



**DfC**

Department  
for Communities

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# 2018/19 Report on the Northern Ireland Executive's Child Poverty Strategy



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# Introduction

The Executive's Child Poverty Strategy 2016/19 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 2016/19 as required by Article 12(7) of the Life Chances Act, which requires an annual report to be laid before the Northern Ireland Assembly 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:

- The most recent data for each of the agreed indicators in the Strategy (in the main body of the report); and
- Full reports on each of the actions in the Strategy (Annex A).

The current status of each action (complete or in progress) is noted under the relevant Outcome and individual Report Card.

# Headline Indicators

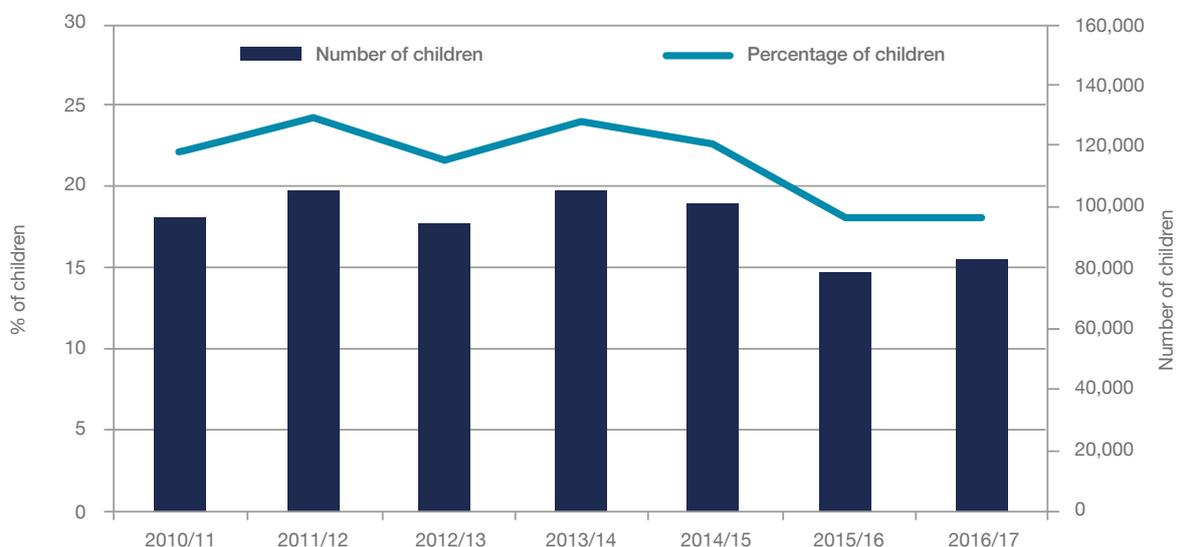
The latest official child poverty figures published relate to the year 2016–17. These data are taken from the Northern Ireland Poverty Bulletin 2016/17. These are the latest official child poverty figures available.

## 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 2016–17, there were approximately 82,000 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.**

Percentage and number of children in absolute poverty (BHC), 2010–11 to 2016–17

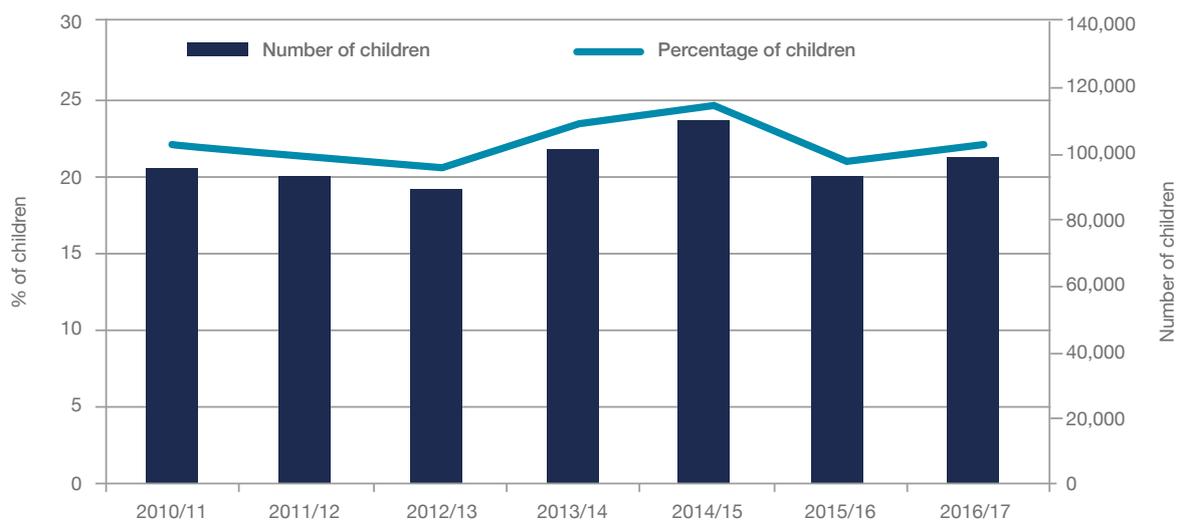


## Relative Poverty – Before Housing Costs (BHC)

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

In 2016–17, relative child poverty was 22% (approximately 99,000 children) BHC, an increase of one percentage point from the previous year.

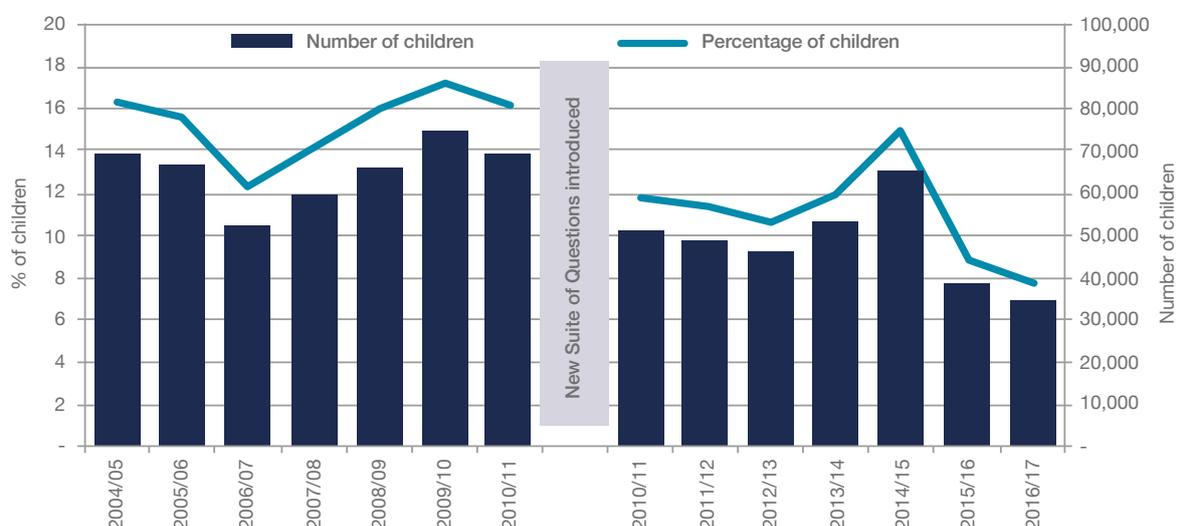
Percentage and number of children in relative poverty (BHC), 2010–11 to 2016–17



# Outcome: Families Experience Economic Well-Being

## Indicators

**Combined Low Income and Material Deprivation (Source: DFC HBAI 2016–17 Report)**



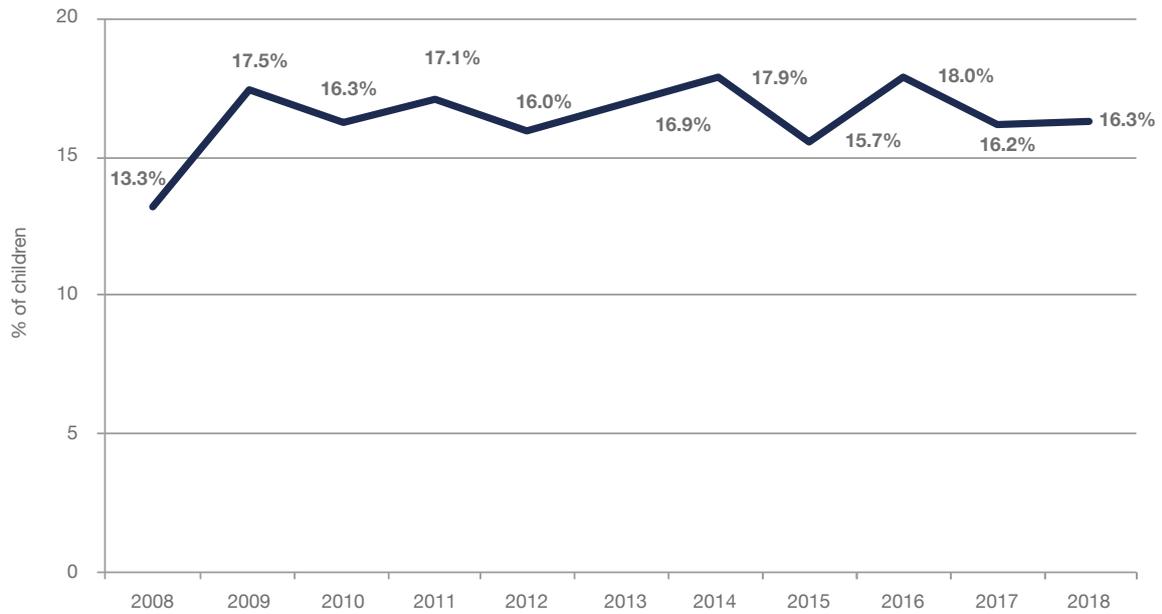
This measurement is used to combine the measurement of low income along with material deprivation in families. It is sourced in the Family Resources Survey where families are asked about income poverty and also if a range of indicators apply. For example, some of the indicators under this measure include 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.

## Indicators (continued)

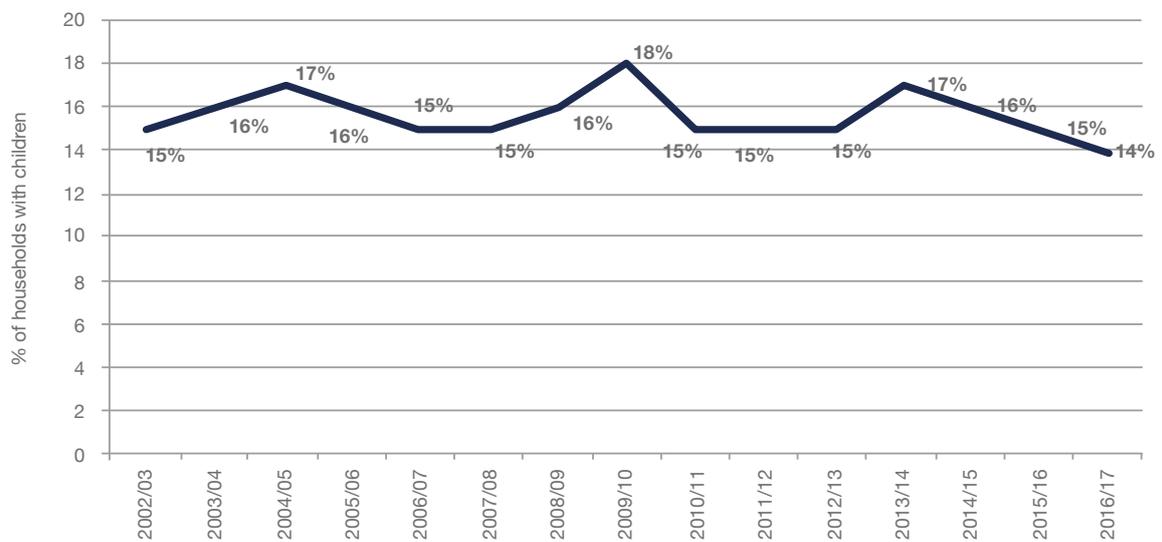
### Percentage of Children living in workless households

(Source: ELMSB Labour Force Survey Quarter 2 data used)



### Percentage of all households with children where at least one

adult is in work and the household is in poverty (Source: DFC HBAI 2016–17)



## Actions

- 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.
- 1.2** Promote 25,000 new jobs by April 2015.
- 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.
- 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.
- 1.5** Provide dedicated support to help young people in rural areas gain skills needed for employment and develop business potential.
- 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.
- 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.
- 1.8** Provide training and small grants to enable childcare providers to meet the needs of children with a disability.
- 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.
- 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.
- 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.

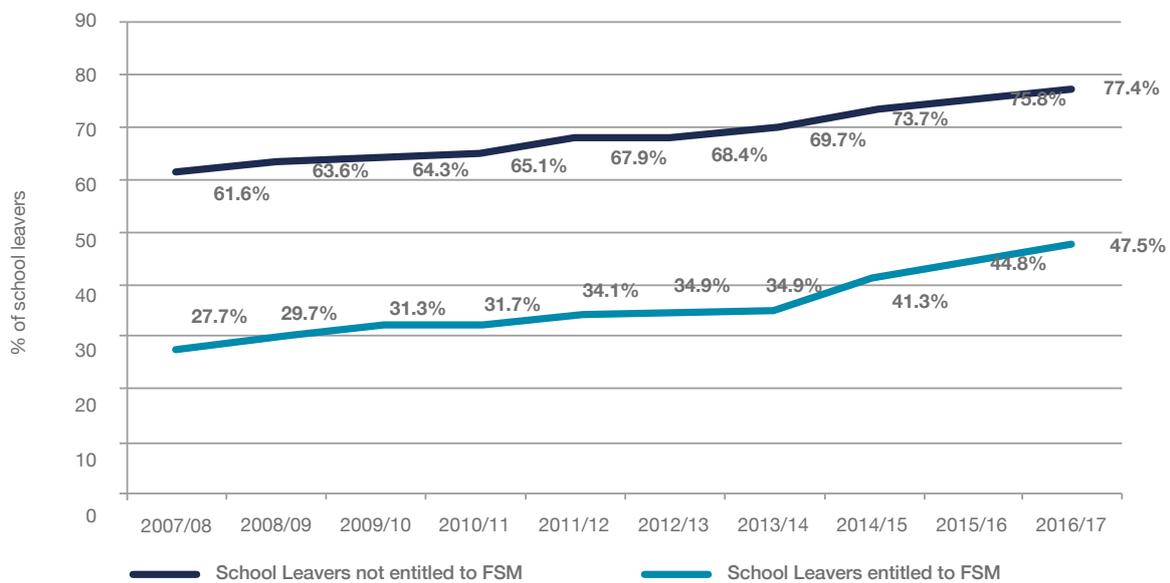
- 1.12** Ensure full double glazing in Housing Executive Properties.
- 1.13** Provide Free School Meals and Uniform Grants to low income families, extending eligibility criteria from 2014 to include post-primary school children (whose parents receive Working Tax Credit and whose annual taxable income of £16,190 or less) to help reduce costs for low-income working families.
- 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.
- 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.

# 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**

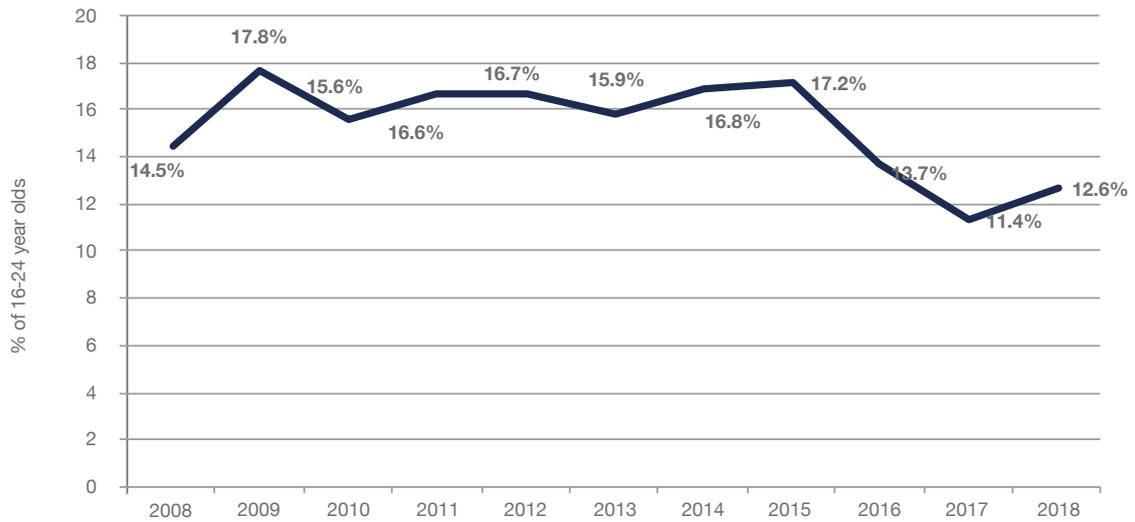
(Source: Department of Education School Leavers Survey)



## Indicators (continued)

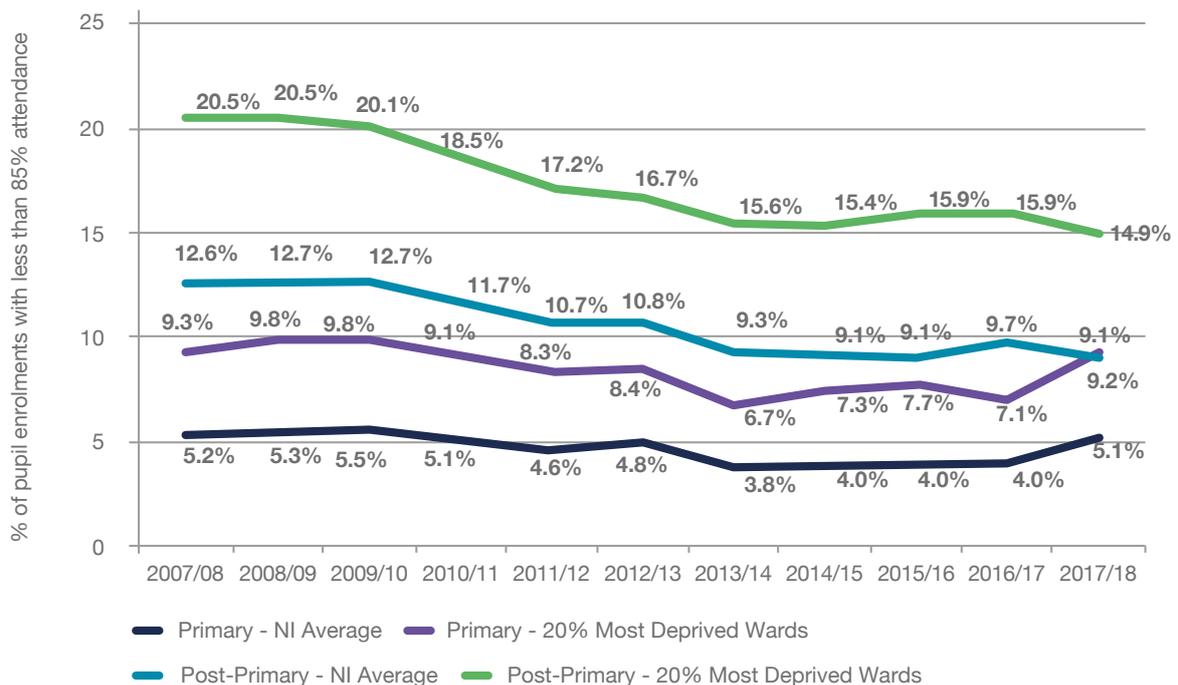
### Percentage of 16–24 year olds not in Education, Employment or Training (NEET)

(Source: ELMSB Labour Force Survey Quarter 2 data used)



### Percentage of pupil enrolments in primary and post-primary schools with less than 85% attendance

(Source: Department of Education)



## Actions

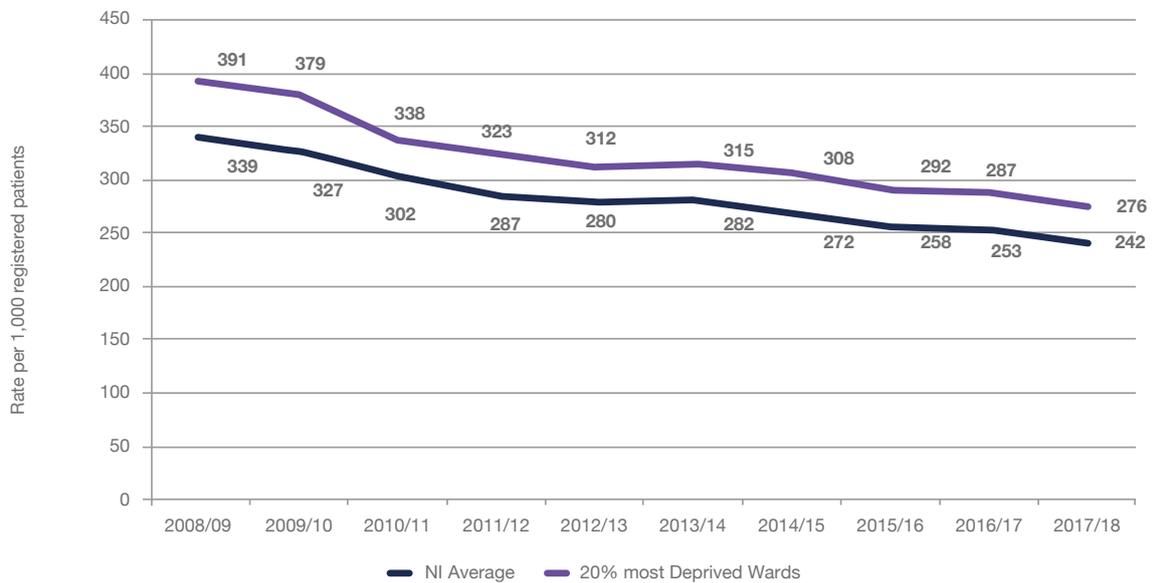
- 2.1** A new two-year programme (September 2013 to June 2015) to employ 80 recently graduated teachers to deliver tuition to primary school pupils who are struggling with reading and maths at Key Stage 2 and 150 recently graduated teachers to deliver tuition to post primary pupils who are not projected to get a 'C' grade in English and/or Maths.
- 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.
- 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.
- 2.4** Support training to improve and enhance skills across the childcare workforce.
- 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.
- 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.
- 2.7** Make at least one year of pre-school education available to every family that wants it.
- 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.
- 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.

- 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.
- 2.11** Provide additional support for Newcomer pupils and Traveller children.
- 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.
- 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.
- 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.
- 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).
- 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.
- 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.
- 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.

# Outcome: Children in Poverty are Healthy

## Indicators

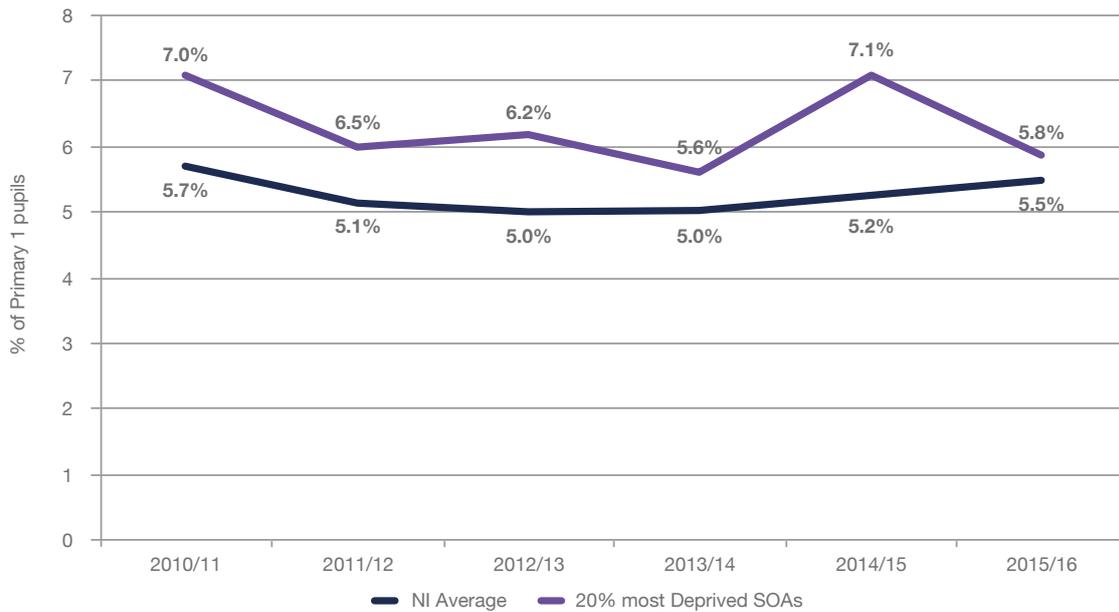
**No of patients 0–17 (registered with a dentist and receiving dental treatment) who had at least one treatment for dental caries per 1,000 registered patients**  
(Source: BSO Dental Statistics Dataset)



## Indicators (continued)

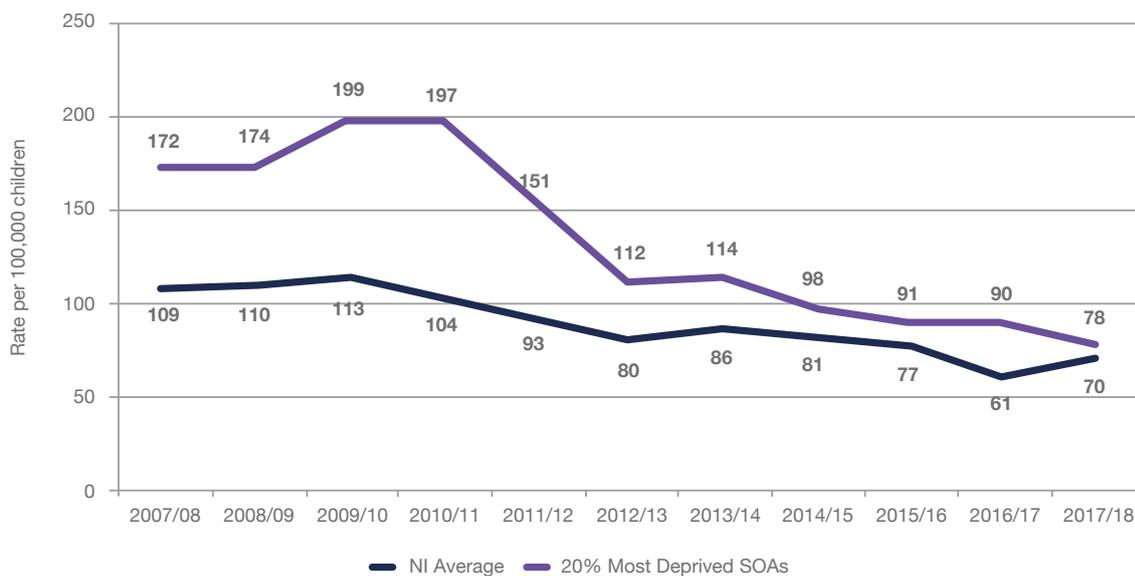
### Percentage of year 1 pupils who are obese

(Source: Department of Health, Child Health System)



### Number of hospital admissions of those aged 0–17 with self-harm diagnoses

(rate per 100,000) (Source: DHSSPS, Hospital Inpatient System)



## Actions

- 3.1** Provide positive parenting programmes, including additional health workers, to support new parents living in areas of deprivation.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 3.10** Promote positive mental health and provide frontline crisis intervention to prevent suicide.
- 3.11** Invest £2.8 million in programmes to tackle obesity in 2014/15.

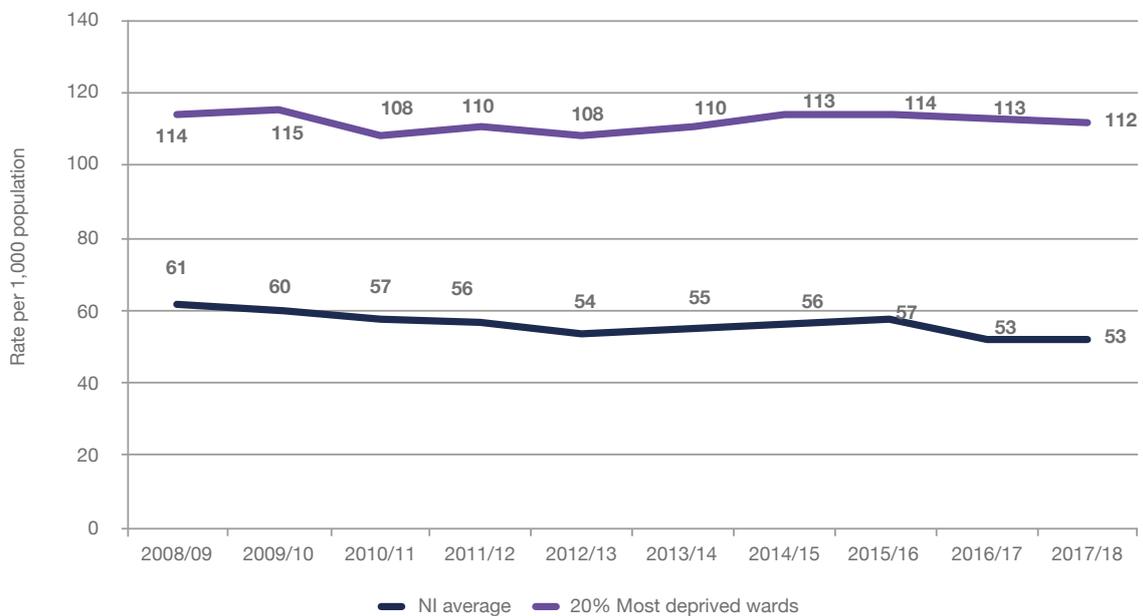
- 3.12** Train, support and resource midwives to deliver key messages to parents about how to promote and nurture health infant development.
- 3.13** Provide lessons about a healthy diet and how to plan and cook healthy meals safely as part of the required curriculum for children in years 8–10.
- 3.14** Deliver training to school children in relation to walking and cycling skills to encourage active and safe travel.
- 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.
- 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.
- 3.17** Promote positive mental health and emotional well-being for our most disadvantaged and hard to reach young people through arts activities.

# Outcome: Children in Poverty Live in Safe, Secure and Stable Environments

## Indicators

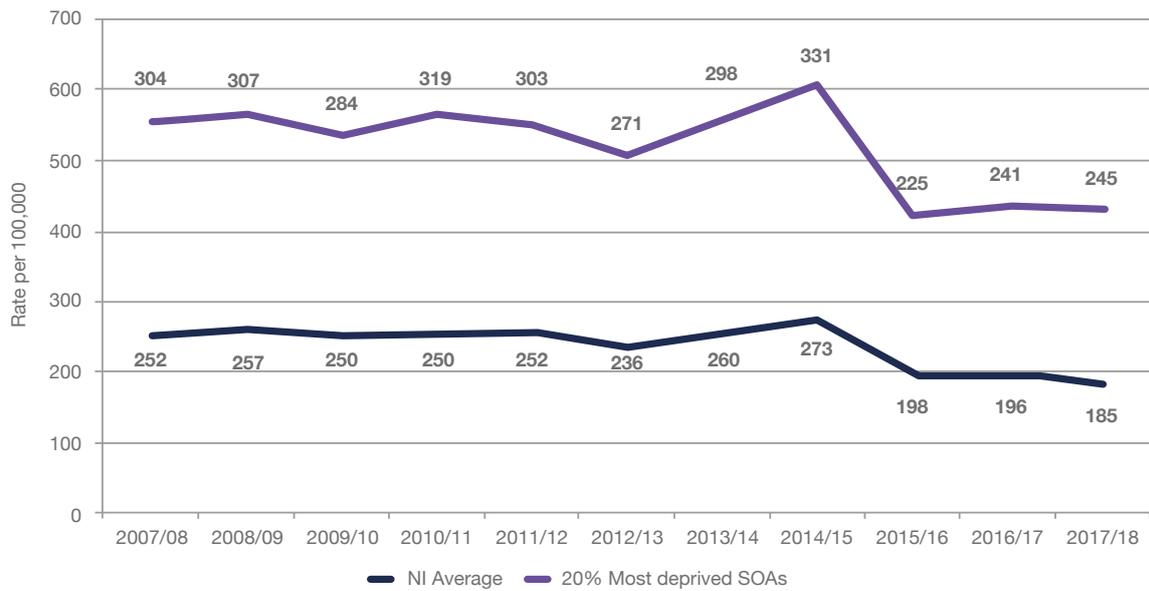
### Recorded number of criminal offenses per 1,000 population

(Source PSNI, Crime Recording System)

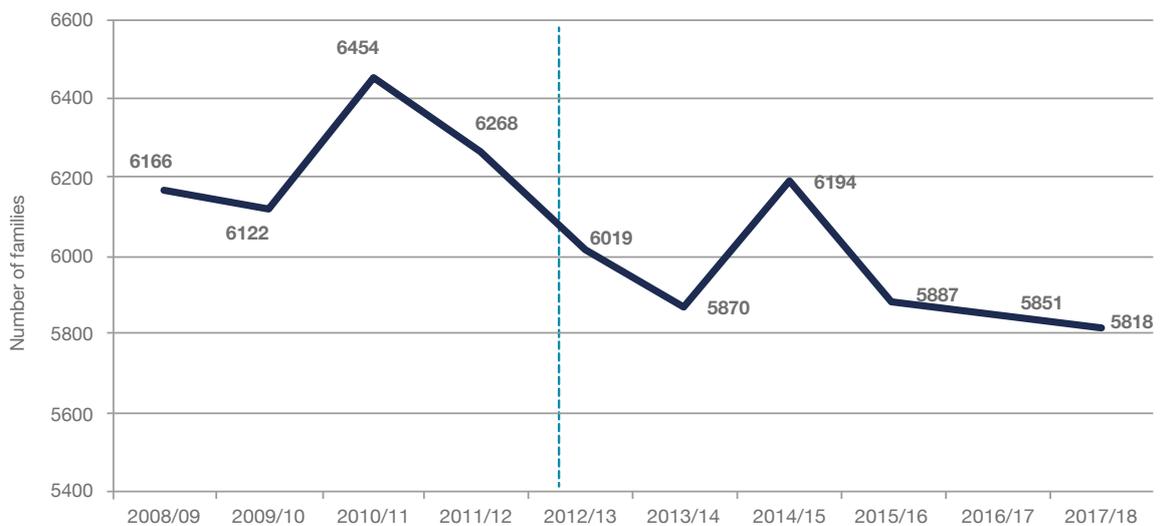


## Indicators (continued)

**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)



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



## Actions

- 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.
- 4.2** Provide specific support in rural communities, including farm families' health checks and community development.
- 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.
- 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.
- 4.5** Deliver 5,500 new social homes over the three year period 2014/15 to 2016/17.
- 4.6** Deliver projects designed to promote social, economic, physical and community renewal in the 36 Neighbourhood Renewal Areas.
- 4.7** Target young parents being discharged from justice and care settings to promote employment opportunities alongside building their ability to parent well.
- 4.8** Provide tenancy support and temporary accommodation, where necessary, for young mothers.
- 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).
- 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.
- 4.11** Provide specialist housing and debt advice to households having difficulty paying their mortgage, directly preventing some from being made homeless.
- 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.
- 4.13** Enhance 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** Target the most prolific offenders, monitoring them closely but also helping them access education and training, find housing and combat addictions.

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# Annex A: Report Cards

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# 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?

	Quality	Quantity
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.

## 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

### Status – Complete

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### How much did we do?

Key Performance Indicators (KPI's)	KPI's achieved
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

## How well did we do it?

As part of quality monitoring within the hubs project, a satisfaction survey was undertaken in February 2017.

All 811 year three participants were issued an online survey to which there was a 35% response rate.

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.

## 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 Period:

1 April 2014–31 Mar 2017

## **Outcome:** Families Experience Economic Well-being

### **Action 1.2:**

Promote 25,000 new jobs by April 2015.

### **Lead Department:**

Department for the Economy

### **Status – Complete**

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#### **How much did we do?**

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.

#### **Is anyone better off?**

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.

#### **How well did we do it?**

Successfully achieved target number of new jobs supported.

#### **Reporting Period:**

Action Complete

## 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 offering 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

### Status – In Progress

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#### How much did we do?

A total of 265 unemployed people aged 18–24 participated in the Work Experience Programme between 1 April 2016 and 31 March 2017.

From 1 April 2017 to 30 March 2018, 114 unemployed people aged 18–24 participated in the Work Experience Programme.

**From 1 April 2018 to 30 September 2018 (latest figures available) 13 unemployed people aged 18–24 participated in the Work Experience Programme.**

#### How well did we do it?

29.8% of the 2016/17 participants found employment within 13 weeks of completing their work experience placement.

47 (41%) of 114 participants who started between the 1 April 2017 and 30 March 2018 found employment within 13 weeks of completing their placement.

**5 (38.5%) of 13 participants who started between 1 April 2018 and September 2018 (latest figures available) found employment within 13 weeks of completing their placement.**

#### Is anyone better off?

Of the 265 young people who started a work experience placement between 1 April 2016 and 31 March 2017, 79 found employment within 13 weeks of completing their placement.

Of the 114 participants who started between the 1 April 2017 and 30 March 2018, 47 (41%) found work within 13 weeks on completing their placement.

Of the 13 participants who started between the 1 April 2018 and 30 September 2018, 5 (38.5%) found work within 13 weeks on completing their placement. Found Work Outcomes for starts, up to 31 December 2018 will not be known until end of March 2019.

The final outcome for the 2018/2019 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 Period:**

1 April 2016–30 September 2018

## 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

### Status – In Progress

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#### How much did we do?

During the three year period a multi strand approach to effectively deliver the benefit uptake programme was adopted. This included:

- Providing the ‘Make the Call’ 0800 232 1271 line. Customers with potential entitlement were encouraged to call to receive a free and confidential needs assessment and were also given advice on other government supports and services.
- To generate calls, this service is 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 needs assessment.

- Community Outreach officers who conduct home visits with vulnerable people providing face to face assistance and support with benefit claim completion. Outreach officers also attend 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.

#### How well did we do it?

Over a three year period to 31 March 2019, target a minimum of 100,000 people providing advice to ensure they are getting their full benefit, services and supports entitlement, and securing at least £40 million in additional benefits.

We are on track to achieve the first of these targets by 2019 having already written out to 67,374 people in 2016/2017 and 2017/2018. The second target of £40 million has been

achieved in the first two years. Additional benefit raised and the numbers of people benefiting per year during the two year period to 31 March 2018 are set out in the table below:

Targets	2016/17	2017/18	2018/19	Totals Achieved	% Target Achieved
Additional Benefits: £40m	£21.3m	£37.1m	Not Available	£58.4m	146%
People contacted:	33,658	33,716	Not Available	Not Available	Not Available

The average Return on Investment ratio taken over the two year period was £1: £14 (i.e. for every £1 invested in delivering benefit uptake activity, £14 was generated in additional annual benefits).

### Is anyone better off?

During the two year period to 31 March 2018, 12,575 people across NI benefited from new and additional benefits worth £58.4 million.

This included:

- 15,327 successful claims
- 12,575 people benefiting.
- 58.4 million in new and additional benefits
- The average weekly amount that people were better off across the two year period to 31 March 2018 as a result of ‘Make the Call’ activity was £88.50.

### Reporting Period:

2016/17–2017/18

## **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

### **Status – Complete**

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#### **How much did we do?**

377 rural young people attended Business Action Plan workshops.

264 rural young people completed Business Action Plans.

50 rural young people completed a full Business Plan.

#### **How well did we do it?**

100% of participants completed the 2-day workshop.

81% completed a Business Action Plan.

5% completed a full Business Plan.

#### **Is anyone better off?**

100% of participants were given the opportunity to explore the possibility of developing business potential.

70% of participants developed their business idea all the way through to producing a Business Action Plan.

13% of participants developed a full Business Plan.

8 young people started their own business through the Rural Youth Entrepreneurship (RYE) Programme.

#### **Reporting Period:**

1 April 2015–31 March 2018

## 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

### Status – In Progress

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### How much did we do?

Of the 31,388 Essential Skills enrolments for 2017/18, 20,601 took place in FE (Further Education) Colleges and were eligible for funding by the Department for the Economy (DfE). **The value attached to this cohort through the FE funding formula was £6,506,208.** (The remaining 10,787 enrolments (approx.) fell outside further education funding. These enrolments are most likely related to enrolments through other funded programmes such as Training for Success and Apprenticeships and we are unable to attach a value to them as Essential Skills is a component within the overall government funded programme.)

### How well did we do it?

Of the 31,388 Essential Skills enrolments in 2017/18, 8,248 (26.3%) were from the most deprived quintile. **Of the 14,147 Level 2 Essential Skills enrolments, 3,598 (25.4%) were from the most deprived quintile.**

The overall retention rate\* for 2017/18 was 89.4%. For Level 2, this was 89.6%.

(\*Retention rate is defined as the proportion of the number of enrolments who complete their study to the number of enrolments.)

### Is anyone better off?

18,395 qualifications in Essential Skills were issued in 2017/18, of which 8,763 (47%) were at Level 2. Since the start of the Essential Skills Strategy in 2002 there have been 530,179 enrolments completed, of which 344,826 have resulted in a qualification. This gives a \*success rate of 65.5%.

\*Success rate is the overall measure of performance, which is the proportion of the number of enrolments who complete their study and achieve their qualification.

### Reporting Period:

September 2017 to June 2018—Academic Year for the FE Colleges

## 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

## Status – In Progress

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### How much did we do?

- As part of the first phase of the Executive Childcare Strategy, the Bright Start School Age Childcare (SAC) Grant Scheme launched in 2014. The SAC Grant Scheme provides financial support to settings providing school age childcare in disadvantaged areas, rural communities and on the schools estate.
- There have been 3 calls for applications under the Scheme, the most recent of which closed in January 2016. The Scheme is now closed for any new applications.
- Information about childcare services via the Family Support NI (FSNI) website has been expanded and enhanced.
- Work has been ongoing with childcare settings to promote financial assistance available to parents with the costs of childcare.

### How well did we do it?

#### Latest data indicates:

- Between 2014/15 and 2018/19, approximately £6.1 million was spent on the SAC Grant Scheme to sustain and create low cost childcare places.
- Estimated 2,502 childcare places in the targeted areas, with approximately 95% 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 25% of settings located on the school estate<sup>1</sup>.
- Across funding rounds 1 and 2 and 3, 58% of settings met or exceeded their targets in regard to the percentage of parents accessing Working Families Tax Credit (WFTC).

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<sup>1</sup> 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.

- 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.
- FSNI website does have a section on financial assistance available to parents and also providers available by area. Latest figures indicate that the enhanced website is receiving on average 45,000 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.

- To date, 1,422 childcare places have been sustained and an expected 1,080 will be created.
- Over the period of the Scheme, 91 settings have been supported, approximately 65 settings were already in operation and 26 settings were new to the Scheme.

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 Period:

2014/15 to 2018/19

## 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

### Status – In Progress

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#### How much did we do?

##### HSCB Regional Small Grants Scheme 2018–2019

(Annual DoH Investment £250K). Aim: to provide additional staff cover to support the inclusion of children with a disability in mainstream childcare provision. The term of the grant scheme is September to June.

**Reporting reflects the period 1st April 2018–June 2019.**

##### Total monies Awarded 2018/19

- Actual spend April to June 2018 – £108,484.47
- Projected September 2018 to March 2019 – £182,082.07 (Includes an additional £40,566.54 investment from the Early Years Development Fund (EYDF))
- Projected Spend April 2019 to June 2019 – £79,986.78

42 childcare providers were awarded funding over the period September to June 2019. Grants Awards are broken down by area as follows:

- Belfast – 11
- South East – 4
- North – 10
- West – 10
- South – 7

The **Western Childcare Partnership** also **allocated £25,000** from their local EYDF to the local Trust's Disability Team to support the inclusion of Children with Disability in main stream Childcare Settings.

#### How well did we do it?

##### HSCB Regional Small Grants Scheme 2018/19

##### Period April 2018– June 2018

- **78 childcare providers** were offered **additional 15,747 staff hours** to support the inclusion of children with a disability.

### Period September 2018–June 2019

- **42 childcare providers** were offered an **additional 35,521 staff hours** to support the inclusion of children with a disability over the period.
- **118 children with disabilities and their families have been supported** in terms of access to mainstream childcare provision.

### Bright Start Children with a Disability Holiday Grant Scheme

(Support provided during (2018–2019)

#### Types of disability of attendees –

Autism, Asperger’s, Downs Syndrome, Behavioural difficulties, Diabetes, Multi-focal osteomyelitis, ADHD, ASD, hypoxic-ischemic encephalopathy, cerebral palsy, epilepsy, visual impairment, learning disability, SLC, incontinence, heart condition, tracheostomy and developmental delay.

Attendance	Nos of Siblings	Parents in F/T Employment	Parents in receipt of WFTC*	Single Parent families	Ethnic Minority Families
338	87	195	93	87	28

\*Working Families Tax Credits

### Is anyone better off?

The provision of additional staff support funded via these regional small grants to enable childcare providers to meet the needs of children with a disability is vital in ensuring those most vulnerable in our society can access safe, quality childcare that meets the need of the child and supports appropriate child development and also safe, high quality childcare for all children to enable parents to attend employment, education, training or support services.

#### Through this action:

Of the 118 children supported over the period September 2018–June 2019: 26 had been diagnosed with Speech Language and Communication difficulties; 36 Autism Spectrum Disorder (ASD); 18 Behavioural Problems;

10 Learning Disabilities; 15 Attention Deficit Hyperactivity Disorder (13 ADHD & 2 ADD); 17 Down Syndrome; 7 Sensory Processing Issues; 12 Global Developmental Delay; 4 Asperger’s Syndrome; 8 Epilepsy; 3 Diabetes; 9 Cerebral Palsy; 4 Visual Impairment; 1 Hearing Impairment; Other diagnosis included – Leukaemia, Spinabifida, Mitochondrial Disease, Tourette’s, Craniosynostosis, Microcephaly, Chromosome Deletion, Cornelia De Lange Syndrome, Ethers Danlos Syndrome and Hyper Mobility, Angelman Syndrome and Long QT Syndrome

- Advice provided by a range of Allied Health Professionals and parents involved in the care of children with a disability has informed the development of service delivery plans.

- Positive feedback has been received from both early year's staff and parents.

### **Service User feedback:**

“Our son couldn't access the curriculum at all before we got the grant, he was scared and confused. Once we had the grant it funded a full time 1:1 childcare assistant for him who was amazing and meant when he was supported by her, he could access the curriculum and do the things the other children were doing, it was amazing.”

“It has given me the opportunity to spend quality one on one time with my three year old daughter. Life can be challenging due to ‘O’ needing one to one twenty four hour care. She deserves to have the focus of my full attention too. Even if it is to go the park or a soft play centre together for a couple of hours while ‘O’ is in childcare.”

“I would have been forced to leave my studies if there had been no adequate childcare provision for my son.”

“My boys have gained better social skills, as they have learnt to mix in a setting which caters for both mainstream & special needs children, therefore they have more confidence adapting in the mainstream world around them. ‘A’ who has ASD has major sensory eating issues, he would rarely eat outside of the home, even things I placed in his lunch box for school this year would come back home some days. However the staff have encouraged ‘A’ to eat at his after school club, this has been a major help to myself when outside of the home & positive reinforcement for him; he's now much more independent.”

## **Bright Start Holiday Scheme for Children with a Disability**

### **Service User Feedback**

The provision of the holiday scheme provides much needed respite and ‘fun’ to those most vulnerable families that otherwise would not be able to enjoy such an experience (for a variety of reasons including but not solely financial). The benefits of such a scheme are not only experienced by the children but also the wider family.

“Parents were pleased to receive additional support over the holiday period as childcare arrangements changed in the summer”.

“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”

“Thank you all for running such a brilliant Scheme. Your staff are absolutely outstanding and so committed to supporting the children. I am so grateful to you all for your hard work. It is nice to know that someone cares about our children and that we are not always left to fend for ourselves”.

“The Scheme was a fantastic opportunity for my other children to mix with the other families who have children with special needs and also it was a good time for me to meet other families in the area who are in a similar situation to me”.

### **Reporting Period:**

1 April 2018–30 June 2019

## 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

## Status – In Progress

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### How much did we do?

The programme funding of some £768,000 for 2018/19 (£800,000 for 2017/18), allows for the provision of approximately 76,752 (77,000 in 2017/18) two-hour childcare places to those in the margins of employment.

In addition to this the programme also had a target of engaging with 673 (628 in 2017/18) 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.

### Is anyone better off?

Recent Programme Team monitoring reviews (financial year to date) indicate that both targets will be met and the provision of over 76,752 childcare places, with over 600 new families engaged. The team also noted that in some cases the Women's Centres are self-funding additional places because of the high level of local demand at these individual centres.

A recent evaluation of the programme indicated a wide range of positive impacts of the Women's Centre Childcare Fund (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 Period:**

Full year projection based on latest available figures 31/01/2019.

## 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

### Status – Complete

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#### How much did we do?

£5.2m 14/15

£5.0m 15/16

£5.5m 16/17

#### How well did we do it?

11% of the 14/15 Tackling Rural Poverty & Social Isolation (TRPSI) budget invested in energy efficiency measures.

12.5% of 14/15 TRPSI budget invested in providing access to services grant and benefits (Maximising Access in Rural Areas to Services Grants and Benefits (MARA) Project).

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 £90.94\*.

76 people had a successful benefits claim through the MARA Project in 15/16 resulting in an average weekly entitlement of £75.55\*.

44 people had a successful benefits claim through the MARA Project in 16/17 resulting in an average weekly entitlement of £35.70\*.

\*Please note that the figures have changed in relation to the MARA weekly entitlement figure. The above figures are accurate as an error was detected in the reporting of previous information.

#### Reporting Period:

1 April 2014–31 March 2017

## 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

## Status – In Progress

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### How much did we do?

Affordable Warmth Scheme (AWS)

Expenditure:

2015/16 – £11.5m

2016/17 – £21.8m

2017/18 – £18.2m

### How well did we do it?

#### 2016 Northern Ireland House Condition Survey (HCS)

47% of NI houses were households with children. The report also highlighted that fuel poverty has reduced from 42% (294,000 dwellings) in 2011, to 22% (160,000 dwellings) in 2016 and made reference to this being due to the significant investment by Government via schemes such as AWS.

Standard Assessment Procedure (SAP) is the Government's standard method of rating the energy efficiency of a dwelling. Using SAP data from 2015 it was estimated that

the average SAP score for AWS properties before interventions was 56.4. The 2011 and 2016 House Condition Surveys estimated that mean SAP in Northern Ireland had increased from 59.6 to 65.8.

### Impact AWS Has On Health

Fuel poverty has a significant impact on the health and well-being of children living in cold, damp houses including physical and mental health conditions. People living in fuel poverty often experience financial stress and anxiety due to the cost of achieving comfortable temperatures within their home. AWS interventions that aim to reduce the cost of heating homes can have a beneficial effect on the physical and mental health of those living within the home:

- In reducing the prevalence of damp and mould
- In reducing child respiratory conditions, most notably asthma
- Improving Common Mental Disorders (CMD)

## **Northern Ireland Energy Efficiency Schemes Evaluation**

An evaluation completed in November 2018 of the AWS over a 3 year period have reported that each household participating in this scheme will manage to save on average around 72,000 kWh of energy, £3,650 of fuel costs and 20,500 kg of CO2 throughout the lifetime of the energy efficiency measures installs, and also around a 9-point increase in the SAP rating of the dwelling.

## **Stakeholder & Customer Feedback**

Customer Satisfaction Survey 2016/17 and 2017/18

Feedback from customers continues to be positive, with 94% of respondents being satisfied overall with the scheme (2017/18).

AWS continues to receive support from various stakeholders including Consumer Council, local Councils, National Energy Action, Energy Saving Trust, Utility Regulator and Gas Providers. The positive impacts and performance of the scheme is discussed at HECA panel meetings.

## **Is anyone better off?**

- 2015/16 – 3,057 homes improved
- 2016/17 – 5,069 homes improved
- 2017/18 – 4,148 homes improved
- April–Dec 2018 – 2,400 homes improved year to date

Up to 31 December 2018, over 27,800 energy efficiency measures were grant aided to 14,681 homes throughout Northern Ireland with an approximate investment of £60m. These measures include loft, cavity and solid wall insulation, heating system, window replacement and draught-proofing. These interventions as described above have also resulted in improvements to the physical and mental wellbeing of children/households who have availed of the AWS.

## **Reporting Period:**

1 April 2015–31 Dec 2018

## **Outcome:** Families Experience Economic Well-being

### **Action 1.12:**

Ensure full double glazing in Housing Executive Properties.

### **Lead Department:**

Department for Communities

### **Status – Complete**

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#### **How much did we do?**

The Housing Executive has met the target with the exception of just under 0.9% of its stock not receiving double glazing.

#### **How well did we do it?**

The Housing Executive installed double glazing into just over 99% of its properties.

The Housing Executive has advised that the stock that did not receive double glazing comprised those properties where there was No Access or Tenant Refusals (these properties will be picked up in future schemes or at a Change of Tenancy), or those where investment would not be appropriate because the property was 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.

#### **Is anyone better off?**

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.

#### **Reporting Period:**

Action complete

## 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

## Status – Complete

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### How much did we do?

In 2018/19 there were a total of 97,477 approved applications for free school meals and 93,197 for school uniform grants by low income families.

In 2018/19, 18,205 of these were 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. (Approved application figures provided by the Education Authority at 5 October 2018).

### How well did we do it?

In 2014 the number of pupils to benefit from this extension was in the region of 12,000. It is now in the region of 18,000.

### Is anyone better off?

The provision of free school meals has improved the economic well-being of approximately 97,500 pupils in 2018/19. The extension of the working tax credit criterion to include approximately 18,000 post primary pupils has helped reduce costs for low income families in 2018/19. The value of free school meal entitlement is in the region of £480 for primary pupils and £520 per post primary pupil and the value of a school uniform grant is £35.75 for primary pupils and between £51 and £78 (depending on age and if eligible for PE uniform grant) for post primary pupils.

### Reporting Period:

2018/19 Academic Year at school census day 5 October 2018

## 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

### Status – In Progress

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#### How much did we do?

- 5993 families caring for disabled children on a low income have received grant support from Family Fund in NI.
- 871 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 220 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: 63 families in Northern Ireland were identified as being eligible to receive the disability element of Tax Credits and received appropriate signposting and support. 7 families in Northern Ireland have

received detail “Grant Search” (service just commenced) to identify other charities who may be able to support them as part of Family Fund’s new pilot with Turn2Us.

- Added Value: 31 families in NI caring for disabled children have received face to face digital skills training.

#### How well did we do it?

- £2.12m has been distributed in direct grant support to families in NI.
- 61% of our annual grant making target has been achieved with 6 months left to go until the end of the funding year.
- **57% of families applying for the first time have received a home visit or telephone assessment.**
- Telephone enquiries from around 8400 families and health professionals in NI were answered.

- £217,000 has been generated from Family Fund's contract supplier arrangements allowing the delivery of more grants to families during the remainder of the financial year.

### **Is anyone better off?**

- 5993 of the most vulnerable families living on lower incomes.
- 86% of all families whose applications have been processed received direct grant support.

- 190 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.

### **Reporting Period:**

1 April 2017–30 September 2018

## **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

### **Status – Complete**

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#### **How much did we do?**

Department for Communities (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 and has now been validated.

#### **How well did we do it?**

Validation checks against a range of other data sources including the Census of Population, household surveys and other administrative datasets have shown the database to be fit for purpose.

The build of the database, its datasets and assumptions have all been signed off by the project Steering Group.

#### **Is anyone better off?**

The DIME dataset will enable a more targeted approach to be taken to addressing the needs of a number of client groups including families with children who are living in poverty. More widely, the DIME database is now the sole source of data for the Income domain of the newly updated Multiple Deprivation Measures. This will assist a wide range of organisations with developing actions to help those, including children, who live in areas of income or multiple deprivation.

#### **Reporting Period:**

1 April 2017–31 Dec 2017

## 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

## Status – Complete

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### How much did we do?

#### Teachers.

There were 270.6 FTE teachers appointed in total, (310 individual teachers).

#### Pupils.

There were 5,320 primary and 13,333 post-primary school pupils supported by the programme; a grand total of 18,653 pupils.

### How well did we do it?

- In Primary schools, of those pupils identified as unlikely to reach Level 4 at Key Stage 2, who were supported by the programme:
  - 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:
  - 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% 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.

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.<sup>1</sup>

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 Period:

September 2013–June 2015

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<sup>1</sup> This can be accessed at:

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

## 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

### Status – In Progress

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#### How much did we do?

- 31 primary schools received funding for a Nurture Group
- 1033 children received Nurture Room support:
  - 331 attended a Nurture Group on a full time basis;
  - 196 had returned to their mainstream class by June 2018;
  - An additional 702 children received short term support in the Nurture Room;
- 42 children were a Looked After Child
- Of the 331 children attending the Nurture Group full time, 269 / 81% of parents/carers have engaged with the Nurture Group.
- 196 / 59% children returned to their mainstream class by June 2018.

#### How well did we do it?

- Queens University Belfast (QUB) published an evaluation of the “Impact and Cost Effectiveness of Nurture Groups in Primary Schools in Northern Ireland” (2016), which found clear evidence that Nurture Groups were having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class. The same effects were not evident among children in similar circumstances attending a school without a Nurture Group.
- 12 schools to date have received the Marjorie Boxall Quality Mark Award for excellence in Nurturing.
- St Joseph’s Primary School, Belfast has received Northern Ireland’s first National Nurturing School Award in March 2018. This award is presented to schools who

successfully complete the National Nurturing Schools Programme, it involves a 2 year course to develop and embed a nurturing culture throughout the entire school.

- 82 children had moved to a lower stage of the Special Educational Needs Code of Practice.

\*Children who had returned to the mainstream class by June 2018

## Is anyone better off?

### Nurture group children

By the end of full time Nurture Group intervention\*:

- 196 children showed improved Boxall scores indicating gains in their social, emotional development and behavioural skills.

### Reporting Period:

September 2017–June 2018

## 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

## Status – In Progress

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### How much did we do?

Under the first call, 5 operations were allocated funding of £5.02 million towards total project costs £7.73 million for the period of 1 April 2015–31 March 2018.

Under the second call, 5 operations have been allocated funding of £8.6m towards total project costs £13.3million for the period of 1 April 2018–31 March 2022.

The Community Family Support Programme (CFSP) (funded under Priority 2 of the NI European Social Fund) is a new approach developed by the Department to tackle disadvantage, social inclusion and youth unemployment in Northern Ireland. It provides a family intervention support and employability mentoring service to help families address their health, social, economic, educational, employment and training issues that impact on their daily lives. It aims to support all family members and break the cycle of intergenerational

unemployment and associated poverty in communities. Over its lifetime (up until March 2022) the CFSP aims to:

- Support 5,040 NEET participants aged 16 and over in families receiving Community Family Support.
- Progress 505 NEET participants into employment upon leaving.
- Progress 1,010 NEET participants into education/training upon leaving.

### How well did we do it?

From 1 April 2015–31 December 2018, progress to date is:

- Supported 4,056 participants aged 16 and over not in employment, education and training (NEET).
- Progressed 530 participants into employment upon leaving.
- Progressed 994 participants into education or training upon leaving.

## **Is anyone better off?**

Delivery of the Community Family Support Programme is ongoing up until March 2022. A formal mid-term evaluation of the NI ESF (European Social Fund) programme is being planned for 2019. The evaluation will include an assessment of the extent to which the programme is progressing to achieve the required results.

## **Reporting Period:**

1 April 2015 – 31 December 2018

## Outcome: Children in Poverty Learn and Achieve

### Action 2.4:

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

### Lead Department:

Department of Health

## Status – In Progress

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### How much did we do?

- A regional training programme was delivered by the Childcare Partnership available to early years practitioners working across all settings (childminding, day-care, afterschool and pre-school).
- 178 core training courses and 125 CPD Training Courses and 9 regional seminars.

Child Safety Workshop, Play Day Event, Deaf Awareness Events × 2, Stories are Everywhere Workshops × 3

### How well did we do it?

Regional Childcare Partnership Training Programme

- 5,932 places were provided in the Childcare Partnership training programme to promote good practice across the sector. Of these places there were 3,428 supporting mandatory training such as safeguarding and first aid and 2,500 supporting thematic training including Working in Partnership with Parents, Championing Diversity and Inclusion, Understanding Child Development, Observation and Planning, Autism and Supporting Children with English as an additional language.
- Seminars/workshops provided in 2018/19: Summer Scheme Planning Workshops × 2,

### Is anyone better off?

The provision of training across the childcare workforce directly supports the quality and safety of service provision, the emotional, physical and educational development of children at the appropriate stages of their development and, in the longer term, their overall life chances, and parental confidence in accessing regulated child care provision.

- Approximately 86% of mandatory and 82% of CPD training places were utilised between April 2018 and January 2019. Almost all evaluations were extremely positive and many people expressed their appreciation of receiving free mandatory training. The range of courses on offer was expanded to include GDPR, Anaphylaxis/EPI Pen
- The training team has delivered significant amounts of training on resilience, leadership, safeguarding, inclusion, song, rhythm and rhyme, and play. The intention going forward would be to continue to

deliver on these themes and to introduce variety into the content and the approaches taken and to target training at groups identified as requiring specific support.

- A training needs analysis was completed to inform the future procurement of continuous professional development training. This includes consultation with and review of the

views of the Early Years' Service (HSCTs), The Chief Inspectors Report (ETI), surveys with practitioners and managers and the State of the Sector Reports completed by the regional voluntary organisations.

### **Reporting Period:**

1 April 2018–31 Dec 2018

## 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

### Status – In Progress

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#### How much did we do?

- 11 major projects delivering Peace4Youth Programme\*
- 2,977 programme participants
- 1,108 NI programme participants in receipt of an incentive payment
- 1 Quality & Impact Body

\*Cross-border PEACE IV funded programme that aligns with the vision and objectives of United Youth in NI

#### How well did we do it?

The Phase 1 evaluation report (Queen's University Belfast) has reported that Peace4Youth is on track to achieve its objective of enhancing the capacity of children and young people to form positive and effective relationships with others of a different background and make a positive contribution to building a cohesive society.

#### Is anyone better off?

- Participants surveyed who indicated they were going to progress to education,

training, employment or voluntary/community engagement\*\*:

- 77% to education/training
- 21% to employment
- 38% to voluntary/community

\*\*Participants may have indicated they were going to progress to more than one area.

- Participants surveyed who achieved a qualification in at least one area during their time on the programme\*\*\*:

- 21% citizenship qualifications
- 28% good relations qualifications
- 36% personal development qualifications

\*\*\*Participants may have received qualifications in more than one area.

#### Reporting Period:

1 April 2018–31 December 2018

## 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

## Status – In Progress

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### How much did we do?

The Department for the Economy (DfE) provides a guarantee 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 for persons under 22 years with a disability, including learning difficulties/SEN, and under 24 years for persons from an In Care background. DfE provided £32.1 million for the TfS programme in 2017/18.

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 2016/17, £171,000 in assistance was provided.

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 years of age and over. The maximum support available to each student is £3,500 per annum and in academic year 2016/17 £2.4 million of support was made available.

### How well did we do it?

At the end of April 2018, 4,117 people were in training through the TfS Programme, of which 3,771 (92%) were on Skills for Work and 317 (8%) were on Skills for Your Life.

38 students' aged 16–19 attending further education colleges received Care to Learn (NI) financial support in 2016/17.

2,427 students attending further education colleges received Hardship Fund financial support in 2016/17.

Careers Advisers delivered face to face careers guidance interviews with 95% (21,043) of all Year 12s. (2017/18 academic year).

Careers Advisers provided pre entry guidance to all young people who commenced TfS 2017. In addition the Careers Service, with parental/guardian consent as appropriate, referred all school leavers with a disability or learning difficulty who were interested in progressing into training to one of DfE's contracted Disability Support Providers to avail of pre entry training support.

## Is anyone better off?

### Up to end April 2018:

277 young people left the TfS Skills for Your Life programme in 2017/18, of which 205 (74%) achieved a qualification and 16 (6%) \*progressed.

2,535 young people left the TfS Skills for Work programme in 2017/18, of which 1,644 (65%) achieved a qualification and 299 (12%) \*progressed.

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 38 young parents have been able to participate in Further Education while 2,427 other students were supported to enable ongoing participation in Further Education.

An additional data development need has been identified in relation to central collation of enrolments and qualifications of recipients of Care to Learn (NI) and Hardship Fund financial support which is being investigated with colleges.

Data development is required for information on careers service; sufficient data should be available next year.

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 Further Education Colleges and a network of non-statutory Training Suppliers contracted by the Department.

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.

\*Progressed (TfS): Includes those participants who move to the next option within TfS 2013, those who move to Further Education and those who move into employment immediately on finishing the programme, which is sustained for 13 weeks for which output related funding is paid.

## Reporting Period:

1 April 2017–30 April 2018

## 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

## Status – In Progress

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### How much did we do?

- Over 23,000 children applied for and received a funded pre-school education place.
- Provided approximately **£56 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.

### How well did we do it?

- 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 (97%) 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 2016–18 found that overall, 78% 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.

### Is anyone better off?

- 92% of target age children (c. 23,000 children) are availing of a funded pre-school education provision.
- Most children across all pre-school settings are continuing to make good or better progress in all aspects of the pre-school curriculum, there is steady improvement in the voluntary and private sector, with the outcomes for learners good or better in nearly all (91%) of these settings.
- Most (78%) of the pre-school settings inspected have a high level of capacity or the capacity to identify and bring about improvement (Chief Inspector's Report 2016–18).

### Reporting Period:

January–December 2018

## 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

### Status – Complete

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#### How much did we do?

- Expansion of Sure Start Programme: From 2013 to March 2017, Sure Start services have been extended from the 20% most disadvantaged areas to at least 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 2017/18. Approximately £4.5m of the budget funds the Developmental Programme for 2–3 Year Olds.
- 31,497 children aged 0–3 are registered with Sure Start projects<sup>1</sup>.
- 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.

#### How well did we do it?

- The extension of Sure Start services to at least the 25% most disadvantaged areas is complete.
- From 2013 to March 2017, 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 38<sup>2</sup> (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%).

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<sup>1</sup> Number of children registered aged 0–3— Sure Start Outcomes Framework Assurance Monitoring Proforma 2017/18 — Objective 4.1 Area Dataset Report

<sup>2</sup> In 2017/18 two Sure Start projects merged – there are now 38 Sure Start Projects in Northern Ireland.

- 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 3,138 0–3 year old children within this expansion area who are eligible to access Sure Start services (Census 2011 population figures) (Note legacy ward boundaries)<sup>3</sup>.
- As at 31 March 2018 a total of 13,278 children aged 0–3 years were registered to the expanded Sure Start projects. 1,215 of these children were within the existing Sure Start areas that expanded, while 1,103 were registered to the four new projects (total 2,318). This represents an increase of 21% of the number of children registered to Sure Start within the expanded area.<sup>4</sup>

### Is anyone better off?

13,278 children (of which 2,318 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 2,318 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 Period:

Expansion of the Sure Start programme took place between 2013 and 2017

<sup>3</sup> Legacy ward boundaries 1992

<sup>4</sup> Childcare Partnership – Sure Start Expansion Areas as at 31 March 2017

## 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

### Status – Complete

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### How much did we do?

Funding was provided to support the following objectives:

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 Department of Culture Arts & Leisure (DCAL) in mapping out development of a strategic programme during 2014/15 to maximise usage of the equipment and relevant 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.

## How well did we do it?

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.

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.

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.

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.

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 Period:**

Action complete

## 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

## Status – In Progress

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### How much did we do?

Number of instances of participation in Educational Programmes:

<b>Rhythm and Rhyme</b>	Libraries delivered Rhythm and Rhyme. Detailed figure for instances of participation not available.
<b>Class Visits</b>	Libraries delivered Class Visits. Detailed figure for instances of participation not available.
<b>Storytime</b>	Libraries delivered Storytime. Detailed figure for instances of participation not available.

Source: Libraries NI Activity Database (April 2018–Dec 2018 Provisional)

Access to Books:

1,609,205 books were issued/renewed by children during the above period.

## How well did we do it?

Number of instances of participation in Children’s Activities in Deprived Areas:

<b>Rhythm and Rhyme</b>	Libraries delivered Rhythm and Rhyme. Detailed figure for instances of participation not available.
<b>Class Visits</b>	Libraries delivered Class Visits. Detailed figure for instances of participation not available.
<b>Storytime</b>	Libraries delivered Storytime. Detailed figure for instances of participation not available.

Source: Libraries NI Activity Database (April 2018–Dec 2018 Provisional)

Borrowing Services in Rural Communities with no Library:

Public Mobile Libraries visit 184 schools throughout Northern Ireland, including rural communities.

### Is anyone better off?

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 Outcome 12 ‘We give our children and young people the best start in life’).

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 Outcome12 ‘We give our children and young people the best start in life’).

Participants in Storytime have the opportunity to enjoy language and stories and to read for pleasure which is an indicator for educational attainment.

### Reporting Period:

1 April 2018– 31 Dec 2018

## Outcome: Children in Poverty Learn and Achieve

### Action 2.11:

Provide additional support for Newcomer pupils and Traveller children.

### Lead Department:

Department of Education

## Status – In Progress

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### How much did we do?

#### Newcomer pupils

- Newcomer pupils: There are currently 15,220 Newcomer pupils in our schools (School Census Oct 2017). 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.
- 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.

#### Traveller Children

- There are currently over 1,000 Irish Traveller pupils in our schools (School Census October 2017). Support for Traveller Children is provided through the EA's 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).

## How well did we do it?

### Newcomer Pupils:

- The IES and the additional funding factor is available to all schools with Newcomer pupils. 665 schools received additional funding for Newcomer pupils in 2017/18. The number of Newcomer pupils in our schools is 15,220 (School Census October 2017).

### Traveller Children:

- The IES and the additional funding factor is available to all schools with Traveller pupils. 179 schools received additional funding for Traveller pupils in 2016/17. The number of Traveller children in our schools is 1,069 (School Census October 2017).

### Toybox project

- 296 Traveller children and 160 Traveller families in nine areas across NI received support from the Toybox project.
- A pilot programme (initially with 7 parents) is underway to obtain parental feedback on the support provided.
- 88% of Toybox staff are trained in 'HighScope', which aims to engage children in learning.
- 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 the IES 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.

The latest attendance figures below show a slight increase in attendance of Newcomer pupils from 89% in 2008/09 to 92% in 2017/18. With regards to attainment, statistics indicate that the percentage of Newcomer pupils achieving 5+ GCSES A\*–C (including English and Maths) is continuing to increase (from 16.9% in 2008/09 to 27.7% in 2016/17) however, this figure remains 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 90% in 2016/17.

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). In 2016/17, 63.4% of Former Newcomers achieved 5+ GCSES A\*–C (including English and Maths), against a Non-Newcomer figure of 70.2%.

### Traveller Children

The latest attendance figures below show an increase in school attendance of Traveller children from 65.0% in 2006/07 to 73.6% in 2017/18. While this increase is positive,

it is still low in comparison to the rest of the school population (94.2% in 2017/18). The IES continues to work with traveller families and schools to promote good attendance.

### **Toybox project**

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

September 2017–June 2018

## 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

### Status – In Progress

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#### How much did we do?

Department of Education (DE) launched the Getting Ready to Learn (GRtL) programme, part of Early Intervention Transformation Programme (EITP), in 2016. GRtL aims to support staff pre-school settings to engage

more effectively with parents to help them to create and sustain positive home learning environments, through the delivery of 4 themes: Big Bedtime Read, Happy Healthy Kids, Education Works in Pre-School and Ages & Stages.

Year (academic year)	Participation (% core pre-school settings)
Year 1 (2016/17)	354 settings, 47%
Year 2 (2017/18)	502 settings, 64%
Year 3 (2018/19)	598 settings, 77%

In 2017/18 13,300 parents / carers of pre-school children engaged in the Getting Ready to Learn programme.

engaging with parents to improve their knowledge of child development and how they can support their children by creating positive home learning environments.

#### How well did we do it?

In the 2017/18 academic year, 64% (502) of pre-school settings participated in GRtL,

100% of follow-up questionnaires received from settings reported improved levels of parental engagement after the programme.

95% of children in participating settings had parents engaged in the GRtL programme.

There were over 40,000 attendances at programme sessions across all 4 themes (parents will have attended more than one session).

100% of settings established home lending services for each theme delivered.

### Is anyone better off?

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 the outcomes of the programme and data is collected at the start and end of the academic year in which GRtL is delivered. The OBA report is available in Autumn for the preceding academic year. The main method of data collection is the use of pre-and post-programme questionnaires. In 2017/18 completed responses were returned by 83% of settings.

The GRtL has delivered very positive outcomes for pre-school children, their parents and pre-school children in the **2017/18 academic year:**

- 100% of pre-school settings reported improved levels of parental engagement.
- There was significant improvement in parents' knowledge and understanding of the pre-school curriculum, children's developmental milestones and the importance of physical activity.

- There was significant improvement in parents' understanding of their role in their child's pre-school education.
- The percentage of parents playing, talking and reading with their children at least 5 times a week increased from 65% to 80%.
- The percentage of children participating in physical activity at least 5 times a week increased from 60% to 75%.
- Parents reading to their children at bedtime at least 3 times a week increased from 81% to 93%, and parents reading to their children during the day at least 3 times a week increased from 52% to 66%.
- Children with a consistent or very consistent bedtime increased from 86% to 94%.
- The percentage of children with screen time of more than 2 hours/day reduced from 30% to 19%.
- There was a significant increase in families using library services.

### Reporting Period:

September 2017–June 2018

## 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

## Status – In Progress

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### How much did we do?

#### 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.

#### Training for Success

DfE provides a guarantee 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 for persons under 22 years with a disability, including learning difficulties/SEN, and under 24 years for persons from an 'In Care' background. Programme duration is 104 weeks, and 156 weeks for persons with a disability.

TfS is delivered throughout NI by Further Education Colleges and a network of non-statutory Training Suppliers contracted by the Department.

There are five 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

In excess of 90% of deaf children are born to hearing parents with little or no knowledge or expertise in sign language resulting in lack of development of literacy and numeracy skills necessary to shape their future academic achievements and employment prospects. To address this the Department for Communities provides various Family Sign Language courses equipping parents as their 'first teacher' and family members with greater sign language skills.

The **NDCS Signs for the Future project** provides direct support to 36 families (including 36 deaf children; 72 siblings; 96 adult family members) through:

### **Action Deaf Youth British Sign Language (BSL) Project** provides:

- Accredited BSL Levels 1, 2 and 3 courses for 18 deaf young people and children of Deaf adults and 10 parents of young deaf children aged between 4 to 8 years.
- Fortnightly ‘Sign & Play’ programme in Omagh and Derry/Londonderry for 20 parents of young deaf children aged up to 4 years (informal BSL learning).

### **British Deaf Association (NI)** provides:

- 20 week Family Signing at Home courses for 14 families with a deaf child.

### **Southern Health & Social Care Trust** provide:

- 30 week Homework Support Programme for 9 primary school Children of Deaf Adults (known as ‘CODAs’) in the Southern Health Trust area. This provides tutors to help with homework such as English and Maths that their Deaf parents are unable to help with due to limited English, as their primary language is British Sign Language.

## **How well did we do it?**

### **Additional Support Fund**

In 2017/18, 3,709 students received support through ASF, which accounted for 11,377 enrolments.

For the 10,275 final year ASF enrolments, the \*retention rate was 94.7%; this compares with 89.5% for other students not receiving support through this fund.

(\*Retention rate is defined as the proportion of the number of enrolments who complete their study to the number of enrolments.)

### **Training for Success**

Disability Support Contracts are in place to provide programme participants with the support required to sustain training and achieve qualifications. Contracts include the provision of sign language support.

The Department does not currently publish data specific to programme participants with disabilities.

### **Sign Language**

#### **NDCS Signs for the Future project:**

- 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.
- Pre-Training 63% of classroom assistants reported a lack of confidence working with deaf children.
- Post-Training 95% of classroom assistants reported increased confidence working with deaf children.

### **Action Deaf Youth British Sign Language (BSL) Project**

- 28 deaf children and parents obtained accredited BSL qualifications.

### **British Deaf Association (NI)**

- Due to domestic circumstances 1 family withdrew but was replaced by another family from the waiting list. All families completed the course.

- The project has met the objectives of redressing the academic underachievement of children of Deaf people in order to reach their full potential and gain better employment prospects. 100% of the parents gave positive feedback of an improvement in their children's academic performance.

## Is anyone better off?

### Additional Support Fund

Of the 9,728 ASF final year enrolments who completed their course(s) in 2017/18, 8,143 resulted in a qualification. This gives an \*achievement rate of 83.7%.

Of the 10,275 ASF final year enrolments in 2017/18, 8,143 resulted in a qualification. This gives a \*\*success rate of 79.3%.

### Training for Success

Disability Support Suppliers provide a range of support to young people with learning difficulties and/or disabilities to enable them to participate in the Training for Success programme and achieve targeted qualifications.

DfE does not currently publish achievement data specific to programme participants with disabilities. Ongoing work to improve data quality and accuracy uncovered potential issues with the recording of disability on the Client Management System (CMS). Staff in Analytical Services are working to resolve these.

**In all of the above Sign language and personal development programmes for deaf children:**

100% of family participants changed their communicative behaviour as a result, and have shared their learning with family or friends and reported:

### Short term (1–8 weeks)

Increased confidence in meaningful communication with their deaf child and in accessing and using sign language. Parents feel empowered to share BSL with professionals working with their deaf child through the tech-friendly app which will act as a conversation starter and a tool for raising awareness.

### Medium term (9–20+ weeks)

Parents/extended family feel able to communicate freely with their deaf child using signs, and are increasingly confident in their ability to support their child's learning. Children's opportunities to communicate with their community of care has notably increased. Professionals working with deaf children have raised awareness of BSL and strategies for effective communication, and increased interest in becoming 'deaf-friendly' practitioners with appropriate levels of BSL through use of the app.

### Long term (20+ weeks)

Deaf children will develop language and vocabulary skills commensurate with those of their hearing peers by the time they start school. The emotional health and wellbeing of the child and their family will increase in positivity and be commensurate with their hearing peers. The community of care surrounding the deaf child/children will strengthen to support their education and develop in later years.

CODAs Homework Support Programme – 100% of the parents gave positive feedback of an improvement in their children’s academic achievement:

- One child excelled in the tutoring environment and received an award.
- Another child who was previously categorised as having learning difficulties in their mainstream educational setting was removed from this category completely and told she had “grown out of her learning difficulties” and instead of being sent to the bottom banding for post primary education will now enter that school in the middle banding and is continuing to improve.

The programme has had a huge impact on both the children and the family – increasing the children’s self-esteem and reducing parental stress as they witness such improvements as outlined which may, in time, increase the children’s employment opportunities in the future.

(\***Achievement rate** relates to the percentage of the number of enrolments who complete their study and achieve their qualification to the number of enrolments who complete their study.

\*\***Success rate** is the overall measure of performance, which is the proportion of the number of enrolments who complete their study and achieve their qualification to the number of enrolments.)

### Reporting Period:

Additional Support Fund & Training for Success: September 2017–June 2018 (the academic year for FE Colleges). Sign Language: 1 April 2017–28 June 2018

## 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

## Status – In Progress

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### How much did we do?

#### Extended Schools

Over £9m of Extended Schools (ES) funding continues to be made available in 2018/19 to support schools with a high percentage of pupils from disadvantaged areas and/or who have a Free School Meal Entitlement (FSME).

Almost 500 schools are participating in the 2018/19 ES programme. Overall, this represents **43% of all schools and 41% of all pupils in NI (October 2017 school census)**.

In 2017/18 (latest data available), a total of 3,156 additional services and activities were delivered by participating schools before, during and beyond the traditional school day aimed at addressing educational disadvantage.

Based on participation figures provided by schools, **116,551 pupils, 27,253 parents and 18,040 community members took part in ES activities during 2017/18.**

#### Full Service

£770,000 was made available in 2018/19 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, **161 pupils received support from a Personal Development Mentor, 266 pupils received counselling support and 401 pupils attended Easter revision classes in 2017/18.**

The Full Service Community Network (FSCN) provided a range of demand-led educational, transition, social and emotional support to **847** pupils across more than 20 schools serving the Greater Falls and Upper Springfield areas including early intervention programmes, literacy and numeracy activities, and support for newcomers whilst also

facilitating **1,924** sessions of counselling support and wraparound services for primary school children, parents and staff/professionals in 2017/18.

## How well did we do it?

### Extended Schools

**100%** of all schools identified as eligible for funding have chosen to participate in the current ES programme in 2018/19.

**63%** of FSME pupils in NI attend schools that are participating in the ES programme (average FSME enrolment across all NI schools according to the October 2017 school census was 30%).

**100%** of participating extended schools in 2018/19 are working collaboratively with other schools as part of an ES Cluster providing enhanced opportunities to meet the needs of local communities.

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 2017/18, **17%** of all ES activities (**533**) focused on enhancing literacy or numeracy whilst **10%** (**316**) promoted healthy lifestyles with a further **6%** (**176**) delivering sporting or recreational opportunities.

### 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.

A range of positive feedback has been reported on FSCN support activities offered during 2017/18, for example:

“The positive impact that FSCN key workers intervention had on the approx. 30 children with whom she worked with on either a small group or 1:1 basis was definitely evident in our own observations and assessments. There was a significant improvement in the development of attention, listening and concentration skills for those children attending her groups” (FSCN Nursery School Principal)

**100%** of respondents to a survey on Saturday School provision for Newcomer children said that their speaking, spelling and reading in English had improved.

## 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 are benefitting from additional ES and FS resources in 2018/19, 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.

Data is not yet available to evaluate the positive impact of the ES programme in 2018/19; however, in 2017/18:

- 99% of schools reported evidence that their ES provision reduced underachievement, with 66% reporting this evidence to be strong;
- 90% of schools reported evidence that their ES provision fostered health, well-being and social inclusion, with 47% reporting this evidence to be strong;
- 94% of schools reported evidence that their ES provision improved life chances, with 37% reporting this evidence to be strong; and
- 90% of schools reported evidence that their ES provision developed the integrated delivery of support and services, with 45% 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 (2017/18) from the FSCN indicates that those Primary schools receiving literacy and numeracy support assessed using Progress Towards English (PTE) and Progress Towards Maths (PTM) measures **showed an overall average improvement in performance of 21 points in English, and 2 points in Maths in comparison to 2016/17 levels.**

**Scores registered by those pupils completing Barnardo's Time 4 Me counselling during 2017/18, measured via the 'Child Outcome Rating Scale', rose on average by 18 points by the end of the counselling intervention.**

The most recent data from the FSES (2017/18) demonstrates a long-term trend of improved attendance, GCSE and A level attainment during the life of the programme.

### **Reporting Period:**

1 April 2018–31 Jan 2019

## 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

## Status – In Progress

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### How much did we do?

Personal Education Plans (PEPs) were introduced in 2011.

A review of PEPs has recently been undertaken and an updated process, is being piloted in schools. This is subject to consultation with directly impacted parties before a 'roll-out' to schools would be implemented.

Department for the Economy (DfE) Careers Service has Partnership Agreements in place with 100% of publically funded post-primary schools in Northern Ireland. 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.

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+ “Looked After Children” (LAC) young people have access to DfE Careers Services, which includes the opportunity for a DfE Careers Adviser to review each young person’s current career pathway to ensure that they are on the right track and provide careers guidance as appropriate.

### How well did we do it?

Approximately 89% of LAC have a PEP.

In the 2017/18 academic year, the Careers Service delivered 21,043 guidance interventions to the year 12 cohort (95% of the 17/18 cohort).

The Careers Service has specifically identified that 389 guidance interventions were delivered to young people under 18 years and 634 guidance interventions to young people 18+ with a care background in the 2017/18 academic year. A total of 1,023 guidance interventions.

In the 2017/18 academic year, the Careers Service reviewed the career pathways of 1,091 young people at Trust convened Education Training and Employment forums, with 120 of these young people identified as requiring and receiving further Careers Services.

### **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.

An online survey was issued to all pupils who have used the Careers Service in the past academic year. The number of responses received was too small for publication. DfE have made some changes to how this information is gathered and will have figures for next year.

### **Reporting Period:**

DE 1/04/2018–31/12/2018

DfE 01/09/2017–31/08/2018

## 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 (CLC) programmes for young people (aged 15–18) in NI over the period April 2018–Dec 2018.

### Status – In Progress

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#### How much did we do?

##### April 2018–December 2018

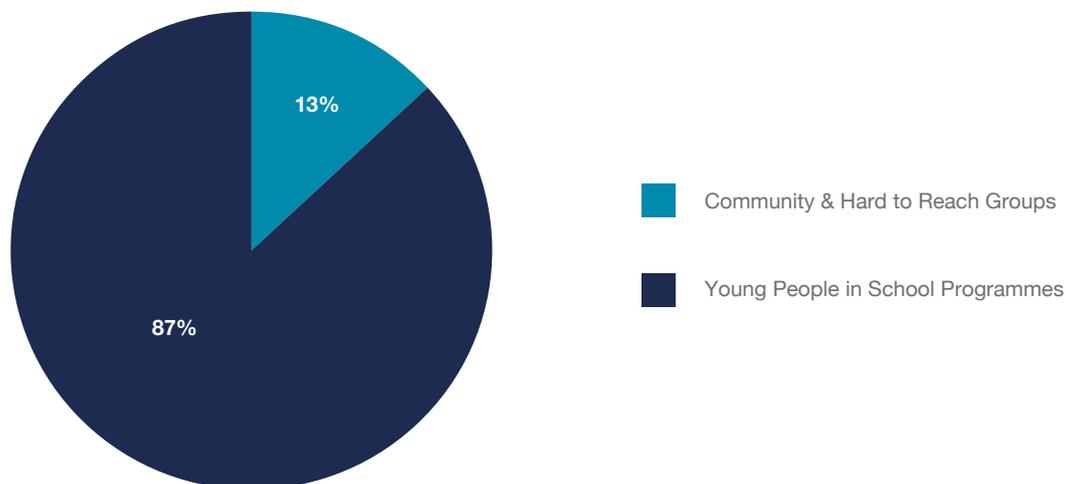
- Young People Participating in CLC Programmes – 6,017.
- Teachers Participating in CLC Continuing Professional Development (CPD) programmes – 2,253.
- Partnership and returning schools participating in CLC Programmes – 80.
- Young people in community youth and hard to reach groups involved in CLC programmes – 769
- 86% CLC programmes delivered in areas of disadvantage.

#### How well did we do it?

##### April 2018–December 2018

- Annual Target: 4,950 young people exceeded by 1,067 or 21.5% by end Quarter 3.
- Annual Target: 2,100 teachers exceeded by 153 or 7% (a more focused target combined with increased contact time with teachers).
- Annual Target: 90 participating schools will be achieved in Quarter 4 (80 schools by end Quarter 3).
- Annual Target: 70% of CLC activity to be directed at reducing poverty and social exclusion. Target exceeded by 16%.

## Young People Participating in Creative Learning Centre Programmes



### Is anyone better off?

- 6,017 young people participated in CLC digital technology programmes; 5,248 or 87% in school-based programmes and 769 or 13% in community based programmes.
- 2,253 teachers participated in CLC CPD digital technology programmes.
- 80 schools were involved in CLC partnership and continuing support programmes in the use of digital technology

### Reporting Period:

1 April 2018–31 Dec 2018

## 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

### Status – Complete

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#### How much did we do?

Funding of £2m was spent in the 2013/14 and 2014/15 financial years on the Community Education Initiatives Programme (CEIP).

In total, throughout Northern Ireland, 68 Neighbourhood Renewal Areas (NRA)/ Super Output Areas (SOA) were targeted.

In Belfast during 2014/15 6,150 children and 514 adults benefited from the Programme.

#### How well did we do it?

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.

#### Some examples of the outcomes in 2014/15 are as follows:

- 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.

#### 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 Period:**

Action Complete

## 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

## Status – In Progress

### How much did we do?

The Department of Education invests approx. £32m per year to:

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

A further £3m earmarked funding was also provided for the delivery of T:BUC Camps and youth-related actions relating to the Tackling Paramilitaries Strategy.

139,389 young people aged 4–25 years are involved in registered youth work. The percentage uptake by age band is as follows\*:

- Age 4–8 (30.1%);
- Age 9–13 (39.0%);
- Age 14–18 (30.6%);
- Age 19–21 (3.0%); and
- Age 22–25 (1.7%).

There are 1,632 registered youth facilities\*:

\*provided by EA Youth Service

Controlled	84	5.1%
Church based	276	16.9%
Community	322	19.7%
Uniformed	922	56.5%
Other	28	1.7%

The Service relies on the contribution of over 20,000 volunteers.

### **Extended Provision Scheme:**

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.
- 54 youth groups funded in 2018/19 with £1.5m allocated.
- Further £280,000 supplementary funding allocated for extended provision and outreach.
- Funding returns and stats for 2018/19 – funding due at the end of March 2019.
- 58 statutory sector extended programmes targeted, with 31 completed.
  - 2,632 young people targeted

### **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.

- Total of £352,000 in grant aided schemes and programmes awarded to 60 groups for 2018/19
- Funding returns and stats for 2018/19 – funding due at the end of March 2019.
- 87 statutory sector inclusion programmes targeted.
  - 1,269 people targeted

## **How well did we do it?**

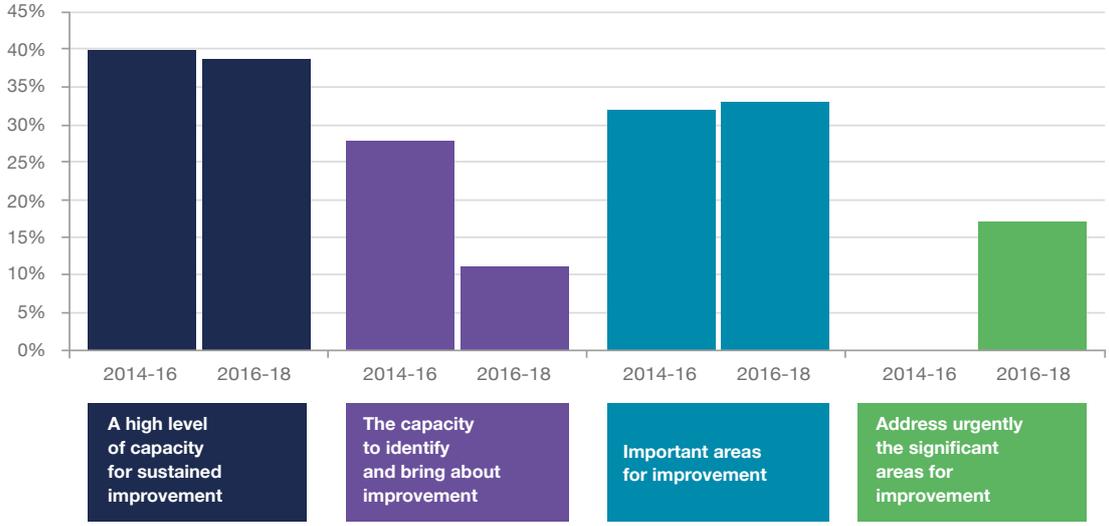
### **The Chief Inspector's report 2016–18 found that:**

- Across the youth service, there is an appropriate focus on assessing and meeting the mental health needs of young people who face a range of personal and social issues; for example, examination stress, the pressures of social media, low self-esteem, exclusion and marginalisation, and threats from paramilitaries. Through their increasing participation in the youth service, young people are learning how to overcome many of their barriers to learning.
- In a society where young people can often be denied a voice, there are very good examples of youth workers engaging and inspiring young people to advocate for themselves and others. In the best practice, the young people develop a critical understanding of contemporary issues such as Brexit, social division, sexual preference, gender identity and how to contribute positively to their communities.
- Youth workers identify those young people who are most vulnerable and marginalised and implement support through appropriate intervention strategies. In a divided and

contested society, many youth workers have learnt very effective lessons about how to engage with young people at the cutting edge. The most effective practice empowers these young people to move forward in meaningful roles within their organisation and within their community.

- Young people are increasingly able to reflect on and discuss confidently their learning, feelings and beliefs and are progressing well into meaningful leadership roles.
- Volunteers contribute effectively to youth work as positive, enthusiastic role models, creating purposeful programmes, offering relevant recognised training courses and providing care and welfare.
- Where strategic planning is effective across the provision, there is a well embedded focus on continuous improvement.
- One half of the organisations inspected have either important or significant areas for improvement including the need for the youth workers to develop more focused and reflective practice to help improve the quality of their delivery.
- The youth organisations need to monitor and evaluate the provision more thoroughly, with a sharper focus on learning outcomes for the young people in one-third of the organisations inspected, and, in a small number of organisations, on safeguarding.
- Further relevant accredited training is required for full and part-time staff, particularly to support the work with young people who present with additional learning needs.
- In almost all of the voluntary sector organisations inspected, there are well structured and well-informed management committees characterised by good communication and organisational leadership.

Overall Effectiveness Conclusion 2016-2018



- 50% of the organisations inspected, through full inspections, were evaluated as having a high level of capacity, or the capacity, to identify and bring about improvement; with the remainder evaluated as having important or significant areas for improvement.
- The young people who engage in initiatives associated with Community Relations, Equality and Diversity report how they have developed increased self-awareness and understanding for others; in particular they cite the positive impact of Together: Building a United Community programmes. In a majority of organisations, the young people understand and can articulate clearly how their learning benefits them in their mainstream education and training, and how it augments their applications to progress into further and higher education, enhancing their life chances and future career pathways.

#### **Extended Provision Scheme:**

- An additional 14,904 youth work sessions were provided;
- 33 full-time and 213 part-time staff were employed and 284 volunteers engaged;
- 65,817 hours of youth work were contributed by voluntary staff; and
- 81 residential experiences were delivered to 1,799 participants.
- 2,632 young people targeted by statutory sector programmes with 761 young people completed year to date
- Voluntary sector returns due the end of March 2019

#### **Inclusion Scheme**

- 75 inclusion residential experiences were delivered, involving a total of 1,305 young people with a total of 297 overnight stays.
- Inclusion work throughout NI gained delivery support from 231 Volunteers contributing 9,659 hours of service.
- 108 full-time staff and 156 part-time staff were involved in Inclusion work.
- 1,269 young people target by statutory sector programmes with 590 young people completed year to date.
- Voluntary sector returns due the end of March 2019

#### **Is anyone better off?**

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

- 26,087 young people progressed against an outcome.
- 2,214 young people gained accreditation.
- 947 young people registered for the certificate in Personal Success and Well-being, of which 80% achieved grade B equivalent.
- 13,157 young people benefitted from work targeted at Key Stage 2 and 3 pupils engaged through 30 Learning Together programmes delivered by EA Youth Work staff in schools.

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

- Voluntary sector returns due the end of March 2019.

- 488 of 761 young people in statutory sector programmes completed, progressed against the youth work outcome.
  - 12 of these completed accreditations

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

- Voluntary sector returns due the end of March 2019.

- 460 of 590 young people in statutory sector programmes completed progressed against the youth work outcome.
  - 86 of these completed accreditations

**Reporting Period:**

1 April 2018–31 March 2019

## 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

## Status – In Progress

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### How much did we do?

#### Early Intervention Support Service (EISS)

- Between 1 August 2015 to 30 September 2018, 2,023 families have been supported by EISS (representing 95% of the cumulative target under EITP).
- Targets for families supported through Transformation Funding (October 2018–March 2019) are 315 families (63 families per EISS).
- Referrals to EISS are from a variety of sources. 39% referrals came through the Family Support Hub, 17% self-referral, 11% from Health Visitors; 6% from schools and 27% other sources.

#### Incredible Years

76 delivery organisations were supported through a continued Incredible Years implementation support programme.

- Two Incredible Years (IY) programmes have been completed between April–December 2017 – 1 in South Eastern area & 1 in Belfast Area.
  - 25 parents commenced the programme.

- 25 sessions delivered by Incredible Years facilitators.

- 3 crèche places required & taken up by families.

- Four further Incredible Years Programmes are currently in progress due for completion in January/February 2018.

- **Strengthening Families Programme**  
100 families across NI supported and undertook the evidence based ‘Strengthening Families Programme’.

- **Parenting Ur Teen/ Odyssey Programme**  
18 Odyssey Parenting Programmes delivered to 125 families and over 140 children/young people.

### How well did we do it?

#### Early Intervention Support Service

- From April to September 2018:
  - 261 families completed intervention,
  - 44 families disengaged from the service,
  - 5 families were referred to Gateway and
  - 637 families supported from all referrals.

## **Incredible Years (IY)**

- Over 40% eligible IY practitioners on pathway to accreditation.
- Out of the two IY programmes that have been completed
  - 6 (24%) parents completed the programme – attended 10 out of 12 sessions.
- Average attendance rate at each session was 52%.
- Average number of sessions attended was 6.2.
- 15 (60%) of parents completed parental satisfaction forms.
- 14 (92%) participants that completed parental satisfaction forms were satisfied/very satisfied with the programme.
- 82% of families completed the Strengthening Families programme in 2017.
- 91% of parents completed the Parenting Ur Teen/Odyssey programme in 2017.

## **Is anyone better off?**

### **Early Intervention Support Service –**

The Outcomes Star – Family Star Plus is used to measure outcomes of the EISS (April 2018–September 2018).

- 96 families improved in at least one area.
- 85 families improved in at least 2 areas.
- 54 families improved in at least 3 areas.
- 29 families improved in 4 or more areas.

### **Practitioners –**

- 100% of practitioners (enrolled on IY accreditation scheme) reporting improved knowledge & skills.

### **Strengthening Families Programme**

- 100% reported improved family communication.

### **Parenting Ur Teen/Odyssey Parenting Support Programme; Survey of programmes showed;**

- 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 Period:**

1 April 2017–30 December 2018

## 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

## Status – In Progress

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### How much did we do?

#### Family Support Hubs

Family Support Hubs have continued to provide help to a large number of families and caregivers. The first six months of the 2018/19 year showed an increase in the number of primary school aged children referred for emotional behaviour support.

#### Early Intervention Support Services

Early Intervention Support Service (a pilot project operating in five areas was established under the Early Intervention Transformation Programme and is now funded through Transformation Funding) works closely with the Family Support Hubs to support families when problems arise before they need statutory involvement.

### How well did we do it?

#### Family Support Hubs

During the first six months April–September of the 2018/19 year Hubs received referrals from

3,567 families, which included 4,785 children and 2,434 parents.

#### Early Intervention Support Services

From August 2015–September 2018

- Total families supported: 2,023

### Is anyone better off?

#### Family Support Hubs

The Family Support Hubs collected a sample of 129 families with 162 children across the region during 2017–18. 121 of these families reported that the process of being referred to the Hub worked well and 114 reported positive outcomes for themselves and their children. 112 families did not require onward referral to statutory services. The majority of these families were referred to parenting and family support services. The children were primarily in the 5–10 age range and referred for emotional behavioural support.

The Family Support Hubs also conducted a Core Members survey in 2018. 680 Hub Network Members / Organisations were targeted in this survey and there were a total of 203 responses (30%). 97% of Hub members who responded to the survey believe that they have had an increased knowledge of services available in the local area. The data has shown that member organisations who responded to the survey believe there is an increase in the understanding of the needs of children and families by using the Family Support Hub model of working (up by 10% to 96 %) since the survey was completed in 2016. Since completing the survey in 2016 there has been an increase of 4% (now 98%) in the number of member agencies who believe the hubs provide an increased likelihood of improved outcomes for children and families.

### **Early Intervention Support Services**

(Data April 2018–September 2018)

EISS uses the Outcomes Star as an assessment tool. The Family Star Plus focuses on ten core areas that have been found to be critical in enabling children and young people to thrive.

96 families showed improvement in at least one area, 85 showed improvement in at least two areas, 54 showed improvement in at least 3 areas, and 29 showed improvement in at least 4 areas.

### **Reporting Period:**

Family Support Hubs –  
1 April 2018–30 Sept 2018

Early Intervention Support Services –  
August 2015–September 2018

## 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

### Status – In Progress

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#### How much did we do?

- 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.
- Funding of £432,000 has been provided through the Early Intervention Transformation Programme (EITP) for a Play and Leisure project – Play Matters. Project delivery commenced in April 2018 with three core elements: (1) PlayShaper Programme (2) Play Training for Professionals & Parents Programme (3) Play Messaging Campaign.
- 10 Community Partnerships/councils engaged in PlayShaper programme / 23 PlayShaper sessions delivered across council areas with 236 participants attending.

- 10 × Play Training for Professionals delivered (further 20 scheduled) with 115 professionals engaged.
- 40 Play Awareness sessions for parents secured regionally.
- The project is currently funded until the 31 March 2019.

#### How well did we do it?

- 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”.
- 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.
- The funding allocated through EITP is allowing DE (Children and Young People Team) to promote the importance of play for children’s overall health & wellbeing amongst key influencers/stakeholders and

parents. The Play and Leisure project – Play Matters – delivery commenced in April 2018 and is using OBA principles to measure performance and impact.

- An evaluation report will be published following the completion of the scheme.
- Feedback from participants taking part in either Play Shaper or Professional Play Training Programme includes:

“To date the sessions have highlighted to myself as an elected representative the key role the Council, as a local authority, can play in shaping and influencing play policy both internally and as an advocate with other public bodies and organisations. The different ideas that have been presented as part of the sessions also provide Council with an opportunity to assess how effective our own play policies and strategies have been to date and what new thinking is required to improve the services we can provide to children and young people.”

#### **Local Councillor**

“Play Shaper has been critical in changing perceptions of the importance of play within the council and amongst wider stakeholders. For the first time the views of those officers responsible for play are being sought out on key issues such as community planning and on wider strategic and operational matters. Not only that but there is a much greater understanding across council and amongst wider stakeholders of the importance of play and its role in addressing the issues we are facing as a collective community planning group.”

#### **Community Planning Partnership Manager**

“Training gave me lots of relevant information – increased knowledge of play, benefits of

play, barriers to play, legal obligations to provide opportunities to play. Excellent, interactive delivery with plenty of opportunity to reflect on our own play experiences”.

#### **Participant, Professional Play Training**

“I think I will definitely be introducing this into every family as this could potentially be the basis of all home visits”.

#### **Participant, Professional Play Training**

“I plan to talk about the importance of play with parents I work with and give them information. Encourage them to spend time with their children and encourage them to also give children their own space. I’m more confident now in raising ways to encourage play within families more and can back this up with knowledge and research etc.”.

#### **Participant, Professional Play Training**

### **Is anyone better off?**

- See comments within “How Well Did We Do It?”
- Work is underway to develop appropriate indicators relating to play.
- Two Community Plans (Armagh, Banbridge, Craigavon and Causeway Coast and Glens Borough Councils) have been amended to clearly reference and highlight the importance of Play and Leisure.
- The EITP Play project – Play Matters – delivery commenced in April 2018. It is using OBA principles to measure performance and impact and a full written evaluation will be published by May 31 2019.

### **Reporting Period:**

1 April 2018–31 March 2019

## 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

### Status – In Progress

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#### How much did we do?

##### Practitioners – Infant Mental Health Training:

- 19 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.
- 22 staff from various organisations undertook the 2 year Tavistock M9 Infant Mental Health Diploma or Tavistock M7 Early Years Diploma from January–November 2018.

##### Parents – Mood Matters in Pregnancy:

- 211 people attending Sure Starts, Early Years settings and through ante-natal support programmes participated in the Mood Matters in Pregnancy Programme. This is a new PHA Commissioned Infant Mental Health awareness raising programme.

#### How well did we do it?

##### Practitioners – Infant Mental Health Training:

- 100% of participants completed their 2 year M7 and M9 Diploma training.

##### Parents – Mood Matters in Pregnancy:

Feedback by participants was highly positive in both Year 1 and 2 with the same themes emerging across all MMP sessions. These focused on;

- Relaxed and informal learning environment.
- Interaction with other parents.
- Sharing experiences and offering supports with parents in the group.
- Professional advice.
- Easily digestible information.
- Delivery style of facilitators.
- Bringing mum and baby together for the session.
- Offers reassurance that stress and anxiety in pregnancy and post pregnancy is normal.

## Is anyone better off?

### Practitioners – Infant Mental Health Training

- 95% of the Infant Mental Health 2 year Diploma practitioners reported improved knowledge of Infant Mental Health and its determinants.
- 80% of the Infant Mental Health 2 year Diploma practitioners reported a decrease in need for referrals for specialist services as problems were being resolved.

- 80% of M9 Trainees reported being better equipped to respond to families with difficulties in the parent infant relationship.

### Parents – Mood Matters in Pregnancy

- 98% of the 256 parents reported improved understanding of mental health, signs and symptoms and skills to cope with difficulties.

### Reporting Period:

1 April 2017–30 December 2018

## 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:

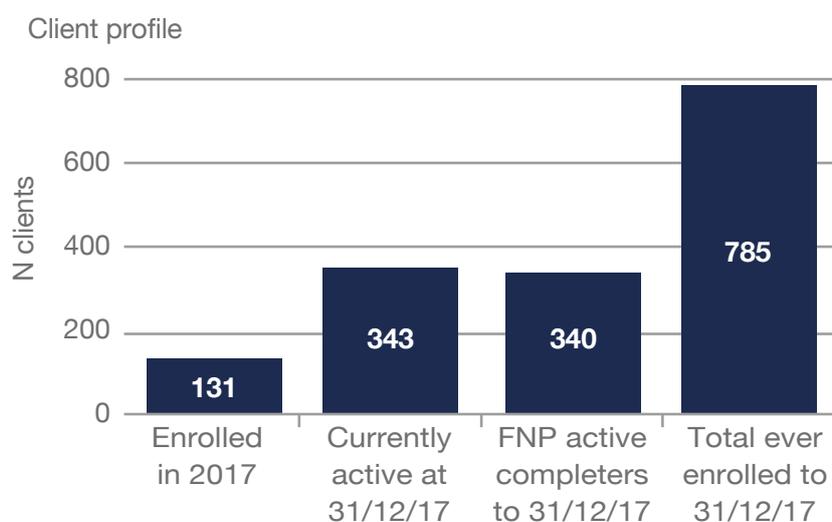
Department of Health

### Status – In Progress

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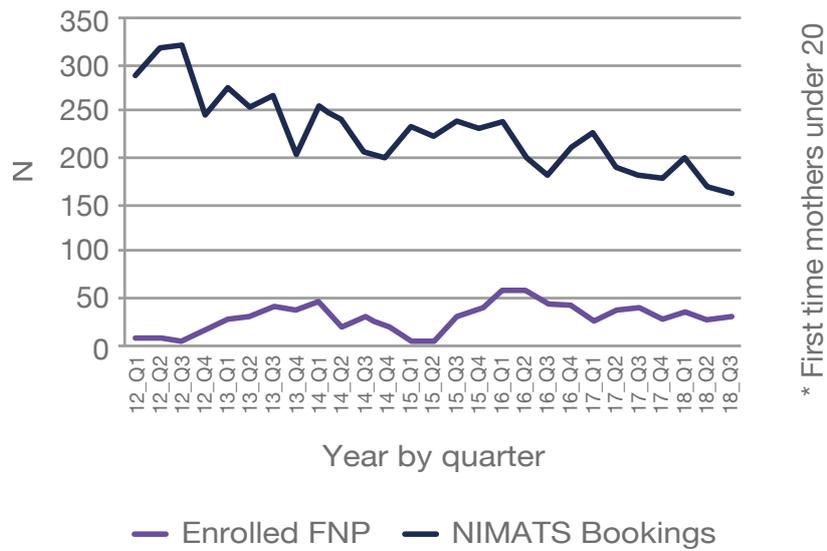
### How much did we do?

Family Nurse Partnership (FNP) is a rolling programme that has now been implemented across Northern Ireland. Since it started in 2010, 785 teenagers have been enrolled. In 2017, 131 teenagers enrolled on the programme

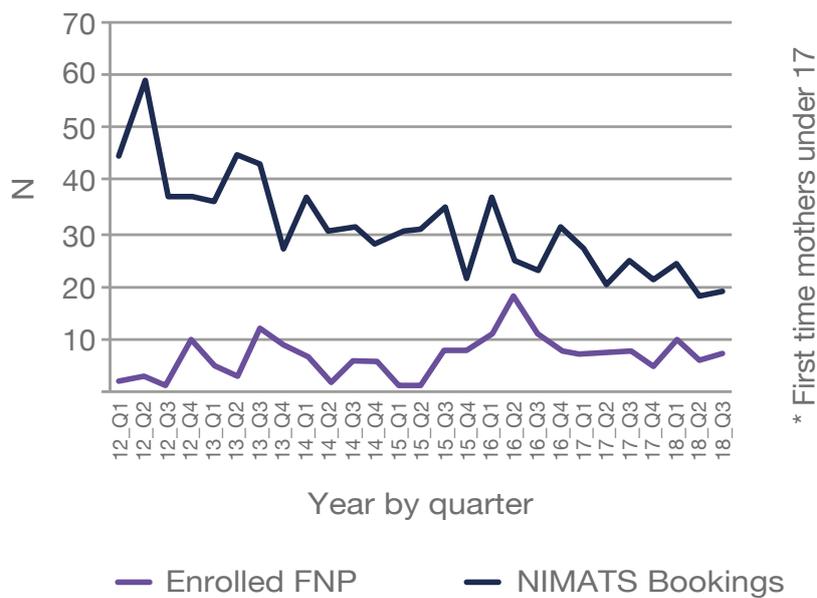


## How well did we do it?

NIMATS bookings\* and total clients enrolled on FNP by quarter (2012–2018)



NIMATS bookings\* and total clients enrolled on FNP by quarter (2012–2018) for clients under 17 yrs

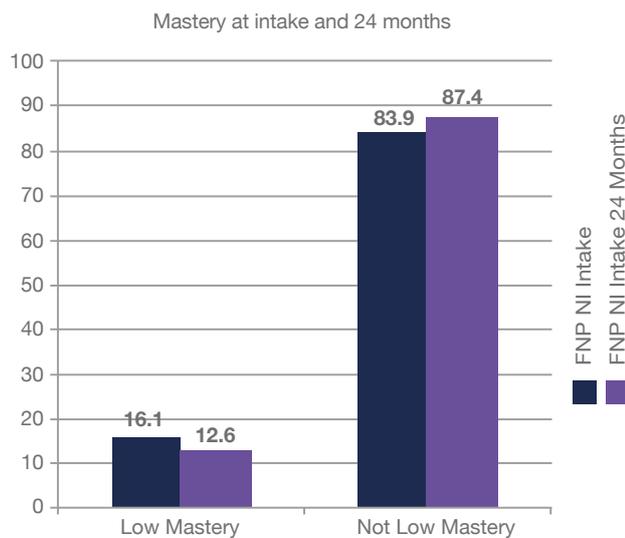
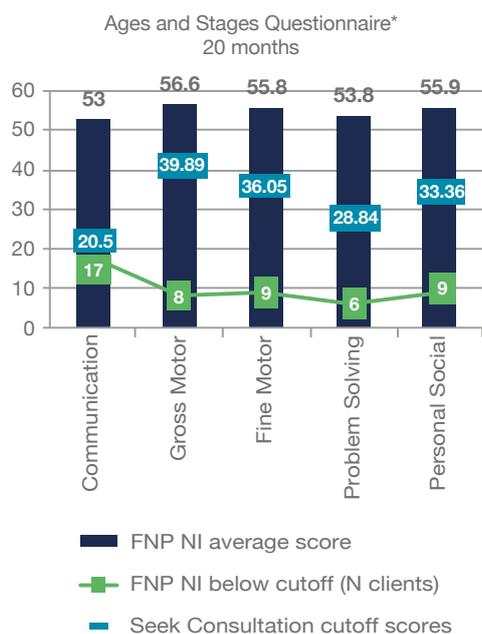


## Latest attrition rates

Total attrition by stage for stage completers	Performance % (N)	Goal
Attrition – Pregnancy	1.9% (14)	10%
Attrition – Infancy	8.4% (49)	20%
Attrition – Toddlerhood	6.3% (25)	10%

\*FNP Annual Report 2018 (data 31/12/2017)

## Is anyone better off?



Change in Mastery	FNP
% change in number of clients with low mastery between intake and 24 months	-2.1%
% of clients with higher mastery score at 24 months than intake	43.2%

\*FNP Annual Report 2018 (data to 31/12/2017)

## Low birth weight (<2.5kg) NIMATS 2017

	N Births*	N <2.5kg	%
<b>Non FNP</b>	762	50	6.6
<b>FNP</b>	147	10	6.8
<b>Total</b>	909	60	6.6

\*Births to first time NI resident mothers <=20 years (NIMATS) in 2017

## Attempted breastfeeding NIMATS 2017

Under 20 years		20 years and under	
FNP	Non FNP	FNP	Non FNP
43% (N=55/128)	39.7% (N=184/463)	43.2% (N=63/146)	41.7% (N=316/758)

\*Live births to first time NI resident mothers (NIMATS) in 2017

### How well?

- The younger clients under 17 years have been prioritised for programme places

- Lower number of babies with lower birth weight
- Improvement in breastfeeding rates for mothers on the programme

### Any better off?

- Child development at 20 months are within normal limits
- Young mother mastery levels are higher at the end of the programme

### Reporting Period:

31 Dec 2017–31 Dec 2018

## 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

## Status – In Progress

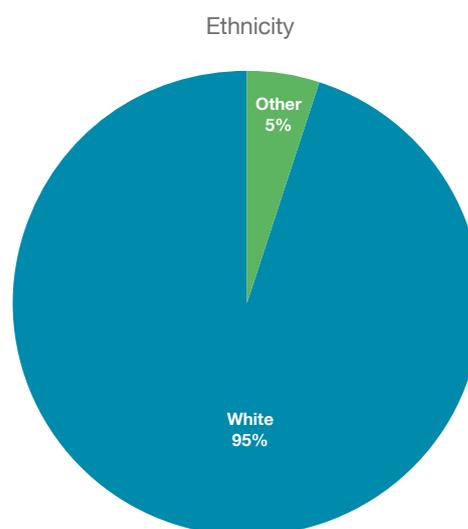
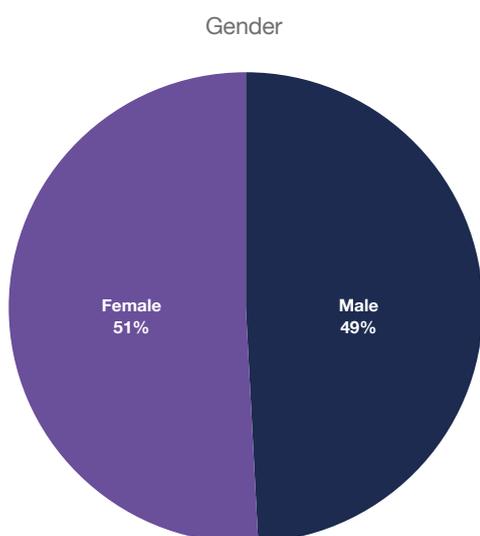
### How much did we do?

- Organisations involved: 41
- Total Young People participating: 1,086
- Young Leaders participating: 75
- Young Leaders activity sessions: 47
- Young People aged 11–15 years participating: 1,011

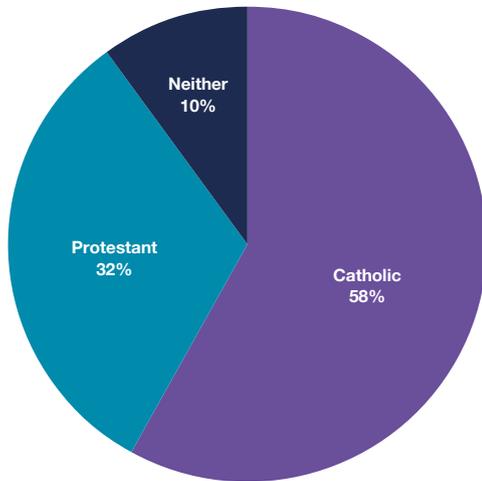
- Young People aged 11–15 years activity sessions: 402

Programmes delivered in the Urban Village areas of Colin, Eastside and the Falls/Village area of Belfast;

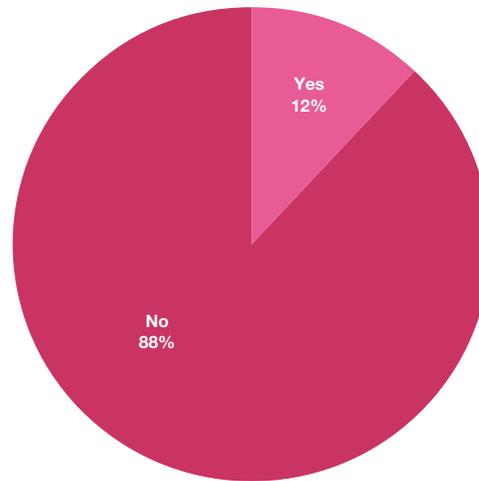
- Rural Pilot Programme delivered in Erne East area of Co Fermanagh.
- Demographics of participants:



Community Background



Disability



### How well did we do it?

- 100% young leaders were satisfied with training.
- 71% of young leaders received accreditation.
- 61% of young leaders participated in revised Uniting Communities programme.
- 91% of young leaders completed the full programme.
- 90% of participants aged 11–15 years completed the programme.
- 98% of participants aged 11–15 years reported satisfaction with the programme.

### Is anyone better off?

- 62% of young people reported improved attitudes towards people from different religious backgrounds.
- 62% of young people reported improved attitudes towards people from minority ethnic groups.

- 89% of young people developed friendships with people from different religious backgrounds.
- 30% of young people developed friendships with people from minority ethnic groups.
- 64 organisations reported benefiting from their involvement with the programme.

Qualitative evidence included testimonials with comments including:

“We’ve been through a lot and developed personally and as a team” – **Young leader**

“It was amazing, it applied outside, in school... building your confidence, knowing what it is to be a leader” – **Young leader**

“Now the group, they’re a common community, everybody’s one, work together as one” – **Community youth organisation**

### Reporting Period:

1 April 2017–31 March 2018

## **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

### **Status – In Progress**

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#### **How much did we do?**

Fully committed funding to a total of 68 projects; 49 capital making improvements to 115 premises; and 19 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).

To date over 26,500 people have benefitted from SIF revenue projects. Over 2,600 people are engaged in employment/training projects; over 9,900 are engaged in early intervention projects and over 14,000 are engaged in projects focused on education. 10 revenue projects have now completed delivery. Construction is complete on 26 capital projects with a further 35 projects having contractors appointed.

#### **How well did we do it?**

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.

Individual project data suggests good participant satisfaction rates across the suite of projects which are operational.

#### **Is anyone better off?**

Of these 68 projects, 65 have commenced; 44 of these are operational with 36 completed construction/delivery. 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.

#### **Reporting Period:**

30 Jan 2018–29 Jan 2019

## 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

## Status – In Progress

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### How much did we do?

Provide support to parents of children in the 25% most disadvantaged ward areas:

- In 2017/18 the Department of Education (DE) invested around £25m per annum 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).
- 31,497 children aged 0–3 (snapshot of number of children registered on 31/03/18)<sup>1</sup> are registered with Sure Start projects.
- The Sure Start Programme was initially delivered in the 20% most disadvantaged areas in Northern Ireland, however

in March 2017 the expansion of the programme was completed to incorporate at least 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 38 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.

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<sup>1</sup> Number of children registered aged 0–3 — Sure Start Outcomes Framework Assurance Monitoring Proforma 2017/18 — Objective 4.1 Area Dataset Report

- 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% of Sure Start registered Antenatal mums accessed services between March 2017 and March 2018. (Objective 2.3 DE Outcomes)
  - 2,219 Health Promotion sessions delivered within the 38 Sure Start projects during 2017/18. (Objective 2.6 DE Outcomes)
  - Play Programmes delivered within the 38 Sure Start projects during 2017/18. (Objective 1.3 DE Outcomes)
  - 145 Developmental Programmes for 2–3 Year Olds delivered by Sure Start projects during 2017/18, an average of 848 adults attended Stay and Play sessions each month. (Objective 1.1 DE Outcomes)
  - 9,770 children were registered with Sure Start during 2017/18 of which 8,850 were 2 years old at the end date. 988 of these children were signposted or registered with a dentist as at 31/03/18. (Objective 2.2 DE Outcomes)
  - 144 Oral Health sessions delivered within the 38 Sure Start projects during 2017/18. (Objective 2.4 DE Outcomes)

- 2,329 registered fathers accessed Sure Start services in 2017/18.

## How well did we do it?

- The extension of Sure Start services to at least the top 25% most disadvantaged areas, as identified by the NI Multiple Deprivation Measures (NIMDM 2010) is complete.
- From 2013 to 2017, additional funding of £4.4m (18%) was 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 38 (11%).<sup>2</sup>
- The four new Sure Start projects cover 9 wards and 3 Super Output Areas (SOAs). 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 services. (Census 2011 population figures) (Note legacy ward boundaries)<sup>3</sup>
- As at March 2018 there has been a 0.5% decrease in the number of antenatal mums accessing antenatal services compared to March 2017. (Objective 2.3 DE Outcomes)

<sup>2</sup> In 2017/18 two Sure Start projects merged, there are now 38 Sure Start Projects in Northern Ireland.

<sup>3</sup> Legacy ward boundaries 1992

- 3% decrease in the number of Health Promotion sessions delivered between March 2017 and March 2018. (Objective 2.6 DE Outcomes)
- 30,607 families attended Play Programmes during 2017/18 which represents 52% increase in the numbers attending since 2016/17. (Objective 1.3 DE Outcomes).
- Between March 2017 and March 2018 an average of 848 adults attended Stay and Play sessions each month which represents 3.8% decrease in the numbers attending since 2016/17. (Objective 1.1 DE Outcomes) (Note Stay and Play sessions are for the Sure Start Developmental Programme for 2–3 Year Olds)
- As at March 2018 there has been an 8.1% increase in the number of children signposted or registered with a dentist before the age of 2 years compared to March 2017. (Objective 2.2 DE Outcomes)
- 66% increase in the number of Oral Health sessions delivered between March 2017 and March 2018. (Objective 2.4 DE Outcomes)
- As at March 2018 there has been a 1.5% increase in the number of registered fathers accessing Sure Start services compared to March 2017. (Objective 3.2 DE Outcomes)

## Is anyone better off?

31,497 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.

This represents 81% of eligible children ages 0–3 years registered with Sure Start. 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 Period:

1 April 2017–30 March 2018

## 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

## Status – In Progress

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### How much did we do?

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.

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.

In 2017/18 there were a total of 142,237 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.

### How well did we do it?

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.

Demand for the service is increasing year on year, with the 2017/18 academic year reporting in excess of 49,000 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.

### 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 Period:

Academic Year 2017–2018

## 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

### Status – In Progress

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#### How much did we do?

- 127 Roots of Empathy Programmes (ROE) (27 week programme supporting socio-emotional learning) were delivered in 118 Primary Schools across NI.
- 3,175 children representing 1 in 7 primary school children in NI undertook the ROE programme within 2018/19.
- Self-Harm Intervention Project offers support to people who self-harm. Since January 2017 it is available to those aged 11 and over. During 2017 1,328 sessions of support were delivered to young people under 18 years who self-harm.
- 20 ‘after care’ young people continue to receive one to one mentoring in Belfast area. 2 have completed their support and exited the programme.
- 29 young people in the Northern area accessed the Barnardo’s C&YP bereaved by Suicide support project.
- The ARTiculate Programme (joint programme with PHA and Arts NI) is one which works with young people aged 12–18 years to take part in arts based projects that address issues such as poverty, isolation and loneliness and promote positive mental health. 15 projects were awarded funding during this time period commencing in Feb 2017. 492 young people participated in the programme across these projects. 191 young people from 8 projects participated in a baseline study with 75 young people from 5 projects participating in an exit study.
- Ulster Rugby Well-being Programme, UR Game physical activity and nutrition programme for up to 20 young people, an 8 week sports programme for socially isolated older people aged 55+ and a walking programme targeting parents of mini and youth players to take part in activity while the children are attending training. Promotional video of the 5 steps to well-being designed and launched in December 2017 through social media, Ulster Rugby Website and the Official math Day programme. Story boards drafted.

- 417 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).
- Northern Area Support Project for Young Men supported 47 men between 15 and 25 years until December 2017, with 9 group work programmes delivered, averaging 9 participants per programme.
- MINDSET Adolescent programme up until Dec 2017 had 648 14–17yr olds participating in this awareness raising programme (FYE to April 2018 had 1005 participants).
- Through the ARTiculate programme Evaluation was carried out using Kidscreen – 10 Mental Health Index results show a mean score at baseline of 38.5 and 40 at follow up.
- 75 young people receiving crisis intervention mentoring in the Belfast area. 45 clients have successfully exited and fulfilled their agreed care and support plans in total from April–December 2017. 30 clients currently engage in mentoring interventions and support moving into January 2018.
- 20% increase in nominations to the Derrytrasna Pastoral Care Award from 2016 to 2017:
  - All award winning schools report an increase in staff morale (based on previous year’s responses).
  - Through the Northern Area Support Project for Young Men, a model of good practice is delivered enabling activities and resources to be developed according to the needs of each individual young person.

## How well did we do it?

- 123 of the 127 ROE programmes were fully completed.
- Training, Mentoring and Classroom Visits were 100% provided for all 28 new school facilitators undertaking the ROE programme.
- The Self Harm Intervention Programme feedback from young people and carers is extremely positive. Although currently the data for improvement in psychological well-being for young people specifically is not available, when we consider all age groups there are good improvements in CORE (Clinical Outcome in Routine Evaluation) scores before and after counselling. The feedback from the service is extremely positive with the vast majority of clients reporting that the service has helped them ‘a lot’ to cope with their problems. Clients also report that they better understand the reasons why they self-harm.

## Is anyone better off?

**Randomised Control Trial – undertaken by QUB** over 3 years (2012–2015), tracking 600 children undertaking the Roots of Empathy programme relative to a Control Group of 600 children who did not receive the programme, found that:

- Participants who undertook Roots of Empathy programme showed a statistically significant increase in pro-social behaviour.
- Participants who undertook Roots of Empathy programme showed a statistically significant decrease in difficult behaviour.

### **Self-Harm Intervention Service**

- Although currently the data for improvement in psychological well-being for young people specifically is not available, when we consider all age groups there are good improvements in CORE scores before and after counselling.

### **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 well-being issues.
- 80% direct improvement rate in client's psychological health.
- 37% direct improvement rate in clients' family/social health (57% maintenance).

### **START 360 in southern locality: March–December 2017**

- 27 clients exiting service feeling content the risk and recovery process has enabled them to deal with individual health and wellbeing issues.
- On average (over the 3 quarters) 98% of service users report their emotional health and well-being has improved;
- On average (over the 3 quarters) 97% of service users report their confidence has improved.
- On average 83% of clients reported a direct improvement in their psychiatric section on the Addiction Severity Index.

### **Derrytrasna Pastoral Awards**

- 100% of schools receiving Derrytrasna Pastoral Award reported an increase in school morale.

### **Ulster GAA**

- Personalities identified to act as GAA Mental health Ambassadors to promote Take 5.
- Social media campaign developed using 6 videos covering 5 steps to wellbeing.
- The Ulster Senior Football Championship (3 games) were as a platform to promote Take 5 campaign and the distribution of 25,000 take 5 leaflets;
- 15 × **Mind Fit** workshops delivered to a total of 110 young people.

### **Young Men's programme**

- Based on the evaluation of the Northern Area Young Men's Support Project which provided good evidence of the potential effectiveness of a young persons' support initiative, the Education Authority service, in partnership with the Public Health Agency will expand the project regionally in 2018/19 to support young people from Year 8 to 15 years

### **Reporting Period:**

1 April 2017 – 30 December 2018

## 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 2017/18, except where stated otherwise)

### Lead Department:

Department of Health

## Status – In Progress

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### How much did we do?

- Food in Schools Programme (funded jointly with Department of Education) delivered in all schools to include:
  - Nutritional standards for school lunches (currently being revised).
  - Healthy breaks and healthy packed lunch schemes.
- Breastfeeding promoted through:
  - All HSC Trusts supported implementation of recognised best practice standards for breastfeeding, using the UNICEF UK Baby Friendly Initiative (BFI) standards.
  - ‘Not Sorry Mums’ campaign delivered.
  - Breastfeeding Welcome Here Scheme promoted across business and council facilities.

### How well did we do it?

- Uptake of school meals is 59.5% (80.8% for children entitled to Free School Meals).
- All schools supported to take a ‘whole school approach’ to all food provided and consumed in schools.
- 100% of hospital births in NI in a BFI hospital.
- ‘Not Sorry Mums’ (NSM) campaign won the Chartered Institute of Marketing Ireland, Cause Related Category.
- (73%) of NSM evaluation respondents agreed that the advertising would encourage them to think more positively about breastfeeding in general and (74%) about breastfeeding in public.
- The Breastfeeding Welcome Here Scheme now has 722 members, an increase of more than 200 members over last year.

## Is anyone better off?

**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.

## In relation to breastfeeding:

- The number of women receiving maternity care which involves BFI standards stands at 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 Period:

1 October 2017–30 December 2018

## Outcome: Children in Poverty are Healthy

### Action 3.12:

Train, support and resource midwives to deliver key messages to parents about how to promote and nurture health infant development.

### Lead Department:

Department of Health

## Status – In Progress

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### How much did we do?

#### Early Intervention Transformation Programme (EITP): Getting Ready for Baby (GRfB)

- **As of 30 September 2018**, 4,929 First Time Mothers have participated in the project. The project is on target to support 30% of all First Time Mothers by the end of March 2019, with plans to increase output to 40% by the end of March 2020.
- To date, 340 Midwives have completed Solihull training and a foundation module has been integrated into undergraduate study for future midwives.

### How well did we do it?

- 97% of parents enjoyed the experience of GRfB.
- 100% of Midwives taking part in the Solihull programme completed the training.

### Is anyone better off?

As of 30 September 2018, 61% (1,960) of First Time Mothers breastfed (Total/Partial) at Discharge. This is significantly higher than the percentage of all Mothers within the Universal service who breastfed (Total/Partial) at Discharge – 47%.

As of August 2017, Midwives reported increased skills (98%) and knowledge (92%) after receiving Solihull antenatal training.

### Reporting Period:

1 September 2015–30 September 2018

## 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

### Status – In Progress

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#### How much did we do?

- 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:
    - 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 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.

#### How well did we do it?

- Home Economics is compulsory for all pupils in Years 8–10 therefore all pupils in these year groups are 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 over 450 members of the room.

### **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 Period:**

1 April 2018–31 March 2019

## 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

### Status – In Progress

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#### How much did we do?

##### Active School Travel Programme (ASTP)

The ASTP works with schools to encourage and promote children to travel more actively to school (cycling, walking, scooting, skating or a park and ride/stride/scoot journey). The programme, delivered by Sustrans in Northern Ireland on behalf of the Department for Infrastructure (DfI) and the Public Health Agency (PHA), hopes to positively change behaviours.

- No of schools involved in ASTP – 289
- No of pupils involved in ASTP – 15,903
- No of pupils undertaking National Standard Cycle Training (levels 1&2) – 844
- No of promotional activities carried out – 1,456
- No of participants in promotional activities – 80,323

#### How well did we do it?

##### ASTP

- 100% of schools completing 3 year programme
- 29% improvement of pupils actively travelling
- 88% uptake by pupils for National Cycle Training (NCT)
- 98% of budget spent
- 85% of attendees obtained level 1 & 2 NCT.

## Is anyone better off?

<b>Increase in the number of pupils walking to school</b>	550	<b>Increase in the proportion of pupils walking to school</b>	4%
<b>Increase in the number of pupils cycling to school</b>	470	<b>Increase in the proportion of pupils walking to school</b>	3%
<b>Decrease in the number of pupils being driven to school</b>	1,390	<b>Decrease in the proportion of pupils being driven to school</b>	11%

## Reporting Period:

Academic Years 2016/17–2017/18

## 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

### Status – Complete

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#### How much did we do?

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.

#### How well did we do it?

1. Delivery of 3 × 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.

## 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 Period:

Action Completed March 2015

## **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

## **Status – Complete**

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### **How much did we do?**

During the 2018/19 financial year, coaches from the GAA and IFA aim to deliver around 35,000 coaching sessions for pupils in Years 1–4.

### **How well did we do it?**

The annual reports from the GAA and IFA for the 2017/18 indicate that pupils' confidence and their physical literacy skills continued to improve through participation in the Curriculum Sports Programme. They also reported improvement in the skills and confidence of primary schools teachers in delivering PE at Foundation Stage and Key Stage 1.

NOTE – The majority of the funding for this programme covers the salaries of the IFA and GAA coaches. A reduction in available funding meant that the Programme did not run for the entire 2018/19 year. However over 35,000 coaching sessions were scheduled to be delivered to pupils during the period in which the Programme was run (final figures for 2018/19 are not yet available).

### **Is anyone better off?**

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 evaluation 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 Analytical Services Unit in 2015/16, supported the findings in previous evaluation reports with participating pupils showing evidence of improved physical literacy.

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 in delivering the PE curriculum.

### **Reporting Period:**

1 April 2018–31 January 2019

## 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

### Status – In Progress

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#### How much did we do?

ARTiculate Programme aims to support mental health and well-being of vulnerable young people through the medium of creative arts. The three year programme is being run in partnership with the Public Health Agency and has supported a total of 25 projects to date. In addition to the 12 projects completed in Year 1, 13 were completed in Year 2 (September 2017–September 2018). Currently in its final year the programme has been delivered in collaboration with the five local Strategic Suicide Prevention Implementation Groups (SSPIGs) to develop participatory arts projects. A total of 2,200 participants have been engaged to date. Collectively they have engaged in 1,350 arts based sessions which have been delivered by 75 professional artists.

#### How well did we do it?

An independent evaluation team was appointed in 2017 to measure and report upon the pilot programmes outcomes. The evaluation does not seek to demonstrate clinical outcomes, instead it seeks to demonstrate

‘proof of concept’. In the majority of cases participants were involved in project design. This ensured a strong sense of ownership, improving participant retention and individual level outcomes. Only professional artists, with experience of working with vulnerable young people were engaged. The quality of the artistic ‘product’ was fundamental to the programme. Introductory sessions held at the beginning of Year 2 enabled arts organisations to engage with delivery agencies. This created new partnerships, exposing more young people to the arts.

#### Is anyone better off?

Evidence of outcomes and impacts was generated through a mixed qualitative and quantitative evaluation approach. Changes to the Year 2 participant survey reflected a stronger emphasis placed on softer outcomes. To date the evaluation demonstrates the programme has a positive impact on participants mental health and well-being helping them to express their feelings, improve resilience, become more confident and create stronger, more stable relationships with peers and adults.

Participant qualitative evidence supports these outcomes:

“It’s non-judgemental in Brassneck (Theatre Company), I would never have been able to express my feelings and read them out in front of people before.”

“It makes me feel ready for anything. I think there is something about coming here, it just gives you confidence.”

“It doesn’t make you feel so alone when there are people here who know how you feel, because these people have gone through the same thing.”

Quantitative evidence indicates improvements in a range of personal attributes and behaviours: 83% said their self-confidence and self-belief has improved, with 80% saying they better understand the importance of feeling good about themselves.

Programme being independently evaluated. Too early for any results to have been measured to date.

### **Reporting Period:**

Sep 16–Sep 18

## 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.

### Lead Department:

Department of Justice

### Status – In Progress

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#### How much did we do?

Policing and Community Safety Partnership (PCSP) projects undertaken in 2017/18 which included an intergenerational aspect are:

- Specific intergenerational projects in Armagh, Banbridge and Craigavon (ABC) PCSP such as cookery classes for grandparents, parents and young people;
- Multiple PCSP Anti-social behaviour (ASB) initiatives and projects with an intergenerational aspect;
- Street Safe projects; On Street Presence; Street Pastors; Street Angels; Club Angels; volunteer Warden Scheme;
- Meetings with Community Police Liaison Committees (CPLCs), Police And Communities Together (PACTs), etc. which include intergenerational engagement;
- Supporting engagement and consultation with young people;

- Neighbourhood Watch schemes which operate in every PCSP.

#### How well did we do it?

- 100% of 66 participants were satisfied with the intergenerational projects undertaken by ABC PCSP;
- Regular feedback and update reports received from Street Safe volunteers; Community Safety Wardens and Neighbourhood Watch Co-ordinators who operate in the majority of PCSP areas indicate positive engagement and a good level of satisfaction by all members of the community such as those outlined in the examples below:

**Fermanagh & Omagh PCSP** – using information provided by partner agencies along with 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.

**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.

**Lisburn and Castlereagh SAFE project** – This project was 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.

**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.

**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.

Belfast PCSP – Friends of Mullen Mews – Led a project with 14 participants, 5 from St. Vincent’s Primary and 9 older residents from Mullan Mews. This intergenerational project considered dementia awareness, a visit to the NIFRS, PSNI session with the dog squad and TSG, PSNI session about cyber bullying and an end of project session with St. John’s Ambulance, a graphic artist and a drum workshop. 80% of the children and 100% of the older people reported an appetite to work with PSNI in future projects.

### **Is anyone better off?**

All PCSPs have a legislative objective to tackle crime, fear of crime and anti-social behaviour and a common outcome to have a safe community where we respect the law and each other – directly linked with PFG Outcome 7. Some of the projects undertaken include an inter-generational aspect as detailed above.

The evidence of impact received from feedback questionnaires and surveys shows that the above PCSP projects and initiatives have enabled a high percentage of participants, which include all members of the community, to increase their knowledge / understanding of community safety issues including anti-social behaviour. We are also aware from feedback that many participants have changed their attitude and/or behaviour as a result of attending awareness sessions or participating in events.

In the specific intergenerational project in ABC PCSP, 100% of 66 participants had a better understanding / positive perception of intergenerational issues.

The following two points should be taken account of when using the OBA (Outcomes Based Accountability) approach:

- The impact from PCSP projects plays only a contributory factor in NI Crime Statistics and it is still early days to properly gauge the full effect at a strategic level; and
- Feedback from questionnaires represents only a particular point in time. It is envisaged that dip sampling will be introduced (after a period of 6 months) to ascertain if particular changes / behaviours remain changed from the initial intervention.

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

### **Reporting Period:**

1 April 2017 – 31 March 2018

## 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

### Status – In Progress

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#### How much did we do?

£5.2m 14/15

£5.0m 15/16

£5.5m 16/17

£4.3m 17/18

£5.9m 18/19

17% of the 16/17 TRPSI budget invested in providing rural Community Development structures across Northern Ireland.

3.5% of the 17/18 TRPSI budget invested in providing health checks to rural dwellers.

21.75% of the 17/18 TRPSI budget invested in providing rural Community Development structures across Northern Ireland.

#### How well did we do it?

2.4% of the 14/15 TRPSI (Tackling Rural Poverty and Social Isolation) budget invested in providing health checks to rural dwellers.

22% of the 14/15 TRPSI budget invested in providing rural Community Development structures across Northern Ireland.

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.

2.5% of the 18/19 TRPSI budget invested in providing health checks to rural dwellers.

11.7% of the 18/19 TRPSI budget invested in providing rural Community Development structures across Northern Ireland.

#### 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.

2,691 people presented for a Health Check in 17/18, resulting in 1,072 (40%) being advised to see their GP for further attention.

2,058 people (to date) have presented for a Health Check in 18/19, resulting in 743 (36%) being advised to see their GP for further attention.

Over 1,000 community and voluntary groups benefit annually 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 Period:**

1 April 2014–31 Dec 2018

## 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

### Status – In Progress

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#### How much did we do?

##### Practical Child Pedestrian Safety Training (PCPST)

DfI aims to equip a new generation of children with road safety knowledge and skills and encourage more people to use sustainable means of travel. Walking to and from school would be an opportunity to work towards both these aims and increase the physical activity working towards the 60 minutes a day recommended for children by the Chief Medical Officer. However, it is important that children have the skills to carry out this activity safely.

- 33 schools participated on the scheme
- 1312 pupils participated on the scheme

##### Cycling Proficiency Scheme (CPS)

The CPS has operated in Northern Ireland schools for over 45 years, training more than 450,000 pupils. It aims to help to develop children's skills, increase their confidence as a cyclist and identify risks they may come across on the roads.

- 378 schools participated in the Scheme
- 97 of these schools were in areas targeting social need
- 142 new teachers were trained
- 5,863 children attained the CPS standard.
- 5,929 children wore helmets during training
- £54,000 budget spent

#### How well did we do it?

##### PCPST

- 100% of schools signed up for led walks.
- 100% schools completed led walks.

##### CPS

- 93% of children attained the standard.
- 94% of children wore helmets during training.
- 100% teachers received required training.
- 41% of schools participating in the scheme were urban.
- 59% of schools participating in the scheme were rural.

## Is anyone better off?

### PCPST

Year 1	Year 2	Year 3
10%	13%	16%

Pupils showed an increased knowledge of pedestrian safety issues after this training, compared to before\*.

This training is offered to selected primary schools in socially deprived areas. The scheme aims to help children in primary years three, four and five to gain and develop pedestrian skills, observe dangers and practice crossing roads safely via supervised training walks in their local area. The scheme uses the Scooter and Hattie workbooks for the classroom training.

\*Before teaching commences, all children complete a Road Safety quiz. Children then complete a further quiz at the end of training to allow before/after comparisons in pedestrian safety knowledge.

### CPS

- After training 97% children said their cycling safety had increased.
- Before training 43% of children wore a safety helmet---after training this rose to 86%.

- Before training 5% of children carried out a safety check---after training this rose to 49%.
- Before training 13% of children wore bright/reflective clothing in daytime ---after training this rose to 56%.
- Before training 43% of children wore bright/reflective clothing at night-time ---after training this rose to 82%.
- Before training 15% of children cycled 1m from the kerb---after training this rose to 86%.
- Before training 15% of children looked over their shoulder before signalling or moving---after training this rose to 93%.

### Reporting Period:

PCPST 2015/16–2017/18, CPS: 2018

## **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

### **Status – In Progress**

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#### **How much did we do?**

Fully committed funding to a total of 68 projects; 49 capital making improvements to 115 premises; and 19 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).

To date over 26,500 people have benefitted from SIF revenue projects. Over 2,600 people are engaged in employment/training projects; over 9,900 are engaged in early intervention projects and over 14,000 are engaged in projects focused on education. 10 revenue projects have now completed delivery. Construction is complete on 26 capital projects with a further 35 projects having contractors appointed.

#### **How well did we do it?**

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.

Individual project data suggests good participant satisfaction rates across the suite of projects which are operational.

#### **Is anyone better off?**

Of these 68 projects, 65 have commenced; 44 of these are operational with 36 completed construction/delivery. 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.

#### **Reporting Period:**

30 Jan 2018–29 Jan 2019

## **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

### **Status – In Progress**

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#### **How much did we do?**

- 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 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 DfC.
- 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.

- This current PfG period commenced in 2016 through to 2021 and while the Department would seek to deliver an average target of 2,000 units per year this is constrained by the budget available.
- In 2016/17 and 2017/18 a total of 3,363 units have been delivered.

#### **How well did we do it?**

- In 2016/17 a total of 1,604 units were delivered against a target of 1,600 units.
- In 2017/18 a total of 1,759 units were delivered against a target of 1,750 units.

#### **Is anyone better off?**

The completion of 3,363 additional social homes helped reduce the impact of child poverty for these families by providing a stable and safe living environment.

#### **Reporting Period:**

2016/17 to 2018/19

## 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

### Status – In Progress

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#### How much did we do?

The Neighbourhood Renewal programmes with a revenue budget of around £18m supports a range of projects across:

- **36 Neighbourhood Renewal areas, which includes:**
  - 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.

#### How well did we do it?

**An investment of around £2.5m across 42 projects to improve educational attainment –**

##### Tackling barriers to Learning

- 200 pupils whose attendance is measurably improved.
- 300 pupils whose attainment is measurably improved.
- Around 150 pupils whose behaviour is measurably improved.
- 1,650 engaged in parenting programmes.

##### Improving Attainment in Literacy and Numeracy

- 900 pupils directly benefitting from educational projects.

##### Closing the Gap performance

- 880 pupils directly benefitting from educational projects.

### **Youth Services**

- Circa 11,000 pupils directly benefitting from youth projects.

### **Extended Services**

- 345 pupils directly benefitting from projects.

### **Investing £800,000 across 13 projects to tackle barriers to employability including;**

- Improvement of skills;
- Adult education; and
- Mentoring projects

### **Investing around £4.6m across 26 physical projects to:**

- **develop and improve:** community facilities;
- **develop and improve:** sporting/play facilities;
- assist with maintenance of existing facilities; and
- support fit-outs and provision of Information Technology.

### **Investment of £7.1m to help empower communities and improve inter and cross community relations**

- Around 11,000 people participating in community relations projects.
- 10,500 people participating in community bonding projects that seek to develop trust and improve the quality of relationships within communities.
- Over 2000 people volunteering for community development activities.
- Around 6300 people receiving training in community development skills/capacity building.

- 4,800 people involved in projects that promote shared space.

### **Investing £2.7m across 51 projects to address health inequalities**

- 11,000 people benefiting from healthy lifestyle projects.
- 11,600 people attending health education/awareness initiatives.
- 4,500 people accessing health intervention/treatment services.

### **Investing £800,000 across 13 projects designed to create safer environments**

- 13,000 people participating/attending community safety initiatives.
- 9,100 young people benefiting from youth inclusion/diversionary projects.

### **Investing £1.7m across 27 youth projects**

- 11,200 young people benefitting from youth projects

### **Is anyone better off?**

As a result of Youth Services projects, aimed at improving educational attainment, 300 accredited qualifications have been completed.

As a result of the 22 projects and 8 childcare projects aimed at addressing worklessness, 150 residents were supported into employment. Support provided for 26 physical renewal projects which have developed or enhanced infrastructure including community facilities, has enabled the provision of a broad range of community services, whilst the improvements to the physical environment make the Neighbourhood Renewal Areas more attractive

in which to live and to invest with 32,000 people using new or improved community facilities. As a result of a range of community renewal projects, 6,400 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.

### **Reporting Period:**

1 April 2018–31 March 2019

## 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

### Status – Complete

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#### How much did we do?

- Between November 2014 and December 2017:
  - 28 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.
- 3 Year pilot completed in December 2017
- 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.

## How well did we do it?

- 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.
- The Social Enterprise Project created summer placement and employment opportunities for a small cohort of number 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 Period:

1 April 2017 – 31 Dec 2017

## 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

### Status – In Progress

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#### How much did we do?

(Advice from Analytical Services Unit has confirmed that there is no statistical definition of a “young mother” therefore it is impossible to take a measurement.)

There are 34 Supporting People schemes specifically for Homeless families, with a total annual contract value of £4.8m.

In addition, the Housing Executive provides a further £10 million in direct funding for homelessness services including £5.5 million on temporary accommodation and £4.5 million on outside agencies in the voluntary sector who provide services for homeless people. The Supporting people programme provides funding for up to 19,716 units which includes 4,126 units for homeless service users.

The Homelessness Strategy 2017–22 which was published in April 2017 adopts a person-centred approach that aims to ensure that the needs of all homeless individuals and families of all ages and configurations regardless of their circumstance are met.

As with all customers, young mothers who contact the Housing Executive wishing to apply for housing or present with housing issues (or present as homeless) are provided with appropriate tenancy support through the Housing Solutions and Support approach/ model. The approach is premised on our staff gaining a thorough understanding of our customer’s needs and working with them to deliver appropriate housing solutions, where necessary accompanied by suitable support.

Young mothers are assisted with tenancy sustainment activities (where appropriate) 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.

New job roles have been introduced to ensure the approach and associated training induction programmes have been delivered to ensure staff have the necessary skills and knowledge to deal effectively with support and sustainment activities.

## How well did we do it?

Supporting People services for homeless families have been sustained and continue to meet quality standards, managed through a framework of contract/performance management.

Young mothers presenting as homeless to the Housing Executive, who are owed a statutory duty, will be offered temporary accommodation.

The Housing Solutions and Support approach has been fully operational in all NIHE Area Offices since March 2018 and an update on the associated training programme is as follows:

- Housing Advisor training programme complete: 216 Housing Advisors trained (16 groups) – each Housing Advisor received 12 days functional training
- Patch Managers training to date: 231 trained (16 groups) to date – each Patch Manager receives 20 days functional training

## Is anyone better off?

- There are currently 874 units of support, provided through Supporting People funded services, for homeless families with support needs. In respect of these services, based on average throughput, approximately 1,210 service users will be supported for the year 2018/19
- The provision of high quality temporary accommodation, specifically for families across NI includes private sector properties, Housing Executive and voluntary sector hostels where support is provided until service users have a permanent solution to their housing issue.

- Some positive outcomes of housing related support include: a greater level of independence, access to other services, developing skills to become tenancy ready and gaining access to permanent accommodation.
- A revised approach to outcomes measurement has been developed by the Housing Executive in consultation with service providers.
- The Housing Executive provides support to tenants at risk of losing their home so 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 include a financial health check and identification of other needs (debt advice, budgeting, daily living skills, mental illness and addictions), signposting tenants to floating support services and other organisations to obtain the support required.
- Although a measure cannot be provided that relates specifically to young mothers, the total number of properties allocated by the Housing Executive in 2017/18 was 5,480 and an organisational Key Performance Indicator was introduced in 2017/18 with the aim of sustaining more than 86% of Housing Executive tenancies beyond their first year, which is currently being achieved.

## Reporting Period:

1 April 2017 – 31 March 2018

## 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

### Status – In Progress

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#### How much did we do?

##### Belfast Area

Schools visits to Risk Avoidance and Danger Awareness Resource (RADAR) are scheduled for January to March 2019. It is anticipated that the numbers will be similar to last year (approx. 56 visits / approx. 2,000 pupils).

##### Northern Area

1,721 pupils participated in safety and community awareness initiatives including Bee Safe, Streetwise, Hazard House, Fireworks Safety Talks and Child Safety Week poster competition.

##### Southern Area

- 2 new scripts were developed for the Alex and Connie Home Safety Puppet Show (blind cord safety and electrical safety).
- Alex and Connie sessions delivered to 5 nursery classes (97 pupils).
- Information on RADAR added to Trust website.

- Number of visits to RADAR  
Armagh City, Banbridge and Craigavon Council – 665 Key Stage 2 (KS2) children  
Mid Ulster Council – 770 KS2 children
- Information was added to the C2K platform (ICT Managed Service for all grant-aided schools in NI) in support of Child Safety Week. 56 users during the week.

##### Western Area

- No activity to report in West

#### How well did we do it?

##### Belfast Area

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.

##### Northern Area

Where evidence was collected: 82%–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.

### **Southern Area**

Information has not been collected.

## **Is anyone better off?**

### **Belfast Area**

Belfast City Council is working in conjunction with Ulster University (UU) on an Outcomes Based Accountability (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.

### **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 Period:**

1 April 2018 – 31 Dec 2018

## Outcome: Children in Poverty 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

### Status – In Progress

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#### How much did we do?

2017/18 Revenue Projects

- 7,890 Number of project participants
- 57,592 Number of event attendees
- 58 Number of events delivered
- 192 Number of training courses delivered
- 141 Number of activities delivered
- 229 Number of workshops delivered

#### How well did we do it?

2017/18 Revenue Projects

- At least 90% of participants / attendees reported they were satisfied with the project.
- All participants / attendees reported they were treated well by the project.
- At least 99% of participants / attendees reported they benefited from taking part in the project.
- 31 projects provided completion rates – 30 of those projects had at least a 90% completion rate.

#### Is anyone better off?

2017/18 Revenue Projects

- 434 Number of participants / attendees reported a change in circumstances
- 3,324 Number of participants / attendees reported a change in behaviour
- 2,024 Number of participants / attendees reported a change in skills or knowledge
- 4,065 Number of participants / attendees reported a change in attitude or opinion
- 8,688 Number of participants / attendees reported an increased sense of community belonging
- 2,229 Number of participants / attendees reported improved relationships

#### Please note:

- OBA (Outcomes Based Accountability) methodology was not fully embedded in the UV (Urban Villages) programme in 2017/18, consequently data collection and quality may not reflect all programme activity and outcomes.

- Data has been themed into broad categories for aggregation purposes.
- Measures are not mutually exclusive, for example, an individual might be a participant and an attendee across a number of projects.
- Not all 'better off' outcomes are relevant to every project.

### **Reporting Period:**

1 April 2017 – 31 March 2018

## **Outcome:** Children in Poverty 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

### **Status – In Progress**

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#### **How much did we do?**

Funding for mortgage debt advice was combined with core funding for Housing Rights Service in 2017/18.

In the first 6 months of 2018/19, 328 new clients were assisted in relation to mortgage debt issues.

The number of cases for preventing homelessness is included in the core figure at Action 4.12.

#### **How well did we do it?**

The outcomes flowing from the provision of mortgage debt advice is now included in the core figures at Action 4.12.

#### **Is anyone better off?**

328 new clients were assisted in the first 6 months of 2018/19. The homelessness prevention figure is included with core cases at Action 4.12.

During 2018/19, 328 cases were provided with mortgage debt advice. The outcomes flowing from the provision of mortgage debt advice is now included in the core figures at Action 4.12.

#### **Reporting Period:**

1 April 2018–30 September 2018

## **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

### **Status – In Progress**

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#### **How much did we do?**

£855,000 core funding is available to Housing Rights from the Department for Communities for 2018/19. 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.

The Housing Advice Service provides assistance regarding the prevention of homelessness, accessing accommodation, affordability and housing conditions.

5,523 new clients were assisted during the first 9 months of 2018/19 and homelessness prevented in 317 of these cases.

Housing Rights received funding of £154,000 from the NIHE – Homeless Policy Unit in 2018/19 for the Prisoner Release (£80,000) and Beyond the Gate (£74,000) Services. This funding is used to provide advice regarding the prevention of homelessness, accessing

accommodation, affordability and housing conditions to prisoners. This was achieved through the delivery of 173 sessions of direct advice across three NI prisons to 667 service users\*. This has been delivered in the first 9 months of 2018/19.

#### **How well did we do it?**

During the first 9 months of 2018/19, 5,523 clients were assisted with housing issues (including mortgage debt) and homelessness was prevented in 6% of cases (317).

5,659 cases have been closed and a positive outcome has been recorded for 316;

5,016 received one off advice for which no outcome is known.

The first three quarterly returns of 2018/19 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.

## Is anyone better off?

During 2018/19, 5,523 clients were assisted with their housing issues and homelessness was prevented in 6% of these cases.

A positive outcome has been recorded for 316 (49%) of 643 cases which have been closed and an outcome is known.

Since April 2017 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.

173 sessions of direct advice services were delivered across three NI prisons to 667 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.

## Reporting Period:

Housing Rights Service (HRS) – Housing Advice Service 1 April 2018–31 December 2018

HRS – Prisoner Release and Beyond the Gate 1 April 2018–31 December 2018

\*In updating figures for 18/19 NIHE advised that there had been an administrative error in reported figures for 17/18. These have been corrected to 161 sessions and 659 service users for 17/18.

## **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 and Department of Justice

### **Status – Complete**

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#### **How much did we do?**

The NIHE previously attended a number of wide-ranging Scoping Study meetings conducted by the Department of Justice (DoJ) aimed at improving outcomes for children and young people who come into contact with the justice system. The study ran between May 2015 and March 2016. DoJ's work during the period of this Report in relation to young people in the juvenile justice system can be found in Action 4.15.

During the period of this report the DoJ have been engaging with key groups, including the NIHE around the proposals made in the Scoping Study.

#### **How well did we do it?**

NIHE were fully engaged with the DoJ around the proposals made in the Scoping Study.

As a result, partnership arrangements have been established which provide improved information and support to those

organisations working with young people in the criminal justice system that are in need of accommodation.

Representatives from PBNI (Probation Board for NI) and Youth Justice sit on the newly formed Supporting People Regional Thematic groups ensuring there is continued engagement and progression of proposals.

#### **Is anyone better off?**

- NIHE continue to work in partnership with other Agencies to explore options to improve services in relation to young people in the juvenile Justice System.

#### **Reporting Period:**

May 2015 – Dec 2018

## **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

### **Status – In Progress**

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#### **How much did we do?**

The Housing Executive has adopted a Housing Solutions and Support approach which focuses on a model which offers a range of interventions and 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 and addictions), signposting tenants to floating support services and other organisations to obtain the support required.

Customers who contact us wishing to apply for housing or present with housing issues (or present as homeless) are provided with Housing Solutions and Support. The approach is premised on our staff gaining a thorough understanding of our customer's needs and working with them to deliver appropriate housing solutions, where necessary accompanied by suitable support.

The Housing Solutions and Support approach has been fully operational in all NIHE Area Offices since March 2018.

New job roles have been introduced to ensure the approach and associated training induction programmes have been delivered to ensure staff have the necessary skills and knowledge to deal effectively with support and sustainment activities.

#### **How well did we do it?**

The Housing Solutions approach has been fully operational in all NIHE Area Offices since March 2018 and an update on the associated training programme is as follows:

Housing Advisor training programme complete: 216 Housing Advisors trained (16 groups) – each Housing Advisor received 12 days functional training.

Patch Managers training to date: 231 trained (16 groups) to date – each Patch Manager receives 20 days functional training.

## 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.
- This implementation of the Housing Solutions and Support model provides a Tenancy Support approach for all new Housing Executive tenants and customers contacting us including a financial health check and identification of other needs (debt advice, budgeting, daily living skills, mental illness and 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.
- The total number of properties allocated by the Housing Executive in 2017/18 was 5,480 and an organisational Key Performance Indicator was introduced in 2017/18 with the aim of sustaining more than 86% of Housing Executive tenancies beyond their first year, which is currently being achieved.

## Reporting Period:

1 April 2017 – 31 March 2018

## 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

### Status – In Progress

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#### How much did we do?

- Across 2017/18 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.
- In 2017/18 1,573 referrals were dealt with by YJS. 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 43% 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 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 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 34%, the number of voluntary referrals has increased from 8% to 18% and the number of diversionary referrals has increased from 42% to 46%.
- 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 Woodlands Juvenile Justice Centre have been reviewed and re-structured to provide increased access to effective services. Since 1 September 2017 education in Woodlands Juvenile Justice Centre has been formally recognised as an Education Other Than At School 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 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.

## How well did we do it?

- 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 targeted approximately £450k of Early Intervention monies at disadvantaged areas and individuals in order to reduce the risk of young people entering the formal system. In order to ensure sustainability YJS intend to ring fence £150–200k from our core funding across 2018/19 to continue to deliver these services (budget permitting).
- Education and Training in the Woodlands Juvenile Justice Centre has been reviewed and repurposed in order to provide the best possible service to prolific young people in custody.
- All assessments carried out across 1,573 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.

- YJS will launch a new Community Resolution Notice Scheme on 1 February 2018 in partnership with PSNI. This scheme will involve us taking referrals from the PSNI at the earliest possible stage thereby diverting young people from the formal justice system.

## Is anyone better off?

- We have successfully reduced the numbers of young people going through the formal court system from 45% in 2014/15 to 34% in 2017/18.
- We have increased the number of diversionary referrals from 42% in 2014/15 to 46% in 2017/18.
- We have increased the number of voluntary cases from 8% in 2014/15 to 18% in 2017/18.

## Reporting Period:

2014/15–2017/18



Available in alternative formats.

