Benefits:		
Employment/education/training	54	
Health & well-being	135	
Arts, heritage and faith	79	
Housing & local facilities	40	
Environment	21	
Community Cohesion and Good Relations	48	

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

- 40% of participants on the programme are currently living in areas of economic disadvantage.
- 69% of the participants had no previous exposure to social enterprise.
- This indicates the added value of the hubs in starting to promote the message of social enterprise/sustainable community development within disadvantaged areas.
- Impacts from the Hubs are directly aligned to the priority expressed in the draft PfG Framework 2016-2021, to increase the confidence and capabilities of people and communities (under Outcome 3) in order to improve individual life opportunities, whilst recognising communities as the assets that they are and working with them to create a supportive environment for people therein.
- The portfolio of Social Enterprise projects supported to date by the Social Enterprise (SE) Hubs has included 20 large scale capital regeneration projects, leveraging significant funds into communities from a range of external resources.
- From a local government perspective, the work of the SE Hubs has been aligned to the core purpose of the community planning process, including physical regeneration through supporting capital projects, Community Asset Transfer (CAT), spatial planning and place shaping, community relations and supporting the well-being of some of the most marginalised and vulnerable residents in Council areas.

REPORTING DATE: 26 September 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.2: Promote 25,000 new jobs by April 2015.

LEAD DEPARTMENT: Department for the Economy

<p>HOW MUCH DID WE DO?</p> <p>The targets set for Invest NI by the NI Executive included supporting the promotion of between 4,000 and 5,000 new jobs. In 2016/17 some 5,600 new jobs were promoted.</p>	<p>HOW WELL DID WE DO IT?</p> <p>Successfully achieved target number of new jobs supported.</p>
<p>IS ANYONE BETTER OFF?</p> <p>Some 5,600 new jobs were promoted leading to greater opportunities for the unemployed to find work and contributing to the growth of the local economy.</p>	

REPORTING DATE: 26 September 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.3: Help young people aged 18-24 who are unemployed and seeking permanent work to prepare for work by providing work experience opportunities to develop skills, gain experience and develop confidence and provide (subject to eligibility) financial support to cover travel and childcare costs.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO? A total of 257 unemployed people aged 18-24 participated in the Work Experience Programme between 1 April 2016 and 17 March 2017.	HOW WELL DID WE DO IT? 25.68% of participants have, so far, found employment within 13 weeks of completing their work experience placement.
IS ANYONE BETTER OFF? Of the 257 participants to 17 March 2017, 66 have so far found employment within 13 weeks of completing their placement. The final outcome for the 2016/2017 cohort will not be available until 20 weeks after the end of the reporting year (to allow participants who start an 8 week work placement in the final week of the reporting year to reach the “13 weeks after completion” stage).	

REPORTING DATE: 17 March 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.4: Over a three year period to 31 March 2016, provide advice for people to ensure they are getting full benefit entitlement, securing at least £30 million in additional benefits for a minimum of 10,000 people over the next three years.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?																						
<p>During the three year period a multi strand approach to effectively deliver the benefit uptake programme was adopted. This included:</p> <ul style="list-style-type: none"> • Providing the 'Make the Call' 0800 232 1271 line. Customers with potential entitlement were encouraged to call to receive a free and confidential benefit entitlement check and were also given advice on other government supports and services. • To generate calls, this service was advertised frequently across all main media platforms, through other targeted public relations and promotional activity and through referrals from local benefits offices and various partnership arrangements. • Directly targeting people by letter with the offer of a free and confidential Benefit Entitlement Check. • Community Outreach Officers who conducted home visits with vulnerable people providing face to face assistance and support with benefit claim 	<p>For the three year period to 31 March 2016, high level targets for the benefit uptake programme were to secure at least £30 million in additional benefits for a minimum of 10,000 people.</p> <p>Both of these targets were achieved. Additional benefit raised and the numbers of people benefiting per year during the three year period to 31 March 2016 are set out in the table below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4F81BD; color: white;">Targets</th> <th style="background-color: #4F81BD; color: white;">2013/14</th> <th style="background-color: #4F81BD; color: white;">2014/15</th> <th style="background-color: #4F81BD; color: white;">2015/16</th> <th style="background-color: #4F81BD; color: white;">Totals Achieved</th> <th style="background-color: #4F81BD; color: white;">% Target Achieved</th> </tr> </thead> <tbody> <tr> <td style="background-color: #D9E1F2;">Additional Benefits: £30m</td> <td style="background-color: #D9E1F2;">£14.2m</td> <td style="background-color: #D9E1F2;">£15.9m</td> <td style="background-color: #D9E1F2;">£18.00m</td> <td style="background-color: #D9E1F2;">£48.1m</td> <td style="background-color: #D9E1F2;">160%</td> </tr> <tr> <td style="background-color: #D9E1F2;">People Benefiting: 10,000</td> <td style="background-color: #D9E1F2;">4,266</td> <td style="background-color: #D9E1F2;">4,702</td> <td style="background-color: #D9E1F2;">4,433</td> <td style="background-color: #D9E1F2;">13,401</td> <td style="background-color: #D9E1F2;">134%</td> </tr> </tbody> </table> <p>The Return on Investment ratio taken over the three year period was £1: £13 (i.e. for every £1 invested in delivering benefit uptake activity, £13 was generated in additional annual benefits).</p>					Targets	2013/14	2014/15	2015/16	Totals Achieved	% Target Achieved	Additional Benefits: £30m	£14.2m	£15.9m	£18.00m	£48.1m	160%	People Benefiting: 10,000	4,266	4,702	4,433	13,401	134%
Targets	2013/14	2014/15	2015/16	Totals Achieved	% Target Achieved																		
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People Benefiting: 10,000	4,266	4,702	4,433	13,401	134%																		

CHILD POVERTY ANNUAL REPORT 2016/17

completion. Outreach Officers also attended community events and redundancy clinics, supporting businesses and individuals, and taking referrals from a wide range of partners.

- Developing effective partnership arrangements across government, the wider public sector (including Health and Social Care Trusts), and the Voluntary and Community Sector.

IS ANYONE BETTER OFF?

During the three year period to 31 March 2016, 13,401 people across NI benefited from additional benefits worth £48.1 million. This included:

- 5,187 people who called the 'Make the Call' line benefiting from additional benefits worth £19.3 million.
- 3,493 people who received a benefit entitlement check as a result of being directly targeted by letter benefiting from additional benefits worth £11.7 million.
- 4,064 people who received a Community Outreach visit benefiting from additional benefits worth £14.7 million.
- The average weekly amount that people were better off across three year period to 31 March 2016 as a result of benefit uptake activity was £69.
- In the most recent 2015/16 year (to 31st March), the average weekly amount that people were better off by as a result of benefit uptake activity was £78.

REPORTING DATE: 31 March 2017 (Data pertains to 01 April 2013 – 31 March 2016).

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.5: Provide dedicated support to help young people in rural areas gain skills needed for employment and develop business potential.

LEAD DEPARTMENT: Department of Agriculture, Environment & Rural Affairs

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
239 rural young people attended Business Action Plan workshops. 199 rural young people completed Business Action Plans.	100% of participants completed the 2-day workshop. 83% completed a Business Action Plan.
IS ANYONE BETTER OFF? 100% of participants were given the opportunity to explore the possibility of becoming their own boss. 83% of participants developed their business idea all the way through to producing a Business Action Plan.	

REPORTING DATE: 1 April 2016 – 31 March 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.6: Provide essential skills training for adults – which must be accessible to people from highly deprived areas – to improve their literacy, numeracy and ICT skills, upskilling the working age population by delivering Essential Skills. This will include over 7,500 Level 2 qualifications in Academic Year 2015/16.

LEAD DEPARTMENT: Department for the Economy

HOW MUCH DID WE DO? There were 8,461 enrolments in Level 2 Essential Skills Courses in the Academic Year 2015/16.	HOW WELL DID WE DO IT? 88% of these enrolments completed the course and 90% of these learners (6,704) achieved a Level 2 Essential Skills qualification.
IS ANYONE BETTER OFF? 79% of the initial Learners who enrolled in the course achieved a Level 2 qualification in Essential Skills, increasing their confidence, experience and qualifications and increasing their chances of progressing into work, further education or training as appropriate.	

REPORTING DATE: 26 September 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.7: Create up to 7,000 new school age childcare places serving disadvantaged communities, on the schools estate or serving rural communities, creating approximately 750 new childcare jobs. Enhance the information on childcare services available online (including a social media app) and promote existing financial assistance to increase uptake, enable more informed decisions and reduce costs for parents.

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• The Bright Start School Age Childcare (SAC) Grant Scheme created the potential for affordable childcare places to be supported in disadvantaged areas, rural communities and on the schools estate.• To date, 1,408 childcare places have been sustained and an expected 1,188 will be created.• Currently 94 settings are supported by the Scheme, approximately 65 settings were already in operation and 29 settings were new to the Scheme.• Between 2014/15 and 2016/17, approximately £3.5million was spent on the SAC Grant Scheme to sustain and create low cost childcare places.• Information about childcare services via the Family Support NI website has been expanded and enhanced.	<p>Latest data indicates:</p> <ul style="list-style-type: none">• Estimated 2,600 childcare places in the targeted areas, with approximately 96% of settings located in disadvantaged areas or supporting disadvantaged families and 60% of settings in rural communities or supporting rural families. The scheme has also funded 27% of settings located on the school estate¹.• Across funding rounds 1 and 2², 60% of settings met or exceeded their targets in regard to the percentage of parents accessing Working Families Tax Credit (WFTC).• While there is currently no specific data measure regarding enhanced information and the promotion of existing financial assistance available to parents, the uptake of childcare places through the Scheme suggests that parents have access to more information about childcare provision.

¹ Figures add to more than 100% as some settings may be located in more than one targeted group i.e. disadvantaged or rural area or on the school estate.

² This information is not yet available for round 3 groups

CHILD POVERTY ANNUAL REPORT 2016/17

- Work has been ongoing with childcare settings to promote financial assistance available to parents with the costs of childcare.

Latest figures indicate that the website is receiving on average 44,000 hits per month.

IS ANYONE BETTER OFF?

The Grant Scheme has successfully targeted support for childcare provision in areas of identified need. This included creating or sustaining childcare places in rural communities and disadvantaged areas and on the school estate, including assisting families, from disadvantaged areas and/or those who are on welfare benefits, to access childcare provision.

The children in the childcare settings supported under the Scheme have benefited from accessing services in settings that meet or exceed the Department of Health 'Minimum Standards for Day Care and Childminding for Children Under Age 12'. These Standards ensure that settings are subject to regular inspection and provides assurance on the quality of the childcare services provided.

As a result of more accessible information through the Family Support NI website, parents and prospective parents are able to make more informed choices about their childcare decisions and the financial assistance available with the costs of childcare.

REPORTING DATE: 18 October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.8: Provide training and small grants to enable childcare providers to meet the needs of children with a disability.

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• 9 childcare providers received grants to deliver holiday schemes, which extended existing childcare provision during the school holidays, or established new schemes aimed at supporting children with a disability.• Local grant schemes operated in all Trust areas, to support children with a disability attending childcare services.• Childcare Partnerships provided 16 autism training courses (325 places) for providers.• Belfast Childcare Partnership (BCP) held its conference in March 2017, focussing on children with additional needs.• Northern Childcare Partnership (NCP) also held its conference in March 2017, with speakers discussing sensory impairment in early years.	<ul style="list-style-type: none">• Over 159 children attended supported summer schemes (481 for 2015/16 and 2016/17 combined). This includes children with a wide range of needs, such as autism, learning disabilities, epilepsy and Down's Syndrome. Schemes were also attended by over 50 siblings of these children (166 combined for 2015/16 and 2016/17).• 89 families attending a holiday scheme during 2016/17 were known to be in receipt of working tax credits.• BCP conference was attended by 80 people.• NCP conference was attended by 150 early years practitioners.

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

- Positive feedback was obtained from families across the range of providers who received holiday scheme grants:

“As parents of three boys with ASD childcare is a struggle, especially over the summer period. The boys enjoyed all the activities provided by the Scheme and I was able to attend my daily work without pressure”.

“My daughter has received one-to-one support over the past year with Camowen Smart Kids and without it I would be at an absolute loss, the care received is second to none and I am truly grateful that this service is provided as it provides working parents like me who have a child with Special Needs/Learning Difficulties a secure safe place which gives me peace of mind”.

- One third of childcare providers (34.7%) now have experience of caring for a child with a disability or complex needs.

REPORTING DATE: 9 May 2017 (Data pertains to 1 April 2016 to 31 March 2017)

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.9: Provide childcare places through 14 Women's Centres to assist parents in low income families to increase their skills and gain education and training to avail of paid employment.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?

The programme funding of some £800k for 2015/16 allowed for the provision of approximately 77,000 two-hour childcare places to those in the margins of employment. In addition to this the programme also had a target of engaging with 628 new families.

HOW WELL DID WE DO IT?

Across the 14 programmes this was delivered by:

- Matching childcare services each quarter to support the needs of women seeking to engage in Training, Education, and Vocational Development Courses in the 14 areas serviced by the programmes.
- Signposting.
- Providing placement for Child-care Trainees and information.
- Connecting with similar organisations in each area to enhance the existing service through sharing of information and resources.
- Provision of opportunities for parents to access information and raise awareness of the organisations and community support available in each of the 14 areas.
- Delivery of the School Age Mothers Support Programme for Young Mothers and Babies.

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

Both targets were met and the provision of over 77,000 childcare places, with over 600 families engaged.

A recent evaluation of the programme indicated a wide range of positive impacts of the WCCF, both in relation to the development and well-being of children and also in supporting parents to access services and opportunities that would not otherwise be possible. The provision of such childcare places and associated support through the Women's Centres is likely to have long term positive benefits to the child, the parents of the child and wider society both in terms of avoiding costs associated with dealing with issues later in the child's life and also avoiding problems such as poorer health, educational, employment and criminal justice outcomes.

REPORTING DATE: March 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.10: Invest £5m to tackle rural poverty and isolation during 2014/15 and provide support and advice to residents of rural communities regarding energy efficiency and other measures to tackle fuel poverty, financial matters and access to services, grants and benefits.

LEAD DEPARTMENT: Department of Agriculture, Environment & Rural Affairs

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
£5.2m 14/15	11% of the 14/15 TRPSI budget invested in energy efficiency measures.
£5.0m 15/16	12.5% of 14/15 TRPSI budget invested in providing access to services grant and benefits (MARA Project).
£5.5m 16/17	11% of 15/16 TRPSI budget invested in providing access to services grant and benefits (MARA Project).
	4.5% of 16/17 TRPSI budget invested in providing access to services grant and benefits (MARA Project).
IS ANYONE BETTER OFF?	
343 households benefitted from TRPSI funded energy efficiency measures in 14/15.	
156 people had a successful benefits claim through the MARA Project in 14/15 resulting in an average weekly entitlement of £58.30.	
76 people had a successful benefits claim through the MARA Project in 15/16 resulting in an average weekly entitlement of £99.41.	
44 people had a successful benefits claim through the MARA Project in 16/17 resulting in an average weekly entitlement of £68.65.	

REPORTING DATE: 14/15 – 16/17 spend on Tackling Rural Poverty and Social Isolation Programme reported on.

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.11: Up until 31 March 2015, provide home energy improvements to help people who receive a qualifying benefit and who own or rent their home from a private landlord to reduce heating costs (Warm Homes (WH) Scheme). From 1 April 2015, the Affordable Warmth Scheme (AWS) will offer energy efficiency improvement measures to low income households with an annual income of less than £20,000.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>2014/15 (WHS+AWS) - £12.5m spent</p> <p>2015/16 (AWS) - £7.9m spent</p> <p>2016/17 (AWS) - £21.8m spent</p>	<p>Anecdotal evidence from key stakeholders including National Energy Action (NEA), local council officials, as well as supportive correspondence from householders shows a very positive response to the Scheme, with reports of it making a huge difference to some people's lives.</p>
<p>IS ANYONE BETTER OFF?</p> <p>2014/15 (WHS+AWS) – 7,573 homes improved 2015/16 (AWS) – 3,057 homes improved 2016/17 (AWS) – 5,069 homes improved</p> <p>A total of 15,699 homes in NI have had energy efficiency measures installed over the period 2014-2017. This will help to mitigate against the effects of fuel poverty and increase the thermal comfort of the occupiers of these homes.</p>	

REPORTING DATE: April 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.12: Ensure full double glazing in Housing Executive Properties.

LEAD DEPARTMENT: Department for Communities

<p>HOW MUCH DID WE DO?</p> <p>The Housing Executive has met the target with the exception of just under 0.9% of its stock not receiving double glazing.</p>	<p>HOW WELL DID WE DO IT?</p> <p>The Housing Executive installed double glazing into just over 99% of its properties.</p> <p>The Housing Executive has advised that the stock that did not receive double glazing comprised those properties where there was No Access and Tenant Refusals, and these properties will be picked up in future schemes or at a Change of Tenancy. Also the balance of properties not to receive double glazing were those where investment would not be appropriate because the property were subject to an options appraisal that would most likely result in either redevelopment or significant external and internal structural alterations, and those that were blocked up or pending demolition.</p>
<p>IS ANYONE BETTER OFF?</p> <p>The NIHE residents will be better off as their properties will be warmer as the double glazing has been replaced and therefore this will reduce heat loss and heating bills.</p>	

REPORTING DATE: March 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.13: Provide Free School Meals and Uniform Grants to low income families, extending eligibility criteria from 2014 to include post-primary school children (whose parents receive Working Tax Credit and whose annual taxable income of £16,190 or less) to help reduce costs for low-income working families.

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO? In 2016/17 there were 17,476 approved applications for free school meals (and school uniform grant) under the extended eligibility criterion for post-primary pupils whose parents receive Working Tax Credit and whose annual taxable income is £16,190 or less.	HOW WELL DID WE DO IT? In 2014 the number of pupils to benefit from this extension was in the region of 12,000 rising to 16,000 in 2015 and now in the region of 17,500.
IS ANYONE BETTER OFF? The extension of the working tax credit criterion to include 17,476 post primary pupils has helped reduce costs for low income families in 2016/17. The value of free school meal entitlement is in the region of £510 per post primary pupil and the value of a school uniform grant for a post primary pupil is between £51 and £78 (depending on age and if eligible for PE uniform grant).	

REPORTING DATE: Figures at 7 October 2016 provided by Education Authority which is responsible for the administration of FSM applications.

CHILD POVERTY ANNUAL REPORT 2016/17

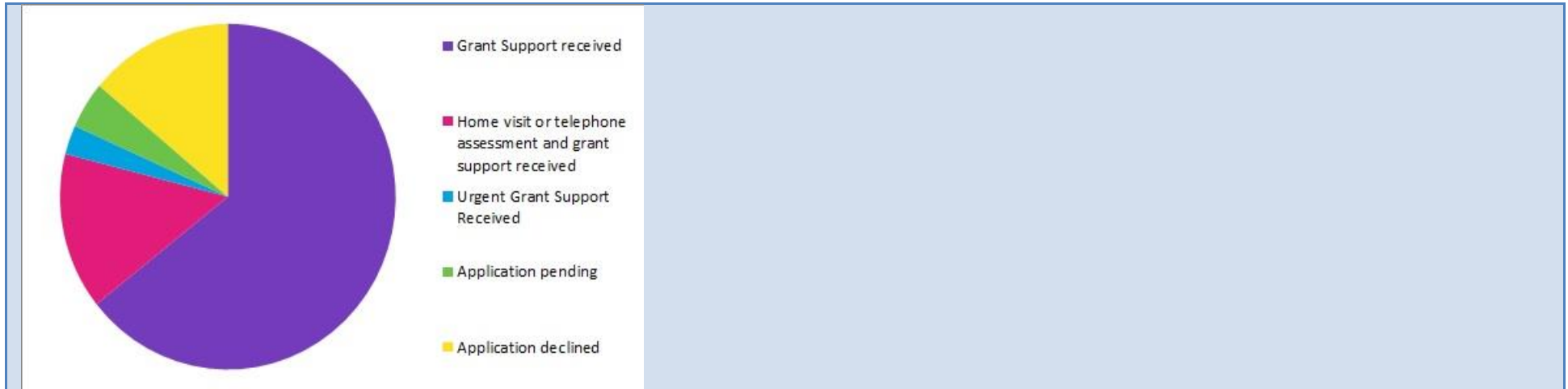
OUTCOME: Families Experience Economic Well-being

ACTION 1.14: Provide grant support to low-income families raising disabled and/or seriously ill children to help with essential items such as fridges and clothing and other items such as sensory toys

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO? <ul style="list-style-type: none">• 4,017 families caring for disabled children on a low income have received grant support from Family Fund in NI, this was 17 ahead of target.• 699 families caring for disabled children in NI have received a home visit or telephone assessment providing additional support and signposting to improve their well-being and financial position.• Added Value: Around 110 families caring for disabled children in NI have received information, advice and support over the telephone around a multitude of areas including financial and benefit support, understanding education support, disability element of Tax Credits signposting.• Added Value: 22 families in NI caring for disabled children have received face to face digital skills training.	HOW WELL DID WE DO IT? <ul style="list-style-type: none">• £1.5m has been distributed in direct grant support to families in NI.• Telephone enquiries from around 3,300 families and health professionals in NI were answered.• £184k has been generated from Family Fund's contract supplier arrangements allowing the delivery of more grants to families.
IS ANYONE BETTER OFF? <ul style="list-style-type: none">• 4,017 of the most vulnerable families living on lower incomes.• 87% of all families whose applications have been processed received direct grant support.• 114 families caring for disabled children in NI received urgent grant support (processed within 48 hours) while their child was in hospital unexpectedly.• 14% of all families that applied received a home visit or telephone assessment to provide additional support.	

CHILD POVERTY ANNUAL REPORT 2016/17



REPORTING DATE: October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Families Experience Economic Well-being

ACTION 1.15: Develop a database which accesses and links diverse information on household income to improve the assessment of and therefore inform efforts to tackle child poverty.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>DfC has created the Database for Income Modelling and Estimation (DIME). This database links social security data with Her Majesty's Revenue and Customs (HMRC) data sources to provide a picture of annual income at a household and individual level. The database holds information on the majority of the NI population (approximately 98%). The latest data available is for the 2015/16 financial year. The 2015/16 DIME has been created and is currently being validated. However, due to contractual issues with SAS (DFC's analytical software) DfC have been unable to complete the validation or carry out any analysis for Child Poverty.</p> <p>The Department is aware that a number of non-DfC stakeholders are keen to match the DIME data with theirs. Any such matching would be subject to securing appropriate legal gateways and ethical approval. An ethics committee will be established to review such requests.</p>	<p>Approximately 18,000 households of working age where at least one person was in work and there was at least one dependent, were identified in the DIME as being in poverty. This information was sent to the Improving Benefits Uptake Team within DFC. This team is in the process of contacting the households to ask if they would like a benefits entitlement check, with the aim of lifting those families out of poverty.</p> <p>Analytical Services Unit are awaiting the results/outcomes of this project.</p> <p>The IBU team will be reporting back on the accuracy of the information supplied which will form part of the validation of the DIME.</p>
IS ANYONE BETTER OFF?	

REPORTING DATE: 5 September 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.1: A new two-year programme (September 2013 to June 2015) to employ 80 recently graduated teachers to deliver tuition to primary school pupils who are struggling with reading and maths at Key Stage 2 and 150 recently graduated teachers to deliver tuition to post primary pupils who are not projected to get a 'C' grade in English and/or Maths.

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Teachers. There were 270.6 FTE teachers appointed in total, (310 individual teachers).</p> <p>Pupils. There were 5,320 primary and 13,333 post-primary school pupils supported by the programme; a grand total of 18,653 pupils.</p>	<ul style="list-style-type: none">• In Primary schools, of those pupils identified as unlikely to reach Level 4 at Key Stage 2, who were supported by the programme:<ul style="list-style-type: none">○ In Year 2, 76.4% of all pupils supported and 75.6% of pupils entitled to free schools meals achieved a Level 4 or above in Communication in English (literacy support). An increase on Year 1 when figures were 76% of all pupils and 71.1% of pupils entitled to free schools meals.○ In Year 2 79.5% of all pupils supported and 76.4% of pupils entitled to free schools meals achieved a Level 4 or above in Using maths (numeracy support). An increase on Year 1 when results were 77.2% of all pupils and 73.5% of pupils entitled to free schools meals.• In Post-primary schools, of those pupils identified as unlikely to achieve a C grade, who were supported by the programme:<ul style="list-style-type: none">○ In Year 2 65.0% of all pupils and 64.2% of pupils entitled to free schools meals achieved a grade C or above in GCSE English. An increase on Year 1 results which were 58.4% and 51.8%

CHILD POVERTY ANNUAL REPORT 2016/17

respectively.

- In Year 2, 59.6% of all pupils and 55.8% of pupils entitled to free schools meals achieved a grade C or above in GCSE maths. An increase on Year 1 results which were 55.2% and 53.4% respectively.
- Schools reported an improvement in attendance for 57.9% of primary schools pupils and 47.8% of post-primary pupils.

IS ANYONE BETTER OFF?

In the primary schools:

87% of schools stated that the programme had been successful for literacy and 85% for numeracy support at the end of Year 2. An increase on 76% for literacy/numeracy for Year 1.

In post-primary schools:

In the post primary sector, 79% of schools stated that the programme had been successful for GCSE English (68% in year 1) and 72% of schools stated that the programme had been successful for GCSE maths (76% in Year 1).

The proportion of DSC supported year 12 pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths increased from 39% in 2012/13, to 45.1% in 2013/14 and to 48.2% in 2014/15, an increase of 9.2 percentage points over the two years of the programme.

The proportion of DSC supported year 12 FSME pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths increased from 24.3% in 2012/13 to 29.7% in 2013/14 and to 35.9% in 2014/15 an increase of 11.6 percentage points over the two years of the programme. The non DSC schools increased by 3 percentage points over the same period.

CHILD POVERTY ANNUAL REPORT 2016/17

The School Leavers Survey for 2014/15 showed that 66% of school leavers achieved at least five GCSEs at grades A*-C or equivalent including GCSE English and maths, and 41.3% of pupils entitled to free schools meals also achieved at this level.³

An exit survey of over 300 DSC recent graduate teachers was carried out in October 2015. Of the 80 respondents, 96.3% (77) had obtained a teaching post in the 2015/16 academic year. All of these posts are based in Northern Ireland.

REPORTING DATE: 30 June 2015 – end of the project

³ This can be accessed at: <https://www.education-ni.gov.uk/sites/default/files/publications/education/Qualifications%20and%20Destinations%2014-15.pdf>

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.2: Support 30 Nurture Groups in local primary schools, with trained staff to select the children who will benefit most from additional support and develop individual learning plans agreed with teachers and parents.

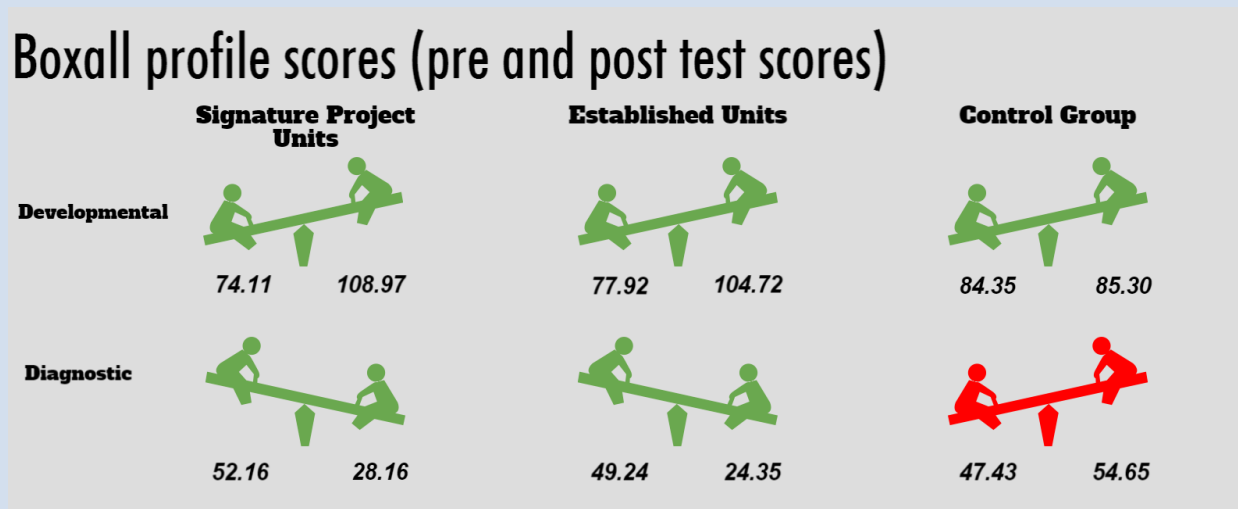
LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• 30 schools received funding for a Nurture Group.• 745 children were selected for and attended a Nurture Group.• The parents/carers of 637 children engaged with the Nurture Group.• An additional 493 children received short term or crisis support in the Nurture Room.• 77 primary schools teachers and 50 classroom assistants completed the accredited “Theory and Practice of Nurture Groups”.	<ul style="list-style-type: none">• 19 schools reported that 100% of children showed improvement in their social and emotional development at the end of Nurture Group support.• 10* schools reported improvements in the range of 60% to 80%.• 1* school reported that 55% of the children attending the Nurture Group had shown improvement in their social and emotional development.• 8 schools have received the Marjorie Boxall Quality Mark Award which is an accreditation awarded by the National Nurture Group Network for excellence in nurturing. <p><i>*(some pupils had not yet completed their time in the Nurture Group)</i></p>

IS ANYONE BETTER OFF?

As part of an evaluation commissioned by DE to examine the effectiveness of the 30 Nurture Groups, Queens University Belfast completed a quasi-experimental trial comparing the progress of 384 pupils attending a Nurture Group during 2014/15 with similar children attending 14 other matched Primary Schools without a Nurture Group (the control group). The results are indicated in Figures 1 and 2 below.

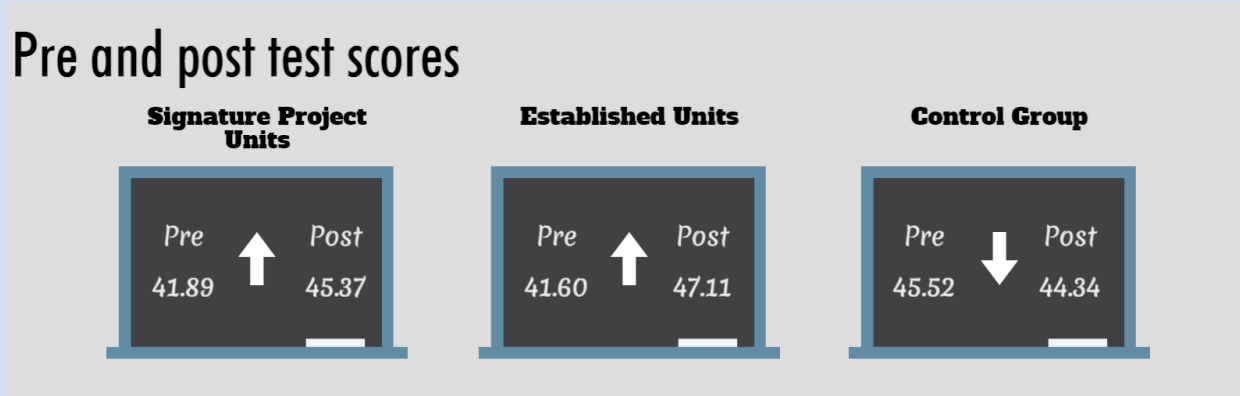
FIG 1: Emotional and behavioural development



When using the Boxall profile, we would hope to see developmental scores increase and diagnostic scores decrease. Developmental strands measure aspects of the pupil’s cognitive, social and emotional development that influence how well a child is able to learn and function in the classroom. The diagnostic profile measures the child’s challenging behaviours that prevent successful social and academic performance. A green “see-saw” represents positive shifts and a red see saw shows negative shifts. It can clearly be observed that all Nurture Groups have produced positive shifts in both developmental and diagnostic measures. However the control

group has seen only a relatively small positive shift in the developmental measure and a negative shift in the diagnostic measure.

FIG 2: Enjoyment of school



Pupils reported their own enjoyment of 11 different aspects of school. Mean enjoyment scores are displayed here, showing that pupils' enjoyment of school increased for both the Signature Project Nurture Group cohort and the established Nurture Group cohort, but not for the control group.

REPORTING DATE: 18 October 2016

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.3: Provide a targeted community family intervention programme to support disadvantaged families address educational, employment, training, health, social and economic issues that impact on their daily lives. Provide support to prevent young people from falling into the NEET category and help other young people who find themselves in this situation to re-engage with education, training or employment.

LEAD DEPARTMENT: Department for the Economy

HOW MUCH DID WE DO?

Under the first call, 5 operations have been allocated funding of £5.02 million towards total project costs £7.73 million for the period of 1 April 2015 – 31 March 2018. Over its lifetime (up until March 2022) the Community Family Support Programme aims to :

- Support 4,200 families;
- Support 12,600 NEET participants aged 16 and over in families receiving Community Family Support
- Engage 6,300 NEET participants in job searching upon leaving;
- Progress 1,260 NEET participants in employment upon leaving;
- Progress 2,520 NEET participants in education/training upon leaving;
- 2,520 NEET participants gaining a qualification upon leaving.

HOW WELL DID WE DO IT?

As at 31 December 2016, progress to date is:

- Support for 580 families
- Supported 681 participants aged 16 and over not in employment, education and training
- Engaged 47 participants in job searching
- Progressed 88 participants into employment upon leaving
- Progressed 143 participants into education or training upon leaving
- 31 participants gained a qualification upon leaving

The programme has supported over 1550 participants to date – data capture and update is ongoing and the programme database is in development. Accordingly not all participant data has been included in the above figures.

The CFSP continues to experience difficulties in delivering against the programme's original targets. The Managing Authority is currently examining the programme design to identify if there were any issues in the original target setting and definitions associated with this investment priority 9 (i) (b) of the Operational Programme. This intervention therefore continues to

CHILD POVERTY ANNUAL REPORT 2016/17

	be subject to monitoring and consideration by the Managing Authority.
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IS ANYONE BETTER OFF?

Delivery of the Community Family Support Programme is ongoing up until March 2022. In accordance with the ESF (European Social Fund) evaluation strategy, the programme is due for formal evaluation in the second quarter of 2019. The evaluation will include an assessment of the extent to which the programme has produced the required results.

REPORTING DATE: 31 December 2016 (information relates to the reporting period 1 April 2015 – 31 December 2016)

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.4: Support training to improve and enhance skills across the childcare workforce.

LEAD DEPARTMENT: Department for the Economy & Department of Health

HOW MUCH DID WE DO?

The Child Care Partnership Training Programme provides access to core training to meet requirements listed within the Minimum Standards for Childminding and Day Care for Children under Age 12 (DHSS&PS, 2012) and the provision of additional learning opportunities which support the continuous professional development of staff.

In 2016/17 95 mandatory training courses (including Paediatric First Aid, Safeguarding, Designated Child Protection Officer, Food Safety and Health and Safety training) were delivered offering over 3,500 places. In addition, 115 thematic CPD courses in subjects such as physical play and working in partnership with parents, were delivered offering over 750 places. This included 16 autism training courses (325 places) for childcare providers. (Data pertains to 1 April 2016 to 31 March 2017).

Further training was also provided in 2016/17 to enable childcare providers to meet the needs of children with a disability. (See Action 1.8)

Further Education colleges also provide a range of education and training in the area of childcare. In 2015/16 (the most recent year for which figures are currently available) there were 3,747 regulated enrolments on courses in the sector subject area of

HOW WELL DID WE DO IT?

There are 5 Childcare Partnerships in NI - one in each Health and Social Care Trust area, supported by the Health and Social Care Board, offering a range of support locally to early years and childcare practitioners, employers and parents, including providing access to training. Childcare Partnerships identify training needs through consultation with early years and childcare practitioners, employers, early years' inspectors from within the local Health and Social Care Trusts (HSCT) and the Education and Training Inspectorate (ETI), early years' specialists, Childcare Partnership members including the regional membership organisations - to enable procurement and delivery of a high quality training programme.

The Childcare Partnership's Regional Training and Workforce Development Group meet quarterly and assist the Child Care Partnerships to:

- develop a process for identifying priorities for commissioning quality improvement activities for the Child Care/Early Years sectors;
- identify key workforce planning and development issues to improve outcomes for children through the delivery of quality services;
- influence policy direction in terms of workforce planning and development, particularly in the context of the

CHILD POVERTY ANNUAL REPORT 2016/17

child development and well-being at levels one to five.

Through the ApprenticeshipsNI programme, as at April 2017 records show there were 238 apprentices undertaking frameworks in Child Care, Learning and Development through the ApprenticeshipsNI programme i.e. 16 at Level 2, 9 level 3, with level 2 en route and 213 at Level 3. This is an increase from the previous years.

Participants on ApprenticeshipsNI - Child Care, Learning and Development Framework by Level and Year				
Year	Total	Level 2	Level 3	
			Level 2/3	Level 3
2015	177	17	2	158
2016	234	23	6	205
2017	238	16	9	213

forthcoming Child Care Strategy; and

- provide a conduit to link with relevant Sector Skills Bodies e.g. Skills for Care and Development, Skills Active and the Playwork Education and Training Committee NI (PETCNI) who represent the Playwork sector in Northern Ireland.

IS ANYONE BETTER OFF?

- One third of childcare providers (34.7%) now have experience of caring for a child with a disability or complex needs.

REPORTING DATE: 5 November 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.5: Create 10,000 one-year placements in the new 'United Youth' good relations programme offering young people, particularly those in the NEETs category, flexible, high-quality, young-person centred opportunities.

LEAD DEPARTMENT: Department for the Economy

HOW MUCH DID WE DO? <ul style="list-style-type: none">• Delivery of 12 x United Youth pilots.• 350 x 16–24 year olds who were not in employment, education or training were engaged in an intensive development experience focused on improving capabilities in relation to personal development, good relations, citizenship and employability.	HOW WELL DID WE DO IT? <ul style="list-style-type: none">• An independent evaluation of the United Youth Pilot Phase found that a distinctive focus on the four outcome areas of personal development, citizenship, good relations and employability enabled providers to address the needs, interests and aspirations of individual young people in a holistic way to achieve a wide range of beneficial outcomes.• The number of destinations achieved supports the underpinning United Youth rationale that improvements in the capabilities of young people can lead to further outcomes such as employment or engagement in training or education.• The commitment to co-design has enabled United Youth to strike a productive balance between control, such as requiring a commitment to the achievement of the outcomes and being more open about other matters, for example, creativity and innovation in working towards these outcomes.
IS ANYONE BETTER OFF? <ul style="list-style-type: none">• Almost 77% of young people successfully completed their pilot experience.• Almost 80% of completers proceeded to a positive destination overall i.e. employment, training, further education or volunteering.	

REPORTING DATE: 15 March 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.6: Provide assistance and support to young people aged 16-18 to secure and sustain suitable employment, education or training provision; including a guaranteed training place for all 16-17 year old school leavers, tailored mentoring and support, childcare support for young parents and help with costs in special circumstances.

LEAD DEPARTMENT: Department for the Economy

HOW MUCH DID WE DO?

The Department for the Economy (DfE) provides a *guarantee* of a training place on its Training for Success programme for *all* 16-17 year olds who are not in full time education or employment, with extended eligibility up to 22 years for persons with a disability, including learning difficulties/SEN, and up to 24 years for persons from an *In Care* background. 5,488 are currently in training through the Training for Success Programme, as at October 2016.

The Care to Learn (NI) Scheme provides financial support to students who are young parents to help meet the cost of registered childcare provision and allow the young students to start or continue their education in further education colleges. The scheme is open to students who are young parents aged 16 to 19. In academic year 2015/16, £191,000 in assistance was provided to 49 students (figures are only available for this age group).

The Hardship Fund provides students who are experiencing exceptional financial difficulty with assistance in meeting costs associated with learning, for example fees, books and equipment, travel costs and associated living costs for those students 18

HOW WELL DID WE DO IT?

The below link provides detail on outcomes and performance.

Training for Success:
<https://www.economy-ni.gov.uk/sites/default/files/publications/economy/TfS-2013-Bulletin-Feb-17.pdf>

Careers Advisers delivered face to face careers guidance interviews with 97% (21,547) of all Year 12s.

91% of pupils surveyed were satisfied with the service they received from the Careers Service.

CHILD POVERTY ANNUAL REPORT 2016/17

years of age and over. The maximum support available to each student is £3,500 per annum and in academic year 2015/16 £2.2 million of support was made available to 2,326 students attending further education colleges (figures are only available for students who are 18+ years).

21,547 Year 12 pupils received a one to one careers guidance interview.*

IS ANYONE BETTER OFF?

5,488 young people are in training through the Training for Success Programme (TfS), as at October 2016.

Programme achievements are reported/published in Statistical Bulletins. The link to the most recently published bulletin is attached.

<https://www.economy-ni.gov.uk/sites/default/files/publications/economy/TfS-2013-Bulletin-Feb-17.pdf>

Participants will receive £40 per week (non means tested) Educational Maintenance Allowance (EMA) for the duration of the programme, 104 weeks or 156 weeks (for persons with a disability), plus travel and childcare costs, if required.

EMA does not affect social benefits that may be being claimed by a programme participant, or his/her parent/guardian.

TfS is delivered throughout NI by a network of contracted Training Suppliers.

Disability Support Suppliers are contracted to work in conjunction with Training Suppliers to support participants with disabilities to assist them in their training. Participants will work at their own pace to achieve the maximum possible (up to a level 3) in their chosen occupational area. Essential Skills needs are also addressed, if required.

The support provided through Care to Learn and the Hardship Fund is intended to promote and encourage participation in Further Education through addressing potential barriers experienced by the students. In providing this support 49 young parents have been able to participate in Further Education while 2,326 other students were supported to enable ongoing participation in Further Education.

In the 2015/16 Academic Year, as a result of careers guidance: 87% of pupils surveyed knew more about their career options and 86% of pupils surveyed were more aware of the skills required to achieve their career goals.

REPORTING DATE: 31 March 2017 **All Careers Service figures relate to Academic Year 2015/16*

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.7: Make at least one year of pre-school education available to every family that wants it.

LEAD DEPARTMENT: Department of Education

<p>HOW MUCH DID WE DO?</p> <ul style="list-style-type: none">• Almost 24,000 children applied for and received a funded pre-school education place.• Provided approximately £57 million funding for pre-school education, in statutory and non-statutory settings.• Approximately 92% target age children applied for and received a funded pre-school education place.	<p>HOW WELL DID WE DO IT?</p> <ul style="list-style-type: none">• 99.9% of target age children who applied for a funded pre-school place received the offer of a place by the end of the admissions process and places remained available in all areas at the end of the process for children to avail of.• Majority of children (96.5%) were placed at Stage 1 of the pre-school admissions process.• Research shows that Pre-school experience enhances cognitive and social development in all children (Effective Pre-School Provision in NI (EPPNI) (2006).• The Chief Inspector's report 2014-16 found that overall, 84% of all pre-school settings inspected during the reporting period were evaluated as having either a high level of capacity or capacity to identify and bring about improvement and that most children across all pre-school settings are making good or better progress in all aspects of the pre-school curriculum.
<p>IS ANYONE BETTER OFF?</p> <ul style="list-style-type: none">• 92% of target age children (c. 24,000 children) obtained a funded pre-school education place.• 84% of all pre-school settings inspected 2014-16 were evaluated as having either a high level of capacity or capacity to identify and bring about improvement.	

REPORTING DATE: 18 October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.8: Extend Sure Start to the 25% most deprived areas, (including the provision of a developmental programme for age group 2-3 in each Sure Start project) to promote the physical, intellectual, social and emotional development of pre-school children, particularly those who are disadvantaged, to ensure they can flourish at home and when they get to school.

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• Expansion of Sure Start Programme: From 2013 to date, Sure Start services have been extended from the 20% most disadvantaged areas to the 25% most disadvantaged areas in Northern Ireland, as defined by the NI Multiple Deprivation Measures (NIMDM 2010).• The Sure Start budget was £25m in 2016/17. Approximately £4m of the budget funds the Developmental Programme for 2-3 Year Olds.• 31,315 children aged 0-3 are registered with Sure Start projects⁴.• Provision is universal within Sure Start catchment areas and DE has introduced procedures to enable need to be met outside of the Sure Start boundary areas.	<ul style="list-style-type: none">• The extension of Sure Start services to the 25% most disadvantaged areas is complete.• Since 2013, additional funding of £4.4m (18%) has been invested by DE to facilitate the expansion.• Under the expansion, four new Sure Start projects have been created, increasing the total number of projects from 35 to 39 (11%).• Provision has been made for at least one Sure Start Developmental Programme for 2-3 Year Olds within each of the new projects (100%).• The four new Sure Start projects cover 9 wards and 3 Super Output Areas (SOA's) and in addition, 13 existing Sure Start projects have expanded their catchment areas to cover a further 12 wards and 1 SOA, resulting in a total of 21 wards and 4 SOAs. There is an additional 3138 0-3 year old children within this expansion area who are

⁴ Number of children registered aged 0-3 – Sure Start Outcomes Framework Assurance Monitoring Proforma 2016/17 - Objective 4.1 Area Dataset Report

CHILD POVERTY ANNUAL REPORT 2016/17

eligible to access Sure Start services (Census 2011 population figures) (Note legacy ward boundaries)⁵

- As at 31 March 2017 a total of 12,923 children aged 0-3 years were registered to the expanded Sure Start projects. 1,103 of these children were within the existing Sure Start areas that expanded, while 1,054 were registered to the four new projects (total 2,157). This represents an increase of 20% of the number of children registered to Sure Start within the expanded area.⁶

IS ANYONE BETTER OFF?

12,923 children (of which 2,157 are additional due to the expansion) aged 0-3 years and their families are now registered with the Sure Start projects that benefitted from the expansion and can access Sure Start programmes which work with parents and children to promote the physical, intellectual, social and emotional development of the children (particularly those who are disadvantaged) to ensure they can flourish at home and when they get to school.

The additional 2,157 children and families are receiving targeted, child specific support aimed at ensuring the Sure Start Outcomes are met:

- Outcome 1 - Improved Language Skills.
- Outcome 2 - Improved Development through Early Identification of Developmental Delay.
- Outcome 3 - Enhanced Parenting Skills.
- Outcome 4 - Improved Access to Services.
- Outcome 5 - Effectively Integrated Services.

Work is ongoing to develop measures to assess achievement against these outcomes.

REPORTING DATE: 18 October 2017

⁵ Legacy ward boundaries 1992

⁶ Childcare Partnership – Sure Start Expansion Areas as at 31 March 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.9: Work with community-based organisations to maximise the impact and reach of iPad and digital technology supported approaches to education and lifelong learning, including further development of pilot training programmes for community organisations in specified disadvantaged areas and support to regional educational and social inclusion activities led by Ulster Rugby.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Funding was provided to support the following objectives:</p> <ol style="list-style-type: none">1. To work with Ulster Rugby to determine specific organisational needs and objectives with regard to developing and/or enhancing initiatives focused on learning, community engagement and tackling poverty and social exclusion.2. To provide expert advice and support to Ulster Rugby in developing a community iPad resource which can support a strategic programme utilising and maximising the impact of mobile technologies in a range of organisational outreach activities (for example: community and sport engagement, health and well-being initiatives, numeracy and literacy, creative industries development, life-long learning, cross community work etc.).3. To coordinate the specification and purchase of iPad related equipment and subsequent distribution and set up.4. To work with Ulster Rugby and DCAL in mapping out development of a strategic programme during 2014/15 to maximise usage of the equipment and relevant	<p>The initiative was delivered across two programme areas ensuring that the project reached participants within their own schools/communities as well as enhancing the delivery of programmes at the Nevin Spence Centre (NSC) at the Kingspan Stadium.</p> <p>Through programme delivery channels, a number of pilot projects was delivered in the Greater Belfast Area. These pilot programmes primarily targeted schools within the top 30% of areas of multiple deprivation as outlined on the Multiple Deprivation Measure NI 2010. By actively targeting schools within areas of high social need, Nerve Belfast offered innovative methods of learning for school children to engage with rugby, the associated social outcomes and wider educational outcomes delivered through the NSC.</p> <p>A key target group for Ulster Rugby is females and this initiative helped enable delivery staff to enhance the delivery of the Female Strength & Conditioning Programme, Female Leadership Programme and ongoing development of coaches & volunteers.</p>

CHILD POVERTY ANNUAL REPORT 2016/17

organisational skills and capacity within Ulster Rugby.

5. To enhance Nerve Belfast's engagement and long term collaboration with community based and key creative and cultural organisations across Belfast and the region.

All objectives were met and a strategic programme of delivery was undertaken by Ulster Rugby, supported by Nerve Belfast.

- Nerve Belfast have worked with DCAL and Ulster Rugby to develop a strategic programme to support the use of the community iPad Resource.
- Ulster Rugby, supported by Nerve Belfast developed a Learning Agreement to outline how they plan to use the equipment, with whom and what training/support they need to achieve their objectives.
- Initial project planning and equipment training was received by the group.
- Equipment was researched, bought, set up and distributed to Ulster Rugby and was in use.
- Ulster Rugby are to access additional training as their programme develops.

The introduction of this equipment brought new technology into the IRFU (Ulster Branch) and encouraged further exploration of how this could impact other areas of core business.

The IRFU (Ulster Branch) are committed to promoting equality, tackling poverty and social exclusion, operating a number of programmes that specifically target under-represented groups and people from areas of multiple deprivation. It was envisaged that the Community iPad Initiative would enhance work already being delivered through these programmes.

The Nevin Spence Centre delivered a selection of education programmes with the outreach programmes acting as a filter to direct school children to the Centre to further explore the use of creative industries in learning beyond the classroom.

IS ANYONE BETTER OFF?

Outcomes reached included:

- Enhanced understanding of fitness & healthy lifestyle of participants engaged within Fitness Development Programmes within schools.
- Enhanced the understanding of rugby coaching skills and techniques of participants engaged within Coach Education Programmes.
- Increase digital understanding, skills and literacies through Nevin Spence Centre, Education Programmes.
- Extend learning to a creative and neutral space outside of the classroom through the Nevin Spence Centre.

CHILD POVERTY ANNUAL REPORT 2016/17

The programme proceeded as planned and proved to be a very positive way to introduce new technologies at a community level, providing an excellent model for deploying technical equipment funded by a Government department. The approach used ensured that community groups gained appropriate equipment for their needs, were supported technically and benefited from necessary consultative advice on the types of activities this equipment & technology can support. It greatly enhanced Nerve Belfast's ability to collaborate with community/cultural groups throughout Belfast and provided the organisation with welcome insight regarding the needs of these particular groups as well.

REPORTING DATE: October 2014

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.10: Provide access to books and educational programmes in Libraries and through outreach in other community settings, deliver more children’s activities in deprived areas and borrowing services in rural communities with no library.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?												
<p>Number of instances of participation in Educational Programmes:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Rhythm and Rhyme</td> <td style="padding: 5px;">181,698 (79,125 adults & 102,573 children)</td> </tr> <tr> <td style="padding: 5px;">Class visits</td> <td style="padding: 5px;">105,190</td> </tr> <tr> <td style="padding: 5px;">Storytime</td> <td style="padding: 5px;">27,646</td> </tr> </table> <p><i>Source: Libraries NI Activity Database</i></p> <p>Access to Books: 2,233,055 books were issued/renewed by children during the above period.</p>	Rhythm and Rhyme	181,698 (79,125 adults & 102,573 children)	Class visits	105,190	Storytime	27,646	<p>Number of instances of participation in Children’s Activities in Deprived Areas:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Rhythm and Rhyme</td> <td style="padding: 5px;">25,074 (10,902 adults & 14,172 children)</td> </tr> <tr> <td style="padding: 5px;">Class visits</td> <td style="padding: 5px;">14,724</td> </tr> <tr> <td style="padding: 5px;">Storytime</td> <td style="padding: 5px;">4,042</td> </tr> </table> <p><i>Source: Libraries NI Activity Database</i></p> <p>Borrowing Services in Rural Communities with no Library</p> <p>Public Mobile Libraries visit 262 schools throughout Northern Ireland, including rural communities.</p>	Rhythm and Rhyme	25,074 (10,902 adults & 14,172 children)	Class visits	14,724	Storytime	4,042
Rhythm and Rhyme	181,698 (79,125 adults & 102,573 children)												
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Rhythm and Rhyme	25,074 (10,902 adults & 14,172 children)												
Class visits	14,724												
Storytime	4,042												
<p>IS ANYONE BETTER OFF?</p> <p>Participants in Rhythm and Rhyme are better off in terms of early language development, pre-reading skills, social skills and school-readiness (contributes to PfG Indicator 15 Child Development draft Delivery Plan).</p> <p>Participants in class visits have enhanced library knowledge, information literacy skills, opportunity to read for pleasure which is an indicator for educational attainment (Contributes to PfG Indicators 11 and 12 Education draft Delivery Plan).</p> <p>Participants in story times have the opportunity to enjoy language and stories and to read for pleasure which is an indicator for educational attainment.</p>													

REPORTING DATE: 1 April 2016 – 31 March 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.11: Provide additional support for Newcomer pupils and Traveller children.

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p data-bbox="181 491 456 523">Newcomer pupils</p> <ul data-bbox="181 568 1137 1342" style="list-style-type: none"><li data-bbox="181 568 1137 1007">• Newcomer pupils: There are currently almost 14,000 Newcomer pupils in our schools (School census Oct 2016). Support to Newcomer pupils is provided through the Education Authority's (EA) InterCultural Education Service (IES), which provides support to schools in meeting the needs of pupils for whom English language is a barrier, in the form of support for parent/teacher meetings, advice on pastoral care issues, basic language needs and curriculum support, intercultural awareness, diversity co-ordinators, Interpreting and translating services, Multi-lingual website, Toolkit for diversity in primary schools, online Queens University Belfast accredited training course and a Helpline.<li data-bbox="181 1050 1137 1342">• In addition, schools receive additional funding per capita for Newcomer pupils to help them meet their needs. Examples of support provided include the appointment of a teacher / co-ordinator responsible for newcomer pupils, employment of bilingual classroom assistants or language assistants, development of resources for teachers and parents, training for teachers, language support classes for pupils and / or parents, mentor and multi-cultural events.	<p data-bbox="1144 491 1429 523">Newcomer Pupils:</p> <p data-bbox="1144 531 2096 711">The InterCultural Education Service and the additional funding factor is available to all schools with Newcomer pupils. 686 schools received additional funding for Newcomer pupils in 2016/17. The number of Newcomer pupils in our schools is almost 14,000 (School Census October 2016).</p> <p data-bbox="1144 751 1435 783">Traveller Children:</p> <p data-bbox="1144 791 2096 971">The InterCultural Education Service and the additional funding factor is available to all schools with Traveller pupils. 164 schools received additional funding for Traveller pupils in 2016/17. The number of Traveller children in our schools is just over 1,000 (School Census October 2016).</p> <p data-bbox="1144 1011 1384 1043">Toybox project</p> <ul data-bbox="1144 1051 2096 1342" style="list-style-type: none"><li data-bbox="1144 1051 2096 1123">• 296 Traveller children and 160 Traveller families in nine areas across NI received support from the Toybox project.<li data-bbox="1144 1163 2096 1235">• As a pilot programme (initially with 7 parents) is underway to obtain parental feedback on the support provided.<li data-bbox="1144 1275 2096 1342">• 88% of Toybox staff are trained in 'HighScope', which aims to engage children in learning.

CHILD POVERTY ANNUAL REPORT 2016/17

Traveller Children

- There are currently over 1,000 Irish Traveller pupils in our schools (School Census October 2016). Support for Traveller Children is provided through the EA's Intercultural Education Service (IES) to build the capacity of schools to meet the educational needs of Traveller children and young people, by promoting whole school approaches to service development; promoting full inclusion and integration across all areas of youth education; promoting Traveller parental involvement and engagement; and assisting Traveller parents to support their children's learning and achievement.
- In addition, schools receive additional funding per capita for Traveller pupils to help them meet their needs.

Toybox project

- DE funded the Toybox project at £356,000 in 2016/17 - the project is aimed at reducing social and educational inequalities experienced by Traveller children aged 0-4 years in nine key areas across NI.
- Toybox is delivered by Early Years – the Organisation for Young Children (EYO).

- 100% of staff participated in continued professional development training in 'HighScope', Child Observation Record (COR) Planning & Evaluation.

IS ANYONE BETTER OFF?

Newcomer Pupils

Support through Intercultural Education Service is available to all schools who require it. Additional funding is provided to all schools who have enrolled Newcomer or Traveller Children to help them meet their need.

Attendance and attainment figures are not yet available for 2016/17.

The latest attendance figures below show a slight increase in attendance of Newcomer pupils from 89% in 2008/09 to 92.3% in 2015/16.

With regards to attainment, statistics indicate that the percentage of Newcomer pupils achieving 5+ GCSES A*-C (including English and Maths) is increasing (from 16.9% in 2008/09 to 22.4% in 2015/16). This figure is well below the achievement levels of non-Newcomer pupils. There has been an increase in the number of Newcomer pupils going into Higher Education, Further Education, Employment or Training from 88% in 2008/09 to 92% in 2015/16, with an equivalent decrease in the number of Newcomer pupils who are unemployed or not in training or education from 12% to 8% for the same period.

The limitations of these statistics should be noted. When Newcomer pupils achieve a good standard of English language, they will be no longer designated as 'Newcomers' by the school, and therefore the statistics will exclude pupils who were, but are no longer, designated Newcomers (Former Newcomers). 59% of Former Newcomers achieved 5+ GCSES A*-C (including English and Maths) in 2015/16, against a total pupil population figure of 68%.

Traveller Children

The latest attendance figures below show an increase in school attendance of Traveller children from 65% in 2006/07 to 72% in 2015/16. While this increase is positive, it is still low in comparison to the rest of the school population (94.7% in 2015/16). The Intercultural Education Service (IES) continues to work with traveller families and schools to promote good attendance.

With regards to attainment, there is no meaningful attainment data as the numbers of Traveller school leavers are so small (14 in 2014/15).

Toybox project

Previous evaluation of Toybox noted that the Toybox project has been successful in terms of engaging Traveller families and

CHILD POVERTY ANNUAL REPORT 2016/17

supporting the development of Traveller children through play.

A recent independent evaluation of Toybox was undertaken (not finalised) which included 18 families across all geographical areas in NI, individual interviews with staff and a focus group to obtain feedback and information on achievements and outcomes.

The Project aims are to significantly reduce social and educational inequalities experienced by Traveller children aged 0-4 years across NI therefore for 296 Traveller children and 160 families. When finalised, data will be available to inform whether:

- Traveller Parents are actively engaged in their young children's learning and development.
- Traveller children and families are strong, competent and visible in their communities.
- Traveller parents have competence and confidence to support their children become healthy and eager and able learners.
- Traveller parents and children are supported to make successful transitions to early childhood settings and schools.
- Traveller rights and needs are respected, addressed and appropriately funded.

REPORTING DATE: 18 October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.12: Empower and enable parents to develop a supportive home learning environment at an early stage and encourage families to play, read and count with their child and get involved in their child’s education.

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Department of Education (DE) launched Getting Ready to Learn (GRtL), part of EITP, in 2016. DE / Education Authority (EA) hosted 7 Getting Ready to Learn (GRtL) information sessions for all pre-school settings with funded places during Jan – March 2016.</p>	<p>c.390 principals, teachers and early years practitioners attended information sessions regarding GRtL, representing c.50% of pre-school settings.</p>
<p>Opened call for GRtL 1st year applications on 18 March 2016.</p>	<p>354 / 47% of settings⁷ participated in GRtL and delivered sessions for parents in 2016/17.</p>
<p>EA hosted 2 rounds of Implementation Support Clusters for participating settings from October to December and January to February.</p>	<p>185 / 52% of participating settings attended Implementation Support clusters.</p>
<p>EA provided support materials on line to support each theme and liaised with the Public Health Agency; SEN Inclusion Service and Regional Intervention Team to ensure consistency of messages.</p>	<p>320 / 90% of participating early years/pre-school settings registered to access support materials online.</p>
<p>Opened call for GRtL 2nd year applications on 1 March 2017 with closing date 28 April 2017.</p>	<p>All materials provided to settings contained agreed messages to be shared and promoted with parents.</p>

⁷ Nursery schools, nursery units, non-statutory pre-school education settings with funded places in the Pre-school Education Programme (PSEP) – 732 in 2016/17. Actual number of settings participating includes 6 reception and 6 special schools.

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

47% of funded pre-school settings are in receipt of additional funding as part of the GRtL Programme to work with parents to empower and enable them to develop a supportive home learning environment in 2016/17.

GRtL Programme data not yet available.

The GRtL programme was launched on 18 March 2016 and delivery of the programme commenced in the 2016/17 academic year. GRtL is using OBA to measure outcome of the programme and data is collected at the start and end of the academic year in which GRtL is delivered. It is expected that the first OBA report will be available in Autumn 2017.

REPORTING DATE: 18 October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.13: Provide additional support to young people with learning difficulties and/or disabilities to enable them to seek further education and qualifications, including providing sign language and personal development programmes for deaf children.

LEAD DEPARTMENT: Department for the Economy

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Additional Support Fund DfE provides £4.5 million, per annum, through the Additional Support Fund (ASF) to assist further education colleges (FE) provide the necessary technical and/or personal support required to allow students with learning difficulties and/or disabilities to participate in either mainstream further education, or in discrete programmes.</p> <p>Training for Success DfE provides a <i>guarantee</i> of a training place on its Training for Success (TfS) programme for all 16+17 year olds who are not in full time education or employment, with extended eligibility up to 22 years for persons with a disability, including learning difficulties/SEN, and up to 24 years for persons from an 'In Care' background. Programme duration is 104 weeks, and 156 weeks for persons with a disability.</p> <p>TfS is delivered throughout NI by a network of contracted Training Suppliers.</p>	<p>Additional Support Fund The retention⁸ rates for the 3,444 students receiving support through ASF 94.3% stands in comparison to 88.9% for other students not receiving support through this fund. The achievement rate is 86.7% compared to "84.5%".</p> <p>British Sign Language (BSL) Accredited Qualification Courses A 90% plus pass rate is anticipated for the BSL qualifications based on previous years' courses feedback.</p> <p>Communication is Fun Based on feedback to date and previous years' feedback, it is anticipated that 100% of parents will report that the course raises their confidence in their ability to effectively parent their deaf child. In addition, 67% of respondents reported an increase in their level of positivity. This is significant as parental positivity has been linked to increased academic success (Goldenberg et al 2001), social functioning (Jones and Prinz, 2004) and emotional health</p>

⁸ Retention rate is defined as the proportion of the number of enrolments who complete their final year of study to the number of final year enrolments. Achievement rate relates to the percentage of the number of enrolments who complete their final year of study and achieve their qualification to the number of enrolments who complete their final year of study

CHILD POVERTY ANNUAL REPORT 2016/17

There are four Disability Support Suppliers, each offering specialist support, tailored to meet individual's needs, who are contracted to work in conjunction with the Training Suppliers to support participants with disabilities, to assist them throughout their training.

Sign language and personal development programmes for deaf children.

Although deaf children of Deaf parents account for less than 10% of the deaf child population studies have shown that they perform consistently better than deaf children of hearing parents. The following interventions and outcomes provide early years access to language and communication for deaf children as the building blocks to enhance future academic development. Languages Branch, DfC has funded:

Action Deaf Youth (ADY) to deliver –

One 22 week 'Sign and Play' pilot course for 8 sets of parents/carers.

One 10 week 'Sign Me a Story' pilot course for 12 parents/carers.
British Sign Language (BSL) Level 1 Accredited Qualification for 10 deaf children aged 13-18 years of age.

British Sign Language Level 2 Accredited Qualification for 10 deaf children and young people aged 13-25 years of age.

National Deaf Children's Society (NDCS) to deliver –

7 x 'Communication is Fun' (CIF) sessions to 130 families with deaf children.

2 x Family Sign Language (FSL) Courses for 12 families (up to 60

and wellbeing (Byrne et al, 2013).

The families attending the Communication is Fun course provided very positive feedback, with 83% rating the course overall, and each of the constituent elements as 'excellent'. The remaining 17% rated the sessions and course as 'good', meaning that 100% of respondents found the course to be of above average standard.

Family Sign Language

100% have changed their communicative behaviour as a result of this course, and have shared their learning with family or friends.

100% respondents have used the course resources

100% respondents reported an increase in their confidence in advocating for their child's needs, and agreed that the course had enhanced their family's communication.

56% respondents noted an increase in their confidence when communicating with their child.

After the course, parents who attended reported that they have indeed been sharing their learning with family and friends to widen the network of support for their child/children.

The course has brought about a significant change in the amount of BSL, home sign and gesture use, with 69% of respondents now using BSL frequently or always, and 100% of respondents incorporating gesture into their family's communication.

Professional FSL Training Days – 60 participating classroom

CHILD POVERTY ANNUAL REPORT 2016/17

family members).
2 x Professional FSL Training Days for 60 Classroom Assistants.
2 x BSL Level 1 Accredited Qualification for 20 parents of deaf children.
1 x BSL Level 2 Accredited Qualification for 10 parents of deaf children.

British Deaf Association (NI) (BDA)

9 x 22 week Family Sign Language at Home courses for 9 families with deaf children.

assistants each of whom will work with at least one deaf child.

Pre-Training

63% of classroom assistants report lack of confidence working with deaf children.

Post-Training

95% reported increased confidence working with deaf children.

100% reported that they will change their communication style to incorporate more signs.

IS ANYONE BETTER OFF?

Additional Support Fund

The ASF has contributed to addressing barriers to participation in further education by 3444 students in 2015/16 and the retention and achievement rates of these supported students compares favourably to those students not in receipt of support through ASF.

Sign language and personal development programmes for deaf children

Research demonstrates that the development of effective communication and language skills is paramount for achieving successful emotional development and learning for all children. Deaf children typically start their early education without having the same level of language skills and vocabulary as their hearing peers, placing them at a substantial disadvantage in their early education, where the development of literacy and numeracy skills will help shape their future academic achievements and employment prospects. Yoshinago-Itano (2003) and subsequent studies replicating this study clearly demonstrate that where there was early intervention to help develop communication skills and improve vocabulary, deaf children acquired language and communication skills proportionate to those of their hearing peers.

Family Sign Language courses are an invaluable early intervention and help deaf children develop language and vocabulary skills commensurate with those of their hearing peers by the time they start school. They can therefore experience better outcomes in education leading to acquisition of qualifications and an increased likelihood of lifelong learning among participating and supported deaf children as they develop. The emotional health and wellbeing of the child and their family will also increase in positivity.

CHILD POVERTY ANNUAL REPORT 2016/17

In addition, feedback from previous courses in NI illustrate that by learning family sign language, parents and family members gained a greater understanding of the importance of sign language and were more likely to use it and the raise the awareness of it within their communities. In excess of 90% of deaf children are born to hearing parents with little or no knowledge or expertise in sign language. The DfC funded courses have contributed to a heightened sign language awareness and signing skills set among the participating families – and professional - many of whom in turn have expressed a desire to further develop their sign language knowledge either through funded courses or at FE Colleges.

REPORTING DATE: 29 March 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.14: Provide funding to schools in areas of the highest social disadvantage to provide activities, classes and support for learning (including film clubs through NI Screen) outside the normal school day to meet the needs of children and their parents, families and local communities as well as Full Service Provision in two specific areas of socio-economic deprivation to enhance the educational attainment of disadvantaged young people.

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p data-bbox="181 608 472 639">Extended Schools</p> <p data-bbox="181 683 1137 831">The Extended Schools (ES) Budget was circa £10.6m in 2016/17 to support schools with a high percentage of pupils from disadvantaged areas and/or who have a Free School Meal Entitlement (FSME).</p> <p data-bbox="181 868 1137 975">537 schools participated in the 2016/17 ES programme. Overall, this represented 46% of all schools and 43% of all pupils in NI (October 2015 school census).</p> <p data-bbox="181 1018 1137 1125">Based on average attendance throughout the year, 118,112 pupils, 21,857 parents and 29,154 community members took part in ES activities during 2015/16.</p> <p data-bbox="181 1168 1137 1316">In 2015/16, a total of 4,011 additional services and activities were delivered by participating schools before, during and beyond the traditional school day aimed at addressing educational disadvantage.</p>	<p data-bbox="1137 608 1435 639">Extended Schools</p> <p data-bbox="1137 647 2096 719">99.8% of all schools identified as eligible for funding chose to participate in the ES programme in 2016/17.</p> <p data-bbox="1137 756 2096 863">66% of FSME pupils in NI attended schools that participated in the ES programme (average FSME enrolment across all NI schools was 31%).</p> <p data-bbox="1137 900 2096 1161">All ES services and activities were determined by schools in response to the specific needs of their pupils, parents, families and the wider community and incorporated a broad spectrum of provision. For example, in 2015/16, 17% of all ES activities (666) focused on enhancing literacy or numeracy whilst 10% (391) promoted healthy lifestyles with a further 7% (262) delivering sporting or recreational opportunities.</p> <p data-bbox="1137 1198 2096 1347">100% of participating extended schools in 2016/17 chose to work collaboratively with other schools as part of an ES Cluster providing enhanced opportunities to meet the needs of local communities.</p>

CHILD POVERTY ANNUAL REPORT 2016/17

Full Service

£770k was made available in 2016/17 to support two Full Service (FS) programmes operating in North and West Belfast which provide additional interventions over and above standard extended schools provision.

In the Full Service Extended Schools (FSES) based at the Boys' and Girls' Model schools, based on most recent data available, for example, 78 pupils received support from a Personal Development Mentor, 296 pupils attended Easter revision classes and all Year 12 and 14 pupils across both schools participated in Study Skills workshops in 2015/16.

The Full Service Community Network (FSCN) provided demand-led support to more than 20 schools serving the Greater Falls and Upper Springfield areas including 576 tailored literacy and numeracy support sessions for 375 low or underachieving pupils, 262 sessions of transition support and counselling for 118 primary school children in 2015/16.

Full Service

FSES worked closely with parents and families and a range of delivery partners including feeder primary schools and voluntary and community sector organisations in providing an extensive range of activities around the five key themes of Pupil / Parental / Community Engagement, Health and Well Being and Transition.

In 2015/16, the FSCN literacy and numeracy support in participating nursery schools and the transition support both reported an 80% satisfaction rating.

100% of the pupils completing Time 4 Me counselling supported through the FSCN moved from 'clinical' distress at the outset to 'normal' range at endpoint.

IS ANYONE BETTER OFF?

Both the ES and FS programmes successfully enabled schools to offer a wide range of interventions and additional learning opportunities which support disadvantaged children and young people to overcome the barriers to learning associated with educational underachievement and help them to reach their full potential.

A significant number of pupils, their parents and members of the local community benefitted from additional ES and FS resources in 2016/17, accessing specialist support services or taking part in a breadth of positive and enriching experiences which complement the formal curriculum and seek to enhance skills, improve health and well-being, promote parental and community engagement, raise aspirations and achievement, and support school improvement.

CHILD POVERTY ANNUAL REPORT 2016/17

Data is not yet available to evaluate the positive impact of the ES programme in 2016/17; however, in 2015/16:

- 99% of schools reported evidence that their ES provision reduced underachievement, with 76% reporting this evidence to be strong;
- 94% of schools reported evidence that their ES provision fostered health, well-being and social inclusion, with 54% reporting this evidence to be strong;
- 95% of schools reported evidence that their ES provision improved life chances, with 47% reporting this evidence to be strong; and
- 97% of schools reported evidence that their ES provision developed the integrated delivery of support and services, with 57% reporting this evidence to be strong.

The programmes also provided an opportunity for schools to develop cross-phase and cross-sector partnerships with other schools; to strengthen relationships with families and local communities and facilitate interagency working between schools and a range of external partners.

The most recent data (2015/16) from the FSCN shows that, of Key Stage 2 children who received transition, literacy and numeracy support, 82% showed an improvement in performance (up to 27 points) in English, and 67% showed an improvement (up to 31 points) in Maths.

The most recent data from the FSES demonstrates a long-term trend of improved attendance, GCSE attainment and numbers of pupils returning to year 13 study during the life of the programme.

Work is ongoing to develop OBA report cards for the specific programmes.

REPORTING DATE: 13 April 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.15: Provide additional support for children and young people in care and foster care to help them achieve GCSE Level qualifications, including developing Personal Education Plans and Care Plans (specifying education and training requirements as agreed with the young person).

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Personal Education Plans (PEPs) were introduced in 2011. A review of PEPs has recently been undertaken and an updated process will, subject to consultation with directly impacted parties, shortly be piloted in schools before 'roll-out' to all schools.</p> <p>DfE Careers Service has Partnership Agreements in place with 98% of post-primary schools in Northern Ireland, including Special Schools. Having these formal agreements in place provides a robust vehicle for schools and careers advisers, to ensure that the careers services delivered are appropriate to the needs of pupils and ensures that specific measures are in place to support learners in the transition process. The Careers Service has a target of providing at least 95% of pupils (circa 22,000 – 23,000) in their final year of compulsory schooling with face to face impartial and professional careers guidance including young people with a care background.</p> <p>DfE Careers Service have Partnership Agreements in place with each of the 5 Health Trusts. The aim of this partnership is to ensure that all 16+ LAC young people have access to DfE Careers Services, which includes the opportunity for a DfE Careers Advisers to review each young person's current career</p>	<p>Approximately 89% of Looked After Children (LAC) have a PEP.</p> <p>In the 2016/17 academic year, the Careers Service delivered 21,156 guidance interventions to the year 12 cohort.</p> <p>The Careers Service has specifically identified that 511 guidance interventions were delivered to young people under 18 years and 855 guidance interventions to young people 18 + with a care background in the 2016/17 business year. A total of 1,366 guidance interventions.</p> <p>In the 2016/17 business year, the Careers Service reviewed the career pathways of 1,244 young people at Trust convened Education Training and Employment forums, with 133 of these young people identified as requiring and receiving further Careers Services.</p>

CHILD POVERTY ANNUAL REPORT 2016/17

pathway to ensure that they are on the right track and provide careers guidance as appropriate.

IS ANYONE BETTER OFF?

PEP guidance was developed in light of a recommendation in the 'Care Matters in NI– a Bridge to a Better Future' strategy which was endorsed by the NI Executive in 2009.

A PEP is a requirement for all children and young people in care which promotes positive educational outcomes for the child or young person in order to achieve their full potential. It is the overarching education plan for the individual which builds on their views and brings together other education plans such as the Individual Education Plan, Statement of Special Educational Needs etc. The PEP is also part of the legal Care Plan for LAC.

The need for PEP guidance is predicated upon the position that a significant number of LAC have low educational achievements which may impair their future life chances. Young people in care deserve the same educational experiences and life chances as everyone else but may also have particular needs because of their life experiences.

All LAC should benefit from having a personal education plan in place.

In the 2015/16 Academic Year, as a result of careers guidance:

- 87% of pupils surveyed knew more about their career options.
- 86% of pupils surveyed were more aware of the skills required to achieve their career goals.

REPORTING DATE: 3 October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.16: Use an alternative approach to learning, including (1) enterprise and employability programmes and (2) Creative Learning Centres to provide the use and understanding of new digital technologies and new media, to engage and excite pupils.

LEAD DEPARTMENT: Department for Communities

Creative Learning Centre programmes for young people (aged 15 -18) in NI over the period 2016/17.

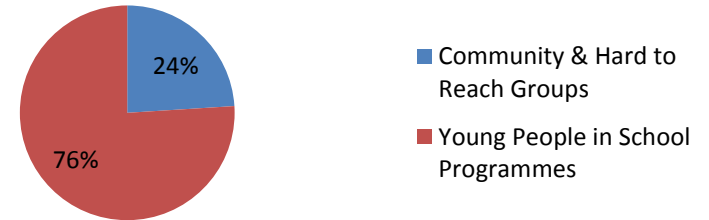
HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p data-bbox="181 576 548 608">April 2016 - March 2017</p> <ul data-bbox="237 651 1178 954" style="list-style-type: none">• Young People Participating in CLC Programmes - 8,528.• Teachers Participating in CLC Continuing Professional Development (CPD) programmes - 3,516.• Partnership and returning schools participating in CLC Programmes – 79.• Young people in community youth and hard to reach groups involved in CLC programmes - 1,024• 82% CLC programmes delivered in areas of disadvantage.	<p data-bbox="1189 576 1563 608">April 2016 - March 2017</p> <ul data-bbox="1245 616 2085 987" style="list-style-type: none">• Annual Target: 7,500 young people exceeded by 1,028 or 14%.• Annual Target: 5,000 teachers not achieved by 1,484 or 30% (participation figures affected by teacher industrial action).• Annual Target: 75 participating schools exceeded by 4 schools or 5%.• Annual Target: 70% of CLC activity to be directed at reducing poverty and social exclusion. Target exceeded by 12%.

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

- 8,528 young people participated in CLC digital technology programmes; 6,485 or 76% in school based programmes and 2,043 or 24% in community based programmes.
- 3,516 teachers participated in Creative Learning Centre CPD digital technology programmes.
- 79 schools were involved in Creative Learning Centre partnership and continuing support programmes in the use of digital technology.

Young People Participating in Creative Learning Centre Programmes



REPORTING DATE: March 2017 (Data pertains to period 1 April 2016 – 31 March 2017)

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.17: Provide funding in 2013/14 and 2014/15 to support community-based initiatives with a specific focus on positive educational outcomes, to join up community-based and school-based activity in communities with particular concentrations of educational disadvantage.

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Funding of £2m was spent in the 2013/14 and 2014/15 financial years on the Community Education Initiatives Programme (CEIP).</p> <p>In total, throughout Northern Ireland, 68 Neighbourhood Renewal Areas (NRA)/Super Output Areas (SOA) were targeted.</p> <p>In Belfast during 2014/15 6,150 children and 514 adults benefited from the Programme.</p>	<p>All services were designed to help break the cycle of disadvantage by delivering intensive interventions which targeted children and young people from early years through to post-primary pupils and focused on local need and community requirements. Thousands of children and young people across NI benefited from the many interventions.</p> <p>Some examples of the outcomes in 2014/15 are as follows:</p> <ul style="list-style-type: none">• East Belfast – Of the 190 students who participated in a GCSE revision class, 85% achieved above their predicted grade.• North Belfast – 33 children attended an Easter school. 93% of students demonstrated an increase in scores. On completion of the Easter school, skill levels had improved from a baseline position of 33.74% to 62.2% at the end of the week.• South Belfast – a breakfast club was established for 30 Roma children. Their primary school teachers reported that the children who participated in the programme began school on time and were more ready to learn.

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

CEIP funding allowed strategic engagement to be established, building links between schools and services that can support children and their parents within their local communities.

CEIP provided a significant opportunity for schools to work with a variety of external agencies, notably from the voluntary and community sectors to progress work and brought about mutually beneficial outcomes primarily for school aged children in a given area of disadvantage.

Positive outcomes included: improved attendance; majority of students achieving above predicted grades; smoother transition path from primary to post-primary; and reported improved confidence/self-esteem.

However, it was recognised, by those involved, that CEIP needed to be a long term strategy that required time for the building of strong school, community and statutory partnerships which is a crucial component to supporting the most disadvantaged children and families. It was unfortunate that this particular programme was in place for 2 years.

REPORTING DATE: 30 March 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.18: Support young people to attain educational outcomes through Youth Work, including targeted provision for those who have barriers to learning, are disadvantaged, in areas of deprivation and who are at risk of disengagement.

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?

The Youth Service resource budget was £34m in 2016/17 to:

- support local and regional delivery;
- maintain statutory units or programmes;
- to provide funding to local voluntary youth groups; and
- Targeting Social Need (TSN).

147,000 young people aged 4-25 years are involved in registered youth work. The percentage uptake by age band is as follows*:

- Age 4-8 (29.5%);
- Age 9-13 (38%);
- Age 14-18 (27.4%);
- Age 19-21 (3.5%); and
- Age 22-25 (1.5%).

There are 1736 registered youth facilities*:

Controlled	92	5.3%
Church based	326	18.8%
Community	352	20.3%
Uniformed	937	54%
Other	29	1.7%

HOW WELL DID WE DO IT?

The Chief Inspector's report 2014-16 found that:

- Across the youth service, much work is ongoing to build further the personal and social skills of young people, through programmes which enable them to address their barriers to learning and develop leadership skills which will help them progress in future careers and employment pathways.
- 68% of the organisations inspected were evaluated as having a high level of capacity, or capacity to identify and bring about improvement.
- 40% were performing at the highest level. The most effective practice was predominantly in youth organisations within the voluntary sector, where highly effective leadership and management worked successfully through strategic partnerships to meet the needs of young people.
- The quality of the achievements and standards is good or better in 76% of the organisations inspected.
- In the best practice, the young people engage in the planning, facilitation and evaluation of their own programmes and there is notable progression in their leadership skills.
- The staff teams, including volunteers, create a safe and

CHILD POVERTY ANNUAL REPORT 2016/17

**from "The Youth Service in Northern Ireland, A Statistical and Geographic Report of the EA Registered Youth Service, 2015 Data Cycle".*

45,530 young people were also involved in non-unit based work (relates to DoE Award, summer schemes, area projects, outreach, youth intervention, extended provision, Irish Medium, DE inclusion). The Service relies on the contribution of over 20,000 volunteers.

Within the overall resource budget allocation, targeted provision is supported to help meet the need of specific groups of young people, within the Section 75 groupings, or those who may be at greater risk of social exclusion, marginalisation or isolation because they experience a combination of barriers to learning (DE; Priorities for Youth).

- £4m of the budget funds the TSN programmes which supported increased access to mainstream youth services in disadvantaged areas, with priority given to interface areas (ranked in the top 25% for Multiple Deprivation). It focused on two key schemes i.e. Extended Provision and Inclusion.
- 80 groups received Extended Provision projects.
- 32,073 young people aged 11-18 years old were registered in Extended Provision projects – percentage breakdown by gender as follows:
 - Males 17,116 – 53%.
 - Females 14,957 – 47%.

secure environment for the young people, many of whom have a range of complex social and personal needs.

- A particular strength is the inclusive ethos, which permeates most of the work with young people; in particular, those who have moved to the area from other countries are accepted, integrated and supported well.
- The quality of leadership and management was evaluated as good or better in 72% of the organisations inspected and outstanding or very good in 40%. Importantly, the planning was strategic and coherent, linked to the area-based plan and developed with the staff, young people and the local community. In addition, this planning took account of an appropriate curriculum and provided a clear vision for the future direction of the work.
- Priorities for Youth is impacting well on the strategic development of the sector and beginning to influence youth work practice and planning at an organisational level.

Extended Provision Scheme:

- 20,514 extra youth work sessions were provided (5,333 on weekend evenings);
- 18 full-time and 196 part-time staff were employed and 113 volunteers engaged;
- 24,596 hours of youth work were contributed by voluntary staff; and
- 167 residential experiences were delivered to 1,799 participants.

CHILD POVERTY ANNUAL REPORT 2016/17

Inclusion Scheme

Support was directed at young people with special educational needs or disabilities, newcomers or those who had English as an additional language, young people in care and young people from the LGBT and Traveller Communities.

- 4,260 young people participated in grant aided schemes and programmes – percentage breakdown by gender as follows:
 - Males 2,083 – 49%.
 - Females 2,177 – 51%.

Inclusion Scheme

- 107 residential nights took place, involving a total of 1,305 young people.

IS ANYONE BETTER OFF?

Work is ongoing to develop measures to assess achievement against outcomes.

The Extended Provision Scheme contributed to the following key outcomes for young people:

- 1,823 young people completed an accredited learning programme;
- 3,573 young people completed a non-accredited learning programme;
- 242 unemployed young people engaged in projects that specifically targeted employability, many of whom successfully gained employment;
- 703 young people who were reluctant learners or in danger of underachievement were targeted in developmental programmes;
- Partnership working with voluntary, community and statutory agencies, increased the effectiveness and reach of projects using community developmental approaches;
- Enhanced the capacity of Voluntary Sector by providing over 75% of funding to Voluntary Units;
- Further resources for youth work secured in areas of most need; and
- More than 20,000 additional youth work sessions.

The Inclusion Scheme contributed to the following key outcomes for young people:

CHILD POVERTY ANNUAL REPORT 2016/17

- A range of training opportunities were provided for participants across the schemes with 401 participants completing accredited training and 1,510 completing non accredited programmes; and
- Development of a prototype app for young people with Autistic Spectrum Disorder (ASD) diagnosis to assist them to access mainstream youth provision.

REPORTING DATE: 30 May 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.1: Provide positive parenting programmes, including additional health workers, to support new parents living in areas of deprivation.

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO?

- Incredible Years - 54 delivery organisations were supported through a 2 year implementation support programme.
- Infant Mental Health Training - 337 Early Years workers received one of a number of new Infant Mental Health Training Programmes.
- Strengthening Families Programme - 370 families across NI supported and undertook the evidence based 'Strengthening Families Programme'.
- Parenting Ur Teen/ Odyssey Programme - 28 Odyssey Parenting Programmes delivered to 368 families and 719 children/young people.

HOW WELL DID WE DO IT?

- 69% of 125 identified Incredible Years (IY) practitioners availing of peer support and practice sharing opportunities.
- 41% eligible IY practitioners on pathway to accreditation.
- 26 (21%) registered IY practitioners applied for bursary for peer coaching scheme.
- 98% of 149 staff completed the Solihull training course in 2014/15.
- 100% were satisfied with training received (of the 140 who filled in a training evaluation questionnaire).
- 71% attended 3-4 practice sessions (of the 70 who filled in a post-practice questionnaire).
- On average 90% of families completed the Strengthening Families programme in 2014/15.
- 89% of families completed the Parenting Ur Teen/Odyssey programme in 2013/14 and 93% of parents completed the programme in 2014/15.

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

Practitioners –

- 100 % of practitioners (enrolled on Incredible Years accreditation scheme) reporting improved knowledge & skills.
- 65 out of 77 sampled Solihull Approach trained staff reported improved knowledge of Infant Mental Health.
- 44 out of 77 sampled Solihull Approach trained staff reported improved ability to observe for positive child/parent interactions.
- 81.8% of the Infant Mental Health 2 year Diploma practitioners reported improved knowledge of Infant Mental Health.

Parents -

Strengthening Families Programme (Based on a sample of 50 families completing the programme);

- 90% reported a reduction in family conflict.
- 96% reported an increase in positive family cohesion.
- 100% reported improved family communication.

Parenting Ur Teen/Odyssey Parenting Support Programme;

- A total of 92% of parents improved their skills in resolving problems and 26% of young people reported that their levels of emotional distress had been improved.
- 94% of parents increased awareness of the importance of using the authoritative parenting style.
- 89% improved skills in resolving problems.
- 92% increased understanding and overall confidence as a parent.
- 87% increased ability to deal with conflict.
- 92% improved communication skills with their teen.
- 84% improved ability to understand their teen's feelings.

REPORTING DATE: 3 April 2016 – covering DSC Parenting Programmes 2013-16

**Please note that the Action was supported under the DSC Parenting Signature Project Funding which was 3 year over 2013-16. Therefore the cumulative numbers of the DSC Scheme, delivered by the PHA are specified and not exclusively related to 2016/17.*

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.2: Provide support for families through Family Support Hubs, bringing together representatives from statutory, voluntary and community sector organisations who work in local areas to provide early intervention services locally to help families address a range of issues, such as poor attachment or engagement with baby; improving the level of play/communication; poverty; and substance misuse.

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO?

Establishment and implementation of Early Intervention Transformation Programme (EITP) Workstream 1 projects which aims to equip all parents with the skills needed to give their child the best start in life and will focus on three key parenting stages; Getting Ready for Baby (GRfB), Getting Ready for Toddler (GRfT) and Getting Ready to Learn (GRtL). GRfB and GRfT include strands on Transforming Ante-Natal Care and Education Provided by Midwives and a strand on Child Development Review for 3-4 Year Olds in Pre School Setting. GRtL seeks to transform pre-school practice by using the skills of early years teachers and practitioners to support all parents to develop the confidence and skills they need to ensure that their children grow up happy, healthy and achieve their full potential.

Additionally, a Play and Leisure Project within EITP Workstream 1 has recently been approved with two elements (i) Supporting parents to play to provide parents with information and skills to promote play in the home for babies, infants and toddlers and (ii) Play shapers to provide training and guidance to a range of stakeholders who directly or indirectly influence play.

HOW WELL DID WE DO IT?

Getting Ready for Baby and Toddler Projects

- As of 30 April 2017, there was a total of 299 First Time Mothers who had accepted a place on one of the 32 completed programmes.
- 115 Midwives completed Solihull Combined Antenatal Foundation Programme and Parents Group: 2-Day Training Course, 56 Midwives completed Solihull Combined Antenatal Foundation Programme and Parents Group: 4 Practice Sessions.
- 4,309 3&4 year olds in Department of Education funded places participating in the 3+ Years health and well-being review.

Getting Ready to Learn Project – In 2016/2017 375 applications to the Project with 342 settings participating, with a total number of settings to 354. 2017/2018 - total of 501 applications.

Early Intervention Support Services – Regionally, the Early Intervention Support Service supported 707 families in 2016/2017.

CHILD POVERTY ANNUAL REPORT 2016/17

Establishment and implementation of EITP Workstream 2 aims to support families when problems arise before they need statutory involvement and will focus on the delivery of an integrated regional model of early intervention for these families. Within EITP Workstream 2, 5 Early Intervention Support Services have been established with the delivery of the Early Intervention Service will be aligned to Family Support Hubs to deliver a joined up network of early intervention supports and services which build on and link to existing services for children, young people and families in each area.

IS ANYONE BETTER OFF?

Workstream 1 Getting Ready for Baby, Getting Ready for Toddler Projects

The first OBA Report Cards for the Projects have been produced, however, this data is not yet available.

Workstream 1 Getting Ready to Learn Project

Detailed OBA Report Cards for the Project has not yet been produced.

Workstream 2 Early Intervention Support Services

Based on Family Star Plus closed cases for 463 Families, there was an overall improvement in parenting.

REPORTING DATE: September 2017

CHILD POVERTY ANNUAL REPORT 2016/17

Outcome: Children in Poverty are Healthy

Action 3.3: Invest resources to support initiatives in championing play; greater local access to space for play and leisure; and planning and support for play at a community level.

Lead Department: Department of Education

How much did we do?	How well did we do it?
<ul style="list-style-type: none">• No funding has been allocated to the DSC Play and Leisure Signature Programme and the Play and Leisure Implementation Plan ended in 2015.• The “enjoyment of play and leisure” has been included within the Children and Young People’s Strategy as a key outcome for improved well-being of children and young people.• The Strategy highlights that children and young people living in poverty as requiring greatest effort. This is supported by research gathered as part of an OFMDFM commissioned evidence review.• DE is pursuing funding opportunities for play and leisure through a number of different sources. If successful programmes could be delivered to promote the benefits of play and leisure within areas of greatest need.⁹	<ul style="list-style-type: none">• As part of the Children and Young People Strategy a new headline indicator will be set in relation to play and leisure. It is currently proposed that this will focus on “enjoyment of play and leisure” however it is subject to consultation.• A Data Development Agenda is a key element to the Strategy and will outline how new indicators, such as the play indicator, will be developed and monitored. Work on this will commence once the Strategy is agreed post consultation.• If funding is made available to promote play through new programmes or initiatives an appropriate evaluation methodology will be developed.

⁹ Since April 2017 there has been substantial progress on securing funding for a play and leisure project. Funding of £400k has been secured through the Early Intervention Programme for play and leisure. The project is currently being designed and a project manager has been appointed. The expected focus of the projects will be to increase the awareness of parents on the importance of play and how it supports positive outcomes in childhood development. The project will also seek to inform policy makers on best practice in play so it can be promoted in our schools, communities and neighbourhoods.

CHILD POVERTY ANNUAL REPORT 2016/17

Is anyone better off?

- See comments within “How well did we do it?”
- Work is underway to develop appropriate indicators relating to play.

Reporting date: 18 October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.4: Provide Infant Mental Health Training to develop the skills and ability of those in contact with vulnerable families and babies to recognise children at risk of conduct disorder and intervene early and effectively.

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO?

- Infant Mental Health Training – Through the Delivering Social Change Parenting Signature Project Funding Programme and PHA direct funding 346 HSC staff and Voluntary and Community sector Early Years and Family Support workers received one of the following Infant Mental Health Training Programmes:
 - 297 staff from Trusts and Voluntary and Community sector early years providers completed the Solihull Approach training course over the period 2013/14 to 2015/16.
 - 20 staff undertook Video Interactive Training designed to support the use of hand held mobile filming techniques in work with families with children with attachment problems to support improvement in the attachment relationship.
 - 34 staff from various organisations undertook the 2 year Tavistock M9 Infant Mental Health Diploma or Tavistock M7 Early Years Diploma from 2013/14 to 2015/16.

HOW WELL DID WE DO IT?

- 98% of 149 staff completed the Solihull training course in 2014/15.
- 100% were satisfied with training received (of the 140 who filled in a training evaluation questionnaire).
- 71% attended 3-4 practice sessions (of the 70 who filled in a post-practice questionnaire).
- 90% of participants completed their 2 year M7 and M9 Diploma training.

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

Practitioners –

- 65 out of 77 sampled Solihull Approach trained staff reported improved knowledge of Infant Mental Health.
- 44 out of 77 sampled Solihull Approach trained staff reported improved ability to observe for positive child/parent interactions.
- 81.8% of the Infant Mental Health 2 year Diploma practitioners reported improved knowledge of Infant Mental Health and its determinants.

REPORTING DATE: 3 April 2017

**Please note that the Action was supported under the DSC Parenting Signature Project Funding which was 3 year over 2013/16. Therefore the cumulative numbers of the DSC Scheme, delivered by the PHA are specified and not exclusively related to 2016/17.*

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.5: Extend the Family Nurses Partnership to all HSC Trusts to deliver preventative support to vulnerable first time, young parents to improve antenatal health, child development and parents' economic self-sufficiency.

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO? <ul style="list-style-type: none">• 71.8% of young clients of eligible clients referred were enrolled.• 17% refused participation in the programme.• 48% (n=659) are enrolled in the programme. Education, Employment & Training: <ul style="list-style-type: none">• 37% of clients in education, 9% in employment and 10% in education and employment.• 81% of clients have incomes <£13k.	HOW WELL DID WE DO IT? <ul style="list-style-type: none">• 50% of the clients lived in 20% most deprived ward.• 62.3% of pregnant clients get 80% of visits.• 81.8% of clients with infants get 65% of visits.• 52.9% of clients with toddlers get 65% of visits.• 18.9% of fathers are present at pregnancy part of the programme.
IS ANYONE BETTER OFF? <ul style="list-style-type: none">• 40.9% of mothers initiate breastfeeding.• 18.9% change in the proportion of clients smoking in the last 48 hours between intake and 36 weeks.• 1% of infants recorded with 1 hospital admission due to injury/ingestion between birth and 12 months.• 2% of infants recorded with 1 hospital admission due to injury/ingestion between 12 months and 24 months.• 82% of clients do not have low mastery at 24 months.	

REPORTING DATE: 22 June 2017 (Data pertains to period 1 January 2017 – 31 January 2017)

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.6: Pilot a cross-community sports programme aimed at 11-16 year olds from all sections of the community to enhance individual and community development and tackle disadvantage through sporting activities and facilities and promoting equality/improving good relations.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• Delivered x1 'Embedding Sustainability' Programme in the Falls/Village area of Belfast.• Delivered x1 Rural Cross Community Sports Programme in Erne East.• Commenced engagement in Colin and Eastside areas of Belfast for a second Urban Programme.• Delivered 60 projects through the Together: Building a United Community (TBUC) Strategic Interventions Programme.	<ul style="list-style-type: none">• Uniting Erne East action plan developed and delivered by 25 young people (United Champions) aged 16-25.• An all-inclusive sports and creativity programme for 11-16 year olds (with a focus on Good Relations) rolled out to over 450 young people.• 25 United Champions trained in a series in personal development activities that enabled them to assist in the delivery of cross community sports and creative activities.• A local community charity Mud Run and Paralympics Event were delivered successfully by the United Champions.• Street Games sessions were delivered by the United Champions in 9 different schools and youth clubs to younger participants. <p>Colin & Eastside</p> <ul style="list-style-type: none">• Two tenders have been awarded for the first two phases of the Uniting Communities programme to commence engagement. <p>Strategic Interventions</p> <ul style="list-style-type: none">• 23,270 participants across Northern Ireland.

CHILD POVERTY ANNUAL REPORT 2016/17

- The range of projects funded focused on the four key priorities of the TBUC good relations strategy.
- All of the projects specifically addressed inequalities, either due to financial inequalities or Section 75 groupings e.g. disability, race, gender, homelessness, refugee status etc.

IS ANYONE BETTER OFF?

- The Strategic Intervention Programme had had an impact on the individual participants and their wider communities to promote good relations.
- Following completion of the above, 48% increase in the feeling of ability by United Champions to contribute to positive change in their community.
- Following completion of the above, 50% increase in confidence within the United Champions following participation.

**We are still awaiting the Post Project Evaluation (PPE) for Embedding Sustainability in Falls and Village.*

REPORTING DATE: 31 March 2017 (for project activity from 01 April 2016 to 31 March 2017)

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.7: Provide funding to support communities to tackle issues of mental health and physical health, use of drugs and alcohol, becoming a young mother, and anti-social behaviour.

LEAD DEPARTMENT: The Executive Office

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Fully committed funding to a total of 68 projects; 50 capital making improvements to 115 premises; and 18 revenue focused primarily on employment/training, education and early intervention support in deprived areas. (An overview of all projects with funding committed is available on the departmental website).</p> <p>12,500 participants are currently engaged in the 18 revenue projects. Almost 5,000 are engaged in education projects, almost 2,000 in employment projects and over 5,500 in early intervention projects. Construction is complete on 14 capital projects with a further 10 projects having contractors appointed.</p>	<p>Individual project data is available for the better off measure but given that projects are at varying stages of delivery, this cannot be aggregated at this stage to determine programme level data.</p> <p>Individual project data suggests good participant satisfaction rates across the suite of projects which are operational.</p>
IS ANYONE BETTER OFF? <p>Of these 68 projects, 56 have commenced and 33 are operational. Given projects are now at varying stages of delivery and the programme is not complete, it is not possible to determine better off data at this point.</p>	

REPORTING DATE: November 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.8: Provide support to parents of children 0-3 years old in the 25% most disadvantaged ward areas, promoting physical, intellectual, social and emotional development of pre-school children, including parenting advice on nutrition, breastfeeding and healthcare.

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Provide support to parents of children in the 25% most disadvantaged ward areas:</p> <ul style="list-style-type: none"> • The Department of Education (DE) invests around £25m per year in the Sure Start Programme, enabling the provision of support to approximately 39,000 children aged under four and their families. All children aged under four and their families within the catchment area of each Sure Start can access services, as provision is universal within these specified areas. (Census 2011 population figures). • 31,315 children aged 0-3 (<i>snapshot of number of children registered on 31/03/17</i>)¹⁰ are registered with Sure Start projects. • The Sure Start Programme was initially delivered in the 20% most disadvantaged areas in Northern Ireland, 	<ul style="list-style-type: none"> • The extension of Sure Start services to the top 25% most disadvantaged areas, as identified by the NI Multiple Deprivation Measures (NIMDM 2010) is complete. • Since 2013, additional funding of £4.4m (18%) has been invested by DE to facilitate the expansion. • Under the expansion, 4 new Sure Start projects have been created, increasing the total number of projects from 35 to 39 (11%). • The four new Sure Start projects cover 9 wards and 3 Super Output Areas (SOA's) and in addition, 13 existing Sure Start projects have expanded their catchment areas to cover a further 12 wards and 1 SOA, resulting in a total of 21 wards (11% increase on previous ward coverage) and 4 SOAs. This is enabling the provision of support to an estimated 3,138 eligible children to access Sure Start

¹⁰ Number of children registered aged 0-3 – Sure Start Outcomes Framework Assurance Monitoring Proforma 2016/17 - Objective 4.1 Area Dataset Report

CHILD POVERTY ANNUAL REPORT 2016/17

however this year the expansion of the programme was completed to incorporate the 25% most disadvantaged areas as defined by the NI Multiple Deprivation Measures 2010 (NIMDM 2010).

- Four new projects have been created under the Sure Start Expansion Programme, bringing the total to 39 projects operational across Northern Ireland.

Promoting physical, intellectual, social and emotional development of pre-school children including parenting advice:

- Sure Start services operate across 5 Childcare Partnership areas delivering programmes which are designed to promote and enhance the physical, intellectual social and emotional development of children aged 0-3 within the Sure Start catchment areas, to ensure they can flourish at home and when they get to school within the catchment area of each Sure Start.
- Sure Start projects offer support to parents from pregnancy and give young children aged 0-3, from the most disadvantaged areas, the best start in life through:
 - 31.5% of Sure Start registered Antenatal mums accessed services between March 2016 and March 2017. *(Objective 2.3 DE Outcomes);*
 - 2,278 Health Promotion sessions delivered within the 39 Sure Start projects during 2016/17. *(Objective 2.6 DE Outcomes)*
 - Play Programmes delivered within the 39 Sure

services. (Census 2011 population figures) (Note legacy ward boundaries)¹¹.

- As at March 2017 there has been a 3% increase in the number of antenatal mums accessing antenatal services compared to March 2016. *(Objective 2.3 DE Outcomes)*
- 11% increase in the number of Health Promotion sessions delivered between March 2016 and March 2017. *(Objective 2.6 DE Outcomes)*
- 20,757 families attended Play Programmes during 2016/17 which represents 11% increase in the numbers attending since 2015/16. *(Objective 1.3 DE Outcomes).*
- Between March 2016 and March 2017 an average of 882 adults attended Stay and Play sessions each month which represents 13% increase in the numbers attending since 2015/16. *(Objective 1.1 DE Outcomes) (Note Stay and Play sessions are for the Sure Start Developmental Programme for 2-3 Year Olds)*

¹¹ Legacy ward boundaries 1992

CHILD POVERTY ANNUAL REPORT 2016/17

Start projects during 2016/17. (Objective 1.3 DE Outcomes)

- 145 Developmental Programmes for 2-3 Year Olds delivered by Sure Start projects during 2016/17, an average of 882 adults attended Stay and Play sessions each month. (Objective 1.1 DE Outcomes)

IS ANYONE BETTER OFF?

31,315 (of which 2,157 are additional due to the expansion) children aged 0-3 and their families are registered with Sure Start projects. and can access the Sure Start programmes which work with parents and children to promote the physical, intellectual, social and emotional development of the children (particularly those most disadvantaged) to ensure they can flourish at home and when they get to school.

Children and families are receiving targeted, child specific support aimed at ensuring the Sure Start Outcomes are met:

- Outcome 1 - Improved Language Skills.
- Outcome 2 - Improved Development through Early Identification of Developmental Delay.
- Outcome 3 - Enhanced Parenting Skills.
- Outcome 4 - Improved Access to Services.
- Outcome 5 - Effectively Integrated Services.

Work is ongoing to develop measures to assess achievement against these outcomes.

REPORTING DATE: 18 October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.9: Provide independent counselling support in post-primary schools to promote mental health and emotional well-being and support for pupils facing problems such as difficult home circumstances, self-harm and bullying.

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>The Independent Counselling Service for Schools (ICSS) has been provided to post primary schools since 2007 and was expanded in 2011 to include special schools with a post primary cohort. The service is responsive to pupils' needs and operates as an integral part of a school's pastoral care provision.</p> <p>Counselling is provided each week to schools and from 2015 included the addition of a 'drop-in' session for pupils at lunchtime. Urgent requests from schools are also met by the providers.</p> <p>In 2016/17 there were a total of 140,413 pupils enrolled in post primary schools who could avail of the service. Since the service was introduced demand from schools has increased year on year.</p>	<p>Counselling provides valuable support to pupils, assisting them during difficult periods in their lives. Counselling support also contributes to the broader agenda to improve educational outcomes for all pupils in providing help to address barriers to learning.</p> <p>Demand for the service is increasing year on year, with the 2016/17 academic year reporting in excess of 34,000 counselling sessions delivered. The number of self-referrals direct from pupils is also increasing (there are three routes to the service: school, parental and self-referral). This demonstrates a growing confidence in the service and confirms its value to pupils.</p>

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

The importance of supporting the mental and emotional well-being of young people cannot be overstated. ICSS has provided significant support to thousands of pupils in this regard.

Currently the top five presenting issues include anxiety; stress; family; self-worth and relationship/peers. Through ICSS counsellors work with pupils to develop their resilience and build coping mechanisms in order to help them overcome the often complex issues they face.

REPORTING DATE: 30 October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.10: Promote positive mental health and provide frontline crisis intervention to prevent suicide.

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• 117 Roots of Empathy Programmes (ROE) (27 week programme supporting socio-emotional learning) were delivered in 115 Primary Schools across NI.• 2790 children representing 1 in 8 primary school children in NI undertook the ROE programme within 2016/17.• Self-Harm Intervention Programme (SHIP) opened for referrals for under 18's since September 2016. 43 referrals have been made to SHIP for under 18's.• 26 'after care' young people receiving one to one mentoring in Belfast area.• 65 young people receiving crisis intervention mentoring in the Belfast area.• 71 children supported in managing their process of traumatic grief through Barnardos contract in Northern and Belfast HSCT areas, of which 17 were bereaved as a result of suicide and 11 bereaved traumatically.• 343 nominations were received to the Derrytrasna Pastoral Care Award, which recognises school communities that demonstrate exceptional pastoral care for pupils (over and above normal expectations of delivery of their statutory duty)<ul style="list-style-type: none">○ 1 nursery school received an award.○ 2 primary school's jointly received an award.○ 1 post primary school received an award.○ 2,349 pupils are supported through the 4 award winning	<ul style="list-style-type: none">• 115 of the 117 (99.2%) ROE programmes were fully completed.• Training, Mentoring and Classroom Visits were 100% provided for all 24 new school facilitators undertaking the ROE programme.• 43 young people have successfully exited from crisis intervention mentoring and supports provided from April 2016 in Belfast.• 31 young people successfully exited and fulfilled their agreed crisis intervention mentoring care and support plans.• 664% increase in nominations to the Derrytrasna Pastoral Care Award from 2015 to 2016:<ul style="list-style-type: none">○ 79% increase in nominations to the award from 2016 to 2017;○ 1,272% increase in nominations from the first year of the reward; and○ All award winning schools report an increase in staff morale (based on previous year's responses).• A Celebration Event for the Twilight Arts Programme for Looked after Children was held that enabled the young people to receive Certificates of Achievement attended by 90 carers, parents, support staff, artists and HSC staff.<ul style="list-style-type: none">○ The work pieces were converted into posters and

CHILD POVERTY ANNUAL REPORT 2016/17

<p>schools.</p> <ul style="list-style-type: none">• 38 Looked after Children and young people from 5 Residential Units across NI were supported to undertake an initial week long Arts and Creativity programme as part of the Twilight Arts Programme for Looked after Children.• Over 70 separate Film, Sculpture, Sound Recording, Painting and Graffiti Art pieces were produced by the young people including 3 Graffiti Art pieces that are on the common and entrance areas of the residential units.• A Celebration Event was held that enable the young people to receive Certificates of Achievement attended by 90 carers, parents, support staff, artists and HSC staff.• The work pieces were converted into posters and original work was the subject of a Public Exhibition at the Arts Care office.• As part of Ulster Rugby Wellbeing Programme, 200 local students from Post Primary Schools have taken part in a schools wellbeing programme at the Nevin Spence Centre, and 4 Rugby Clubs have implemented the MINDSET adolescent programme which aims to raise awareness, and increase knowledge and understanding of mental health and emotional well-being.• MINDSET Adolescent programme up until Jan 2017 had 962 14-17 year olds participating in this awareness raising programme.	<p>original work the subject of a Public Exhibition at the Arts Care office.</p> <ul style="list-style-type: none">○ Evaluation from young people, carers and support staff reported an increase in confidence and sense of achievement from participants.
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IS ANYONE BETTER OFF?

Research undertaken by QUB highlights that of the NI children undertaking the Roots of Empathy programme;

- Participants showed an increase in pro-social behaviour.
- Participants showed a decrease in difficult behaviour.

Start 360 crisis intervention mentoring service:

- Clients exiting crisis intervention mentoring support in Belfast since April 2016 feel content the risk and recovery process had enabled them to deal with individual health and wellbeing issues.
- 80% direct improvement rate in client's psychological health.
- 37% direct improvement rate in clients' family/social health (57% maintenance).

Derrytrasna Pastoral Awards

General research on schools which have high standards of pastoral care highlights that:

- Pupils have increased emotional well-being.
- Pupils have increased opportunities to meet their full potential.

Evaluation from young people, carers and support staff in the Twilight Arts Programme for Looked after Children reported an increase in confidence and sense of achievement from participants.

REPORTING DATE: 3 April 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy.

ACTION 3.11: Invest £2.8 million in programmes to tackle obesity in 2014/15. (NB: Content below relates to 2016/17, except where stated otherwise)

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none"> • Active School Travel programme (funded jointly with Department for Infrastructure) delivered to 191 schools across NI between 2013-16: <ul style="list-style-type: none"> ○ 191,000 pupils, parents and staff took part in 3,300 activities. ○ 2,200 pupils achieved on-road cycle training certificates. • Food in Schools Programme (funded jointly with Department of Education) delivered in all grant-aided schools to include: <ul style="list-style-type: none"> ○ nutritional standards for school lunches ○ healthy breaks and healthy packed lunch schemes • 30 Childhood Weight Management programmes delivered to 451 children. • Breastfeeding promoted through: <ul style="list-style-type: none"> ○ all HSC Trusts supported implementation of recognised best practice standards for breastfeeding, using the UNICEF UK Baby Friendly Initiative (BFI) standards. ○ 188 staff completed UNICEF training, including 47 neonatal nurses and allied health professionals working in child health. 	<ul style="list-style-type: none"> • 100% of teachers would recommend the programme to other schools. • 92% of teachers thought the programme had a good or excellent impact on getting their pupils more physically active. • 95.4% of grant-aided schools complied with nutritional standards for school lunches. • 63% of grant-aided schools did not permit crisps, sweets or chocolate at break times. • 55% (approx.) children completed the programme (NB not all completion data was available). • 100% of hospital births in NI in a BFI hospital (first in UK) • The Breastfeeding Welcome Here Scheme now has over 500 members.

CHILD POVERTY ANNUAL REPORT 2016/17

- Breastfeeding Welcome Here Scheme promoted across business and council facilities.

IS ANYONE BETTER OFF?

In schools participating in the Active School Travel programme:

- walking and cycling to school increased from 40% to 55%.
- being driven to school reduced from 54% to 42%.

Food in Schools ensures a 'whole-school approach' to all food provided and consumed in schools, with the result that:

- Children receive and consume healthy food during the school day.
- Children have a range of opportunities to develop knowledge and skills in relation to healthy eating and lifestyles, thereby reducing their likelihood of becoming overweight or obese and improving their health and wellbeing.

Children participating in weight management programmes reported:

- Eating more fruit and vegetables.
- Eating less fried and sugary food.
- Participating in more physical activity.

In relation to breastfeeding,

- the number of women receiving maternity care which involves BFI standards increased from 92% to 100%.
- staff have the knowledge and skills to support breastfeeding mothers, which is key to improving breastfeeding outcomes and to sustaining BFI standards.
- Mothers are supported to breastfeed their babies while outside the home in supportive environments, enabling them to maintain breastfeeding and to make breastfeeding more socially acceptable and valued..

REPORTING DATE: September 2017 (Data pertains to period 1 April 2016 – 31 March 2017, except for Active School I programme which covers the period from September 2013 to July 2016)

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.12: Train, support and resource midwives to delivery key messages to parents about how to promote and nurture health infant development.

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO?

Establishment and implementation of Early Intervention Transformation Programme (EITP) Workstream 1 projects which aims to equip all parents with the skills needed to give their child the best start in life and will focus on three key parenting stages; Getting Ready for Baby (GRfB), Getting Ready for Toddler (GRfT) and Getting Ready to Learn (GRtL). GRfB and GRfT include strands on Transforming Antenatal Care and Education Provided by Midwives and a strand on Child Development Review for 3-4 Year Olds in Pre School Setting. GRtL seeks to transform pre-school practice by using the skills of early years teachers and practitioners to support all parents to develop the confidence and skills they need to ensure that their children grow up happy, healthy and achieve their full potential.

Additionally, a Play and Leisure Project within EITP Workstream 1 has recently been approved with two elements:

(i) Supporting parents to play to provide parents with information and skills to promote play in the home for babies, infants and toddlers and (ii) Play shapers to provide training and guidance to a range of stakeholders who directly or indirectly influence play.

HOW WELL DID WE DO IT?

Getting Ready for Baby and Toddler Projects

- As of 30 April 2017, there was a total of 299 First Time Mothers who had accepted a place on one of the 32 completed programmes.
- 115 Midwives completed Solihull Combined Antenatal Foundation Programme and Parents Group: 2-Day Training Course, 56 Midwives completed Solihull Combined Antenatal Foundation Programme and Parents Group: 4 Practice Sessions.
- 4,309 3&4 year olds in Department of Education funded places participating in the 3+ Years health and wellbeing review.

Getting Ready to Learn Project - In 2016/2017, 375 applications to the Project with 342 settings participating, with a total number of settings to 354. 2017/2018, a total of 501 applications to the Project.

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

Workstream 1 Getting Ready for Baby, Getting Ready for Toddler Projects

The first OBA Report Cards for the Projects have been produced, however, this data is not yet available.

Workstream 1 Getting Ready to Learn Projects

Detailed OBA Report Cards for the Project has not yet been produced.

REPORTING DATE: September 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.13: - Provide lessons about a healthy diet and how to plan and cook healthy meals safely as part of the required curriculum for children in years 8-10.

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• All post-primary schools must provide education in Home Economics (HE) to pupils at Key Stage 3, which has been a statutory requirement since September 2010.• HE contains three key concepts, one of which is Healthy Eating. Within this key concept, schools have a statutory requirement to ensure pupils have opportunities to:<ul style="list-style-type: none">○ develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals;○ develop practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes;○ investigate the impact of storage, preparation and cooking on food; and○ explore ways to achieve a healthy diet.• The Council for the Curriculum, Examinations and Assessment (CCEA) has developed a range of teaching resources and guidance to support HE/Healthy Eating. These can be accessed on CCEA's website.• Circular 2013/21 – Healthy Food for Healthy Outcomes Food in Schools Policy – was issued to all schools in September 2013.• The resources sub-group of the Food in Schools Forum	<ul style="list-style-type: none">• Home Economics is compulsory for all pupils in Years 8-10. In 2016/17, this means that 66,719 pupils were taught about healthy eating as part of the Home Economics curriculum.• A range of teaching resources and guidance to support healthy eating are available via CCEA's website. In addition, existing resources on food have been collated into a Fronter room within the C2k ICT Managed Service. Teachers can become a member of this room so as to have access to the resources. To date there are 390 members of the room.

CHILD POVERTY ANNUAL REPORT 2016/17

has gathered existing resources together on the food @myschool room C2K platform (ICT Managed Service for all grant-aided schools in NI) which is available for use by teachers in delivering the curriculum at all levels. This has simplified access to resources rather than creating new ones.

IS ANYONE BETTER OFF?

- Children and young people are equipped with the necessary skills to make healthy food choices with a view to encouraging healthy lifestyles beyond school.

REPORTING DATE: May 2017 (Data pertains to period 1 April 2016 – 31 March 2017)

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.14: Deliver training to school children in relation to walking and cycling skills to encourage active and safe travel.

LEAD DEPARTMENT: Department for Infrastructure

HOW MUCH DID WE DO? <ul style="list-style-type: none">• Delivered the Active School Travel (AST) programme in 191 schools (175 primary and 16 post-primary) across NI over the three academic year period September 2013 – June 2016.• National Standard Levels 1 and 2 cycle training was delivered to 2,244 pupils in 154 schools over the same three year period.	HOW WELL DID WE DO IT? <ul style="list-style-type: none">• A total of 3,316 active travel activities were delivered to a total of 189,700 pupils, their families, school staff and volunteers.• 94% of pupils understood the importance of active travel as a way of keeping them fit and healthy.• 92% of teachers agreed that the programme had a good or excellent impact on getting pupils more physically active.
IS ANYONE BETTER OFF? <ul style="list-style-type: none">• The proportion of children travelling to school actively (walking and cycling) increased from 40% to 55% in participating schools.• The proportion of children being driven to school fell from 54% to 42% in participating schools.• The proportion of children travelling to school by bus or public transport fell from 6% to 2% in participating schools.	

REPORTING DATE: 30 June 2016

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.15: Promote healthy eating/nutrition and good mental health through football by communicating with and educating players, managers, coaches, parents, fans and admin staff from football clubs on key messages.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ol style="list-style-type: none">1. Delivery of a Disability Football Programme and School Development Programme targeting 43 clubs and 45 schools.2. Delivery of a Health Programme providing: free coaching bursaries to 100 adults; at least one health conference; 10 multi-skills events for school children; 5 workshops on mental health issues; a 6-week after schools programme for P6 and P7 children; a Health Carousel Programme at 16 schools; and 35 health seminars.3. Delivery of a Club & Community Development Programme providing training bursaries; basic administration training; a club capacity building programme; volunteer training; and focused training in 3 Targeting Social Needs (TSN) areas.4. Delivery of a Good Relations Community Football and Coach Education Programme.5. Delivery of the Football for All Grassroots Programme.6. Delivery of the Schools Enterprise Programme in the top 10% TSN areas in Belfast.7. Small Sided Games Programme.	<ol style="list-style-type: none">1. Delivery of 3 x IFA Level 1 Courses to 90 coaches/volunteers and a coaching clinic to 40 coaches/volunteers working in disability sector.2. All activities completed and targets achieved/exceeded except delivery of health seminars with 13 held across NI with 4 first aid workshops and 1 defibrillator course.3. All activities completed and targets achieved/exceeded.4. Programme completed.5. Programme completed with all targets exceeded.6. Programme completed with 12 schools NI-wide targeted and all targets exceeded.7. Programme completed and all targets exceeded.

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

Objectives	Target Participation Levels	Actual Participation Levels
1. Disability Football Programme and School Development Programme	204	430
2. Health Programme	4,230	13,325
3. Club & Community Development Programme	600	1,446
4. Good Relations Community Football and Coach Education Programme	1,240	976
5. Football for All Grassroots Programme	1,647	5,462
6. Schools Enterprise Programme	3,500	6,123
7. Small Sided Games Programme	7,600	15,220

Six of the seven objectives were achieved with targets substantially exceeded.

REPORTING DATE: October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy

ACTION 3.16: Continue the DE Curriculum Sports Programme in schools which aims to develop the physical literacy skills of the youngest pupils (years 1-4) and instil in them a love of physical activity and sport.

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>During the 2016/17 financial year, coaches from the GAA and IFA delivered 52,871 coaching sessions for pupils in Years 1-4 reaching over 36,000 primary school pupils.</p>	<p>The annual reports from the GAA and IFA for the 2015/16 school year indicate that pupils' confidence and their physical literacy skills improved through participation in the Curriculum Sports Programme. The reports also indicated a good improvement in the skills and confidence of primary schools teachers in delivering curricular PE.</p> <p>In 2016/17, 36.20% of Years 1-4 primary school pupils in NI participated in the Programme, compared to 37.44% of pupils in 2015/16.*</p> <p>*The majority of the funding for this programme covers the salaries of the IFA and GAA coaches. While the Department provided the same amount of funding in 2016/17 as it did in 2015/16, the overall cost of delivering the programme increased due to salary increments paid to the coaches.</p>
IS ANYONE BETTER OFF?	
<p>Using a sample-based approach, the GAA and IFA coaches carry out a series of skills and physical tests in order to determine improvements made by pupils throughout the school year. The results of these tests, which are included in the annual reports submitted to the Department of Education, show that good progress has been made in the development of pupils' physical literacy skills. An evaluation of the programme, carried out by the Department's Economic Advisory Unit in 2015/16, backed up the findings in previous annual reports with participating pupils showing evidence of improved physical literacy.</p>	

CHILD POVERTY ANNUAL REPORT 2016/17

Positive feedback on the programme has been provided by teachers and parents, e.g. participating in the programme has improved pupils' concentration and listening skills, their self-esteem, social skills and motivation to learn. The programme has also improved, to some degree, the skills and confidence of primary schools teachers to deliver curricular PE.

REPORTING DATE: Figures for 2016/17 taken from the Quarter 4 monitoring reports submitted to DE by the GAA and IFA

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty are Healthy.

ACTION 3.17: Promote positive mental health and emotional well-being for our most disadvantaged and hard to reach young people through arts activities

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO? Awarded grants in December 2016 to 15 organisations to deliver arts projects to vulnerable young people between the ages of 12 and 18.	HOW WELL DID WE DO IT? Projects have just commenced delivery. No outputs measures to date.
IS ANYONE BETTER OFF? Programme being independently evaluated. Too early for any results to have been measured to date.	

REPORTING DATE: 29 March 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Live in Safe, Secure and Stable Environments

ACTION 4.1: Deliver intergenerational projects and Priority Youth Intervention (PYI) through Policing and Community Safety Partnerships to improve community safety and tackle anti-social behaviour.

- PCSPs were not mandated to use an Outcomes Based Accountability approach for 2016/17 and as such, the information gathered focused on “How much” rather than evidence of impact. Project information using an OBA approach will be captured from 2107/18.
- It should be noted that PYI funding ceased for PCSPs from 2017/18.

LEAD DEPARTMENT: Department of Justice

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• Capacity building – ‘Leaving Home Staying Safe’ programme.• Supporting young people with learning disabilities to highlight Anti-Bullying Week.• Formation of a Youth Council in some PCSPs areas• Campaigns- ‘Where is your child tonight’; ‘Cost of Your Night Out.’• ASB leaflet and ongoing forums / PCSP sub group initiatives.• Multiple PCSP anti-social behaviour initiatives and projects• Co-ordination of multi-agency responses that are targeted geographically and seasonally.• Multi-agency diversionary/engagement programmes, e.g. Cage Soccer/Midnight Soccer; Youth Zone; Youth Challenge Diversionary events.• Street Safe projects; On Street Presence; Street Pastors; Street Angels; Club Angels; volunteer Warden Scheme.	<ul style="list-style-type: none">• Belfast PCSP – has started the process of creating an integrated service delivery model to tackle Anti-Social Behaviour (ASB) in Belfast. The project will focus on developing a city wide strategic and co-ordinated approach to the management of ASB, which will include a focus on victims; provide more effective information sharing; focus on early intervention and prevention; provide collaborative case management of those engaging or at risk of engaging in ASB; include restorative practices; further enhance partnership with the community sector; and, gain a better understanding of the problem. <p>Working in partnership with key stakeholders, funding was provided to the Chartered Institute of Housing to develop a training programme for private landlords of HMO (House in Multiple Occupation) properties and to pilot it in the wider university area of Belfast. The training gave landlords the</p>

CHILD POVERTY ANNUAL REPORT 2016/17

- Meetings with Community Police Liaison Committees (CPLCs), Police And Communities Together (PACTs), etc which include intergenerational engagement.
- Supporting engagement and consultation with young people.
- “Pizza with the Peelers” events with young people.
- Coffee with the Cops sessions, e.g. at large employers of new citizens; with communities.
- Re-posting of PSNI social media messages posted by Local Policing Teams.
- Alcohol Awareness Course for individuals involved in underage drinking.
- Themed information events to raise awareness/build capacity of local Co-ordinators.
- Facilitating monthly meeting of the Concern Hub in Derry and Strabane.

Priority Youth Intervention projects included:

- Second Chance For Change.
- Think Safe to Stay Safe.
- Alcohol & Drugs Support initiatives.
- Scrap Heap Challenge.
- SOC Response Team.
- Moving Forward Moving ON.
- Reduce the Use Programme.
- Too Fast Too Soon.
- SOS BUS.
- Breaking the Cycle.
- Street Talk Film.
- Targeted Youth Diversion.
- Crash Car Simulator.

knowledge, skills and confidence to help prevent or manage anti-social behaviour, within the current legislative framework.

- Belfast North DPCSP – has funded a number of Detached Youth Outreach projects and regularly meets with the Education Authority with the aim of joining up existing services and breaching the gaps where identified, with the main objective of tackling transient youths and ASB in North Belfast. The next phase of the initiative will see North Belfast PCSP detached outreach service being commissioned to be delivered at hotspots in North Belfast.
- Belfast South DPCSP – community partners worked together to develop a ‘Feel Safe Over the Summer’ programme. Participants were identified between the South Belfast project area, PSNI, Alternatives NI, Village ACT (Action for Community Transformation) and GVRT (Greater Village Regeneration Trust), as having been involved or likely to be involved in ASB and rioting. The programme delivered the ‘RU Bricking It’ and ‘RIOT’ programmes, workshops where participants made planters or bird boxes for vulnerable people in their community, and midnight soccer.
- Belfast East DPCSP – delivered the Gertrude Star Somme Commemoration Project which was a community led service around youth engagement focused on reducing ASB and improving relationships with the PSNI. Engagement and support to the band was based around achieving agreed objectives of: reducing ASB during the commemoration parade; creating an environment which would allow for future relationship building between the police and other statutory groups such as Belfast City Council; promoting future

CHILD POVERTY ANNUAL REPORT 2016/17

- Old Warren (Resurgam).
- Ballybeen Men's Group.
- Logic Café.
- Ballybeen Improvement Group (BIG).
- Parade Safe.
- Mid & East Antrim - Skills for Staying Safe.
- Helping Older People Scam Aware.
- Detached Youth Work.
- Mid Ulster - Second Chace Last Chance.
- Newry Mourne & Down - Bosco Youth Club.
- Finding My Way.
- No Need 4 Speed.

engagement with other bands as a means of addressing ASB; and, beginning conversations in order to have bands take ownership of band related problems.

The event saw a significant reduction in ASB on the day and the laying of foundations for future engagement with the police and East Belfast DPCSP as a means of growing the positive image this event portrayed – one of mutual support and the sole aim of reducing ASB. Support of this event has also provided a platform to explore working more closely with bands as a means of effectively planning for future parades in order to minimise the potential for unrest and associated ASB.

- Belfast West DPCSP – arranged community clean-ups, a family and young person's fun day and a number of well supported sports diversionary activities and soccer tournaments, involving young people. The purpose of these was to create positive engagement, divert young people away from areas blighted by ASB and improve relations between young people and the PSNI. OCN (Open College Network) accredited personal development courses were also given to participants of one of the projects.

As a result of the tragic death of Valerie Armstrong, this DPCSP developed a strategy to address the illegal use of off-road vehicles and the associated dangers. Through partnership and community working, a series of pilot campaigns were co-designed to raise awareness and increase reporting for members of the public. Specific ASB and off-road vehicle signage was developed by the PSNI and erected across west Belfast to highlight the issue. A media

CHILD POVERTY ANNUAL REPORT 2016/17

campaign was also launched to increase the awareness and encourage reporting of this issue.

A number of youth centres, amateur boxing clubs, neighbourhood partnerships and community associations were successful in obtaining grants to deliver projects which engaged young people, most at risk of becoming involved in ASB and criminality, in the hope that it would divert them away from these behaviours, increase their sense of belonging within the community and deliver a respect message.

- Mid-Ulster PCSP – A twilight soccer programme, ASB leaflets, and a ‘Where’s Your Child Tonight’ programme were delivered. A PSNI CPO (Crime Prevention Officer) and PCSP officer visited licensed premises and off licenses to deliver posters and flyers highlighting the law in relation to adults purchasing alcohol for under 18s, as it had been a contributing factor to ASB over the summer.
- Fermanagh & Omagh PCSP – Five Community Safety Wardens were active across the district. Using information provided by partner agencies and local knowledge, the wardens carried out high visibility patrols in previously identified ‘hot spot’ areas for ASB and low level crime.
- Ards & North Down PCSP – Street Pastors utilised 70 volunteers, who were given 8 weeks training, to provide weekly patrols in Newtownards, Comber and other areas of the peninsula. Safezone continues to operate in Bangor town centre servicing the evening economy. PSNI statistics and a commissioned survey show that this project has

CHILD POVERTY ANNUAL REPORT 2016/17

reduced levels of violence. Safezone has also increased the number of vulnerable people assisted to a place of safety; it continues to provide first aid and advanced first aid to those in need; provides additional support for community events; and, removes between 50 to 100 bottles and other dangerous items per shift.

Three Community Safety Wardens work Borough wide, Wednesday to Saturday and have been given council enforcement powers and act as youth diversion officers and Enforcement Officers where required. They have reduced ASB through a targeted programme of youth engagement and diversion – e.g. football, nomad cage, and other local facilities.

- Derry and Strabane PCSP – continue to deliver the Community Safety Warden Project for the city and rural region aimed at reducing low level ASB and nuisance, especially in Neighbourhood Renewal areas and the educational precinct areas. They work in partnership with the University of Ulster and NW Regional College to address issues of inappropriate student behaviour, nuisance, rowdiness, house parties etc. The wardens provide walk-throughs in identified hotspot areas, take referrals from PSNI, NIHE, and University of Ulster, and take calls from members of the public and attend student inductions during the academic year.

The PCSP also delivered a small project support programme with a focus on prevention aimed at addressing local hot spot areas where anti-social behaviour is prevalent. 16 community initiatives successfully secured PCSP support to

CHILD POVERTY ANNUAL REPORT 2016/17

tackle ASB and nuisance behaviour.

The following type of information will be provided from 2017/18

- % activities completed on time.
- Financial performance e.g. unit cost, value for money, coming in under budget.
- % participants/partners effectively engaged in activity.
- % participants/partners receiving necessary training to support delivery of their role.
- % attendance of relevant partners at activities.
- % participants/partners reporting satisfaction with activities.
- % increase in retweets, interactions, new followers (measures of social media presence).
- % grant applications received which meet required quality/standard.
- % funding secured.

It should be noted that members of PCSP, such as YJA and NIHE, have been engaged as part of the scoping study on Children in the Justice System.

Some good practice examples which highlight “How well did we do” include:

Ards and North Down - Youth Partnership Project. The programme involved 5 locations throughout the Borough - Comber, Ards, Bangor central, Kilcooley and Portavogie. Through attendance at various workshops and training sessions young people gained increased knowledge around community development and justice issues and improved their

CHILD POVERTY ANNUAL REPORT 2016/17

communication and interpersonal skills. The skills, knowledge and experience they displayed are transferable into various life situations either in education or / and in employment.

Fermanagh and Omagh Crash Car Simulator - The programme was delivered to 1,200 young people in the last year. After this experience, participants consistently report increased knowledge and awareness in respect of road safety. The PCSP has assisted a number of organisations in both the public and private sectors in the process of getting their own car crash simulator built. There are now 4 other cars operating across Northern Ireland. The 2 Fast 2 Soon car crash simulator was originally funded through 'Criminal Confiscation Receipts Funding' which was made available from DOJ. Ballymoney, Moyle, Coleraine and Limavady PCSPs (now Causeway Coast & Glens) also contributed funding to this programme, as did PSNI.

Lisburn and Castlereagh SAFE project - This project has been successful in creating and engaging volunteers (80-100) in delivering an improved community safety project by local volunteers to the local community. Typically on a quarterly basis the project delivers 1500 volunteer hours dealing with 150 plus incidents ranging from burglaries, neighbour disputes, assaults and other community issues. The visible presence on the ground has assisted in the reduction of crime, fear of crime and ASB. This has been most evident during the periods when the PSNI resources are at its highest demands i.e. Christmas, marching season but in particular during the lighting of bonfires. There has been an improved relationship with all statutory agencies but in particular the PSNI who has actively supported this project from its inception to date. Lisburn & Castlereagh PCSP supports this project annually through providing funding for a full time volunteer

CHILD POVERTY ANNUAL REPORT 2016/17

co-ordinator

Mid and East Antrim PCSP BYTES project – detached youth work - This project has successfully met a 'gap' in youth provision in this area and has promoted the PCSP as a forum for delivering positive and real change within the borough. The PCSP has engaged with hundreds of 'hard to reach / at risk young people' who do not avail of mainstream youth provision across three areas primarily Ballymena, Carrickfergus and Larne. Particular recent success has been with young people in Dunclug, Harryville and Whitehead. The Detached Youth Workers have established trust and acceptance with young people through a consistent approach. Workers have been able to explore how young people are feeling, the types of behaviour they are displaying, what they would like to do in the future and any issues they are facing personally or from within their communities. The Detached Youth Workers have also signposted these young people to existing youth provision i.e. twilight football Carrickfergus, drop in YMCAs and the Education Authority provision.

Mid Ulster PCSP Night Time economy initiative - So far, almost 150 young people have attended the course, with more in the pipeline. The course has received 100% positive feedback from parents/next of kin. There have been no repeat offenders and some of the young people have returned to volunteer at the 'Safe Haven' to assist the Street Angels.

Newry, Mourne and Down PCSP Mourne Mountain Initiative - The project has been running now for over 5 years with around 2000 young people taking part. The evaluation has consistently demonstrated that participants are keen to pursue further activities and have upskilled in areas such as team work,

CHILD POVERTY ANNUAL REPORT 2016/17

leadership, fitness, self-confidence and independence. Overall the event consistently scores over 75% in marks 10 out of 10, one year even scoring 11/10. From the PCSP perspective the project has contributed to reduction in ASB as an engagement opportunity to address this area of community safety by providing alternative activities for young people. It has also led to the establishment and development of successful working relationships between statutory and voluntary sector organisations.

IS ANYONE BETTER OFF?

This information will be gathered from 2017/18 via generic performance measures contained within PCSP Planning guidance including:

- #% participants/partners with improved awareness/knowledge/understanding (...of particular topic).
- #% participants with changed attitudes/beliefs/opinions (on/towards particular theme) as a result of the particular activity.
- #% participants with changed behaviour &/or circumstances as a result of the activity.
- #% partners feeling supported, confident and equipped to deliver their objectives.
- #% partners reporting improved partnership working with other key stakeholders (as a result of their involvement with PCSP).
- #% partners reporting increased ability to engage with wider community members.

REPORTING DATE: 9 November 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Live in Safe, Secure and Stable Environments.

ACTION 4.2: Provide specific support in rural communities, including farm families' health checks and community development.

LEAD DEPARTMENT: Department of Agriculture, Environment & Rural Affairs

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
£5.2m 14/15	2.4% of the 14/15 TRPSI (Tackling Rural Poverty and Social Isolation) budget invested in providing health checks to rural dwellers.
£5.0m 15/16	22% of the 14/15 TRPSI budget invested in providing rural Community Development structures across Northern Ireland.
£5.5m 16/17	2.6% of the 15/16 TRPSI budget invested in providing health checks to rural dwellers.
	19.7% of the 15/16 TRPSI budget invested in providing rural Community Development structures across Northern Ireland
	3% of the 16/17 TRPSI budget invested in providing health checks to rural dwellers.
	17% of the 16/17 TRPSI budget invested in providing rural Community Development structures across NI.

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

2,773 people presented for a Health Check in 14/15, resulting in 1,470 (53%) being advised to see their GP for further attention.

2,855 people presented for a Health Check in 15/16, resulting in 1,109 (39%) being advised to see their GP for further attention.

2,691 people presented for a Health Check in 16/17, resulting in 969 (36%) being advised to see their GP for further attention.

900 community and voluntary groups benefit from TRPSI funded rural community development work. The capacity of these groups is greatly enhanced through this engagement and this has a significant impact on the lives of many rural dwellers.

REPORTING DATE: 14/15 – 16/17 spend on the Tackling Rural Poverty and Social Isolation Programme

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Live in Safe, Secure and Stable Environments

ACTION 4.3: Provide Road Safety amongst children and young people by providing material and resources to schools delivering Practical Child Pedestrian Safety Training and enhancing the Cycling Proficiency Scheme.

LEAD DEPARTMENT: Department for Infrastructure

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>33 schools from areas of social need are participating in a rolling 3 year programme of Practical Child Pedestrian Safety Training (PCPST) scheme. The children start at year 3 and go on to year 5, the scheme is a mixture of theory and practical experience. The third year of the current scheme started in September 2017. Resources provided to children on the 3 year scheme become more challenging as the child progresses through school.</p> <p>From the 33 schools participating in the scheme 1312 children ages from 6 years to 8 years have taken part on the training. The same number again will finish the third year of the rolling scheme</p> <p>A new tranche of schools will be chosen in March 2018 to participate on a subsequent three year cycle of PCPS training.</p> <p>In 2017/18, 471 schools have registered to deliver the Cycling Proficiency Scheme (CPS) which equated to 10,016 pupils due to be trained.</p>	<p>Despite a modest budget and dwindling staff resources all schools participating in the third year of PCPST have been visited, and risk assessments completed. The practical walk element of the scheme has been scheduled for later in the autumn when pre and post surveys will be completed.</p> <p>Year 1 of the scheme delivered an overall increase of Road Safety knowledge by 9.9% and year 2 by an increase in knowledge of 13%.</p> <p>Cycling Proficiency Scheme now takes account of some of the safety measures of the national cycling standard.</p> <p>New CPS resources are available to schools in printed format and through C2K the teachers ICT network.</p> <p>142 new CPS instructors were trained in 2017.</p> <p>CPS training is still continuing and a final figure will not be known until Christmas 2017.</p>

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

1,312 children have participated on the scheme and their road safety knowledge has increased shown by the percentage shift in knowledge indicated by pre and post survey for year one 9.9% and 13% for year two. Figures for the third year of PCPST will not be known until all practical walks have been completed and figures analysed (probably December 2017).

Change was positive again as indicated by the percentage of road safety knowledge gained via pre and post survey. Again third year figures will not be known until the end of the current scheme.

CPS, the figures indicate that just under 95% of children who participated on CPS achieved the standard. As some schools are still delivering CPS the final figures will not be known until December 2017.

There has been a positive change in the road safety knowledge and cycling safety standard of the children participating as indicated by the number of children meeting the standard.

REPORTING DATE: 11 October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Live in Safe Secure and Stable Environments

ACTION 4.4: Through the Social Investment Fund, provide £80 million to address dereliction and promote investment in the physical regeneration of deprived areas and to improve pathways to employment, tackle systemic issues linked to deprivation and increase community services.

LEAD DEPARTMENT: The Executive Office

<p>HOW MUCH DID WE DO?</p> <p>Fully committed funding to a total of 68 projects; 50 capital making improvements to 115 premises; and 18 revenue focused primarily on employment/training, education and early intervention support in deprived areas. (An overview of all projects with funding committed is available on the departmental website).</p> <p>12,500 participants are currently engaged in the 18 revenue projects. Almost 5,000 are engaged in education projects, almost 2,000 in employment projects and over 5,500 in early intervention projects. Construction is complete on 14 capital projects with a further 10 projects having contractors appointed.</p>	<p>HOW WELL DID WE DO IT?</p> <p>Individual project data is available for the better off measure but given that projects are at varying stages of delivery, this cannot be aggregated at this stage to determine programme level data.</p> <p>Individual project data suggests good participant satisfaction rates across the suite of projects which are operational.</p>
<p>IS ANYONE BETTER OFF?</p> <p>Of these 68 projects, 56 have commenced and 33 are operational. Given projects are now at varying stages of delivery and the programme is not complete, it is not possible to determine better off data at this point.</p>	

REPORTING DATE: 10 November 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Live in Safe, Secure and Stable Environments

ACTION 4.5: Deliver 5,500 new social homes over the three year period 2014/15 to 2016/17.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• Social housing in NI is delivered through the Social Housing Development Programme (SHDP) in a tri-partite arrangement between the Department for Communities (DfC), the NI Housing Executive (NIHE) and Registered Housing Associations (HA).• NIHE is responsible for the assembly and day to day management of the SHDP, which is a three year rolling programme of planned social housing schemes based on the identification and analysis of housing need by geographical area. The SHDP contains a range of housing types for housing for families including homes for specific needs. However the number of homes to be provided in each programme year is governed by the amount of funding available from central government through Department for Communities.• Registered HA's are invited on an annual basis to submit new schemes to NIHE to meet their identified need and new schemes are added to the SHDP on that basis.• The NI Executive through the Programme for Government set a target of 5,100 new social units to be provided between the period 2014/15 to 2016/17.• This target was exceeded with a total of 5185 new social units were started.• During the same period a total of 4254 new units were	<ul style="list-style-type: none">• Over the 2014/15 to 2016/17 period the total number of general needs (family) units complete was 3,529.• During the same period a further 4,266 new social housing units were started.

CHILD POVERTY ANNUAL REPORT 2016/17

completed and handed over to tenants.	
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IS ANYONE BETTER OFF?

The completion of 3,529 additional new family social homes help reduces the impact of child poverty for these families by providing a stable and safe living environment.

REPORTING DATE: 31 March 2017 (data pertains to the period 1 April 2014 to 31 March 2017)

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Live in Safe, Secure and Stable Environments

ACTION 4.6: Deliver projects designed to promote social, economic, physical and community renewal in the 36 Neighbourhood Renewal Areas.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>The Neighbourhood Renewal programme supports, across the 36 Neighbourhood Renewal areas:</p> <ul style="list-style-type: none"> • 46 projects with interventions designed to address social issues such as low educational attainment and poor attendance. • 22 projects to address economic issues such as lack of skills and employability and 8 childcare projects primarily aimed to address worklessness. • 39 projects to promote physical renewal to help create attractive, safe, sustainable environments. • 76 projects to promote community renewal, including advice services, developing confident communities that are able and committed to improving the quality of life. • 54 projects with interventions designed to address social issues such as health inequalities. • 11 projects to promote community safety to help create safe environments. 	<p><u>Projects to improve educational attainment</u></p> <p><i>Tackling barriers to Learning</i></p> <ul style="list-style-type: none"> • 206 pupils whose attendance is measurable improved. • 293 pupils whose attainment is measurable improved. • 157 pupils whose behaviour is measurable improved. • 1,736 engaged in parenting programmes <p><i>Improving Attainment in Literacy and Numeracy</i></p> <ul style="list-style-type: none"> • 930 pupils directly benefitting from educational projects. <p><i>Closing the Gap performance</i></p> <ul style="list-style-type: none"> • 858 pupils directly benefitting from educational projects. <p><i>Youth Services</i></p> <ul style="list-style-type: none"> • 11,200 pupils directly benefitting from youth projects. <p><i>Extended Services</i></p> <ul style="list-style-type: none"> • 347 pupils directly benefiting from projects. <p><u>Tackling barriers to employability</u></p> <ul style="list-style-type: none"> • 598 people accessing careers advice. • 498 people receiving job specific training. • 2,010 people received non job specific training i.e. First aid • 767 people attaining a formal qualification from participation in Adult education.

CHILD POVERTY ANNUAL REPORT 2016/17

- 908 childcare places safeguarded.

Physical Renewal Projects

- 8 community facilities improved.
- 2 areas of land improved for open space.
- 1 new build.
- 28 number of buildings improved.

Empowering communities

- 11,165 people participating in community relations projects.
- 11,034 people participating in community bonding projects that seek to develop trust and improve the quality of relationships within communities.
- 2,281 people volunteering for community development activities.
- 6,181 people receiving training in community development skills/capacity building.
- 4,800 people involved in projects that promote shared space.

Tackling barriers to address health inequalities

- 10,749 people benefiting from healthy lifestyle projects.
- 11,880 people attending health education/awareness initiatives.
- 4,595 people accessing health intervention/treatment services.

Tackling barriers to create safer environments

- 7,731 people receiving advise on crime prevention.
- 13,356 people participating/attending community safety

CHILD POVERTY ANNUAL REPORT 2016/17

	<p>initiatives.</p> <ul style="list-style-type: none">• 8,971 young people benefiting from youth inclusion/diversionary projects.
<p>IS ANYONE BETTER OFF?</p> <p>As a result of Youth Services projects, aimed at improving educational attainment, 293 accredited qualifications have been completed. As a result of the 22 projects and 8 childcare projects aimed at addressing worklessness, 144 residents went into employment. As a result of the 39 projects aimed at physical renewal those involved in the delivery of projects that seek to address the main causes of deprivation have improved facilities in which to promote and deliver their services, whilst the improvements to the physical environment make the Neighbourhood Renewal Areas more attractive in which to live and to invest with 34,682 people using new or improved community facilities.</p> <p>As a result of a broad range of community renewal projects, 6,181 people have received training that seeks to improve their capacity and ability to impact positively on their communities and to improve their own skills base. Significant investment in encouraging more people to become involved in a range of volunteering activities and in projects that promote inter and cross community relations has also taken place which contribute to building community capacity and cohesion.</p>	

REPORTING DATE: 15 November 2017. **These figures were taken from Neighbourhood Renewal Annual Reports which covered the year up to March 2015/16*

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Live in Safe, Secure and Stable Environments

ACTION 4.7: Target young parents being discharged from justice and care settings to promote employment opportunities alongside building their ability to parent well.

LEAD DEPARTMENT: Department of Justice

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none"> • Between November 2014 and October 2017: <ul style="list-style-type: none"> ○ 27 participants have taken part in pre-release programme; ○ 40-50% of participants in contact with partners; and ○ Across all participants, there are 40+ children. • Pre-release participants took part in a range of activities - information sessions were the most prevalent activity. • Pre-release support plan was in place for all individuals. • 23 pre-release participants who engaged with Barnardo's have been referred for parenting support. • 23 participants supported (by Bryson) in post-release programme. • A training & education plan was in place for 70% of participants (who were working in the Book Reserve). • Several home visits undertaken – for some participants, a home visit may not be appropriate. • 400+ work visits by support staff for 1-to-1. • All post-release participants signposted to other support services. • Additional interventions delivered to 12 participants in Safety and Awareness, Paediatric First Aid, Child Nutrition, and Strategies Managing & Dealing with Emotion. 	<ul style="list-style-type: none"> • Attrition rate: 24 participants interviewed for a position at The Book Reserve – all were successful, 18 accepted a position. To date, 10 have successfully completed the programme and 8 did not successfully complete it. • Average attendance rates at pre-release support sessions generally high (75%+). • Average attendance rate at work was over 80% with limited sickness absence/AWOL. • Adherence levels* vary: <ul style="list-style-type: none"> ○ 12 (out of the 14 pre-release support plans that were assessed) were fully adhered to whilst 2 partially adhered to it; ○ Of the 13 post-release support plans, a total of 61 goals were set – 51% of these goals were fully achieved, whilst 28% were partially achieved; and ○ 2 (out of 8) training, education and employment plans assessed were fully adhered to, whilst a further 6 partially adhered to it. <p><i>* taken from Year 2 project data</i></p> <ul style="list-style-type: none"> • The Social Enterprise Project created summer placement and employment opportunities for a small cohort of number

CHILD POVERTY ANNUAL REPORT 2016/17

- Establishment and implementation of the Social Enterprise Project under workstream 3 of the Early Intervention Transformation Programme (EITP). This workstream aims to positively address the impact of adversity on children. The Social Enterprise Project, led by the Health and Social Care Board, aimed to enhance the life and wellbeing of care experienced young people within the Southern HSC Trust area and provide them with new opportunities to become self-sufficient through self-employment opportunities.
- EITP funding to the Social Enterprise Project has now concluded as planned.

of care experienced young people in the Southern HSC Trust area.

IS ANYONE BETTER OFF?

- Self-esteem: Self-esteem measured with Rosenberg self-esteem scale. The maximum score is 30; the higher the score, the greater a person's self-esteem. Average self-esteem score has consistently increased from the beginning through to the end of the programme.
- The average score increased from 19.7 (17 individual measurements) at the beginning of the programme to 24.2 (5 individual measurements) at the end of the programme – indicating improved self-esteem.
- Parenting capacity: The Parental Stress Scale was used as the basis for understanding whether a participant's capacity for parenting has improved. The scale has a maximum score of 90 – a lower score indicates less stress and better parenting capacity. The average score has fluctuated – increasing between entry to the pre-release and entry to post-release programme (from 35.5 to 42.5), and reducing 6 months into the post-release programme (to 40.6) and rising again at exit (to 50.6).
- Life skills: Seven life skills domains were assessed using the Casey Lifeskills Assessment. Scores were averaged across these seven domains and an overall average score was calculated (which ranges from 0 to 5). The overall average score at the last checkpoint demonstrated continual improvement between entry to pre-release programme (4.3) and exit from the post-release programme (4.7).
- Employment: To date, 10 participants have completed the programme successfully; 6 secured employment elsewhere.
- An OBA Report Card has not been produced for the Social Enterprise Project. The Project has enhanced the life and wellbeing of a number of care experienced young people through creation of new opportunities to employment.

REPORTING DATE: 12 October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Live in Safe, Secure and Stable Environments

ACTION 4.8: Provide tenancy support and temporary accommodation, where necessary, for young mothers.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Provided £27.3 million of Supporting People funding to 181 homelessness services in 2016/17. The Housing Executive provides a further £8 million in direct funding on homelessness services.</p> <p>The Homelessness Strategy 2017-22 was published. The Homelessness Strategy:</p> <ul style="list-style-type: none">• adopts a person-centred approach that aims to ensure that we meet the needs of all homeless individuals including young mothers regardless of their circumstance.• has five key objectives, two of which focus on prevention and sustainable solutions, and these are particularly relevant to young mothers.• has a vision of 'Ending Homelessness Together'. <p>An inter-departmental action plan which will address non-accommodation issues facing households who are homeless or threatened with homelessness is in development.</p>	<p>The £27.3 million of Supporting People funding supported 74 floating support services and 107 accommodation based facilities which helped homeless households including young mothers sustain tenancies and access temporary accommodation.</p> <p>The £8 million in direct funding on homelessness services includes £4.319 million on temporary accommodation and £3.399 million on outside agencies in the voluntary sector who provide services for homeless people.</p>

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

All recipients of services, including young mothers, benefitted by:

- The provision of high quality temporary accommodation specifically for families across NI including private sector properties, Housing Executive and voluntary sector hostels where support by hostel staff or floating support services are provided until they have a permanent solution to their housing issue.
- There are 24 hostels and 9 Floating Support services for families.
- The provision of a dedicated temporary accommodation service to young mothers from Life Housing with intensive support from staff on site with on-call services at the weekend.
- The provision of temporary accommodation targeted at families by the Thorndale Centre with intensive twenty-four hour intensive support.
- Through the work of Hostel and Floating Support services more intensive support to enable homeless people to become tenancy ready.
- The Housing Executive provides support to tenants at risk of losing their home so that customers and their children are able to remain in their homes having been provided with the appropriate level of tailored support.
- Tenancy Support Assessments for all new Housing Executive tenants and customers contacting us through our Housing Solutions & Support approach including a financial health check and identification of other needs (debt advice, budgeting, daily living skills, mental illness, addictions), signposting tenants to floating support services and other organisations to obtain the support required.

REPORTING DATE: 25 September 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Live in Safe, Secure and Stable Environments

ACTION 4.9: Provide primary school pupils with safety and community awareness training, including how to prevent everyday accidents and dangerous situations and how to deal with them safely should they occur. (Western Health and Social Care Trust; Bee Safe Scheme)

LEAD DEPARTMENT: Department of Health

Note that Bee Safe is not the only initiative targeted towards primary school children that aims to provide them with information on how to prevent everyday accidents and dangerous situations. The information below is from Belfast, Northern and Southern areas. Western and South Eastern areas have either not participated in Bee Safe in 2016/17 or have not collated data.

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Belfast area</p> <ul style="list-style-type: none">• Number of visits to RADAR (Risk Avoidance and Danger Awareness Resource) in 2016/2017 = 56.• Number of pupils participating in RADAR events in 2016/2017 = 1999. <p>Northern area</p> <ul style="list-style-type: none">• 6,921 pupils participated in safety and community awareness initiatives including Bee Safe, Streetwise, Hazard House, Fireworks Safety Talks and Child Safety Week poster competition. <p>Southern area</p> <ul style="list-style-type: none">• 650 pupils participated in Bee Safe.• 1,304 pupils in 36 primary schools attended Alex and Connie Home Safety Puppet Show.	<p>Belfast area</p> <p>Information collected was limited but suggestions about improvements, e.g. in relation to bullying sessions, have been taken into account and changes made to programmes.</p> <p>Northern Area</p> <p>Where evidence was collected: 89% - 100% of pupils, teachers and parents rated Bee Safe as good or excellent; 100% of participants in Streetwise, Hazard House, Fireworks Safety Talks and Child Safety Week poster competition gave positive feedback.</p> <p>Southern Area</p> <p>Information has not been collected.</p>

CHILD POVERTY ANNUAL REPORT 2016/17

- 72 posters and additional resources provided to schools on dog safety.
- 75 posters and additional resources provided to schools on button batteries and choking.

IS ANYONE BETTER OFF?

Belfast area

Belfast City Council is working in conjunction with Ulster University (UU) on an OBA report for the pupils who attended RADAR in March 2017. This report will investigate knowledge before the event and knowledge 3 months after the event, it will also compare this knowledge to a control group who did not attend the RADAR centre. It is hoped that working with RADAR and UU will result in more in depth and valuable information. This report will be completed in summer 2017.

Northern Area

No evidence has been collected.

Southern area

100% of schools stated clear improvement in their knowledge and awareness of key aspects of home safety.

REPORTING DATE: 4 April 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children Live in Safe, Secure and Stable Environments

ACTION 4.10: Development of the Urban Villages Programme and 5 Urban Village areas, aiming to build community capacity, foster positive community identities and improve the physical environment.

LEAD DEPARTMENT: The Executive Office

HOW MUCH DID WE DO? The Urban Villages Initiative aims to Build Community Capacity, Foster Positive Community Identities and Improve the Physical Environment. During 16/17 the Executive Office invested £1.7m capital and £1.5m revenue in a range of projects across the 5 Urban Village areas to support the achievement of these aims. Some of the projects supported delivered benefits for children and young people.	HOW WELL DID WE DO IT? All of the individual project data is not yet available for the 'how well did we do it?' measure therefore it cannot be aggregated to determine programme level data at this stage.
IS ANYONE BETTER OFF? Post project evaluations are not yet completed for all projects therefore it cannot be aggregated to determine programme level data at this stage.	

REPORTING DATE: 10 November 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children Live in Safe, Secure and Stable Environments

ACTION 4.11: Provide specialist housing and debt advice to households having difficulty paying their mortgage, directly preventing some from being made homeless.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Funding for the Mortgage Debt Advice Service (MDAS) was set at £280,000 for the year 2016/17 (with £340,000 available if demand required).</p> <p>During 2016/17, 1,150 new clients were assisted and homelessness was prevented in 295 cases.</p>	<p>26% of all new cases received by MDAS avoided homelessness.</p> <p>37% of clients sought help at an early stage (prior to legal action commencing) when they can achieve the best outcome.</p>
IS ANYONE BETTER OFF? <p>1,150 new clients were assisted in 2016/17 with homelessness prevented in 295 of these cases.</p> <p>During 2016/17 1,150 cases were assisted by MDAS and of these cases 295 (26%) avoided homelessness and 37% sought help at an early stage when they can achieve the best outcome.</p>	

REPORTING DATE: April 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Live in Safe, Secure and Stable Environments

ACTION 4.12: Provide comprehensive housing and homelessness advice to all who require it, free of charge, including pre-release housing advice and tenancy sustainment to all prisoners at all prisons/detention centres.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Housing Rights received core funding of £722,500 from the Department for Communities in 2016/17. Core funding is used to provide a Housing Advice Service, support other frontline practitioners so advice is available locally and utilise evidence to identify issues and help improve housing legislation, policy and practice.</p> <p>The Housing Advice Service provides assistance regarding the prevention of homelessness, accessing accommodation, affordability and housing conditions.</p> <p>5,975 new clients were assisted during 2016/17 and homelessness prevented in 231 of these cases.</p> <p>Housing Rights received funding of £118,000 from the NIHE – Homeless Policy Unit in 2016/17. This funding is used to provide advice regarding the prevention of homelessness, accessing accommodation, affordability and housing conditions to prisoners.</p> <p>This was achieved through the delivery of 182 days of direct advice services across three N.I. prisons to 583 service users. This has been delivered in the first 9 months of 2016/17.</p>	<p>During 2016/17, 5,975 clients were assisted with housing issues and homelessness was prevented in 4% of cases. 5,942 cases have been closed and a positive outcome has been recorded for 309; 5,590 received one off advice for which no outcome is known.</p> <p>The first three quarterly returns of 2016/17 for the project indicate that Housing Rights is on target to either meet or in some instances exceed their annual required targets as set out by the NIHE – Homeless Policy Unit.</p>

CHILD POVERTY ANNUAL REPORT 2016/17

IS ANYONE BETTER OFF?

During 2016/17, 5,975 clients were assisted with their housing issues and homelessness was prevented in 4% of these cases.

182 days of direct advice services were delivered across three NI prisons to 583 prisoners/service users.

Key staff/personnel in the prisons have received training and support services thus enhancing understanding and general knowledge of housing and homelessness.

A positive outcome has been recorded for 234 (69%) of the 337 cases which have been closed and an outcome is known.

Since April 2016 NIHE – Homeless Policy Unit funding has helped to extend partnership arrangements with frontline advice and information providers throughout NI to enhance the quality of advice on housing and homelessness thus ensuring it is available to those offenders/prisoners in housing need.

REPORTING DATE: 6 October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Live in Safe, Secure and Stable Environments

ACTION 4.13: Enhance partnership working amongst the core agencies in relation to young people in the juvenile justice system.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>NIHE attended the Strategic Group for a Scoping Study on Children in the Justice System and discussions included the examination of the night stop model (a First Housing Aid & Support Services (FHASS) to give vulnerable people affected with homelessness a response to their housing need) and the publication of the regional good practice guide clarifying arrangements for children leaving the Juvenile Justice Centre.</p> <p>NIHE also attended the Pre-justice and pre-sentence sub-groups – focussed on much earlier intervention requiring time-out and possible accommodation based services for young people under 16 years of age.</p>	<p>NIHE fully engaged in 100% of the meetings it was requested to attend as part of the scoping study.</p>
IS ANYONE BETTER OFF?	
<p>Scoping Study on children in the Justice System ongoing.</p>	

REPORTING DATE: 3 April 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Live in Safe, Secure and Stable Environments

ACTION 4.14: Provide Tenancy Support Assessments for all new Housing Executive tenants including a financial health check and identification of other needs (debt advice, budgeting, daily living skills, mental illness, addictions), signposting tenants to floating support services and other organisations to obtain the support required.

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>The Housing Executive have developed and are currently implementing a Housing Solutions and Support model which includes the elements of the tenancy support assessment. Under this model all new Housing Executive tenants are assisted with tenancy sustainment activities tailored to their individual needs on a case by case basis – this can include assistance with financial health checks and identification of other needs (debt advice, budgeting, daily living skills, mental illness, addictions), signposting tenants to floating support services and other organisations to obtain the support required.</p> <p>Customers who contact us wishing to apply for housing or present as homeless in the current pilot areas are provided with Housing Solutions and Support. This model has been extensively tested in a number of locations across the organisation and is currently being implemented as the ‘normal’ way of working across the organisation.</p>	<ul style="list-style-type: none">• The development and adoption of the Housing Solutions Model has resulted in a significant reduction in lead times for core processes in the pilot areas.<ul style="list-style-type: none">○ In the last financial year the average length of time taken from when a customer first contacts us to apply for housing was reduced to between 3.5 and 9.6 days from between 15.4 and 29.6 days.○ In the last financial year the average length of time from when a customer first contacts us to a homeless assessment completed and a decision letter issued took on average between 6.2 and 12.6 days from between 22.9 and 37.5 days.• In the last financial year for Housing Solutions and Support cases which were concluded:• Approx 10% of customers were helped to sustain their tenancy or homelessness prevented.• Approx 50% of Housing Solutions & Support were rehoused 90% of which were in Social Housing and 10% of Housing Solutions & Support customers were supported to access housing in the Private Rented Sector.• Approx 20% of customers were provided with advice and assistance to secure their own housing option.

CHILD POVERTY ANNUAL REPORT 2016/17

- Average customer satisfaction score out of 10, for customers who engaged with the Housing Executives Housing Solutions & Support Model in the last financial year was between 8.3 and 9.7 with 45% being 10 out of 10.

IS ANYONE BETTER OFF?

- Customers are being supported by a dedicated Housing Advisor or Patch Manager (for Housing Executive tenants) who manages their case from first contact until they have found a permanent solution to their housing issue. This has ensured that where possible, customers are able to remain in their homes having been provided with the appropriate level of tailored support.
- Providing Tenancy Support Assessments for all new Housing Executive tenants and customers contacting us through our Housing Solutions & Support approach including a financial health check and identification of other needs (debt advice, budgeting, daily living skills, mental illness, addictions), signposting tenants to floating support services and other organisations to obtain the support required.
- Customers receive a faster service that takes less time from end to end.
- Customers know who is dealing with their case at all times.
- Customers have a better understanding of their housing prospects and options available to them.
- Customers receive more intensive support to get them tenancy ready.
- Customers receive more intensive support to help them pay their rent and keep paying their rent.

REPORTING DATE: 6 October 2017

CHILD POVERTY ANNUAL REPORT 2016/17

OUTCOME: Children in Poverty Live in Safe, Secure and Stable Environments

ACTION 4.15: Target the most prolific offenders, monitoring them closely but also helping them access education and training, find housing and combat addictions.

LEAD DEPARTMENT: Department of Justice

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• Across 2016/17 Youth Justice Services (YJS) continued to identify and target the most prolific young people in order to provide adequate levels of supervision and to address criminogenic factors including education/training, housing, addiction, mental health issues and family breakdown amongst other factors contributing to risk and offending behaviour.• 1,539 referrals were dealt with by YJS across 2016/17. These young people were assessed post referral and pre-intervention in order to identify their risk of re-offending and to identify the factors they needed to address in order to reduce the risk of harm to themselves and others. In utilising this approach we build and deliver intervention plans that are proportionate to risk and need. All plans are bespoke and tailor made based on the out workings of a Youth Conference and/or a full assessment of the young persons' circumstances. In 49% of cases (where there was an identifiable victim) the young person also met face to face with said victim who had an input into the intervention plan going forward.• In identifying our most prolific young people we target	<ul style="list-style-type: none">• We have appropriately identified and targeted our most prolific young people (around 60-80 at any one time) in order to offer the highest possible levels of supervision and support.• We have successfully reduced the numbers of young people going through the formal court system from 45% in 2014/15 to 35% in 2016/17.• We have increased the number of diversionary referrals from 42% in 2015/16 to 49% in 2016/17.• We have increased the number of voluntary cases from 3% in 2015/16 to 14% in 2016/17.• We have successfully targeted approximately £300k of Early Intervention monies at disadvantaged areas and individuals in order to reduce the risk of young people entering the formal system.• Education and Training in the Juvenile Justice Centre has been reviewed and repurposed in order to provide the best possible service to prolific young people in custody.

CHILD POVERTY ANNUAL REPORT 2016/17

resources at the critical few rather than employing a “one size fits all” approach. In turn this has allowed us to concentrate increasing resources towards Early Stage Intervention where we work on a diversionary or voluntary basis with young people on the fringes of the criminal justice system.

- The most prolific young people are dealt with via our Intensive Support and Supervision Programme (ISSP). ISSP involves close monitoring and support often in partnership with PSNI. At least 15 hours contact is offered per week where young people get assistance in seeking employment, in confronting their addictions, in resolving family conflicts and support in accessing primary services to which they are still entitled even though they are in the justice system. Approximately 5- 10% of any current case load are subject to ISSP. This 5-10% represent our most prolific and risky young people.
- At the other end of the trajectory and with the view to improving outcomes for lower risk young people our aim was/is to reduce the numbers of young people reaching the court and to appropriately divert young people at the earliest possible opportunity. The earlier a young person is diverted from the formal system the more likely they are to desist from offending and to improve their life chances. With this aim in mind Youth Engagement Clinics were piloted in 2012/13 and have now been fully rolled out across Northern Ireland. Youth Engagement is a tripartite initiative involving YJS, PSNI and the PPS. This intervention provides a platform to keep young people who have offended away from the formal system, whilst

- All assessments carried out across 1,539 referrals in the community are undertaken with the view to identifying issues with education/training, housing, mental health, addiction , family conflict and a range of other issues which contribute to the risk of re-offending. Bespoke interventions are then delivered in order to address said issues. Over 95% of PPS and court orders made are successfully completed by our young people.

CHILD POVERTY ANNUAL REPORT 2016/17

encouraging them to take responsibility for their behaviour. Youth Engagement Clinics are hosted by YJS. Young people are offered voluntary or diversionary options (where it is assessed as appropriate) following a face to face discussion with YJS and PPS staff where actions and consequences can be explored with all involved present.

- Since 2014/15 the number of young people being referred by the court has reduced from 45% to 35%, the number of voluntary referrals has increased from 5% to 14% and the number of diversionary referrals has increased from 42% to 49%.
- A further contribution to improving the life chances of young people at the earliest possible stage has been our securing 450k across three years from the Early Intervention Transformation Project (EITP). This money has allowed us to fund groups and individuals to run programmes locally, to buy equipment, to pay for appropriate leisure activities and similar to assist young people from disadvantaged backgrounds and who are on the fringes of the youth justice system.
- Education and Training arrangements for our prolific young people in the Juvenile Justice Centre (JJC) have been reviewed and re-structured to provide increased access to effective services. Since 1 September 2017 education in Woodlands has been formally recognised as an EOTAS centre. This ensures that young people in custody receive educational provision to the same standards, under the same legal basis as any other young person being taught outside mainstream schooling. Improving the educational

CHILD POVERTY ANNUAL REPORT 2016/17

outcomes for these young people can only improve their future employment prospects. In addition vocational training has been outsourced with a full programme being delivered since August 2017.

- Whilst the youth justice landscape has been busy and progressive both with prolific young people and earlier stage intervention initiatives we are nevertheless embarking on a Scoping Study which will take an “end to end” look at the entire youth justice system going forward. The Scoping Study will continue the theme and the work already undertaken in exiting young people at the earliest stage whilst appropriately targeting and robustly supervising/supporting our most prolific young people.

IS ANYONE BETTER OFF?

Young people
Families
Victims

REPORTING DATE: 9 November 2017

CHILD POVERTY ANNUAL REPORT 2016/17



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