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**2020/21 Report on the
Northern Ireland Executive's
Child Poverty Strategy**

Contents

Ministerial Foreword	4
Introduction	5
Draft Programme for Government Outcomes (2016-21)	6
Headline Indicators	7
Summary of Progress against Child Poverty Strategy Outcomes	9
Outcome: Families Experience Economic Well-Being	19
Indicators	20
Actions	23
Outcome: Children In Poverty Learn And Achieve	24
Indicators	25
Actions	28
Outcome: Children in Poverty are Healthy	30
Indicators	31
Actions	34
Outcome: Children in Poverty Live in Safe, Secure and Stable Environments	35
Indicators	36
Actions	39
Completed Actions	40
Annex A: Report Cards	43
Outcome: Families Experience Economic Well-Being	45
Outcome: Children in Poverty Learn and Achieve	65
Outcome: Children in Poverty are Healthy	95
Outcome: Children in Poverty Live in Safe,Secure and Stable Environments	124

Child Poverty Strategy Annual Report 2020/21 - Ministerial Foreword



One of the immediate priorities for the Executive is the delivery of a fair and compassionate society that supports rural and urban working families and the most vulnerable in our community by tackling the poverty they are experiencing.

The purpose of the Executive's Child Poverty Strategy 2016/22 is to tackle the issues faced by children and families impacted by poverty, with the government working collectively and in collaboration with its partners in the voluntary and community sector and in local government.

The impact of Covid-19 has meant that tackling these issues has taken on an increased importance. They cover the full spectrum of the life of our community and include such things as – maximising people's income, the risk of homelessness, the health and education of our children, keeping children out of the youth justice system, helping families raise disabled children and supporting children with mental health issues.

I continue to believe that poverty should not always be with us; and that our vision and objective for a poverty-free future must remain at the centre of all our continued efforts.

A handwritten signature in black ink that reads "Deirdre Hargey".

Deirdre Hargey MLA

Minister For Communities

Introduction

The Executive's Child Poverty Strategy was published on 25 March 2016. The Strategy's aims are to reduce the number of children in poverty and reduce the impact of poverty on children.

The Strategy 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 Strategy as required by Article 12(7) of the Life Chances Act, which requires an annual report to be laid before the NI Assembly which:

- describes the measures taken by the NI departments in accordance with the NI 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 socioeconomic disadvantage.

As such, this Annual Report provides:



- The data available up to the end of February 2021 for each of the agreed indicators in the Strategy (in the main body of the report);



- Full reports on each of the actions in the Strategy (Annex A); and



- Reference to an associated Programme for Government Outcome(s).

Draft Programme for Government Outcomes (2016-21)

Outcome 1

We prosper through a strong, competitive, regionally balanced economy.

Outcome 2

We live and work sustainably – protecting the environment.

Outcome 3

We have a more equal society.

Outcome 4

We enjoy long, healthy, active lives.

Outcome 5

We are an innovative, creative society, where people can fulfil their potential.

Outcome 6

We have more people working in better jobs.

Outcome 7

We have a safe community where we respect the law, and each other.

Outcome 8

We care for others and we help those in need.

Outcome 9

We are a shared, welcoming and confident society that respects diversity.

Outcome 10

We have created a place where people want to live and work, to visit and invest.

Outcome 11

We connect people and opportunities through our infrastructure.

Outcome 12

We give our children and young people the best start in life.

Headline Indicators

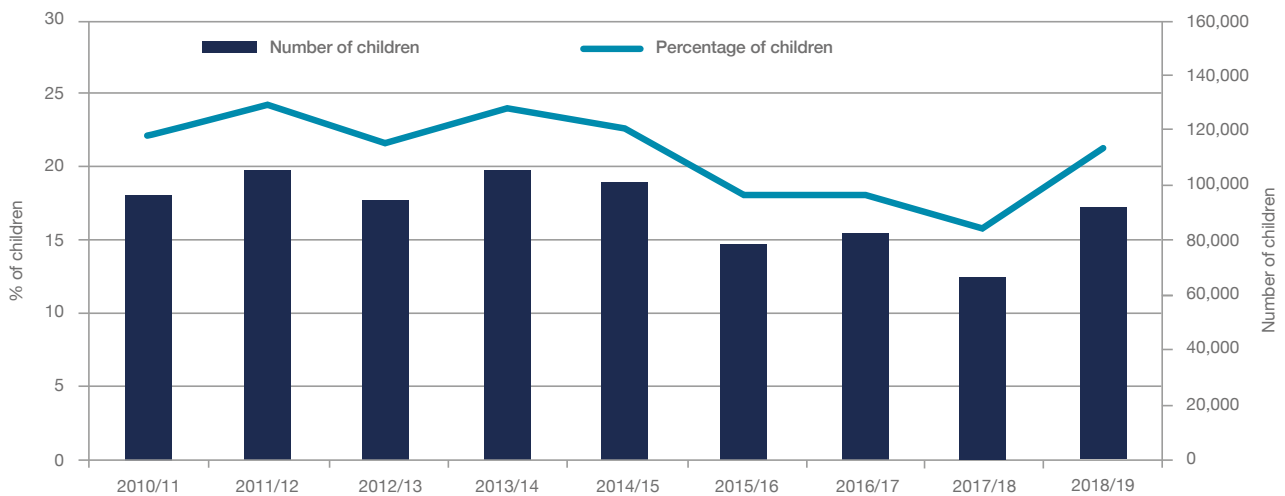
- These child poverty figures relate to the year 2018/19. They are taken from the NI Poverty Bulletin 2018/19 (published May 2020) and are the official child poverty figures available as at the end of January 2021.

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 2018/19, there were approximately 92,000 children in absolute poverty BHC, which represents 21% of children in NI. There were approximately 69,000 children (16% of children in NI) in absolute poverty BHC in 2017/18. This is a statistically significant increase.

Percentage and number of children in absolute poverty (BHC), 2010/11 to 2018/19

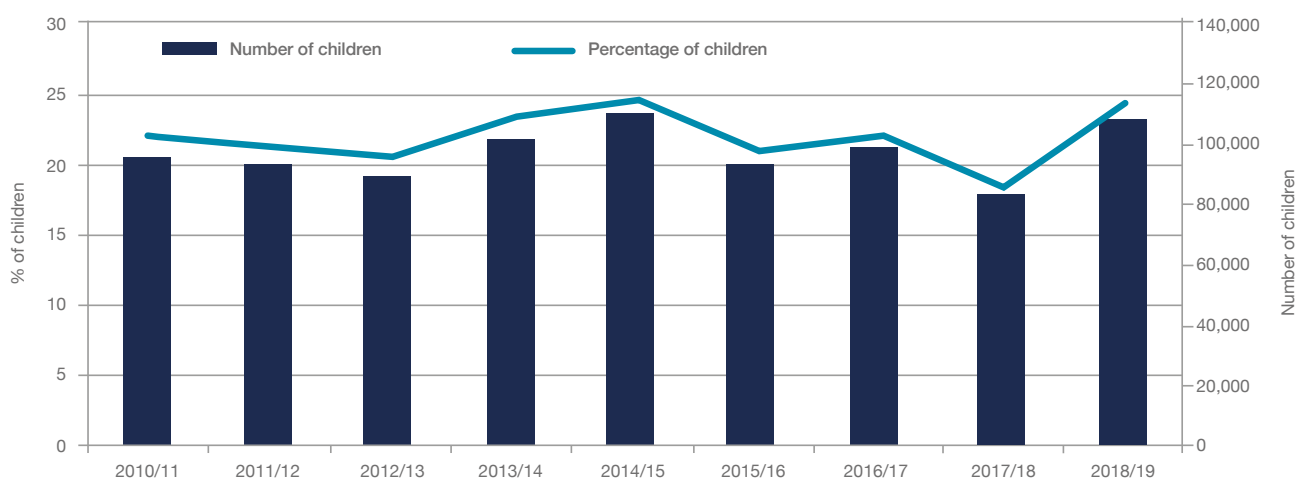


Relative Poverty - Before Housing Costs (BHC)

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

- In 2018/19 relative child poverty was 24% BHC (approximately 107,000 children). There were approximately 85,000 children (19% of children in NI) in relative poverty BHC in 2017/18. This is not a statistically significant increase.

Percentage and number of children in relative poverty (BHC), 2010/11 to 2018/19



Summary of Progress against Child Poverty Strategy Outcomes

Below is a summary of the actions / initiatives across the four Outcomes that were delivered over the reporting year 2020/21 (up to February 2021). The Covid-19 pandemic has impacted the work reflected in report cards in different ways, with programmes paused, others adapting to changed circumstances and others continuing at a reduced level of delivery. In the main, the information (analysis and statistics) relate to the reporting year

2020/21. However some of the information is not readily available at the time of publication. For example, educational related data will reflect one full school academic year, others including financial information may not be available to the end of the financial year. The source and date of the information available at the time of publication is contained in the individual report cards.

Outcome: Families Experience Economic Well-Being

Department for Communities (DfC), the NI Housing Executive, Department of Agriculture, Environment and Rural Affairs (DAERA), Department for Economy (DfE), Department of Health (DoH) and Department of Education (DE) contribute towards this Outcome. The section below describes the actions taken to improve the economic well-being of children in poverty; the focus being on the steps taken to help people improve their training and education, to find work, to reduce household heating costs, to increase their income through improved benefit / grant uptake and supporting families with childcare provision.

Summary of actions taken to improving economic wellbeing through Employment & Education

DfC offered work placements to help young unemployed 18-24 year olds prepare for work. Of the 114 participants who started a Work Experience Programme between the 1 April 2017 and 31 March 2018, 47 (41%) found work within 13 weeks on completing their placement. The final in-work figures for 2018/19 and 2019/20 are not currently available. For the 2020/21 year there were no work experience placements due to the Covid-19 pandemic.

DfE funds Essential Skills training programmes for adults, delivered by accredited tutors working in Further Education colleges and training providers. During 2019/20 there were

15,926 qualifications issued, of which 7,479 (47%) were at Level 2. Of the 26,768 Essential Skills enrolments, 7,314 (27.3%) were from students living within the most deprived quintile.

The Step Up to Sustainable Employment (SUSE+) programme is a mentor-led initiative organised by South West College in Enniskillen, that seeks to address barriers to progression into education, training and sustained employment and is aimed at people aged 16 to 65 who are unemployed or economically inactive. In 2020/21, 52 rural participants have entered employment after leaving the programme. A further 17 rural participants have continued onto further education or joined training programmes.

Published figures (as at 31 December 2020) show that between 2017 and 2019 - 29,113 additional jobs were created in Invest NI (DfE) supported companies.

Summary of actions taken to improve economic well-being through reducing Household heating costs.

Available figures at the end of January 2021 show that from 1 April to 30 November 2020, the Affordable Warmth Scheme (run by the NIHE in collaboration with district councils) grant aided £3.0m to allow 792 homes to be improved (Covid-19 restrictions on home visiting has impacted the number of homes assisted). These interventions have resulted in improvements to the physical and

mental well-being of all members of those households (including children), who have availed of the scheme.

Summary of actions taken to improving economic wellbeing through improving benefit or grant take-up.

During 2019/20 the 'Make the Call' (MtC) programme (DfC) has been able to improve people's weekly income by an average of £88.10 per person per week. Of the 31,529 people MtC connected with in 2019/20 and had a benefits discussion with, they have been able to assist 9,620 people to increase their income through needs assessments and to link 10,076 of these people to various supports and services.

The Education Authority's provision of free school meals to qualifying children has improved the economic well-being of approximately 93,000 pupils in 2020/21. The extension of the working tax credit criterion to include circa 14,600 post primary pupils has helped reduce costs for low income families in 2020/21.

16,206 low income families caring for disabled children have been helped through Family Fund in NI (DoH) distributing £5.6m in direct grant support (1 April 2017 - 31 December 2020).

Summary of actions taken to improving economic well-being through support for Childcare.

It is widely recognised that the provision of affordable, high quality childcare allows parents to participate in employment, education / training or support services. The Bright Start School Age Childcare (SAC) Grant Scheme (DE) has assisted families from disadvantaged areas and / or those who are on welfare benefits to access childcare provision (this also included creating or sustaining childcare places in rural communities, disadvantaged areas and on the school estate). Statistics show that from 2014/15 to 2019/20, 2,500 childcare places have been created and sustained.

The Women's Centre Childcare Fund (DfC) provided approximately 76,500 two-hour childcare places to those in the margins of employment by utilising funding of £765,000 in 2020/21. A recent evaluation of the programme indicated positive impacts in supporting parents to access services and opportunities that would not otherwise be possible.

The Bright Start Children with a Disability Holiday Grant Scheme provided funding of £97,172 for 6 summer schemes and 1 virtual summer scheme between 1 July 2020 and 31 August 2020. The Scheme assists parents of children with a disability to access childcare during school holiday periods, to provide childcare for children with a disability, enabling them to have the same childcare experience as their peers.

Outcome: Children in Poverty Learn and Achieve

DoH, DE, DfE and DfC contribute towards this Outcome. The section below describes the actions taken to improve the educational attainment of children; the focus being on the steps taken to encourage learning and achieving in pre-school children, in primary and post primary school children and young people and also through youth / community and other groups.

Summary of actions taken to encourage learning and achieving in pre-school children and their parents.

The Sure Start projects deliver a wide variety of services which are designed to support children's learning skills, health and well-being, and social and emotional development. 89% of Sure Start users reviewed, reported improvements in at least one of the following seven areas: physical health, emotional wellbeing, keeping your children safe, social networks, boundaries and routines, child development and home, money & work.

The provision of safe and high quality childcare benefits the child directly and also the parent by supporting engagement in employment, education, training and support services. The Childcare Partnership (CP) training programme provided 5009 places (April 2020 – March 2021) to promote good practice and to improve and enhance skills across the childcare workforce. By developing the COVID-19: Infection Prevention and Control Training Resource for Childcare Settings quickly and adapting the mandatory training to online courses, the CP training

programme was also able to support settings in opening quickly and safely to meet the needs of those identified as being in need.

Summary of actions taken to encourage learning and achieving in primary and post-primary school children.

By the end of the full time Nurture Group (DE) intervention in the academic year 2019/20, 165 children showed improved Boxall scores indicating gains in their social, emotional development and behavioural skills. Of those children who attended a Nurture Group full time, 92 (out of a total of 306) moved to a lower stage of the Special Educational needs Code of Practice.

From April – December 2020 Libraries NI (DfC) issued / renewed 78,166 books to children in libraries serving areas of deprivation and rural areas. 42 (100%) libraries serving areas of deprivation and rural areas offered programmes promoting reading for enjoyment. An example was this year's Summer Reading Challenge, the 'Silly Squad' (an online challenge run by Reading Agency) which had 1,153 participants.

DfE continue to support young people to secure and sustain suitable employment, education or training. In the academic year 2019/20 (up to April 2020), the proportion of young people leaving the TfS Skills for Work programme and achieving a qualification was 65%. Of the students attending Further Education (FE) colleges in the 2019/20 academic year:

- 27 (aged 16-19) received Care to Learn (NI) financial support, enabling young parents to help meet the cost of registered childcare provision and allowing them to start or continue their education.
- 1,688 received Hardship Fund financial support, which provides those experiencing exceptional financial difficulty with assistance in meeting costs associated with learning.

As a result of support from the Education Authority's InterCultural Education Service 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 91.1% in 2018/19.

Of those schools involved in DE's Extended Schools programme (2019/20) 99% reported evidence that the programme reduced underachievement, with 65% reporting this evidence to be strong. Data from the Full Service Extended Schools (2019/20) demonstrates a long-term trend of improved attendance, GCSE and A level attainment during the life of the programme.

In the 2019/20 academic year, the DfE's Careers Service delivered 19,688 guidance interventions to the year 12 cohort (86% of the 2019/20 cohort). As a result of careers guidance, 92% of pupils surveyed knew more about their career options and 86% were more aware of the skills required to achieve their career goals.

Between April 2020 and December 2020, 3,530 young people from 81 schools participated in Creative Learning Centres digital technology programmes. 3,294

(approx. 93%) participated in school based programmes and 236 (approx. 7%) in community based programmes.

The Parental Engagement Campaign (2019/20) organised by DE, which aimed to increase the confidence of parents in their role as their child's first educators. Due to the Coronavirus, the parental engagement campaign was paused in 2020 given that many parents were supporting their children at home with their learning. The campaign will be re-visited again when the impact of Covid-19 has reduced and schools return to a more normal way of working.

The 'Miss School Miss Out' Campaign (2019/20) highlighted the fact for children that school attendance is not just essential, it is also beneficial and that in missing school they are also missing out on a range of other life experiences. However due to Covid-19 the campaign did not take place in 2020/21.

Summary of actions taken to encourage learning and achieving through youth / community and other groups

As part of its continued work to support young people into education or employment, DfE's Community Family Support Programme supported 6,234 (1 April 2015 - 31 December 2020) participants aged 16 and over not in employment, education and training (NEET). 992 participants progressed into employment upon leaving, while 865 participants progressed into education or training upon leaving.

At the end of December 2020, 1,300 young people were participating in Phase 2 of the cross-border Peace4Youth Programme, jointly funded with the Irish Government under the EU PEACE IV Programme. Since late 2017, more than 4,500 young

people have completed their Peace4Youth programmes. At the end of Phase 1, 77% of surveyed participants, indicated they were going to progress to education / training, 21% to employment and 38% to voluntary / community engagement (participants may have indicated they were going to progress to more than one area).

DfE also delivers the Additional Support Fund (ASF) which helps FE Colleges provide the necessary technical and / or personal support required to allow students with learning difficulties and / or disabilities to participate in FE programmes. Of the 7,975 ASF final year enrolments in regulated provision completed in the academic year 2018/19, 6,866 resulted in a qualification. (The latest ASF figures available are for the academic year 2018/19. Figures for the 2019/20 year are not yet available.)

DfC Languages Branch funding of deaf awareness and basic sign language skills classes for pupils has not been taken forward this year due to the impact of Covid-19. However, Family Sign Language Courses are being provided online to 30 families with deaf children. In 2019/20 families who participated reported increased confidence in communicating with their deaf child / sibling / grandchild.

The Extended Provision scheme (DE) delivers targeted provision 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. The most recent data available from 2018 shows that an additional 14,904 youth work sessions were provided, 33 full-time and 213 part-time staff were employed, 284 volunteers engaged and 65,817 hours of youth work were contributed by voluntary staff.

The Education Authority is implementing a new funding scheme from 1 April 2021 in line with Priorities for Youth Policy and while funding will still be available for young people who have barriers to learning, are disadvantaged, in areas of deprivation and who are at risk of disengagement it will no longer be delivered via the historic Extended Provision and Inclusion funding schemes. In preparation for the implementation of the new funding scheme, the Extended Provision scheme for voluntary youth provided ended on 31 March 2020 (with funding available up to June 2020 to allow for a managed transition to the new funding arrangements).

Outcome: Children in Poverty are Healthy

DoH, DE, DfC, and Dfl, contribute towards this Outcome. The section below describes the actions taken to reduce the impact of poverty on parents and children's health; the focus being on the steps taken in educating / supporting parents and families, children and practitioners in children's sporting and health care fields.

Summary of actions taken to improve health for children experiencing poverty through educating / supporting parents and families.

The Early Intervention Support Service (DoH) aims to support families when difficulties arise, before they need involvement with statutory services. 80% of families using the Service report improvement in at least 2 areas. (Project workers agree with families what areas to focus on. Interventions would generally be focused on a maximum of three areas (out of a possible 10)).

DoH is responsible for providing support for families through Family Support Hubs which 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. In 2019/20, 7,590 families were referred through the Hubs, 453 more families than in 2018/19, almost a 6% increase. The Hubs collected a sample of 96 families with 129 children across the region during 2019/20. 94 (98%) of these families reported that the process of being referred to the Hub worked well and 90 (94%) reported positive outcomes for themselves and their children.

The Family Nurses Partnership (DoH) delivers preventative support to vulnerable first time, young parents to improve antenatal health, child development and parents' economic self-sufficiency. As a result the development of children of participants at 24 months were within normal limits.

During 2019/20 41,114 children aged 0-3 were registered with Sure Start projects. 89% of its users reviewed improved in at least one of the seven areas, with 57% improving in at least three areas (physical health, emotional well-being, keeping your children safe, social networks, boundaries and routines, child development and home, money & work)

Due to the impact of Covid-19 it was no longer possible to provide antenatal care and education to mothers in groups of 12. To ensure mothers to be still had access to antenatal education the Public Health Agency as an interim measure purchased a multi-user online licence for the Solihull programmes – 'Understanding your Pregnancy, Labour, Birth & your Baby' and 'Understanding your Baby'. Of the 3,163 who started the 'Understanding pregnancy, labour, birth and your baby', 93% of course completers found the course helpful.

Due to Covid-19 it has been necessary to move Breastfeeding Support to online groups. Since March 2020 a total of 25 new remote based groups have been established for mothers requiring support, with the majority facilitated by Sure Starts.

Summary of actions taken to improve health for children experiencing poverty through educating / supporting practitioners in children’s sporting and health care fields.

As part of its implementation of the Infant Mental Health Plan and in addressing Adverse Childhood Experiences the DoH organised training for its practitioners. Of those practitioners who have completed the training several have secured specialist posts in new models of service delivery that are being established across NI. (For e.g. ABC Pips - a service which provides parents with support and space to talk about challenging emotions around parenting their baby).

Summary of actions taken to improve health for children experiencing poverty through educating / supporting children.

There were 288 11-16 year olds involved in ‘Uniting Opportunities’ (DfC); a cross community sports programme aimed at enhancing individual and community development and tackling disadvantage through sporting activities and facilities and promoting equality/improving good relations. 98% of children and young people reported that they have developed friendships with young people from a different religious belief.

Demand for the Independent Counselling Service for Schools is strong, with the 2019/20 academic year reporting

approximately 33,828 counselling sessions delivered. Currently the top ten presenting issues include anxiety; stress; family; self-worth / esteem; relationship / peers; anger; depression; behaviour; sleep; and bereavement.

As part of DoH’s efforts to promote positive mental health, 272 young people aged between 11 and 16 years have participated in ‘Gimmie 5’ wellbeing training programmes. 78% of those who provided feedback intend to incorporate ‘Take 5’ steps to wellbeing into their daily lives.

DE ensure that lessons are provided to children in years 8-10 about a healthy diet and how to plan and cook healthy meals safely. Children and young people are therefore equipped with the necessary skills to make healthy food choices with a view to encouraging healthy lifestyles beyond school.

The Active School Travel Programme delivered by DfI works with schools to encourage school children to travel more actively and safely to school (cycling, walking, scooting, skating or a park and ride/stride/scoot journey). 1,217 activities were delivered reaching 63,643 pupils, parents, siblings, teachers and volunteers. Due to Covid-19, schools were unable to carry out end of year surveys to ascertain the number of pupils, travelling more actively.

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

DoJ, Youth Justice Agency (YJA), NI Prison Service, DfC, the NI Housing Executive, DAERA, DfI and DoH contribute towards this Outcome. The section below describes the actions taken to improve the safety, security and stability of children in poverty; the focus being on the steps taken to help those involved in (and affected by) the justice system and those who have housing issues. It also describes actions taken to help improve children's security and safety, including in rural communities.

Summary of actions taken to improve the safety, security and stability of children in poverty through helping those involved with the Justice System.

In a bid to reduce the impact of the justice system on families the DoJ worked with delivery partners to strengthen healthy family relations of those in the care of the NI Prison Service and actively promote the wellbeing and positive life outcomes for children affected by parental imprisonment. Support was given to assist those in custody with parenting relations through the Family Matters Programme. Of the 616 individual sessions delivered and 71 families supported by the Family Matters programme, 91% of individuals completing the programme reported an improvement in their ability to understand the impact of their own behaviours / choices on children / family.

DoJ also works with key delivery partners to develop and roll out Early Intervention initiatives; for example, the Community Resolution Notice Awareness Programme, for children on the cusp of the Youth Justice

system. 97.7% of Children and 95.7% of Parents / Carers who provided a response felt that the Community Resolution Notice Awareness Programme would help avoid further offending (April – September 2020).

The NIHE funds the 'Beyond the Gate' service (run by Housing Rights), which provides intensive short-term support to prisoners on release who are most at risk from homelessness and reoffending, to ensure they have a place to live and are connected with appropriate support services to help them sustain their home and successfully resettle within the community.

During 2019/20 the service engaged with 94 individuals as part of a comprehensive housing and homelessness advice service and also made 220 referrals to additional support services.

The DoJ's Tackling Paramilitarism Programme aims to assist children and young people who are under threat from the influence of paramilitaries. One of its initiatives is the Youth

Outreach programme, which placed an Outreach Worker in each of the eight Communities in Transition areas. They aim to build relationships with young people who are not currently engaged with the youth services and who could be considered at higher risk of involvement in paramilitary activity. From October - December 2020, 351 young people participated in START (Supporting Teenagers Away from Recurrent Trouble) programmes and maintained contact with Youth Outreach Workers during Covid-19 restriction periods.

The Outreach workers also provided individual mentoring support to 161 young people in START.

Summary of actions taken to improve the safety, security and stability of children in poverty in rural communities.

Over 2020/21 £11.2m funding has been invested in Tackling Rural Poverty and Social Isolation (TRPSI) initiatives aimed to address poverty, social isolation and health and well-being in rural areas. Programmes included, for example, a scheme to increase the sustainability, development and recovery of micro businesses which has helped over 600 businesses. 224,912 rural beneficiaries benefited from TRPSI initiatives in 2020/21.

Summary of actions taken to improve the safety of children in poverty.

Making sure that children are safe, and know how to be safe is crucial. During this reporting year DfI provided material and resources to schools to deliver Practical Child Pedestrian Safety Training (PCPST) and the Cycling Proficiency Scheme (CPS).

Due to Covid-19, the closure of schools and subsequent restrictions the delivery of both schemes was severely hampered. Of the 33 schools (out of 40) who completed stage 2 of PCPST 1250 pupils participated and there was an 8% increase in knowledge of pupils on pedestrian safety issues after this training. After participating in the CPS training, 168 (98%) children attained the CPS standard.

Safety and community awareness training was also delivered to primary school pupils including how to prevent everyday accidents and dangerous situations and how to deal with them safely should they occur.

For example Mid-Ulster District Council held two Bee Safe events in January and February 2020, with over 1,300 primary 6 and primary 7 pupils from 51 local primary schools attending. 100% of the teachers attending rated the scenarios / presentations as either good / excellent. The feedback from the school teachers and pupils was positive.

Summary of actions taken to improve the safety, security and stability of the environments where children in poverty live.

To ensure that children live in stable environments a range of interventions were delivered this year. For example, access to suitable social housing was improved when, during the reporting period 2019/20 a total of 761 units were delivered against a target of 1,850. This is due to the impact of Covid-19 which had a very significant impact on the delivery of social homes. The completion of 4,306 social homes in 2017/18, 2018/19 and 2019/20 helps reduce the impact of poverty on a child by providing a stable and safe living environment.

Projects designed to promote social, economic, physical and community renewal included 8 childcare projects aimed at helping those who were out of work. 150 residents were supported into employment.

During 2019/20 the Housing Advice Service provided assistance to 8,095 cases regarding the prevention of homelessness, accessing accommodation, affordability and housing conditions. Homelessness was prevented in 5.5% of cases. Help provided will lead to improved housing conditions in 90% of cases and 88% of clients had an improved sense of well-being.

Outcome: Families Experience Economic Well-Being

As child poverty is measured by household income this outcome aspires to reduce the number of children in poverty through actions focused on improving the economic well-being of parents, families and households with children.

The Indicators below will be used to measure whether we are moving in the right direction towards this outcome.

- Combined Low Income and Material Deprivation.
- Percentage of Children living in workless households.
- Percentage of all households with children where at least one adult is in work and the household is in poverty.



- £3.0m was spent improving the homes of 792 low income families (Affordable Warmth Scheme).



- 9,620 people were assisted by Make the Call (DfC) in 2019/20 to increase their income through benefits by £88.10 per person per week



- £5.6m was distributed in direct grant support to 16,206 families caring for disabled children on a low income (Family Fund NI - 04/17 - 12/20).



- Bright Start Children with a Disability Holiday Grant Scheme (Action 1.6) - “Without the support of the summer programme I wouldn’t have been able to work during the summer months. The staff developed a programme that provided routine and structure to his day, providing play opportunities and enabling him to enjoy the activities”. (Parent of Disabled Child).

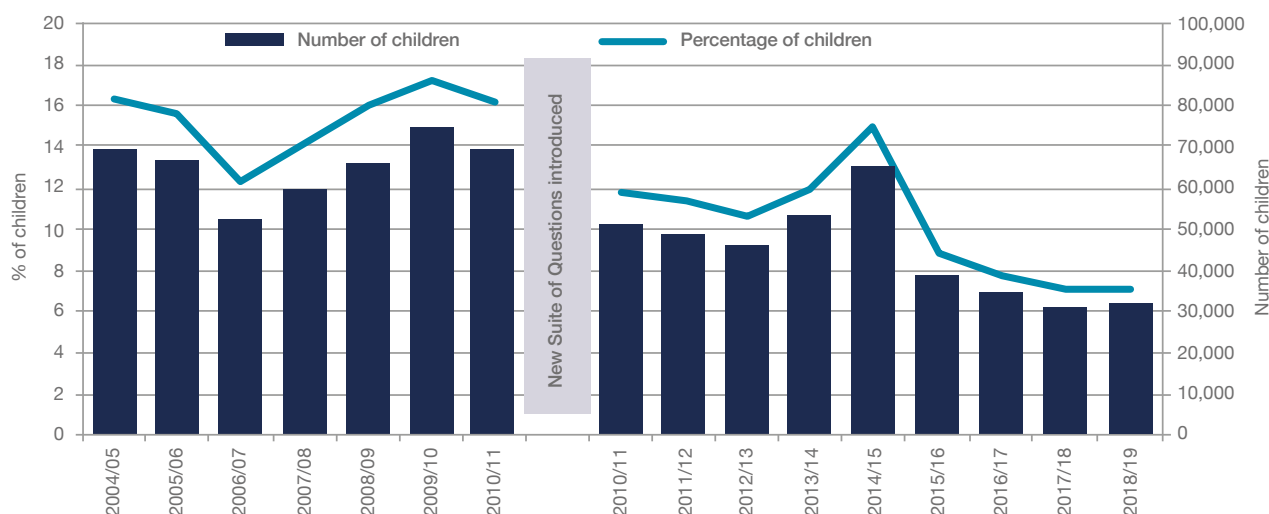
Indicators

Combined Low Income and Material Deprivation

(Source: Department for Communities, HBAI 2018/19 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.



Analysis

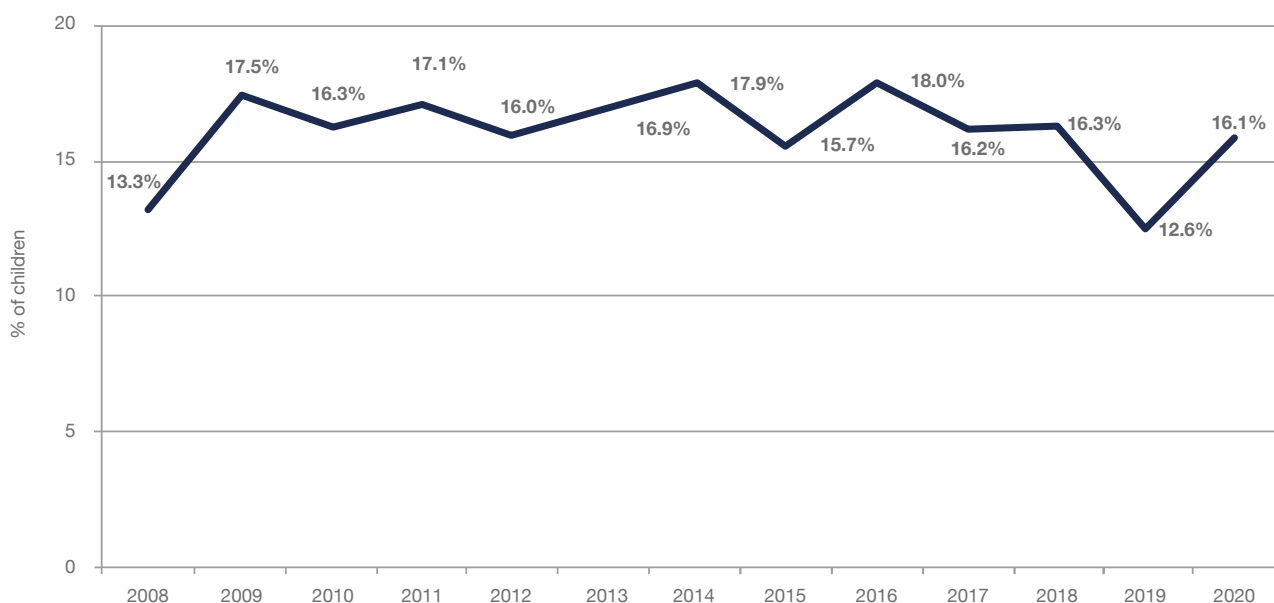
The estimated percentage of children in combined low income and material deprivation stayed at 7% (32,000 children) in 2018/19

(11% in the UK) which is the lowest level recorded since the new suite of questions were introduced in 2010/11. The difference in the 2010/11 estimate of 12% and 2018/19 estimate is statistically significant.

Indicators (continued)

Percentage of Children living in workless households

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



Analysis

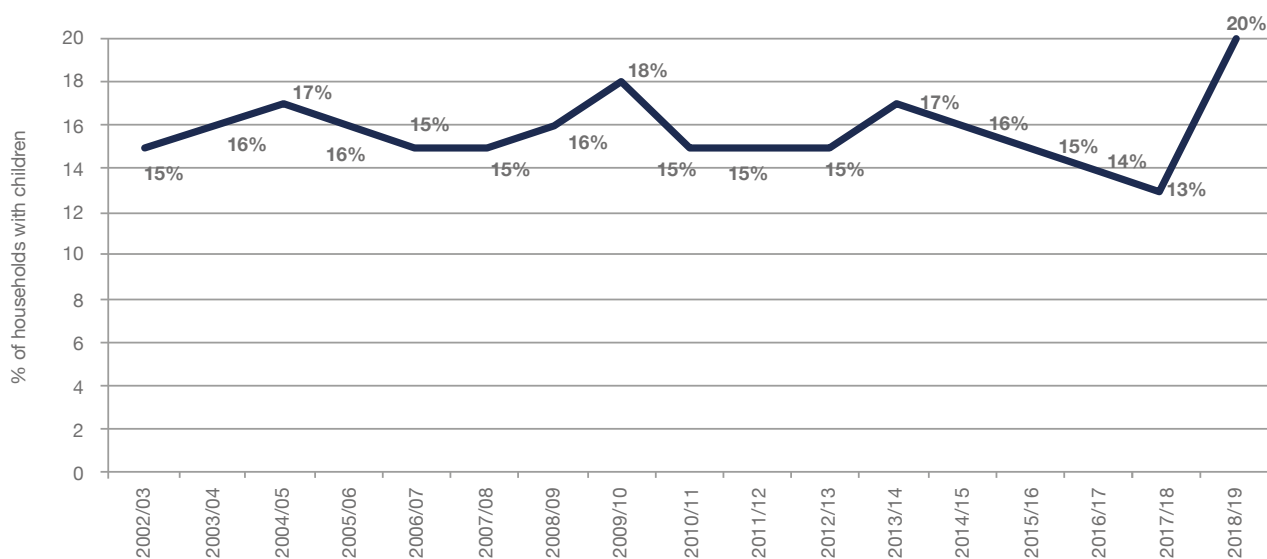
A workless household is a household in which no adults of working age are currently in work. Following the recession of 2008, the proportion of children living in workless

households in Northern Ireland increased to 17.5% and remained relatively constant over the subsequent 11 years, however the proportion fell below pre-recession levels in 2019 to 12.6%.

Indicators (continued)

Percentage of all households with children where at least one adult is in work and the household is in poverty

(Source: Department for Communities HBAI Report 2018-19)



Analysis

The percentage of children living in households where at least one adult is in work and the household is in poverty saw a 7 percentage point (pps) rise between 2017/18

and 2018/19. However, the longer term trend shows that there has been relatively little change in this indicator since first collected in 2002/03 with the sharp rise noted above, not typical of the trend.

Actions

- 1.1** Supporting Invest NI's Customers to Create Jobs - Invest NI will fully utilise its employment focused support, particularly Selective Financial Assistance (SFA), to support high value employment opportunities in NI's business base. This includes utilising SFA and Grant for Research & Development (R&D) support to attract new first-time inward investors to NI.
- 1.2** Help young people aged 18+ 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.
- 1.3** From 1 April 2020 to 21 March 2021 we will connect with 20,000 people to ensure they are getting the benefits, supports and services they are entitled to. We will continue to work with other government departments and the voluntary and community sector, creating new referral partnerships aimed at improving support on benefit entitlement and increasing the package of supports and services.
- 1.4** 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.
- 1.5** 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.
- 1.6** Provide training and small grants to enable childcare providers to meet the needs of children with a disability.
- 1.7** 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.
- 1.8** From 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. The scheme aims to target those most in need.
- 1.9** 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.
- 1.10** 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.
- 1.11** Recruit rural participants (40%) who are unemployed or economically inactive to the Step Up to Sustainable Employment (SUSE+) programme to gain skills and qualifications needed to become employment ready.

Outcome: Children In Poverty Learn And Achieve

This outcome seeks to reduce the impact of poverty on children by improving their educational attainment and therefore their life chances.

The Indicators below will be used to measure whether we are moving in the right direction towards the outcome.

- 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.
- Percentage of 16–24 year olds not in Education, Employment or Training (NEET).
- Percentage of pupil enrolments in primary and post-primary schools with less than 85% attendance.



- 99% of schools participating in the Extended Schools Programme (2018/19) reported evidence that their provision reduced underachievement.



- By the end of full time Nurture Group intervention 92 (30.1%) children had moved to a lower stage of the Special Educational Needs Code of Practice.



- The Community Family Support Programme progressed 865 participants into education or training upon leaving.

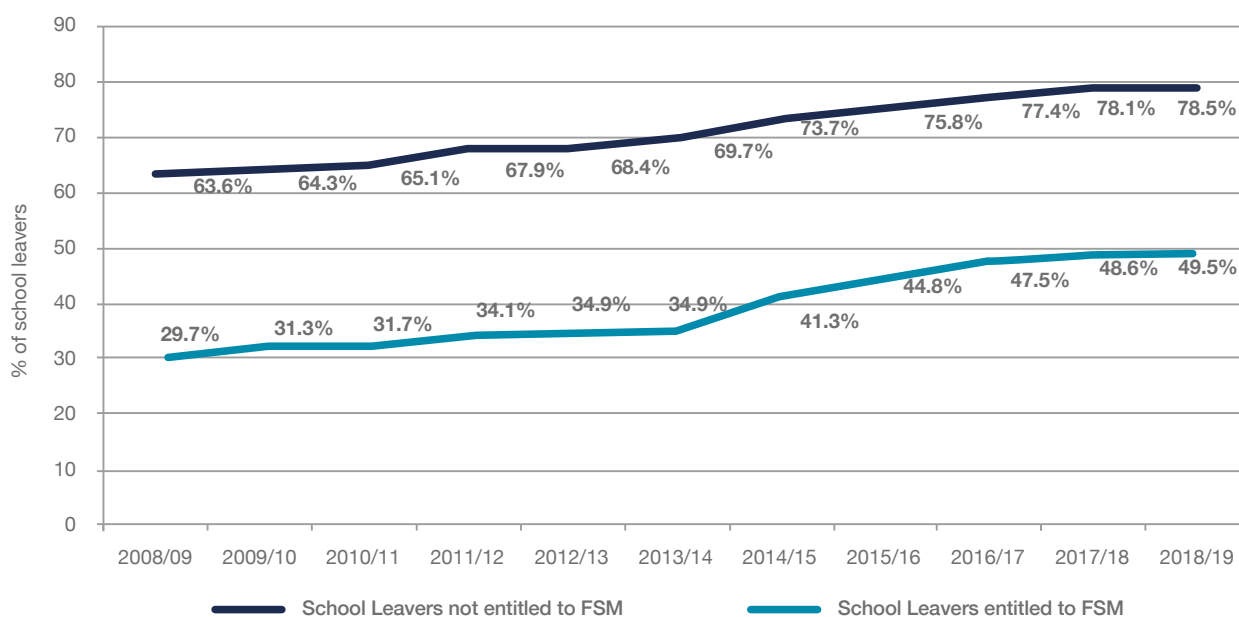


- In academic year 2019/20 the Care to Learn (NI) Scheme provided £0.13 million in assistance to young parents who are students in FE to help with the cost of childcare.

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)



Analysis

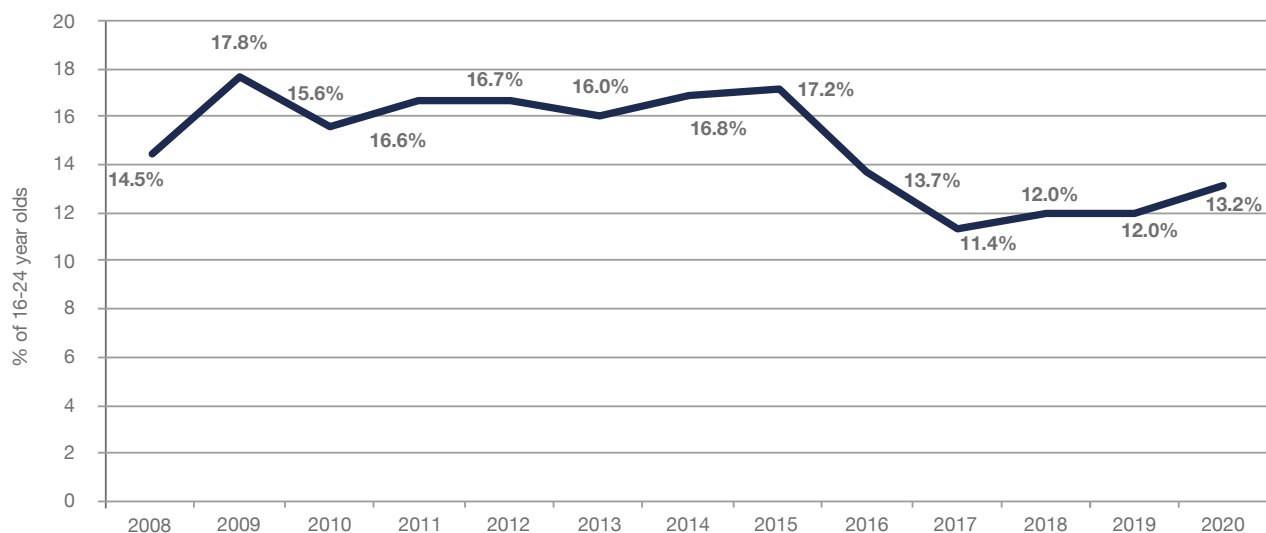
The general trend for this indicator is that the number of school leavers achieving at least 5 GCSEs or equivalent at Grades A*-C (including English and Maths) has been increasing over time for all school leavers. Entitlement to Free School Meals (FSM) is used as a proxy measure for poverty when looking at pupil attainment levels. The attainment gap between school leavers who are entitled to FSM and those who are not entitled has closed slightly over the last 4

years. It should be acknowledged that this is in the context of improving attainment levels for both groups of school leavers. The gap between FSM and Non-FSM pupils fell from just over 32 pps to under 30 pps between 2014/15 and 2018/19. Over the same period the proportion of those pupils achieving 5 GCSEs grade A*-C including English and Maths and not in receipt of FSM increased by 4.8 pps to 78.5%, while for those in receipt of FSM the proportion reaching this attainment level increased by 8.2 pps to 49.5%.

Indicators (continued)

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

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



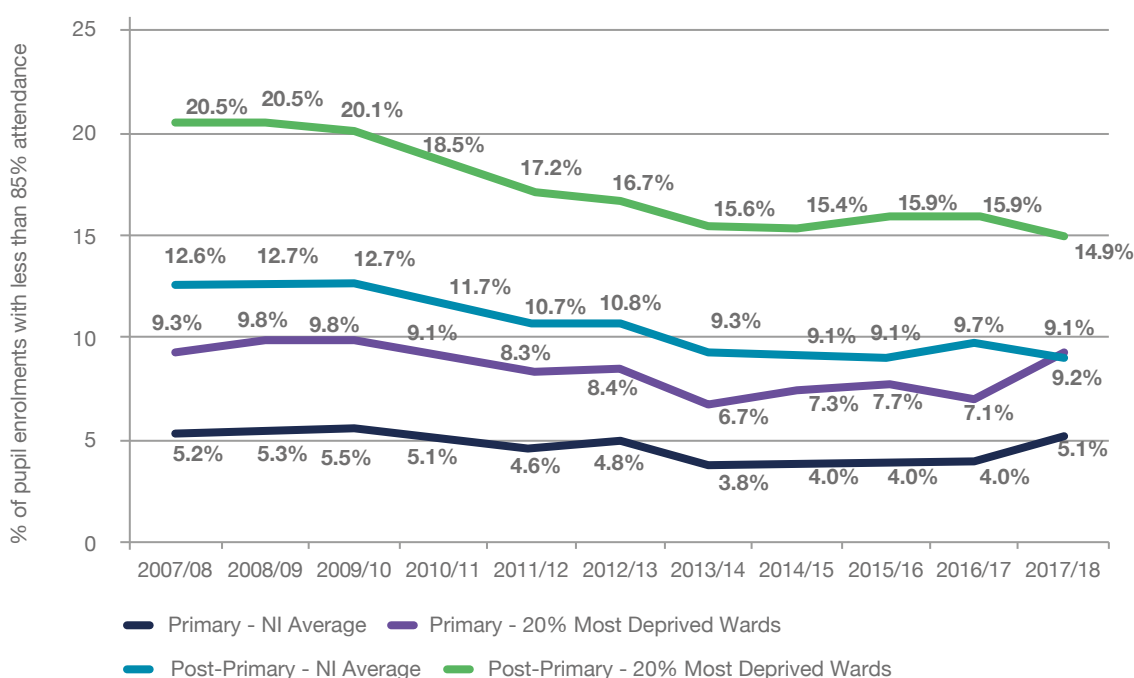
Analysis

The proportion of 16-24 year olds who are not in education, employment or training (NEETs) remained steady between 2009 and 2015. Since 2015 the proportion has fallen from 17.2% to 13.2% in 2020.

Indicators (continued)

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

(Source: Department of Education)



Analysis

When looking at either primary or post-primary schools the proportion of pupil enrolments with less than 85% attendance has been consistently higher in schools within the 20% most deprived wards in NI than the

NI average. There had been a general positive downward trend in this indicator between 2007/08 and 2013/14 but this trend seems to have levelled off since then for post-primary, while the proportion has risen for primary in 2017/18.

Actions

- 2.1.** Support 31 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.
- 2.2** 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.
- 2.3** Support training to improve and enhance skills across the childcare workforce.
- 2.4** Peace4Youth will support up to 7,400 marginalised 14–24 year olds to develop capabilities in good relations, citizenship and personal development to improve their life chances and enhance their employability.
- 2.5** 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.
- 2.6** Provision of Sure Start to at least the 25% most deprived areas, (including at least one 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.
- 2.7** Provide access to books and to programmes which promote reading for enjoyment and a lifelong love of books. These programmes, for children of all ages, include the annual Summer Reading Challenge.
- 2.8** Provide additional support for Newcomer pupils and Traveller children.
- 2.9** 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.
- 2.10** Continue to provide funding to schools in areas of the highest social disadvantage to provide additional activities, classes and support for learning largely outside the normal school day to meet the needs of children and their parents, families and local communities through the Extended Schools programme as well as Full Service provision in two specific areas of socio-economic deprivation to enhance the educational attainment of disadvantaged young people.
- 2.11** Provide additional support for children and young people in 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).

2.12 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.

2.13 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.

2.14 We want to increase the confidence of parents in their role as their child's first educators, and thereby to increase the quality of parental support amongst our most disadvantaged children and young people, through a multi-faceted and targeted information campaign.

2.15 Through the 'Miss School Miss Out' Advertising Campaign 2019/20 we want to highlight the fact that school attendance is not just essential, it is also beneficial and that in missing school you are also missing out on a range of other life experiences.

Outcome: Children in Poverty are Healthy

This outcome seeks to reduce the impact of poverty on parents and children's health and to improve their life chances.

The Indicators below will be used to measure whether we are moving in the right direction towards the outcome.

- Number 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.
- Percentage of Year 1 pupils who are obese.
- Number of hospital admissions of those aged 0–17 with self-harm diagnoses (rate per 100,000).



- 85% of families using Sure Start services agreed strongly that its Antenatal services were high quality (2019/20).



- 94% of families using Family Support Hubs reported positive outcomes for themselves and their children (April 20 - Sept 20).



- Early Intervention Support Service
 - 47% of children and young people reported an increase in physical health (Jan 20 – Sept 20).

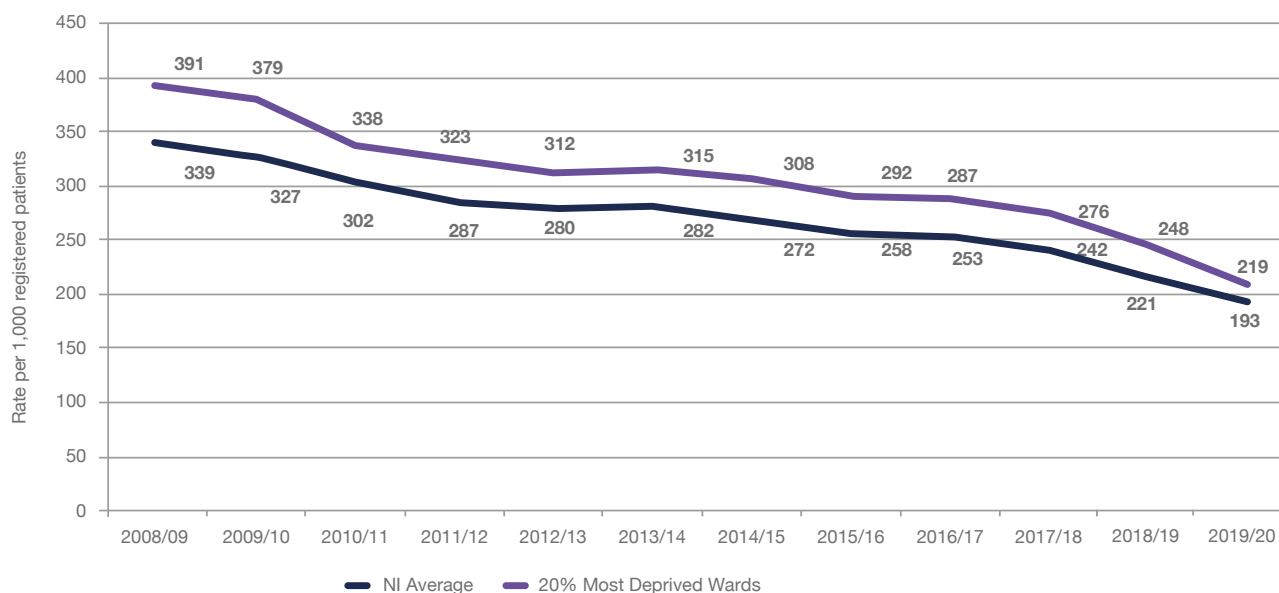


- 73% reported increased well-being (Jan 20 – Sept 20).

Indicators

Number 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)



Analysis

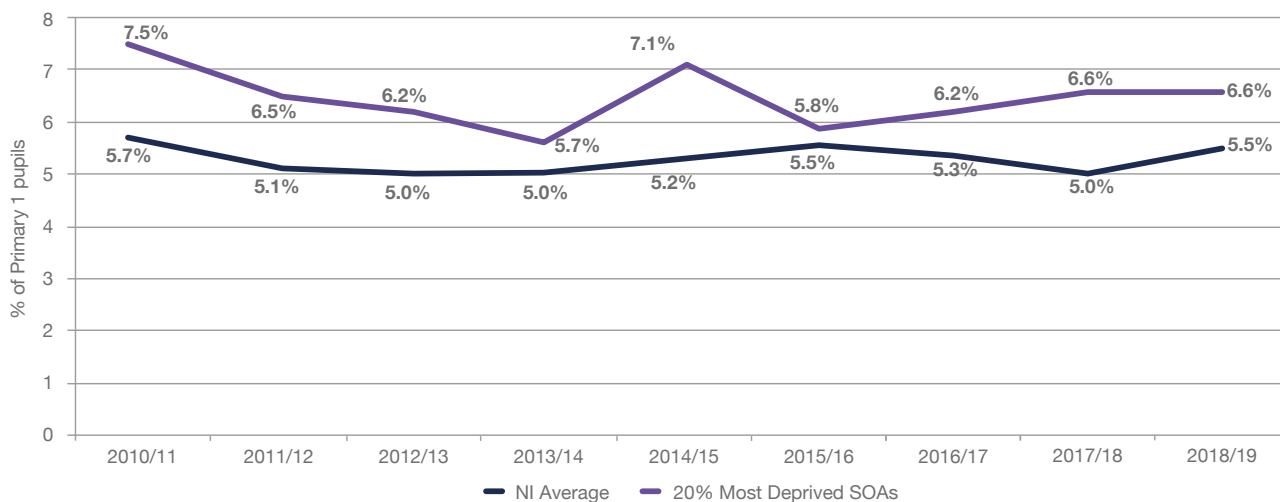
There has been a general improvement in the number of patients aged 0-17yrs who had at least 1 treatment for dental caries. This

rate has fallen over time for NI overall and for those living in the 20% most deprived wards. However, the rate remains higher for the most deprived areas than the NI average.

Indicators (continued)

Percentage of year 1 pupils who are obese

(Source: Department of Health, Child Health System)



Analysis

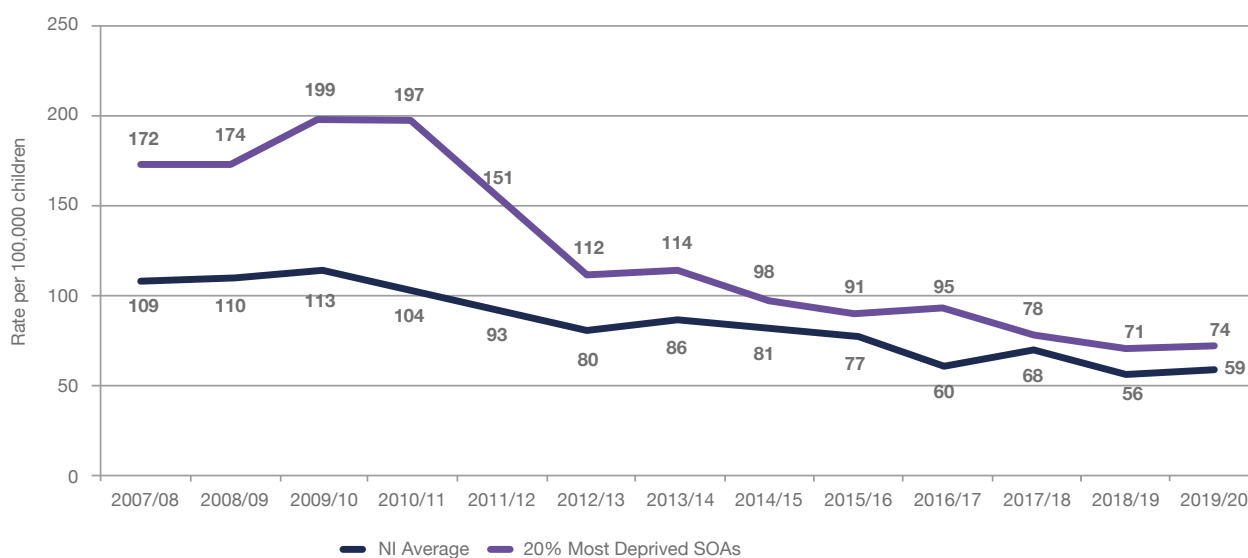
The proportion of Year One pupils who are obese fell between 2010/11 and 2013/14 for NI as a whole and for those children living in

the 20% most deprived Super Output Areas of NI. The gap between the most deprived areas and NI overall has increased slightly between 2013/14 and 2018/19 by 0.4 pps.

Indicators (continued)

Number of hospital admissions of those aged 0-17 with self-harm diagnoses (rate per 100,000)

(Source: Department of Health, Hospital Inpatient System)



Analysis

The number of hospital admissions for self-harm diagnoses among children and young people aged 0-17 fell over the past decade

to their lowest point in 2018/19, there was a slight increase between 2018/19 and 2019/20. The gap between the 20% most deprived Super Output Areas and the NI average has narrowed over the period.

Actions

- 3.1** Implementation of Early Intervention Support Service (EISS) to provide support for families with emerging vulnerabilities.
- 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, healthy eating, budgeting and substance misuse.
- 3.3** Expansion of evidence based training and practice in implementing the Infant Mental Health Plan and addressing Adverse Childhood Experiences.
- 3.4** 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.
- 3.5** Delivery of the T:BUC Uniting Communities Programme, a cross communities initiative that uses sport, physical and creative activity to enhance individual and community development and tackle disadvantage through the delivery of training and activities to young people aged 11-24 years, which is underpinned by good relations and equality, that enables them to gain the confidence and skills to become advocates for social change in their own communities.
- 3.6** Provide support to parents of children 0-3 years old in at least 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.
- 3.7** 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 and bullying.
- 3.8** Promote positive mental health and provide frontline crisis intervention to prevent suicide.
- 3.9** Develop and Deliver Early Years Obesity Prevention Programme to children 0-5 and their families.
- 3.10** Train, support and resource midwives to deliver key messages to parents about how to promote and nurture health infant development.
- 3.11** 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.
- 3.12** Deliver training to school children in relation to walking and cycling skills to encourage active and safe travel.
- 3.13** Implement the Sports Programme in schools which aims to provide a specialist coaching support to primary schools to deliver the Key Stage 2 Physical Education Curriculum.
- 3.14** Support uptake and prevalence of breastfeeding.

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

This outcome seeks to ensure that the environments children in poverty grow up in are safe, secure and stable.

The Indicators below will be used to measure whether we are moving in the right direction towards the outcome.

- Recorded number of criminal offences per 1,000 population.
- Number of child admissions to hospital due to an accident in the home or on the road (rate per 100,000).
- Number of families presenting to the NI Housing Executive as homeless.



- Of the 171 children who participated in the Cycling Proficiency Scheme in April – Dec 2020, 168 (98%) pupils reached the required standard.



- During 2019/20, 8,095 clients were assisted by the Housing Advice Service with their housing issues and homelessness was prevented in 5.5% of cases.



- 91% of individuals completing the Family Matters programme reported an improvement in their ability to understand the impact of their own behaviours / choices on children / family.

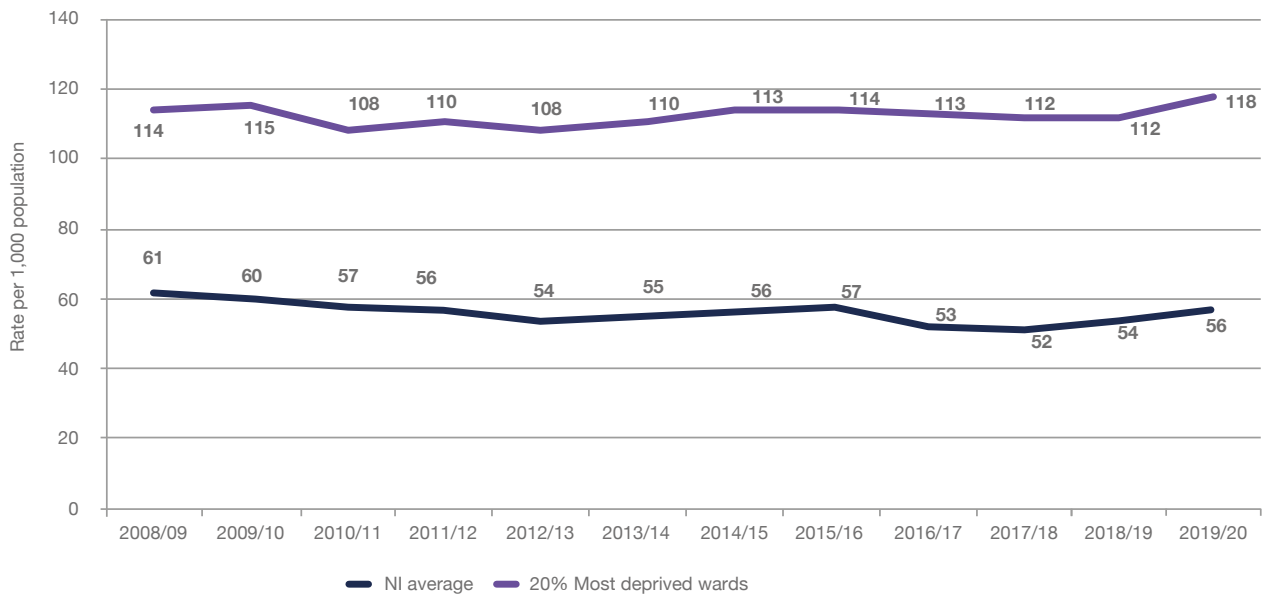


- Family Links programme (action 4.12): ‘...genuinely helped myself, my family and my son and made coping with this all that little bit easier.’ (Service-user feedback)

Indicators

Recorded number of criminal offences per 1,000 population

(Source: PSNI, Crime Recording System)



Analysis

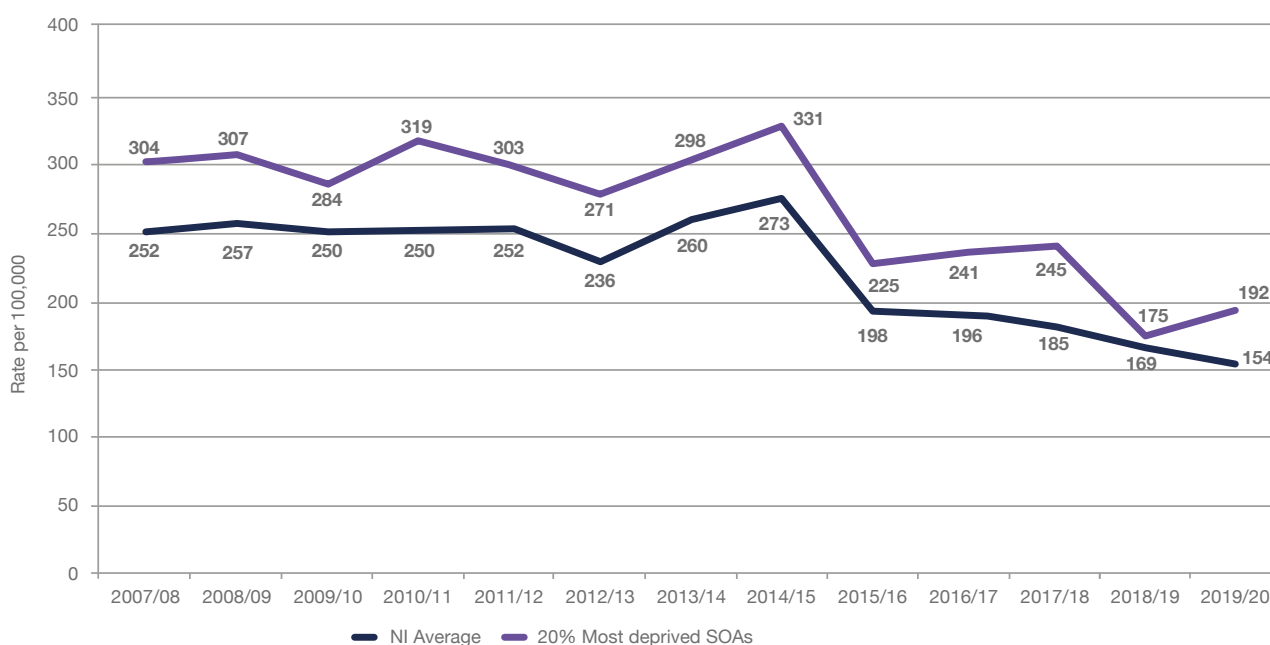
There has been very little change in the recorded number of criminal offences in the 20% most deprived wards over time.

However, the NI average number of recorded criminal offences has reduced slightly over time. Consequently the gap between the NI average and the 20% most deprived wards has widened slightly.

Indicators (continued)

Number of child admissions to hospital due to an accident in the home or on the road (rate per 100,000)

(Source: Department of Health, Hospital Inpatient System)



Analysis

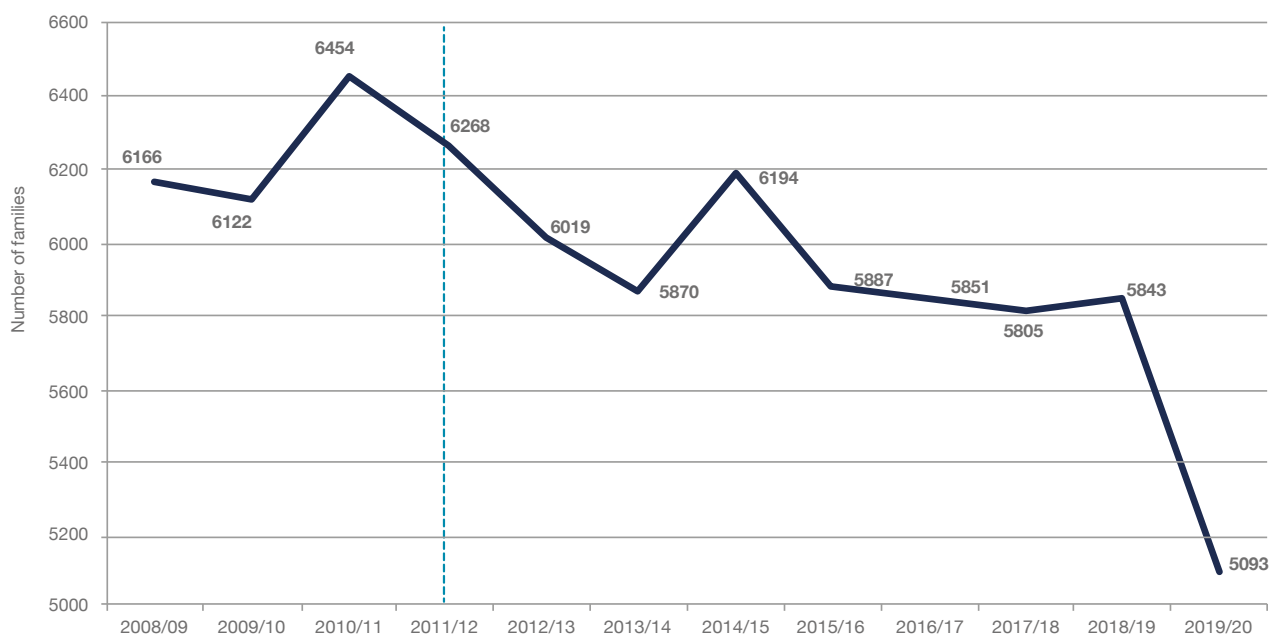
There was a large drop in 2015/16, in the number of child admissions to hospital due to an accident in the home or on the road. This was most pronounced in the most deprived

wards and has remained below the previous trend low seen in 2012/13 since then in the most deprived areas and in NI overall. The gap in 2018/19 between the NI average and the most deprived areas is at its narrowest point since 2007/08.

Indicators (continued)

Number of families presenting to the NI Housing Executive as homeless

(Source: NI Housing Executive)



Analysis

Following a spike in 2014/15, the number of families presenting as homeless to the

NI Housing Executive had fallen slightly to around 5,800 each year. However between 2018/19 and 2019/20, there was a large fall down to just over 5,000.

Actions

- 4.1** Provide specific support in rural communities.
- 4.2** Provide Road Safety amongst children and young people by providing material and resources to schools delivering Practical Child Pedestrian Safety Training and enhanced Cycling Proficiency Scheme.
- 4.3** Increasing the social housing stock to improve access to suitable social housing.
- 4.4** Deliver projects designed to promote social, economic, physical and community renewal in the 36 Neighbourhood Renewal Areas.
- 4.5** Provide tenancy support and temporary accommodation, where necessary, for young mothers.
- 4.6** 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.
- 4.7** Work with Housing Rights to tackle homelessness and housing problems in NI through the provision of free advice and representation to people who are at risk of homelessness.
- 4.8** 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.
- 4.9** 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, and addictions), referring tenants to floating support services and other organisations to obtain the support required.
- 4.10** Work with key delivery partners to develop and roll out Early Intervention initiatives for children on the cusp of the Youth Justice system.
- 4.11** Deliver initiatives under the Tackling Paramilitarism Programme to assist children and young people under threat.
- 4.12** Work with delivery partners to strengthen healthy family relations of those in the care of the Northern Ireland Prison Service and actively promote the wellbeing and positive life outcomes for children affected by parental imprisonment.

Completed Actions

Outcome: Children in poverty learn and achieve

The table below lists actions which were in the 2019/20 Report on the NI Executive's Child Poverty Strategy, their report card number and gives the reasons why they are now considered as complete.

Action	Reason For Completion
"Make at least one year of pre-school education available to every family that wants it." (Action 2.6 - DE)	This action should now be considered as complete. The Department of Education's Pre-School Education Programme offering one year of funded pre-school education to all children in their immediate pre-school year whose family want it is a universal programme which has achieved its stated aim in each of the last seven years and has now been mainstreamed. Approximately 94% children apply for and attend a funded pre-school education place each year. Children from Socially Disadvantaged Circumstances are prioritised within the admissions process.

Action	Reason For Completion
<p>“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.” (Action 2.10 - DE)</p>	<p>This action should now be considered as complete. The Department of Education’s Getting Ready to Learn (GRtL) Programme has been fully implemented and is now mainstreamed. GRtL is a universal programme offered on an annual basis to pre-school education settings. The GRtL programme, which commenced under the Early Intervention Transformation Programme, was mainstreamed by DE in 2019/20. The programme is now fully embedded. Over the last two years over 75% of pre-school education settings have participated in the programme. GRtL continues to deliver very positive outcomes in relation to parental involvement in their children’s learning and knowledge of the pre-school curriculum. Annual monitoring of the impact of the programme has demonstrated that after participation parents talk, read and play with their children more often, develop better bedtime routines, children increase their physical activity and screen-time reduces.</p>
<p>“Invest resources to support initiatives in championing play; greater local access to space for play and leisure; and planning and support for play at community level.” (Action 3.3 - DE)</p>	<p>Play Matters was funded under the Early Intervention Transformation Programme and had three elements which have now completed and are no longer funded.</p> <ul style="list-style-type: none"> • The Play Shaper project was completed on 31 March 2019. • The Play for Parents project was concluded on 30 September 2019. • The Play Messaging element continued until 31 March 2020. <p>Project sustainability was a key consideration and this was built into project delivery to ensure the knowledge and skills learned would continue to be used following project completion.</p>

Action	Reason For Completion
<p>“Promote positive mental health and emotional well-being for our most disadvantaged and hard to reach young people through arts activities.” (Action 3.15 - DfC)</p>	<p>The ARTiculate programme was launched in the autumn of 2016 and ran until September 2019. The programme invited applications to develop programmes for young people that focus on empowerment, building resilience and providing support which promotes positive mental health and emotional wellbeing. In the period 2016 to 2019 the programme funded 49 projects involving 2839 young people or an average of 58 young people per project. Evaluation demonstrated that the programme had a positive impact on participant’s mental health and wellbeing helping them to express their feelings, improve resilience, become more confident and create stronger, more stable relationships with peers and adults.</p>
<p>“Deliver intergenerational projects and Priority Youth Intervention (PYI) through Policing and Community Safety Partnerships to improve community safety and tackle anti-social behaviour.” (Action 4.1 - DoJ)</p>	<p>This action is now complete. The ‘Priority Youth Intervention’ programme which provided a funding stream to support initiatives bringing young people and older people together to help address local anti-social behaviour (ASB) ended in 2016/17. Since then, a reducing number of Policing and Community Safety Partnerships have developed specific intergenerational projects to meet local needs.</p>

Annex A: Report Cards

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?

Table: Performance Measures Categories used in Outcomes Based Accountability

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

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

Outcome: Families experience economic well-being

Action 1.1:

Supporting Invest NI's Customers to Create Jobs - Invest NI will fully utilise its employment focused support, particularly Selective Financial Assistance (SFA), to support high value employment opportunities in NI's business base. This includes utilising SFA and Grant for Research & Development (R&D) support to attract new first-time inward investors to NI.

Status: In progress

Lead Department: Department for Economy

Linked to Draft PfG Outcome(s): 1 & 6

How much did we do?

- **428** companies receiving Employment related Support (ES).
- **2,296** Assisted Jobs through our ES interventions with companies.
- **1,640** of the total assisted jobs paying salaries above the NI Private Sector Median (PSM).

(Source: Invest NI's Offers and Claims Management System (OaCMS) / Customer Relationship Management (CRM) systems – For the period 1 April 2020 to 31 December 20).

How well did we do it?

- Median controllable casework processing days of **11 days**.
- **92%** (395) of companies receiving ES were SMEs (Small & Medium-Sized Enterprises).
- **93%** (400) of companies receiving ES were Locally-Owned.

(Source: Invest NI's OaCMS / CRM systems – For the period 1 April 2020 to 31 December 20).

Is anyone better off?

- **29,113** Additional Jobs (job gains) in Invest NI supported Companies (Combined 2017, 2018 & 2019 position).
- **£32,448** Employment Cost per employee (2019).
(Source: Invest NI Key Performance Indicator (KPI) dataset. Increase in employment costs per employee is a proxy measure of increasing salaries.)

- **£42,137** Value-Added per employee (2019).
(Source: Invest NI KPI dataset. This is an estimate for Value-Added based on all the information available to Invest NI. It is not a definitive position.)

- **97%** of Invest NI Additional Jobs Business Strategy Target (2017/21) delivered.
- **4%** increase in employee costs per employee (2018 to 2019).
- **3%** increase in Value-added per employee (2018 to 2019).
(Source: Invest NI's KPIs).

Reporting Period:

Figures as at 31 December 2020

Outcome: Families experience economic well-being

Action 1.2:

Help young people aged 18+ 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.

Status: In progress

Lead Department: Department for Communities

Linked to Draft PfG Outcome(s): 3

How much did we do?

From 1 April 2017 to 31 March 2018, 114 unemployed people aged 18-24 participated in the Work Experience Programme.

From 1 April 2018 to 31 March 2019, 40 unemployed people of which 25 were aged 18-24 participated in the Work Experience Programme.

From 1 April 2019 to 31 March 2020, 20 unemployed people of which 12 were aged 18-24 participated in the Work Experience Programme.

For the 2020/21 year there were no work experience placements due to the Covid-19 pandemic.

How well did we do it?

47 (41%) of 114 participants who started between the 1 April 2017 and 31 March 2018 found employment within 13 weeks of completing their placement.

Universal Credit (UC) was introduced in NI for new claims, on a phased geographical basis between September 2017 and December 2018.

At this stage, into work figures for our UC customers are not currently available.

Is anyone better off?

Of the 114 participants who started between the 1 April 2017 and 31 March 2018, 47 (41%) found work within 13 weeks on completing their placement.

The final outcomes for 2018/19 and 2019/20 are not currently available.

Reporting Period:

1 April 2019 – 31 March 2020

Outcome: Families experience economic well-being

Action 1.3:

From 1 April 2020 to 21 March 2021 we will connect with 20,000 people to ensure they are getting the benefits, supports and services they are entitled to. We will continue to work with other government departments and the voluntary and community sector, creating new referral partnerships aimed at improving support on benefit entitlement and increasing the package of supports and services.

Status: In progress (The above actions are detailed in the DfC Five Year Operational Strategy 2020-2025)

Lead Department: Department for Communities

Linked to Draft PfG Outcome(s): 3, 4, 8

How much did we do?

- In 2019/20 Make the Call Wraparound Service (MtC) connected with 31,529 people.
- For year 2020/21, up until December 2020, MtC has connected with 17,443 people in current year.
- In 2019/20 we introduced 15 new corporate partnerships, working with other government departments and the voluntary and community sector to increase our offer of services and supports.
- Up until December 2020, we have introduced 12 new partnerships.
- MtC ran three advertising campaigns through 2019/20 and will run another three advertising campaigns during 2020/21. These campaigns raise awareness among the public of the services that MtC can provide.

How well did we do it?

Of the 31,529 people we have connected with in 2019/20 and had a benefits discussion with:

- We have been able to assist 9,620 of those people to increase income through needs assessments.
- We have also been able to link 10,076 of these people to various supports and services.

Is anyone better off?

The average weekly amount that people MtC assisted to increase their income through benefits, were better off by was £88.10 per person per week.

MtC have commissioned a Social Return on Investment survey, which is due to be completed by March 2021, to understand the impact of linking people to supports and services, as well as increased income, has made to people's lives and quality of living.

Reporting Period:

MtC published their full 2019/20 end year results in October 2020 and these have been included above. Where we have figures for 2020/21 these have been included but full results for this year will not be complete until September 2021.

Outcome: Families experience economic well-being

Action 1.4:

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.

Status: In progress

Lead Department: Department for the Economy

Linked to Draft PfG Outcome(s): 1, 5, 6, 12

How much did we do?

There were a total of 26,768 Essential Skills enrolments for 2019/20. Of these, 19,356 were delivered at FE (Further Education) colleges.

How well did we do it?

Of the 26,768 Essential Skills enrolments in 2019/20 7,314 (27.3%) were from students living within the most deprived quintile. The overall retention rate since the start of the Essential Skills Strategy in 2002 the retention rate* is 89.5%. The overall retention rate* for 2018/19 was 88.8%. For Level 2, this was 90.2%. (*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?

15,926 qualifications in Essential Skills were issued in 2019/20 of which 7,479 (47.0%) were at Level 2.

Since the start of the Essential Skills Strategy in 2002 there have been 519,963 enrolments completed, of which 378,264 have resulted in a qualification.

This gives an achievement rate* of 72.7%. Of the 580,669 enrolments since the start of the Essential Skills Strategy, 378,264 have resulted in a qualification. This gives a *success rate of 65.1%.

(*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:

2019/20

Outcome: Families experience economic well-being

Action 1.5:

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.

Status: In progress

Lead Department: Department of Education

Linked to Draft PfG Outcome(s): 6, 8, 12

How much did we do?

- As part of the first phase of the Executive Childcare Strategy, the pilot 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 2019/20, approximately £7.2million was spent on the SAC Grant Scheme to sustain and create low cost childcare places.
- A further £1.1m was allocated in 2020/21.

Estimated 2,500 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.

(Note: 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.)

- 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).

- 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 provided.
- The FSNI website has a section on financial assistance available to parents and also providers available by area. It has also been a central source of guidance for parents and childcare providers during the Covid-19 pandemic.
- The Department of Education continued to support the Bright Start settings during the Covid-19 pandemic, and some have also benefitted from the emergency Covid-19 Childcare Financial Support schemes, established to support childcare settings during the pandemic.

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, 2,500 childcare places have been created and sustained
- 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 FSNI 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 - 2019/20

Outcome: Families experience economic well-being

Action 1.6:

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

Status: In progress

Lead Department: Department of Health

Linked to Draft PfG Outcome(s): 12

How much did we do?

The desired outcomes of the Small Grant Scheme are as follows:

- Families with children who have a disability are able to access early years / childcare services appropriate to their needs;
- Wherever possible, all children will be able to access the same development opportunities, helping them to reach their full potential;
- A sustainable increase in the capacity of early years and childcare providers to look after children with a range of disabilities.

Up to the end of March 2020 the grant scheme has supported 518 children with a disability to access mainstream childcare services.

62 childcare providers were awarded funding via the Fair Play Regional Small Grants Scheme over the period **April to June 2020**. The total funds to be awarded totalled **£109,922.57** with the aim of targeting 166 children.

The actual monies paid out over this period however totalled **£48,357.60**.

The reasons for the difference in the original monies awarded to actual monies paid out are listed below:

The majority of childcare settings closed during the first Covid-19 lockdown period in line with Departmental Policy. 6 settings remained open providing 31 disabled children and their families' with ongoing access to childcare services.

29 childcare providers continued to claim funding during this reporting period to support the payment of staffing costs.

29 groups decided to furlough their staff and claimed additional Government support to cover staff costs via the furlough scheme.

4 groups did not accept the original offer (3 children left the setting and 1 child who had been going through an assessment process was awarded funding from the Education Authority).

Bright Start Children with a Disability Holiday Grant Scheme (01/07/2020 – 31/08/2020)

The purpose of this Scheme is to assist parents of children with a disability access childcare during school holiday periods and to provide high quality, inclusive childcare for children with a disability, enabling them the same child care experience as their peers.

Amount Awarded

- Staff Costs - £68,605
- Resources / Activities - £28,567
- Total Monies Awarded - £97,172
- 7 Providers were funded
- 58 Support Staff were funded
- 284 Children were offered placements

Children Attending by Type of Disability

ASD, ADHD, Down Syndrome, Epilepsy , Learning Disability, Cerebral Palsy, Moderate to severe learning disabilities, Autism, challenging complex behaviours, non-verbal Hyptonia, Hypothyroidism, Duplicate XX Chromosome, Microcephaly.

The **Western Childcare Partnership also allocated £15,000 from their local Early Years Development Fund** to the local Trust's Disability Team within this financial year to support the inclusion of Children with Disability in mainstream Childcare Settings.

How well did we do it?

An **Interim Evaluation Report** has been completed on the **Fair Play Small Grant Scheme** covering achievements for the period – September 2016 - June 2020.

Bright Start Children with a Disability Holiday Grant Scheme (01/07/20 – 31/08/20)

Six Summer Schemes and one Virtual Summer Scheme were funded. The Virtual Summer Scheme enabled families with Down's syndrome children to connect and engage in a safe manner. Research has shown that children aged 0-17 years old with intellectual disabilities such as Down's syndrome are 2.5 times more like to have fatal consequences if they were to contract Covid-19.

- Successful groups had to satisfy a Compliance Checklist to ensure they could deliver a quality service to children with a disability attending the scheme as well as delivering on value for money.
- All successful recipients were required to adhere to the latest Government Guidelines on delivering childcare during the current COVID 19 pandemic.
- Parents / Carers had to be consulted in relation to children's needs.
- The Provider had to use suitably qualified staff who have undertaken training to meet the needs of children with a disability.
- The Provider had to ensure that sufficient staff were in attendance during the Holiday Scheme to meet the needs of the children.
- The Provider had to ensure that appropriate advice was taken from a qualified Occupational Therapist in relation to suitable equipment being on-site to meet the children's needs.
- The Provider had to ensure that appropriate advice was taken from a qualified Allied Health Professional that proposed activities undertaken during the Holiday Scheme could be delivered to meet the needs of children with additional needs attending.

Is anyone better off?

Bright Start Children with a Disability Holiday Grant Scheme

“First time in over 3 months that Sean has engaged with his peers. He so enjoyed all the sessions, particularly the quizzes and the music. Great range of activities. Thank you.”

“What a difference the online sessions made for our son. He looked forward to them every day. He had nothing else to look forward to being so confined to the house. He learned new dance moves, enjoyed the messy play and is still using the resources you gave him. The Virtual Summer Camp was a huge success during the restrictions and loneliness. Didn’t feel so isolated as he got chances to see and hear his friends”.

“Amazing, he gets to make friends and have fun like nowhere else. Everyone knows and understands his needs and he can be himself. He is well cared for and understood and loves attending. It is his only source of social pleasure”.

“Without the support of the summer programme I wouldn’t have been able to work during the summer months. The staff developed a programme that provided routine and structure to his day, providing play opportunities and enabling him to enjoy the activities”.

HSCB Fair Play Grant Scheme:

Childcare support tailored to individual needs was considered to be one of the main benefits in enhancing capacity to contribute to the development and inclusion of children with a disability in mainstream provision.

“My child has benefitted so much from the Fair Play Grant Scheme. The wonderful team at Cornabracken @ Holy Family have strived to make the child care environment welcoming, inclusive and safe for my child.”

“This Grant Scheme has enabled my husband and I to go to work, comforted by the fact our child is being cared for by a wonderful group of staff. The efforts they go to are truly appreciated.”

Feedback on how other able bodied children have benefitted from the inclusion of children with disabilities in the childcare setting are summarised below:

“The other children in the setting do not see the disability they see their friend who has a disability”

“The other children have been in a privileged position they have developed a sense of empathy care and understanding, respecting difference and are demonstrating more positive attitudes and behaviours”

Positive outcomes identified by the providers: staff now take a whole team approach to inclusion, more effective parental engagement and participation

in their child’s care and education both on site and extending learning to the home setting, commitment to shared learning and respecting difference; better access to training and development opportunities which in turn has influenced internal policy and procedures. Overall, providers were positive about the learning resilience and confidence the staff had gained in caring for disabled children directly resulting from their participation in the grant scheme.

Reporting Period:

HSCB Fair Play Regional Small Grant

Scheme: 1 April 2020 – 30 June 2020

Bright Start Children with a Disability

Holiday Grant Scheme: 1 July 2020 –
31 August 2020

Outcome: Families experience economic well-being

Action 1.7:

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.

Status: In progress

Lead Department: Department for Communities

Linked to Draft PfG Outcome(s): 3, 6, 5, 9

How much did we do?

The programme funding of some £765,000 in 2020/21 allows for the provision of approximately 76,500 two-hour childcare places to those in the margins of employment. In addition to this the programme also had a target of engaging with 671 new families.

To provide 2 hour childcare places for the parents of children living in those areas who are:

In receipt of Income Support / Unemployed and registered for Job Seekers Allowance (Income-Based) OR Universal Credit, AND meet either a), b) or c) below.

To avail of the Women's Centre Childcare Fund (WCCF) the following criteria apply.

To provide 2 hour childcare places for the parents of children living in those areas who are:

- Engaged in part-time (less than 16 hours per week) paid voluntary / community development work
- Engaged in vocational or educational development or training.
- Engaged in personal development training.

Or, if none of the above applies:

Have within the last 12 months, progressed employment following a period of unemployment

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 Childcare 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?

It is anticipated that due to the COVID-19 pandemic the target for the provision of over 76,752 childcare places may not be met. The 14 WCCF Groups have provided the Department with their revised activities during 2020/21 as a direct result of COVID-19. It is envisaged that the target of over 600 new families to be engaged will be achieved remotely. It was 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 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:

2020/21

Outcome: Families experience economic well-being

Action 1.8:

From 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. The scheme aims to target those most in need.

Status: In progress

Lead Department: Department for Communities

Linked to Draft PfG Outcome(s): 2, 4, 8

How much did we do?

Affordable Warmth Scheme Expenditure:

2015/16 – £11.5m

2016/17 – £21.8m

2017/18 – £18.2m

2018/19 - £14.5m

2019/20 - £12.3m

2020/21 - £3.0m (Apr – Nov 2020)

(Covid-19 restrictions on home visiting has impacted the number of homes assisted)

The Business Case to continue the scheme until March 2024 was confirmed August 2019.

How well did we do it?

NI House Condition Survey (HCS)

The 2016 NI HCS indicated 47% of NI houses were households with children. The report also referenced the significant investment

by Government through schemes such as Affordable Warmth which have made a considerable contribution to the decrease in fuel poverty. Fuel poverty in NI has reduced from 42% (294,000 dwellings) in 2011 to 22% (160,000 dwellings) in 2016.

Standard Assessment Procedure

Standard Assessment Procedure (SAP) is the Government's method of rating the energy efficiency of a dwelling. Using SAP data from 2015 it was estimated that the average SAP score for properties before Affordable Warmth intervention was 56.4. After Affordable Warmth measures were installed the average SAP score for properties was 65.4. The most recent HCS estimated that mean SAP in NI had increased from 59.6 in 2011 to 65.8 in 2016.

Impact Affordable Warmth Has On Health

Research carried out on behalf of the Department for Communities by the University of Ulster on the Health Impact Analysis of the Affordable Warmth

Programme: 2014-2018 showed fuel poverty has a significant impact on the health and well-being of people, in particular children.

People in fuel poverty live in cold, damp houses often experiencing financial stress and anxiety as the cost of heating their home is a significant outlay from their income.

Interventions from the AWS aim to reduce the cost of heating homes. A key outcome/result is the beneficial effect on the physical and mental health of those living within the home.

The interventions implemented can:

- decrease the cost of heating;
- reduce the prevalence of damp and mould;
- reduce child respiratory conditions, most notably asthma; and
- improve Common Mental Disorders (CMD).

NI Energy Efficiency Scheme Evaluation

A 3-year evaluation completed in November 2018 of the AWS reported that each household participating in this scheme will manage to save an average 72,000 kWh of energy, £3,650 of fuel costs and 20,500 kg of CO2 throughout the lifetime of the energy efficiency measures installed. Their dwelling will also show an approximate 9-point increase in SAP rating.

Stakeholder & Customer Feedback

The analysis of results from annual Customer Satisfaction surveys has concluded there is a high level of satisfaction with the AWS. The 2017-18 survey results showed 94% of respondents indicated they were satisfied or very satisfied with the scheme and in 2018-19 this rose to 97% of respondents.

In the most recent Affordable Warmth Customer Satisfaction Survey 88% of respondents said their standard of housing had improved since measures were installed. In addition 47% of respondents indicated that their ability to pay for heating their home had improved whilst 31% indicated that their health has improved.

The AWS has the support of key stakeholders including Consumer Council NI, 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 (Home Energy Conservation Authority) panel meetings hosted by the NIHE.

Is anyone better off?

Energy Efficiency measures employed include: loft, cavity and solid wall insulation, heating system, window replacement and draught-proofing.

2015/16 – 3,057 homes improved

2016/17 – 5,069 homes improved

2017/18 – 4,148 homes improved

2018/19 – 3,205 homes improved

2019/20 – 2,594 homes improved

April–Nov 2020: 792 homes improved year to date (Covid-19 restrictions on home visiting has impacted the number of homes assisted)

Up to 30 November 2020, over 35,203 energy efficiency measures were grant aided to 18,872 homes throughout NI with an approximate investment of £74.5m.

These interventions have resulted in improvements to the physical and mental wellbeing of all members of those households (including children), who have availed of the scheme.

Reporting Period:

1 April 2015– 30 November 2020

Outcome: Families experience economic well-being

Action 1.9:

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.

Status: Complete

Lead Department: Department of Education

Linked to Draft PfG Outcome(s): 12

How much did we do?

In 2020/21 there were a total of 93,253 approved applications for free school meals (FSM) and 89,827 for school uniform grant (UG) by low income families.

In 2020/21, 14,678 of these were under the extended eligibility criterion for post-primary pupils whose parents receive Working Tax Credit (WTC) and whose annual taxable income is £16,190 or less.

(**Note:** Approved application figures were provided by the Education Authority at 6 November 2020. Please note that due to Covid-19 there were delays in commencing the application process for 2020/21 and figures are lower than would normally be expected at that date. FSM / Uniform Grant (UG applications continue to be received and at 24 January 2021 100,998 pupils were entitled to FSM. Furthermore since the introduction of the FSM Universal Credit (UC) criterion the percentage of FSME pupils eligible under the WTC criterion is reducing (40% 2019/20 to 33% 2020/21) and will continue to do so.)

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 (2020/21) in the region of 14,600.

Is anyone better off?

The provision of FSM has improved the economic well-being of over 93,000 pupils in 2020/21. The extension of the WTC criterion to include approximately 14,600 post primary pupils has helped reduce costs for low income families in 2020/21.

The value of free school meal entitlement is in the region of £480 for primary pupils and £520 per post primary pupil.

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:

Figure as at 6 November 2020

Outcome: Families experience economic well-being

Action 1.10:

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.

Status: In progress

Lead Department: Department of Health

Linked to Draft PfG Outcome(s): 8, 9

How much did we do?

- 16,206 families caring for disabled children on a low income have received grant support from Family Fund in NI.
- 2,008 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 826 families caring for disabled children in NI have received information, advice and support over the telephone around a myriad of areas including financial and benefit support, understanding education support, disability element of Tax Credits signposting.
- Added Value: 252 families in NI were identified as being eligible to receive the disability element of Tax Credits and received appropriate signposting and support. 60 families in NI have received detailed information on other sources of grant support available to them.

- Added Value: 64 families in NI caring for disabled children have received digital skills training. Alongside the opportunity to join in with Family Fund's Summer School where children were able to learn and show new creative skills on tablet computers.
- Added Value: 7 Family Information days hosted in East and West Belfast, Derry / Londonderry, Omagh, Dungannon, Newry and Coleraine. These drop-in events, which took place prior to 2020 allow families to get information on the support available from a number of organisations in one visit.

How well did we do it?

- £5.6m has been distributed in direct grant support to families in NI.
- 76% of our annual grant making target for 2020/21 has been achieved with 3 months left to go until the end of the funding year.
- 31% of families applying for the first time have received a home visit or telephone assessment. (Statistic just for 2020).

- Telephone enquiries from around 24,699 families and health professionals in NI were answered.
- £458,539 (discounts and breakage) has been generated from Family Fund's contract supplier arrangements allowing the delivery of more grants to families.

Is anyone better off?

- 16,206 of the most vulnerable families living on lower incomes.
- 92% of all families whose applications have been processed received direct grant support. (Statistic just for 2020).

- 419 families caring for disabled children in NI received urgent grant support (processed within 48 hours) while their child was in hospital unexpectedly.
- 9% of all families that applied received a home visit or telephone assessment to provide additional support. (Statistic just for 2020).

Reporting Period:

1 April 2017 - 31 December 2020

Outcome: Families experience economic well-being

Action 1.11:

Recruit rural participants (40%) who are unemployed or economically inactive to the Step Up to Sustainable Employment (SUSE+) programme to gain skills and qualifications needed to become employment ready.

Status: In progress

Lead Department: Department of Agriculture, Environment and Rural Affairs

Linked to Draft PfG Outcome(s): 3, 6

How much did we do?

2020/21 – 180 rural participants to be recruited onto the SUSE+ Programme.

2020/21 – 32 rural participants receive qualifications in Essential Skills / Literacy / Numeracy / ICT.

2020/21 – 40 rural participants entering employment on leaving the programme.

How well did we do it?

100% of 2020/21 rural participants have been recruited onto the SUSE+ Programme to date.

103% of 2020/21 rural participants received qualifications in Essential Skills / Literacy / Numeracy / ICT.

130% of 2020/21 rural participants entered employment after leaving the programme.

Is anyone better off?

In 2020/21, 52 rural participants have entered employment after leaving the SUSE+ programme. A further 17 rural participants have continued onto further education or joined training programmes.

Another 33 rural participants have gained Essential Skills qualifications (Numeracy / Literacy / ICT) in 2020/21, with a further 82 gaining Specialist Training Qualifications (Forklift / First Aid / Food Hygiene / Manual Handling / Paediatric First Aid).

Reporting Period:

1 April 2020 – 31 December 2020

Outcome: Children in poverty learn and achieve

Action 2.1:

Support 31 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.

Status: In progress

Lead Department: Department of Education

Linked to Draft PfG Outcome(s): 12

How much did we do?

- **31** primary schools received funding for a Nurture Group.
- **1,258** children received Nurture Room support:
 - **306** attended a Nurture Group on a full time basis;
 - An additional **952** children received short term support in the Nurture room;
 - **165** had returned to their mainstream class by June 2020;
 - **71** children were a Looked After Child.
- Of the **306** children attending the Nurture Group full time, **251 (82%)** of parents/ carers have engaged with the nurture group.
- **165 (54%)** children returned to their mainstream class by April 2020*.
(*due to Covid-19, NG's ended in April rather than June)
- Queens University Belfast (QUB) published an evaluation of the “Impact and Cost Effectiveness of Nurture Groups in Primary Schools in NI” (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.
- 20 schools to date have received the Marjorie Boxall Quality Mark Award for excellence in Nurturing including 8 in 2019 (one other was to be assessed but Covid-19 meant the assessment couldn't take place).
- NI's first Special School received the Marjorie Boxall Quality award in 2019 (not funded by DE).

- St Joseph's Primary School, Belfast received NI's first National Nurturing School Award in March 2018 and a Special School received this award in 2019. 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.

Is anyone better off?

Nurture group children

By the end of full time Nurture Group intervention:

- **165** children showed improved Boxall scores indicating gains in their social, emotional development and behavioural skills.
- **92 (30.1%)** children had moved to a lower stage of the Special Educational Needs Code of Practice.

Reporting Period:

September 2019 – April 2020 (usually June but ended early due to Covid-19)

Outcome: Children in poverty learn and achieve

Action 2.2:

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.

Status: In progress

Lead Department: Department for the Economy

Linked to Draft PfG Outcome(s): 6

How much did we do?

Under the first call, 5 operations were allocated funding of £5.02 million towards total project costs of £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 of £13.3 million 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 (ESF)) is a new approach developed by the Department to tackle disadvantage, social inclusion and youth unemployment in NI. 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 2020, progress to date is:

- Supported 6,234 participants aged 16 and over not in employment, education and training (NEET).
- Progressed 992 participants into employment upon leaving (over 16 hours and increase to hours).

- Progressed 865 participants into education or training upon leaving.

Is anyone better off?

Delivery of the CFSP is ongoing up until March 2022. A formal mid-term evaluation of the NI ESF Programme has recently been undertaken. The evaluation, which is due to

be published shortly, included an assessment of the extent to which the programme is progressing to achieve the required results and its overall impact.

Reporting Period:

1 April 2015 - 31 December 2020

Outcome: Children in poverty learn and achieve

Action 2.3:

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

Status: In progress

Lead Department: Department of Health

Linked to Draft PfG Outcome(s): 12

How much did we do?

In the period to April 2020 – March 2021 205 mandatory training courses are being delivered for the Childcare Partnership training programme and 102 continued professional development (CPD) themed training courses are planned. We also have invested in 150 Early Years TV Memberships for early years practitioners.

There are 6 different mandatory training courses on offer and 26 different CPD development courses available to early year's practitioners.

5009 places were provided in the Childcare Partnership (CCP) training programme to promote good practice across the sector. Of these places there were 3,179 supporting mandatory training such as safeguarding and first aid and 1,830 places supporting CPD (Continuing Professional Development) training including Supporting Children's Social and Emotional Wellbeing, Trauma Sensitive Practice, Championing Diversity and Inclusion, Understanding Child Development, The Impact of Loss on Children and Families,

Supporting Children with Learning Disability in Early Years, The Impact of Domestic Violence and Outdoor play.

Unfortunately due to the Covid-19 pandemic we were obliged to cancel several learning events including, a Forest School workshop and a Woodwork and Photography in Early Years event.

In the period April – October 2020 the Training Team produced 4 E-Zines that featured topics that included safeguarding, emotional wellbeing, domestic violence, loss, trauma and additional needs.

The E-Zines were viewed 19,814 times by early year's practitioners.

We have produced the 'COVID-19: Infection Prevention and Control Training Resource for Childcare Settings' with its associated Self-Assessment Questionnaire and a 'COVID-19: Sample Risk Assessment Template and Prompts for Early Years Providers and Childminders'.

We are also working with NISCC (NI Social Care Council) to develop the 'COVID-19: Infection Prevention and Control Training Resource' into an online training course.

How well did we do it?

Due to the Covid-19 pandemic, resulting in lockdown and social distancing measures, we were required to adapt our method of training from face to face to online. This resulted in a significant period of adjustment for the Training Team, training providers and the early year's practitioners.

Mandatory and Continued Professional Development (CPD) Training:

- Due to training being completed online in practitioners' own time, we cannot currently provide accurate attendance figures. We hope to collate these figures by the end of March 2021.
- In order to ascertain how satisfied practitioners are with the training programme, we have recently distributed a Survey Monkey and are awaiting feedback.
- Early indications from evaluations suggest that most people welcomed attending training online and have valued the opportunity to continue with their continued professional development.
- A small number of practitioners have indicated that they do not like online training and benefit more from face to face courses.
- Some topics do not lend themselves well to online delivery.

Is anyone better off?

Due to the Covid-19 pandemic, one of the key areas of focus in 2020/21 was supporting and prioritising the settings that remained open to meet the needs of key worker and vulnerable children during lockdown. By developing the Covid-19: Infection Prevention and Control Training Resource for Childcare Settings quickly and adapting the mandatory training to online courses, we were able to support settings in opening quickly and safely to meet the needs of those identified as being in need.

The CCP training programme provided a variety of training courses adapted to meet newly identified needs and for online delivery. This programme included the following courses:

- Trauma Sensitive Practice in conjunction with Safeguarding Board NI
- Promoting Resilience
- Supporting Children's Behaviour
- Understanding Child Development
- The Impact of Domestic Violence on Children and Families
- The Impact of Loss on Children and Families
- Supporting Children with a Learning Disability in Early Years Settings
- Exploring Sensory Processing and Sensory Play

Feedback to date has shown an improvement in knowledge, confidence and competency in relation to all training.

Some examples of feedback:

On the E-Zine: “I would like to congratulate all those involved in setting this up. It is excellent and will prove to be a good resource for us.”

“I enjoyed music training. It has given me confidence to do lots more music activities in my setting. It has helped me to realise music is more than just music and how much more the children gain from it.”

“It really made me think about the long term effects of epilepsy in terms of friendships, other relationships, missed learning and difficulties accessing learning. I have a deeper understanding of epilepsy, thank you.”

“Great delivery of materials from tutors, and amazing ideas to bring into my setting and use in practical ways – the perfect mix of knowledge and practical material.”

“I think the presentation was perfect and in the comfort of my own home. The information was relevant to my every day work and 20 percent of the children I care for have additional needs and some have sensory difficulties.”

On Early Years TV Premium Membership:

“I just completed my second session with xxxx on Flourishing Children 3-5 yrs. The zoom capabilities were excellent- really interactive xxxx was a fantastic trainer - able to ensure that all levels gained something. I think it shows considerable skill when the facilitator can talk across a range of experience without leaving anyone behind. The pace was really well managed and the delivery excellent. The topics covered were very relevant, current and concisely delivered.”

“I am very impressed by this style of delivery, it would open up training opportunities where staff can train from home- particularly some of my staff who may be at home in the evenings or unable to travel.”

“I think the Childcare partnership have been exceptionally proactive and forward thinking in the way they have provided training in this unprecedented situation.”

Reporting Period:

April 2020– March 2021

Outcome: Children in poverty learn and achieve

Action 2.4:

Peace4Youth will support up to 7,400 marginalised 14–24 year olds to develop capabilities in good relations, citizenship and personal development to improve their life chances and enhance their employability.

Status: In progress

Lead Department: Department for the Economy

Linked to Draft PfG Outcome(s): 7,9,10

How much did we do?

- 11 major projects.
- 1,300 young people participating on Phase 2 of the Peace4Youth Programme.
- Approximately 2,500 Phase 2 participants have completed the programme (subject to verification by the Special EU Programmes Body (SEUPB)).
- DfE administered an incentive payment to over 1,500 Phase2 participants.
- £36m programme budget.

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

How well did we do it?

- Phase 1 achieved 95% completion rate (against output target of 1,875).

The qualifications and progression outcomes findings are based on the results of the ‘time point 3’ survey (participant programme completion survey) which was returned by 393 young people. This information will be updated following the evaluations carried out in October 2020 and 2022.

Is anyone better off?

- % of Participants surveyed who indicated they were going to progress to education, training, employment or voluntary / community engagement*:

(*participants may have indicated they were going to progress to more than one area. **participants may have received qualifications in more than one area.)

Reporting Period:

1 April 2020 - 31 December 2020

Outcome: Children in poverty learn and achieve

Action 2.5:

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.

Status: In progress

Lead Department: Department for the Economy

Linked to Draft PfG Outcome(s): 1, 5, 6, 12

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 (Special Educational Needs) and under 24 years for persons from an 'In Care' background. DfE have a budget of circa £35m for the TfS programme in 2019/20.

The Care to Learn (NI) Scheme provides financial support to further education 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 (FE) colleges. The scheme is open to students who are young parents aged 16 to 19. In academic year 2019/20, £0.13 million in assistance was provided.

The Further Education 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 2019/20 £2.0 million of support was made available, with actual spend of £1.3 million.

FE Home to College Transport program provides school-age FE students on a full time FE course, aged under 19, and living more than 3 miles away from the College, (with no closer College offering places on a similar course), support for transport to their place of study. £5.5 million was spent during 2019/20.

FE Free School Meals support offers eligible further education students paid meals or refreshments within the college. It is targeted

at FE students aged under 19 from families on benefits. £0.47 million was spent during 2019/20.

FE Clothing Allowance supports eligible FE students attending full-time education at a FE college with an allowance for physical education clothing if physical education is part of their course. It is targeted at FE students aged under 19 from families on benefits. £0.002 million was spent during 2019/20.

How well did we do it?

At the end of April 2020, 3,852 people were in training through the TfS Programme. Of these participants, 91% of participants were on Skills for Work (3,497) comprising of 1,151 on Skills for Work Level 1 and 2,346 on Skills for Work Level 2. There were no participants on Skills for Work Level 3 at the end April 2020. There were also 8% on Skills for Your Life (317) and 1% of participants (38) were not assigned an option.

27 student's aged 16-19 attending FE colleges received Care to Learn (NI) financial support in the 2019/20 academic year.

1,688 students attending FE colleges received Hardship Fund financial support in 2019/20.

5,996 students attending FE colleges received transport assistance in 2019/20.

1,893 students attending FE colleges received free school meals in 2019/20.

181 students attending FE colleges received a clothing allowance in 2019/20.

Careers Advisers delivered face to face careers guidance interviews with 19,668 (86%) of all Year 12s. (2019/20 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 progressing into training with a declared 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 the end of April 2020:

The total leavers figure for the current academic year (up to April 2020) for TfS Skills for Life is 156 and the percentage of these leavers gaining a qualification is 70%. The percentage of leavers progressing is at 1% for the current year, and the percentage of leavers that did not progress or gain a qualification is currently at 30%. The remaining participants still have time to gain a qualification or progress.

In the latest academic year 2019/20 (up to April 2020), for TfS Skills for Work the proportion of those leaving and gaining a qualification was 65%, whilst 3% progressed. Around a third (34%) neither gained a qualification nor progressed.

(*Progressed (TfS): means that output related funding was paid for the participant after they moved to the next option within TfS 2013/2017, moved to FE or moved into employment immediately on finishing the programme and sustained this for 134 weeks. It is possible for a participant to progress without gaining a qualification, or to gain a qualification and progress.)

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 FE 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.

The support provided through Care to Learn, the Hardship Fund, Home to College Transport, Free School Meals, and Clothing Allowance are intended to promote and encourage participation in further education through addressing potential barriers experienced by the students. In providing this support 27 young parents have been able to participate in FE while 1,688 students were

supported through the Hardship Fund, 5,996 students received transport assistance, 1,893 students received free school meals and 181 students received a clothing allowance to enable ongoing participation in FE.

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.

In the 2019/20 Academic Year, as a result of careers guidance:

- 92% of young people (YP) know more about their career options.
- 86% of YP are more aware of the skills needed to achieve their career goals.
- 79% of YP felt more confident about making decisions regarding their careers.
- 71% of YP felt better prepared to achieve their career goal.
- 86% of YP understood the importance of considering current and future job opportunities in their career decision making.

Reporting Period:

2019/20

Outcome: Children in poverty learn and achieve

Action 2.6:

Provision of Sure Start to at least the 25% most deprived areas, (including at least one 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.

Status: In progress

Lead Department: Department of Education

Linked to Draft PfG Outcome(s): 12

How much did we do?

- Following expansion of the Sure Start Programme which completed in 2017, Sure Start services are provided in (at least) the 25% most disadvantaged areas in NI, as defined by the NI Multiple Deprivation Measures (NIMDM) 2010. (Source – Department of Education).
- Approximately £4.5m of the budget funds the 148 Developmental Programme for 2-3 Year Olds.
- Services are provided by 38 Sure Start projects across NI.
- 41,114 children aged 0-3 were registered with Sure Start projects during 2019/20. (The actual number of 41,114 registered throughout 2019/20 includes those children who having reached their fourth birthday progressed from the Sure Start Programme).
- Provision is universal within Sure Start catchment areas and the Department

(DE) has introduced procedures to enable need to be met outside of the Sure Start boundary areas.

How well did we do it?

- 78% of children eligible to receive Sure Start services registered for provision (based on estimated number living in targeted areas, based on 2011 census data).
- 61% of families registered, availed of at least one Sure Start activity during the period.
- 3,505 families which accessed Sure Start services, participated in a Sure Start Parental Survey. Of parent responses:
- 91% would be extremely likely to recommend Sure Start.
- 93% agree strongly that Sure Start had a positive impact on them and their family.
- 83% rated their local Sure Start as Excellent.

- 90% agreed strongly that Sure Start Antenatal, Postnatal and Parent Only services staff were helpful.
- 79% agreed strongly that Sure Start Antenatal services helped prepare for the birth of their child.
- 85% agreed strongly that Sure Start Antenatal services were high quality.
- 86% agreed strongly that Sure Start Postnatal services helped them understand their baby and their babies' needs.
- 83% Overall rated Sure Start Postnatal Services as Excellent.
- 87% of Parents agreed strongly that Sure Start Postnatal services were high quality.
- 83% agreed strongly that Sure Start helped improve their knowledge of Child Development.
- 89% agreed strongly that Sure Start provided a high quality service.
- 78% of Parents agreed strongly that Sure Start helped identify issues / concerns.
- 91% agreed strongly that child and parent services staff were helpful.
- 82% agreed that Sure Start helped improve their child development.
- 83% agreed strongly that Sure Start parent services helped them make changes in their families.
- 81% of Parents agreed strongly that Sure Start Parent services were high quality.
- 80% agreed strongly that Sure Start parent services helped them become more confident.

- 91% agreed strongly that Sure Start child only services were of high quality.
- 87% agreed strongly that Sure Start Child only services helped improve their child's development.
- 83% agreed strongly that Child only services helped identify issues or concerns.
- 82% agreed strongly that Child only staff were helpful.

Is anyone better off?

- 89% of Sure Start users reviewed (using 'Outcomes Star' model) improved in at least one of the following seven areas: physical health, emotional wellbeing, keeping your children safe, social networks, boundaries and routines, child development and home, money and work – 75% improving in at least two areas; 57% improving in at least three areas.
- Improved development of 55% of Sure Start children reviewed (using 'Outcomes Star' model).
- Improvement in the Speech and Language of 73% of Sure Start Children reviewed (2018/19). 1,376 children using the WellComm model.

Reporting Period:

April 2020 – March 2021 – data in the Scorecard relates to 2019/20 (unless otherwise stated) which is the most up-to-date reporting information.

(Source: Health and Social Care Board (which administers the Sure Start programme on behalf of DE) unless otherwise indicated.)

Outcome: Children in poverty learn and achieve

Action 2.7:

Provide access to books and to programmes which promote reading for enjoyment and a lifelong love of books. These programmes, for children of all ages, include the annual Summer Reading Challenge.

Status: In progress

Lead Department: Department for Communities

Linked to Draft PfG Outcome(s): 12

How much did we do?

Access to Books

- 272,403 issues / renewals to children during the period.

Programmes

- 96 (100%) libraries offering programmes which promote reading for enjoyment.

Summer Reading Challenge

- 1,153 participants in this year's Summer Reading Challenge which was the 'Silly Squad' (an online challenge run by The Reading Agency).

How well did we do it?

Access to Books

- 78,166 issues / renewals to children in libraries serving areas of deprivation and rural areas.

Programmes

- 42 (100%) libraries serving areas of deprivation and rural areas offering

programmes which promote reading for enjoyment.

Is anyone better off?

- Reading for pleasure contributes to educational attainment and outcomes (contributes to PfG Indicators 11 and 12 Education draft Delivery Plan).
- Participants in Rhythm and Rhyme are better off in terms of early language development, pre-reading skills, social skills and school-readiness (contributes to PfG Indicator 15 Child Development draft Delivery Plan).
- Participants in story times have the opportunity to enjoy language and stories and to read for pleasure which is an indicator for educational attainment.
- Participants in the Summer Reading Challenge avoid the 'summer slide' in reading levels which occur if children do not read over the summer period.

Reporting Period:

1 April 2020 – 31 December 2020

Outcome: Children in poverty learn and achieve

Action 2.8:

Provide additional support for Newcomer pupils and Traveller children.

Status: In progress

Lead Department: Department for Education

Linked to Draft PfG Outcome(s): 3, 12

How much did we do?

Newcomer pupils

Newcomer pupils: There are currently 17,391 Newcomer pupils in our schools (School Census October 2019). 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 2019). 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.

Toybox

Department of Education (DE) funded the Toybox project at £356,000 in 2019/20. The project is aimed at reducing social and educational inequalities experienced by Traveller / Roma children aged 0–4 years in nine key areas across NI.

Toybox is delivered by Early Years – the Organisation for Young Children (EYO). Through Toybox support in 2019/20;

- 24 Traveller children enrolled in the Sure Start Developmental Programme for 2-3 Year Olds.
- 66 children availed of other Sure Start support.
- 27 Traveller children enrolled in nursery/ preschools.
- 52 Traveller children enrolled in Primary 1.
- 2,851 Home visits / Play sessions have taken place.
- 803 advocacy visits to Traveller families to help engage with the social and educational development of children.
- 146 parents engaged in their children's play development.

How well did we do it?

Newcomer Pupils

The IES and the additional funding factor is available to all schools with Newcomer pupils. 717 schools are receiving additional funding for Newcomer pupils. The number of Newcomer pupils in our schools is 17,391 (School Census October 2019).

Traveller Children

The IES and the additional funding factor is available to all schools with Traveller pupils. 213 schools have additional funding for Traveller pupils. The number of Traveller children in our schools is 1,088 (School Census October 2019).

Toybox

100% of Toybox staff used the logical framework model, providing harmonised, evidence based decisions for forthcoming planning.

100% of Toybox staff are trained in HighScope which aims to engage children in learning.

Observation records completed for 100% of children engaging in the project.

86% of mums engaged in play sessions.

68% of parents participated in a Toybox questionnaire. Responses included:

- 90% of parents said it was important / very important to receive Toybox support on transitional issues.
- 78% of parents said it was important / very important to have cultural resources shared with the family.
- 92% of parents said it was important / very important to be signposted to agencies.

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 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 24.9% in 2018/19) 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 91.1% in 2018/19.

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 2018/19, 62.4% of Former Newcomers achieved 5+ GCSES A*-C (including English and Maths), against a Non-Newcomer figure of 71.6%.

Traveller Children

Attendance figures 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

Traveller parents have increased confidence when engaging with other professionals, practitioners and teachers about their child. The 2019/20 Questionnaire responses demonstrated a high level of parental

recognition of the value of play and learning. The importance of how parents interact with children and parents' attitude to education in the home was acknowledged in parental responses.

Traveller parents have indicated that they have seen an overall improvement in the main areas of their children's development. The Toybox project focused on parents' engagement with their children during the transition process, including; Approaches to Learning, Social and Emotional Development, Communication, Language and Literacy and Cognitive Development.

100% of parents recognised the importance of sending their children to school/setting regularly.

On Toybox parental engagement:

- 86% of parents read to their children;
- 72% supported their children with homework;
- 94% felt they could approach the teacher regarding setting related issues.

Reporting Period:

Newcomer pupils and Traveller Children –
As at School Census 2019

Toybox: 1 April 2019 – 31 March 2020

Outcome: Children in poverty learn and achieve

Action 2.9:

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.

Status: In progress

Lead Department: Department for the Economy

Linked to Draft PfG Outcome(s): 8, 9

How much did we do?

The Department for the Economy (DfE) provides £4.5m 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 FE, or in discrete programmes.

ASF Statistics for the 2019/20 year will not be available until February 2021.

Sign Language Provision

2019/20 report

- Deaf awareness and basic sign language skills classes to up to 900 pupils in 30 schools across all mediums.
- Family Sign Language Courses to 97 families with deaf children.

2020/21 Update

- No Schools programmes taken forward this year due to impact of Covid-19.
- Family Sign Language Courses moved online due to impact of Covid-19 and numbers, as a result, have reduced to 30 families.

How well did we do it?

ASF Statistics for the 2019/20 year will not be available until February 2021.

Sign Language Provision

2019/20 Report

- 20 schools with 600 pupils are receiving a 5 week Deaf 1 hour awareness and basic British Sign Language (BSL) course.
- This programme exceeded target, reaching 848 pupils which is 41% over target.
- 10 schools with 300 pupils are receiving 2 x 2 hour Deaf awareness and basic BSL course. This programme was delayed by

the impact of Covid-19 and final figures are not yet available. However, monitoring reports suggest the project is on course to be 100% completed by May 2021.

- 12 families are receiving a 20 week Family Sign Language course in their home. This project saw the 12 families involved complete the course.
- 50 families are receiving a 6 week Family Sign Language course in group settings with other families. This programme had to be extended due to the impact of Covid-19. However recent monitoring suggests that the project is on course for 100% completion.
- 35 families are receiving accredited BSL courses. Due to the impact of Covid-19 and the necessity of moving online, the numbers reached was reduced to 26 families who were able to complete the course. (75% completion due to Covid-19).

2020/21 update

- Due to moving online there has been a need to reduce numbers of participants.
- 12 families are receiving Family Sign Language courses via zoom to improve communication skills in the family setting.
- BSL Training for 12 families with young children (via Zoom) to improve communication skills in the family setting.
- BSL training for 12 professionals who work with young deaf children, part of which consists in signed stories and rhymes for education professionals.

- 6 families who have previously received some Sign Language training to receive a 10 week refresher course to improve family communication skills.

Is anyone better off?

ASF Statistics for the 2019/20 year will not be available until February 2021.

Sign Language Provision

2019/20 report

- Feedback from the pupils and schools involved in the 2019/20 Schools Signing programmes have shown that 100% of participants have expressed greater confidence in the use of sign language, including those who have deaf pupils in their class / peer group.
- Feedback from those who completed the various Family Sign Language Courses, has shown 100% of those who participated have increased confidence in the use of sign language when communicating with their Deaf children / grandchildren.

2020/21 update

- Data not available until completion of programme and Post Project analysis (May/June 2021)

Reporting Period:

Additional Support Fund - 2019/20

Sign Language - 2020/21

Outcome: Children in poverty learn and achieve

Action 2.10:

Continue to provide funding to schools in areas of the highest social disadvantage to provide additional activities, classes and support for learning largely outside the normal school day to meet the needs of children and their parents, families and local communities through the Extended Schools programme as well as Full Service provision in two specific areas of socio-economic deprivation to enhance the educational attainment of disadvantaged young people.

Status: In progress

Lead Department: Department of Education

Linked to Draft PfG Outcome(s): 12

How much did we do?

Extended Schools

Over **£9m** of Extended Schools (ES) funding continues to be made available in 2020/21 to support schools with a high percentage of pupils from disadvantaged areas and/or who have a Free School Meal Entitlement (FSME).

Almost **490 schools** are participating in the 2020/21 ES programme. Overall, this represents **43% of all schools and 40% of all pupils in NI.**

In 2018/19 (latest data available), a total of **2,962 additional services and activities** were delivered by participating schools before, during and beyond the traditional school day aimed at addressing educational disadvantage.

Based on average attendance figures provided by schools, **121,034 pupils, 28,004**

parents and 18,001 community members took part in ES activities during 2018/19.

Full Service

In 2020/21, **£770,000** has been made available to support two 'Full Service' programmes (£385,000 per project) 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 a broad range of support was provided aimed at addressing the root causes of underachievement structured around the key pillars of Pupil Engagement, Parental Engagement, Community Engagement, Health and Well-Being and Transition.

A selection of key examples for 2019/20 include **98 pupils received support from**

a Personal Development Mentor, 255 pupils received counselling support and P7 pupils across 26 partner primary schools engaged in transition support programmes.

The Full Service Community Network (FSCN) directly provided a range of early intervention, literacy and numeracy, transition, social and emotional support and training to **1,005 families across 25 schools serving the Greater Falls and Upper Springfield areas whilst also facilitating counselling support and wraparound services for 994 individuals** (primary school children, parents and staff / professionals) delivered by external providers in 2019/20.

How well did we do it?

Extended Schools

100% of all schools identified as eligible for funding chose to participate in the ES programme in 2020/21.

63% of FSME pupils in NI attend schools that are participating in the ES programme in 2020/21 (according to the October 2020 school census 27% of pupils in NI schools are entitled to FSM).

100% of participating extended schools in 2020/21 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 2018/19, 17% of all ES activities (507) focused on enhancing literacy or numeracy

whilst 10% (311) promoted healthy lifestyles with a further 5% (159) delivering sporting or recreational opportunities.

Full Service

A case study compiled by the Girls' Model noted:

“During the primary school information gathering it was noted that a student may have difficulty with attendance. She received a home visit over the summer from our attendance officer and personal development mentor, difficulties were addressed in Year 8, and she received support from the attendance officer and by Extern and Alternatives in relation to social skills, organisation and life skills during school. She completed Year 12 with 100% attendance and achieved 7 GCSE's grade C or above – a great achievement for a student for whom it could have been so different.”

A case study compiled by the Boys' Model noted:

“A pupil found life difficult, particularly at break and lunch times due to the large number of pupils in the canteen and playground. He attended the Connect Club with games and activities for like-minded pupils to participate in. He attended this lunchtime activity in Years 8-12 on a regular basis and counselling was also put in place to teach him coping mechanisms. He showed tremendous resilience in bouncing back from some set-backs he suffered. In his GCSE exams, he achieved 7 GCSEs A*-C including Maths and returned to Sixth Form to complete a post-16 course at Boys' Model.”

95% of all schools located in the areas of Greater Falls and Upper Springfield availed of support offered by the FSCN in 2019/20.

A range of positive feedback has been reported on FSCN activities provided during 2019/20, for example:-

“A primary pupil with a range of issues including anger, behaviour, and, disruptiveness in the classroom received counselling through FSCN and throughout the sessions engaged well. Play therapy was offered and at the end of the sessions, his mother reported a great improvement in her son. She felt he was more settled and calm. He was happy to go see dad in prison and discussed what they would do when his dad was released. The teacher reported that the client had become teachable again.”

Is anyone better off?

Both the Extended Schools and Full Service programmes continue to enable 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 2020/21, 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.

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.

Extended Schools

The Education Authority publish annual reports evaluating the positive impact of the ES programme (**Northern Ireland Extended Schools Information System (niesis.org)**). The most recent available data (2018/19) shows that:

- 99% of schools reported evidence that their ES provision reduced underachievement, with 65% reporting this evidence to be strong;
- 91% of schools reported evidence that their ES provision fostered health, well-being and social inclusion, with 48% reporting this evidence to be strong;
- 94% of schools reported evidence that their ES provision improved life chances, with 44% reporting this evidence to be strong; and
- 88% of schools reported evidence that their ES provision developed the integrated delivery of support and services, with 44% reporting this evidence to be strong.

FSES

The most recent data from the FSES (2019/20) demonstrates a long-term trend of improved attendance, GCSE and A level attainment during the life of the programme, including higher than expected proportions of the FSES cohort (pupils who had received a significant FSES intervention in their 5 years at school) in each school achieving GCSE Grade C or better in English and Maths when comparing baseline Progress Towards English (PTE) and Progress Towards Maths (PTM) assessment information.

Of the Year 12 pupils in 2019/20, 43% in Boys' Model and 62% in Girls' Model had a significant FSES intervention in their five years of school including counselling or mentoring, attendance officer involvement or parental support. Many of these pupils faced mental health issues, family break ups or school anxiety preventing the pupils in this "FSES cohort" from attending school or properly accessing the curriculum. The ability of FSES to put in place immediate support for pupils and families allowed these pupils to complete their education and achieve GCSE results broadly similar to those pupils in Year 12 who have not had FSES interventions. This is testament to the support offered to these pupils in terms of pastoral and academic support.

Table: Percentage of pupils achieving at least 5 A* to C at GCSE incl. English and maths, 2019/20

	All Year 12 pupils	FSES Cohort
Boys' Model	56%	44%
Girls' Model	51%	47%

FSCN

Of the 7 primary schools receiving FSCN literacy and numeracy support and using the same assessment tools 'Progress Towards English' (PTE) and 'Progress Towards Maths' (PTM) to measure pupil achievement, scores assessed at the end of the 2018/19 academic year indicated that Literacy had increased on average by 2.6 points and Numeracy increased by an average of 4 points on previous 2018 scores. This continues a year on year trend of improvement.

Scores measured via the 'Child Outcome Rating Scale' in respect of one to one counselling delivered by Relate NI showed that 72 individual pupils improved and 12 maintained their mood / behaviour score by the end of the counselling intervention.

Reporting Period:

2019/20

Outcome: Children in poverty learn and achieve

Action 2.11:

Provide additional support for children and young people in 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).

Status: In progress

Lead Department: Department of Education

Linked to Draft PfG Outcome(s): 3, 4, 5, 6, 8, 11, 12

How much did we do?

Personal Education Plans (PEPs) were introduced in 2011 and a revised PEP is currently being piloted in primary schools. The PEP is central to improving the educational experience of our Looked After Children (LAC), both from an academic and whole-child perspective. The needs of the child / young person are identified in the PEP and when the revised PEP is implemented additional support will be provided to address them. The draft Adoption & Children's Bill includes a provision through which the PEP will be a statutory requirement.

DfE Careers Service has Partnership Agreements in place with 99% of publically funded post-primary schools in NI, including Special Schools. Having these formal agreements in place provides a robust vehicle for schools and careers advisers, to ensure that the careers services delivered are appropriate to the needs of pupils and ensures that specific measures are in place to support learners in the transition process.

The Careers Service has a target of providing at least 95% of pupils (circa 22,000 – 23,000) in their final year of compulsory schooling with face to face impartial and professional careers guidance including young people with a care background.

DfE Careers Service have Partnership Agreements in place with each of the 5 Health Trusts. The aim of this partnership is to ensure that all 16+ LAC young people have access to DfE Careers Services, which includes the opportunity for a DfE Careers 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?

Not known as yet until revised PEP is implemented.

In the 2019/20 academic year, the Careers Service delivered 19,688 guidance interventions to the year 12 cohort (86% of the 2019/20 cohort).

The Careers Service has specifically identified that 291 guidance interventions were delivered to young people under 18 years and 263 guidance interventions to people over 18 years with a care background in the 2019/20 business year. A total of 554 guidance interventions.

In the 2019/20 business year, the Careers Service reviewed the career pathways of 226 young people at Trust convened Education Training and Employment forums, with 19 of these young people identified as requiring and receiving further Careers Services.

Is anyone better off?

The PEP promotes positive educational outcomes for children looked after in order for them to reach their full potential. It is the overarching education plan for the individual which builds on their views and brings together other education plans including the Individual Education Plan / Personal Learning Plan and a Statement of Special Educational Needs. The PEP also forms part of the

legal care plan for the child looked after. All children looked after will benefit from having a PEP in place.

In the 2019/20 Academic Year, as a result of careers guidance:

- 92% of young people know more about their career options
- 86% of young people are more aware of the skills needed to achieve their career goals
- 79% of young people felt more confident about making decisions regarding their careers
- 71% of young people felt better prepared to achieve their career goal
- 86% of young people understood the importance of considering current and future job opportunities in their career decision making

Reporting Period:

2019/20 academic year

Outcome: Children in poverty learn and achieve

Action 2.12:

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.

Status: In progress

Lead Department: Department for Communities

Linked to Draft PfG Outcome(s): 5

How much did we do?

- Young people participating in online Creative Learning Centres (CLC) programmes – 3,530.
- Teachers participating in CLC online continuing professional development (CPD) programmes – 2,856.
- Partnership and returning schools participating in CLC programmes – 81.
- Young people in community youth and hard to reach groups involved in CLC programmes – 236.
- 76% CLC programmes delivered in areas of disadvantage.

How well did we do it?

- Annual Target: 4,950 young people target expected to be achieved by end of Quarter 4.
- Annual Target: 2,100 target exceeded by 756 or 36% by end of Quarter 3.
- Annual Target: 90 participating schools will be achieved early in Quarter 4 (81 schools by end of Quarter 3).

- Annual Target: 70% of CLC activity directed at reducing poverty and social exclusion. Target currently exceeded by 6%.

Is anyone better off?

- 3,530 young people participated in online CLC digital technology programmes; 3,294 or approx. 93% in school based programmes and 236 or approx. 7% in community based programmes.
- 2,856 teachers participated in online Creative Learning Centre CPD digital technology programmes.
- 81 schools were involved in Creative Learning Centre partnership and continuing support programmes in the use of digital technology.
- 76% of all CLC activity has been delivered with a large catchment of young people from disadvantaged areas.

Reporting Period:

April 2020 – December 2020

Outcome: Children in poverty learn and achieve

Action 2.13:

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.

Status: In progress.

Lead Department: Department of Education

Linked to Draft PfG Outcome(s): 7, 12

How much did we do?

£3.8m was provided for Targeting Social Need (TSN) aimed at young people in the top 25% of Multiple Deprivation Areas, focused on three main themes – Extended Provision (incl. targeting educational disadvantage); Inclusive Youth Work (incl. those at risk due to a combination of barriers to learning); and Learning Together (partnership approach between schools and youth service to support vulnerable and low-achieving pupils). Support was also provided for the Global Service Learning programme which aimed to promote active citizenship and to make a positive contribution within communities.

Extended Provision: 54 groups successfully applied for funding of £1.5m; 4,654 weekend evening sessions were delivered; 49 accredited and 381 non-accredited learning programmes were provided; and 81 residential.

Inclusion Scheme: £352,000 was distributed across 5 key areas (Armagh, Ballymena,

Belfast, Dundonald and Omagh) which included delivery of 38 programmes and 40 residential.

Learning Together: 30 post primary schools participated.

How well did we do it?

Extended Provision: 663 young people participated in accredited programme and 23,115 in non-accredited programmes, 837 in course with specific focus on barriers to learning, supported by 24 full time, 229 part time youth workers and 199 volunteers.

Inclusion Scheme: 2,991 young people participated supported by 108 full time, 156 part time youth workers and 233 volunteers.

Learning Together: 13,157 pupils engaged in the programme. A suite of new resources were developed.

Is anyone better off?

Extended Provision: Increased confidence / self-esteem, improved health & fitness, reduced drug and alcohol use; improved chances of gaining employment.

Inclusion Scheme: Increased knowledge of inclusion issues, increased life skills including self-belief, self-efficiency and self-esteem.

Learning Together: 92% of participants made progress against personal and social

development outcomes; 947 pupils engaged in Certificate in Personal Success and Wellbeing, with 80% achieved 'B' grade or above; 834 pupils achieved Level 1 OCN (Open College Network) Peer Mentoring. (Note: Open College Network is a widely recognised qualification which is part of the UK National Qualification's framework.)

Reporting Period:

2019/20 (based on published data for 2018/19)

Outcome: Children in poverty learn and achieve

Action 2.14:

We want to increase the confidence of parents in their role as their child's first educators, and thereby to increase the quality of parental support amongst our most disadvantaged children and young people, through a multi-faceted and targeted information campaign.

Status: Due to the Coronavirus, the parental engagement campaign was paused in 2020 given that many parents were supporting their children at home with their learning. The campaign will be re-visited again when the impact of Covid-19 has reduced and schools return to a more normal way of working.

Lead Department: Department of Education

Linked to Draft PfG Outcome(s): 12

How much did we do?

Parental Engagement Campaign 2019/20

A range of advertising methods were used to promote the importance of parental engagement in children's learning:

- 1.8 million people were targeted.
- 211 TV Adverts promoted throughout the day to maximise viewer numbers.
- 392 radio adverts broadcast across 5 different radio stations.
- 49 advertisements across billboards, bus shelters, and other external sites.

How well did we do it?

Parental Engagement Campaign 2019/20

- 4.85 million impacts through radio messages.
- 3.69 million impacts through outdoor advertising.

- 5.95 million impacts through television.
- 686,000 impacts through social media.

Is anyone better off?

Parental Engagement Campaign 2019/20

300 parents / carers were independently surveyed:

- 98% agreed that it was important to talk to their children about their day at school.
- 94% realised that they could make a real difference to their child's / grandchild's education.
- 75% claimed their behaviour toward education changed as a result of the campaign.
- 87% were fully or mostly involved with their children's school in relation to their education following the campaign.

Reporting Period:

2019/20

Outcome: Children in poverty learn and achieve

Action 2.15:

Through the 'Miss School Miss Out' Advertising Campaign 2019/20 we want to highlight the fact that school attendance is not just essential, it is also beneficial and that in missing school you are also missing out on a range of other life experiences.

Status: The advertisement campaign "Miss School Miss Out" did not take place in 2020/21 due to Covid-19.

Lead Department: Department of Education

Linked to Draft PfG Outcome(s): 12

How much did we do?

'Miss School Miss Out' Advertising Campaign 2019/20. A range of advertising methods were used to promote the importance of school attendance:

- 1.8 million people were targeted.
- 237 TV adverts promoted throughout the day to maximise viewer numbers.
- 495 radio adverts broadcast across 5 different radio stations.
- 1 family specific newspaper used.
- 145 advertisements across billboards, bus shelters, and other external sites.

How well did we do it?

'Miss School Miss Out' Advertising Campaign 2019/20.

- 6.1 million impacts through radio messages.
- 9.7 million impacts through outdoor advertising.
- 119,000 impacts through newspaper advertising.

- 7.2 million impacts through television.
- 1.9 million impacts through social media.

Is anyone better off?

Table: School Attendance by Sector – 2017/18 & 2018/19

School Attendance by Sector		
	2017/18	2018/19
Primary	94.9%	95.1%
Post - Primary	93.3%	92.7%
Special	89.9%	89.0%
All - schools	94.2%	93.7%

Note: The 2018/19 figures have been gathered from in-year attendance data and have therefore not been validated through NISRA's normal processes. The figures include missing marks which account for 0.28% of the total for all schools.

Reporting Period:

2018/19

Outcome: Children in poverty are healthy

Action 3.1:

Implementation of Early Intervention Support Service (EISS) to provide support for families with emerging vulnerabilities.

Status: In progress

Lead Department: Department of Health

Linked to Draft PfG Outcome(s): 12

How much did we do?

Table: Overall breakdown of work of Early Intervention Support Service (EISS)

	Total
Total Referrals	459
Inappropriate Referral	14
On Waiting List	11
Service Offered	432
Service Accepted	402
Service Declined Families	30

A coherent evidenced based EISS has been established providing access to EISS for 33% of families with emerging vulnerability with circa 650 families being supported annually across NI.

How well did we do it?

Table: Overall breakdown of EISS interventions

Total families successfully completing intervention	85% (318)
Families disengaged from service	12% (46)
Families escalated to Gateway	3% (9)

Jan 2020 – Sep 2020: there were 449 closed cases. 76 (15%) of families did not receive EISS as when contacted they did not wish to receive the EISS.

Table: Family Star Plus Measure of Progress (Cumulative from April 2018 – Dec 2020: Total 1797 Families)

	% Increase	% Same	% Decrease
Physical Health (413)	47	47	6
Your Well Being (1117)	73	23	4
Meeting Emotional Needs (1345)	78	19	3
Keeping Children Safe (451)	56	42	2
Social Networks (697)	63	32	5
Education & Learning (833)	65	31	4
Boundaries & Behaviours (1583)	81	17	2
Family Routine (943)	68	28	4
Home & Money (368)	46	47	7
Progress to Work (181)	37	54	9

Is anyone better off?

Outcomes Star - Family Star Plus

The Family Star Plus focuses on ten core areas that have been found to be critical in enabling children and young people to thrive. Project workers agree with families which areas they want to focus on. Interventions would generally be focused on a maximum of three areas.

Table: How many service users improved? (April 2018 – December 2020: Total 1797 Families)

	Series 1
Total Completing Star (1797)	100%
Improving in at least 1 area (1672)	93%
Improving in at least 2 areas (1438)	80%
Improving in at least 3 areas (1042)	58%

Service User Feedback

Parent: “It was good to feel there was help out there when needed. I feel that I am in a better place for the support. I notice my children are happier too and it’s made a difference in our whole house.”

Outer West FSH (Family Support Hub): “The work that WEISS, has done over the last year, has been so important to all the families in the Outer West Hub. The way that the staff has adapted to the challenges of Covid19 and still providing vital support to families, has been amazing.”

Parent: “The service was a lifeline for me and got me through some difficult days. Every session was very helpful, and I felt listened to. I always looked forward to each session and I feel like I have a voice now about supporting my son’s needs.”

Reporting Period:

January 2020 - September 2020.

Monitoring data October 2020 – December 2020 is not available at time of report.

Outcomes Star data included in the report is data recorded from introduction of Outcomes Star as the evaluation tool used for EISS from April 2018 – December 2020.

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, healthy eating, budgeting and substance misuse.

Status: In progress

Lead Department: Department of Health

Linked to Draft PfG Outcome(s): 12

How much did we do?

- In 2019/20, 7,590 families were referred through family support hubs, 453 more families than in 2018/19, almost a 6% increase
- During the first six months April–September of the 2020/21 year Hubs received referrals from 3,367 families, which included 3,891 children and 2,745 parents.

How well did we do it?

- In 2019/20 82% of families were accepted and signposted, 6% further information was required, 5% were escalated to Gateway, 4% were unmet need and 3% did not engage.
- During the first six months April–September of the 2020/21 year 87% of Families were accepted and signposted, 5% further information was required, 5% were escalated to Gateway, 2% did not engage and 1% were unmet need.

Is anyone better off?

- The Family Support Hubs collected a sample of 96 families with 129 children across the region during 2019/20. 94 (98%) of these families reported that the process of being referred to the Hub worked well and 90 (94%) reported positive outcomes for themselves and their children. 90 (94%) 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 year old age range and referred for emotional behavioural support and counselling / mentoring.
- The Family Support Hubs also conducted a Core Members survey in 2019. 672 Hub Network Members / Organisations were targeted in this survey and there were a total of 158 responses (23%). 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 97% of 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. 98% of member agencies believe the hubs provide an increased likelihood of improved outcomes for children and families.

Reporting Period:

1 Apr 20 – 30 Sept 20 (quarter 3 currently being collated)

(Data Source: CYPSP Information Team)

Outcome: Children in poverty are healthy

Action 3.3:

Expansion of evidence based training and practice in implementing the Infant Mental Health Plan and addressing Adverse Childhood Experiences.

Status: In progress

Lead Department: Department of Health

Linked to Draft PfG Outcome(s): 12

How much did we do?

Tavistock courses - M7 & M9 working with children, young people & families & Perinatal and early years.

- M7 – 7 practitioners enrolled on two year course
- M9 – 9 - 20 practitioners enrolled on two year course

How well did we do it?

Current courses are ongoing. Information in relation to completion and course evaluation will not be available until September 2021 & September 2022 for the current cohort of practitioners enrolled on the courses.

Is anyone better off?

Several practitioners that have completed training in previous years have secured specialist posts in new models of service delivery that are being established across NI including ABC Pips (a service which provides parents with support and space to talk about challenging emotions around parenting their baby), in South Eastern Trust; specialist Health Visitor posts and Family Nurse Partnership supporting infant mental health workforce and service development; the Perinatal Mental Health Plan and Infant Mental Health Framework.

Reporting Period:

January 2020 – December 2020

Outcome: Children in poverty are healthy

Action 3.4:

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.

Status: Complete

Lead Department: Department of Health

Linked to Draft PfG Outcome(s): 12

How much did we do?

Referrals and Enrolments

- Overall, 72.6% of eligible clients offered the programme prior to the end of December 2019 were enrolled on the programme.
- 100% of clients were enrolled by 28 weeks gestation
- 97% of clients were aged 19 or under at LMP in 2019.

How well did we do it?

Table: Client Retention Data as of 31 December 2019

Attrition Rate	Enrolment	Retention Rate
1.4% - Clients Lost Inactive Pregnancy Stage (n=17)	1090 Active Pregnancy Completers	98.5%
8.4% - Clients Lost Inactive Infancy Stage (n=72)	773 Active Infancy Completers	90.3%
6.9% - Clients Lost Inactive Toddler Stage (n=51)	615 Active Toddler Completers	83.6%

Attrition rates are low at Pregnancy, Infancy and Toddlerhood stages of Family Nurses Partnership (FNP) Programme.

Attrition refers to the total number of clients who leave the programme or become inactive (have not received a visit for at least six months) during each stage.

Is anyone better off?

Ages and Stages Questionnaire (ASQ) - Toddlerhood

ASQ scores indicate child health and development at 24 months well within normal limits.

The ASQ and ASQ: SE are validated population level developmental screening tools that actively involve and encourage parents to be observant of their child's development.

Each questionnaire contains 30 items divided into five areas of development. The items in each area are arranged from easy to more difficult. The 30 items that relate to specific areas of development are followed by a section of overall questions that ask about general parental concerns. The five developmental areas covered in each ASQ questionnaire are communication, gross motor, fine motor, problem solving, and personal-social.

Table: ASQ Scores of infants reaching 14 & 20 months Toddlerhood by the end of December 2019

Stage	At 14 Months		At 20 Months	
% ASQ data recorded	73.6% (n=518) of 704 infants reaching 14 months		78.6% (n=501) of 637 infants reaching 20 months	
ASQ Development Areas	% infants below consultation cut-off score	Average score	% infants below consultation cut-off score	Average score
Communication	1.9%	53.7	6.0%	51.8
Gross motor	6.8%	53.9	3.0%	56.3
Fine motor	2.5%	53.8	3.2%	60.8
Problem solving	2.5%	52.7	1.8%	53.3
Personal Social	1.5%	55.6	3.0%	55.6

Immunisation Status

Overall, 637 infants reached 24 months toddlerhood and 97.7% (N=509) had up-to-date immunisations.

Mastery (Intake and 24 months)

At Intake, 15.4% clients (N=175) had low mastery and 84.6% (N=959) of clients did not have low mastery.

At 24 months 13.5% clients (N=65) had low mastery and 86.5% (N=418) of clients did not have low mastery.

There was a reduction (-1.7%) in the number of clients who had low mastery from intake to 24 months for clients who had mastery recorded at both time points (N=458).

45.2% (N=207) of clients across all sites had a higher mastery score at 24 months than at intake.

Change in Mastery Score from Intake to 24 Months

At Intake	Low Mastery	High Mastery	Total
Count	175	959	1134
%	15.4	84.6%	100%
At 24 Months			
Count	65	418	483
%	13.5%	86.5%	100%
Clients recorded at both Intake and 24 Months			458
% Change in Clients with Low Mastery from intake to 24 Months			-1.7%

Sense of mastery is a form of perceived personal control, a sense of control over the events in one's life. Low levels of sense of mastery have been linked to mental and general ill-health. A high level of sense of mastery is associated with positive mental health. Sense of mastery acts as a mediator between stress factors and various health outcomes.

Reporting Period:

January 2020 – December 2020

Outcome: Children in poverty are healthy

Action 3.5:

Delivery of the T:BUC Uniting Communities Programme, a cross communities initiative that uses sport, physical and creative activity to enhance individual and community development and tackle disadvantage through the delivery of training and activities to young people aged 11-24 years, which is underpinned by good relations and equality, that enables them to gain the confidence and skills to become advocates for social change in their own communities.

Status: In progress

Lead Department: Department for Communities

Linked to Draft PfG Outcome(s): 5, 7, 9, 10

How much did we do?

- 12 Uniting Opportunities projects successfully delivered.
(Note: The Uniting Opportunities Grant Scheme is one element of the Uniting Communities through Sport and Creativity Programme.)
- 288 participating in Uniting Opportunities.
- 30 Young Leaders taking part in the Programme.
- 18 Ambassadors taking part in the Programme.
- 166 children / young people taking part in the 11 to 16 Programme.
- 495 total children / young people taking part in the Programme.
- Number of participants by:
 - Gender: Male 49%; Female 51%
 - Community background: Catholic 59%; Protestant 22%; Neither 17%; Not stated 2%
 - Ethnicity: White 90%; Black 6%; Other 3% Not stated 1%

- Disability: Yes 15%; No 83%; Not stated 2%

- 15 organisations involved in the delivery of the Programme.

How well did we do it?

- 99% of young people satisfied with the quality of the training.

Is anyone better off?

- 90% of children and young people felt more confident.
- 93% of children and young people believed their self-efficacy had improved.
- 23% of children and young people attitudes have improved towards children with a different religious belief.
- 16% of children and young people attitudes have improved towards children from minority ethnic groups.
- 98% of children and young people have developed friendships with young people from a different religious belief.

- 77% of children and young people have developed friendships with young people from a different ethnic background.

Reporting Period:

April 2019 – March 2020

Outcome: Children in poverty are healthy

Action 3.6:

Provide support to parents of children 0-3 years old in at least 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.

Status: In progress

Lead Department: Department of Education

Linked to Draft PfG Outcome(s): 12

How much did we do?

- Following expansion of the Sure Start Programme which completed in 2017, Sure Start services are provided in (at least) the 25% most disadvantaged areas in NI, as defined by the NI Multiple Deprivation Measures (NIMDM) 2010 (Source: Department of Education (DE)).
- The Sure Start budget was £25.5m in 2019/20 (Source: DE).
- Approximately £4.5m of the budget funds the 148 Developmental Programme for 2-3 Year Olds.
- Services are provided by 38 Sure Start projects across NI.
- 41,114 children aged 0-3 were registered with Sure Start projects during 2019/20. The actual number of 41,114 registered throughout 2019/20 includes those children who having reached their fourth birthday progressed from the Sure Start Programme.
- 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?

- 78% of children eligible to receive Sure Start services registered for provision (based on estimated number living in targeted areas, based on 2011 census data).
- 61% of families registered, availed of at least one Sure Start activity during the period.
- 3,505 families which accessed Sure Start services, participated in a Sure Start Parental Survey. Of parent responses:
 - 91% would be extremely likely to recommend Sure Start.
 - 93% agree strongly that Sure Start had a positive impact on them and their family.
 - 83% rated their local Sure Start as Excellent.
 - 90% agreed strongly that Sure Start Antenatal, Postnatal and Parent Only Services staff were helpful.
 - 79% agreed strongly that Sure Start Antenatal services helped prepare for the birth of their child.

- 85% agreed strongly that Sure Start Antenatal services were high quality.
- 86% agreed strongly that Sure Start Postnatal services helped them understand their baby and their baby's needs.
- 83% Overall rated Sure Start Postnatal Services as Excellent.
- 87% of Parents agreed strongly that Sure Start Postnatal services were high quality.
- 83% agreed strongly that Sure Start helped improve their knowledge of Child Development.
- 89% agreed strongly that Sure Start provided a high quality service.
- 78% of Parents agreed strongly that Sure Start helped identify issues / concerns.
- 91% agreed strongly that child and parent services staff were helpful.
- 82% agreed that Sure Start helped improve their child development.
- 83% agreed strongly that Sure Start parent services helped them make changes in their families.
- 81% of Parents agreed strongly that Sure Start Parent services were high quality.
- 80% agreed strongly that Sure Start parent services helped them become more confident.
- 91% agreed strongly that Sure Start child only services were of high quality.
- 87% agreed strongly that Sure Start Child only services helped improve their child's development.

- 83% agreed strongly that Child only services helped identify issues or concerns.
- 82% agreed strongly that Child only staff were helpful.

Is anyone better off?

- 89% of Sure Start users reviewed (using 'Outcomes Star' model) improved in at least one of the seven areas: physical health, emotional wellbeing, keeping your children safe, social networks, boundaries and routines, child development and home, money and work – 75% improving in at least two areas; 57% improving in at least three areas
- Improved development of 55% of Sure Start children reviewed (using 'Outcomes Star' model).
- Improvement in the physical health of 37% of Sure Start families' reviewed (using 'Outcomes Star' model).
- Improvement in the emotional wellbeing of 59% of Sure Start families' reviewed (using 'Outcomes Star' model).
- 39.1% of Sure Start mothers were breastfeeding on discharge from hospital (2017/18).
- 50.9% of children living in Sure Start areas (aged 0-5 years) registered with their dentist (2018/19).

Reporting Period:

April 2020 – March 2021 – data in the Scorecard relates to 2019/20 (unless otherwise stated) which is the most up-to-date reporting information.

(Source: Health and Social Care Board (which administers the Sure Start programme on behalf of DE) unless otherwise indicated.)

Outcome: Children in poverty are healthy

Action 3.7:

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 and bullying.

Status: In Progress

Lead Department: Department of Education

Linked to Draft PfG Outcome(s): 4, 5, 8, 10, 11, 12

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. In 2019 the service was expanded again to include Education Other Than At School (EOTAS) centres.

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 2019/20 145,077 pupils were enrolled in post primary schools, including Special Schools and EOTAS, who could avail of the service.

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 strong with the service providing support remotely during the Covid-19 pandemic when the schools were closed. During the 2019/20 academic year 33,828 counselling sessions and 9,632 drop-in sessions were delivered.

Is anyone better off?

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

Currently the top ten presenting issues include: anxiety, stress, family, self-worth / esteem, relationships – peers, anger, depression, behaviour, sleep and bereavement. 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:

2019/20 academic year

Outcome: Children in poverty are healthy

Action 3.8:

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

Status: In progress

Lead Department: Department of Health

Linked to Draft PfG Outcome(s): 8

How much did we do?

'Gimmie 5'

- 272 young people aged between 11 and 16 years have participated in 'Gimmie 5' wellbeing programmes.
- 150 year 11 pupils participated from 10 local post primary schools.
- 100 young people participated through local summer schemes.
- 12 young people participated through Banbridge Youth Council.

Bereavement Counselling

In Southern locality, 23 children and young people bereaved by suicide attended counselling sessions delivered by Pips Hope and Support between April and December 20.

Mentoring

124 mentoring sessions were carried out.

1-1 Support

1-1 Support is provided for 48 young people in the Down and Lisburn areas.

Counselling

333 sessions of therapeutic counselling sessions to young people with special emphasis on care experienced young people (aged 16 – 21).

Funding Awards

29 short term funding awards to support children and young people.

Mindfulness in Schools

Mindfulness in Schools provide three blocks of 6 week programmes for primary school teachers. To date two blocks are complete; the third block is currently underway.

There are 45 teachers participating, which includes 15% from deprived areas

Roots of Empathy

12 schools going ahead with the delivery of the Roots Of Empathy programme during 2020-21.

3 schools are from deprived areas.

Sensory Packs

Produce 30-50 sensory packs for children with a Learning Disability.

‘Think about these’

‘Think about these’ resource redrafted to include self-harm and additional self-harm support services for young people and their parents / carers.

Mental Wellbeing Campaign

Working together for Mental Wellbeing Campaign. An interactive campaign pack was developed in partnership with HSCTs (Health & Social Care Trusts) and NIAS (NI Ambulance Service) and PHA (Public Health Agency). The pack signposts mental health services for communities, families, workplaces and schools.

Digital Resilience

Digital resilience and protecting emotional health and wellbeing online for children and young people. Training organised for 23 & 24 February 2021.

Developed 6 animations to accompany messaging and this will be promoted as a campaign during safer internet week.

Safe Choices programme

Safe Choices programme for post primary schools. Developing a suicide prevention training resource and toolkit for post primary schools. Development of 3 short films to accompany the pack.

100% of EA (Education Authority) critical incident officers have been trained how to deliver this.

Mental wellbeing and resilience for LAC (Looked after Children)

Mental wellbeing and resilience for LAC to use a number of creative and interactive methods to engage with LAC in order to support their understanding of their self-care needs and how to manage their mental health.

Involve the young people in the development, script and production of a film.

Facilitate a mindfulness course.

Use ‘Take 5’ framework to develop a programme around well-being of LAC children.

Trauma and Mental Health communities training

Trauma and Mental Health communities training. Organise one half day training seminar to 150 colleagues

This compliments training that has been offered in other Health & Social Care Trust (HSCT) areas as the Western HSCT area overlaps into the Northern HSCT.

‘Eat Well Live Well’

The Education Authority has launched the ‘Eat Well Live Well’ programme targeting young people aged 4-25 years who need access to a 5-day food box providing breakfast & lunch as part of a safety net to the provision of free school meals during Covid-19. Current FLARE (Facilitating Life and Resilience Education) referrals at the time availed of this initiative and the following figures below represent those in receipt of these food boxes during the 4-month lifespan:

May - 37

June - 50

July - 33

Aug – 9

(**Note:** FLARE is a programme run by the Education Authority Youth Services to support young people who experience mental health difficulties.)

Self-Harm Intervention Project

In 2020 there were on average 60 referrals per month of people under 18 years of age from mental health professionals to the Self Harm Intervention Project (SHIP).

50 parents /carers have also been referred to SHIP.

How well did we do it?

‘Gimmie 5’

The following feedback was provided by 210 young people following participation:

- **82%** of those who provided feedback really enjoyed the programme.
- **91%** of those who provided feedback liked learning about mental health in an informal way.
- **62%** of those who provided feedback wished the programme was longer
- **88%** of those who provided feedback felt they could identify with the facilitator

Bereavement Counselling

Counsellors are BACP (British Association for Counselling and Psychotherapy) accredited and deliver a tailored programme of support based on the youth’s needs. Children / young people are offered Counselling, Art Therapy via Zoom.

Mentoring

Mentoring Project Worker appropriately trained. Staff and volunteers complete assessments with young people before each session.

Guidelines for staff and volunteers have been developed for meeting young people outside, or in public places and in young peoples’ homes (if this is risk assessed as safe and necessary).

PPE is available to all staff and volunteers. PPE stock is monitored weekly and there is currently no issues in accessing PPE stock.

1-1 Support

Staff and volunteers are completing assessments with young people before each meeting.

Guidelines for staff and volunteers have been developed for meeting young people outside, or in public places and in young peoples’ homes (if this is risk assessed as safe and necessary).

PPE is available to all staff and volunteers. PPE stock is monitored weekly and there are currently no issues in accessing PPE stock.

Counselling

100% of clients started counselling within 6 weeks of referral (counsellor fully BACP Accredited).

Funding Awards

1,848 children and young people to benefit from programmes.

Mindfulness in Schools

100% of teachers have taken part and have improved their coping skills and self-care.

Roots of Empathy

100% of programmes are supported to deliver the adapted programme via their local HSCT and EA region.

Sensory Packs

Produce and developed 50 resource packs for children who have a Learning Disability. These were distributed via Learning Disability teams to their families.

‘Think about these’

100% of Stakeholders recipients have reported they found the document extremely useful.

Mental Wellbeing Campaign

Facilitated a 5 week social media campaign based on the ‘Take 5’ messages to the general public.

Digital Resilience

Participants will learn about the risks associated with online use and become aware of ways in which they can keep themselves and loved ones safer online.

WHSCT (Western Health & Social Care Trust) have worked with 100% of the PSCP (Policing and Community Safety Partnerships) from councils across WHSCT.

Safe Choices programme

The programme pack is being designed to improve awareness and understanding of methods to support a whole school approach

to suicide prevention including safety planning and how to implement it.

Mental wellbeing and resilience for LAC (Looked after Children)

We will measure the attendance and participation and report back in Quarter 4.

Trauma and Mental Health communities training

150 participants will gain understanding and practical skills around the needs of children and young people, including those who have endured trauma or who have mental health issues. This event is open to any practitioner working with children and families including teachers.

‘Eat Well Live Well’

Every young person who had registered from FLARE to receive a food box, availed of a weekly drop-off by the worker, maintaining contact, supporting basic needs.

Feedback received from some users had indicated that receiving food boxes, had helped to remove stress and worry as living alone or trying to support a young family / growing family can be difficult especially on a budget and with the loss of jobs.

Self-Harm Intervention Project

Uptake of the programme has been excellent.

Is anyone better off?

‘Gimmie 5’

The following feedback was provided by 210 young people following participation on the programme:

- 86% of those who provided feedback indicated they were more aware of the 'Take 5' message following participation on the programme
- 78% of those who provided feedback intend to incorporate 'Take 5' steps to wellbeing into their daily lives
- 88% of those who provided feedback feel better informed of where to access help and support should they need it.

Mentoring

Following mentoring 124 young men identified they are able to better manage their mental health.

1-1 Support

100% of 48 young people identified they can better manage self-harm and suicide ideation following support.

Outcomes for young people may be lower in the coming months due to the prolonged impact of COVID-19 and the possible introduction of tighter restrictions.

Counselling

65 young people are better able to manage their mental health.

Mindfulness in Schools

100% of teacher report increased levels of wellbeing as a result of incorporating mindfulness into their daily lives.

10 teachers will take part in the training for trainers programme to allow them to deliver mindfulness techniques to pupils in their schools.

3 EA colleagues from the critical incident department are being trained to take the outcomes forward to the schools they support.

Roots of Empathy

100% of children participating feel supported through the pandemic.

Sensory Packs

100% of families reported benefits to their mental health from using these resources.

'Think about these'

100% Young people, their parents / carers and stakeholders can recommend this document

Mental Wellbeing Campaign

The interactive Working together for Mental Wellbeing Campaign pack signposts mental health services for communities, families, workplaces and schools and is hosted on the PHA, 'Minding your Head' website.

Digital Resilience

Currently there are 50 participants registered to attend Digital resilience and protecting emotional health and wellbeing online for children and young people via zoom who will cascade the learning to children and families

Safe Choices programme

The Safe Choices programme for post primary schools pack will be piloted with teachers on 14 April 2021

The pack aims to increase participating in the zero suicide alliance training as a pre course and aims to support teachers to feel more confident in spotting signs of suicide and signposting them to access relevant support.

Mental wellbeing and resilience for LAC (Looked after Children)

100% of attendees at the 'Mental Wellbeing and Resilience for LAC' will complete evaluation.

The outcomes of these initiatives will support the personal development and mental health of the LAC taking part.

Trauma and Mental Health communities training

100% of participants at the Trauma and Mental Health communities training will understand how to positively implement a whole school / community approach to understanding trauma and mental health.

'Eat Well Live Well'

Over all 129 FLARE referees had benefited from the Education Authority Youth Service initiative, providing those most vulnerable young people a stable meal, maintaining a healthy diet during a global pandemic.

FLARE workers had also maximised the opportunity to make contact and connect at distance to ensuring that those referrals had the support they needed. As a result of making face-to-face contact, some of these referrals families had been signposted (by workers) onto local services within the community (Council / Food Banks) who could provide further support to meet substantial needs i.e. baby food/large family food boxes etc.

Reporting Period:

April 2020 – Dec 2020

Outcome: Children in poverty are healthy

Action 3.9:

Develop and Deliver Early Years Obesity Prevention Programme to children 0-5 and their families.

Status: In progress

Lead Department: Department of Health

Linked to Draft PfG Outcome(s): 12

How much did we do?

Programme has been tendered, contract awarded to 'HENRY' and in place from 01 February 2020.

(Note: 'HENRY' is an organisation which provides support for families with their babies and young children.)

Programme delivery was due to commence in April 2020, face to face, however, was delayed to October 2020 due to online training and delivery adaptations.

From October 2020:

- 47 families (with children aged 0-5) benefiting from the programme (7 online groups).
- Online Facilitation Training was delivered to 25 staff across 4 cohorts:
 - Four Sure Starts participating in programme (total of 4 staff)
 - 20 Health & Social Care (HSC) staff trained up to deliver the programme (4 staff per Health & Social Care Trust (HSCT) area across NI).
- Zero staff participating in awareness raising training.

How well did we do it?

Programme was developed in partnership with HSCT Health Visiting Teams, Sure Starts, Nursing colleagues and the Clinical Education Centre.

To date (from October 2020):

- The % of participants who completed programme:
 - 23* didn't turn up / only attended one session (49%)
 - 24* started and completed at least 2 sessions (51%)
 - 12 completed the full programme (26%)
(*7 Of these individuals said they would like to do the course at another time, it just wasn't convenient at this point.)
- We will report the % of participants from top 20% most disadvantaged wards in future reports.
- We will report the % of participants who were satisfied with the programme in future reports.
- 100% of staff completed training, however, 23 staff achieved accreditation (92%).

Is anyone better off?

When programme is further embedded, we will measure:

- Reduction in rate of children classified as overweight or obese at P1 stage**
- Reduction in proportion of children on specified higher weight growth centiles**

(** Please note that these items will be reported using survey data that sits outside the HENRY programme, and the results must be caveated against other programmes / factors that may have impacted the percentages. Number of people reported homeless who now are in suitable accommodation.)

- Proportion of families with continued behaviour change 6 months after programme.

- Proportion of families with continued behaviour change 12 months after programme.
- The proportion of families reporting improvements in positive parenting.

It is too early to provide data on this.

Please note, staff that completed the training and families that participated in the programme to date have noted positive comments in relation to the HENRY programme, from increased confidence to talk about the issue of Obesity, to positive behaviour change within the family.

Reporting Period:

October 2020 – January 2021

Outcome: Children in poverty are healthy

Action 3.10:

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

Status: In progress

Lead Department: Department of Health

Linked to Draft PfG Outcome(s): 12

How much did we do?

Due to the impact of Covid-19 the Solihull Training for Midwives has been paused. It was also no longer possible to provide antenatal care and education to mothers in groups of 12.

To ensure mothers to be still had access to antenatal education the Public Health Agency as an interim measure purchased a multi-user online licence for the Solihull programmes

- Understanding your Pregnancy, Labour, birth & your Baby
- Understanding your Baby

This provides free access to mothers to be, their partners, grand parents and others supporting them on their journey to parenthood.

Total Registered Learners – 4,913

(Where the learner is registered and is able to access all of the courses associated with this sponsor's access plan(s))

Understanding pregnancy, labour, birth and your baby

- 3,163 Learners have started this course.

Understanding pregnancy, labour, birth and your baby: for women couples

- 107 Learners have started this course.

Understanding your baby

- 621 Learners have started this course.

How well did we do it?

Understanding pregnancy, labour, birth and your baby

- 93% of course completers found the course helpful.

Understanding pregnancy, labour, birth and your baby: for women couples

- 100% of course completers found the course helpful

Understanding your baby

- 97% of course completers found the course helpful.

Is anyone better off?

Understanding pregnancy, labour, birth and your baby

- 89% of course completers recommend the course to others.

Understanding pregnancy, labour, birth and your baby: for women couples

- 100% of course completers recommend the course to others.

Understanding your baby

- 94% of course completers recommend the course to others.

Reporting Period:

April 2020 - January 2021

Outcome: Children in poverty are healthy

Action 3.11:

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.

Status: In progress

Lead Department: Department of Education

Linked to Draft PfG Outcome(s): 4, 12

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 the current curriculum was first introduced.
- HE contains three 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?

- HE 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 post-primary curriculum.
- A range of teaching resources and guidance to support healthy eating is available via CCEA's website. In addition, existing resources on food have been collated into a Fronter Room within the

Education Authority's C2k ICT Managed Service. Teachers can become a member of this room so as to have access to the resources. To date there are currently 377 members of the room.

Reporting Period:

1 September 2020 – 30 June 2021 (2020/21 Academic Year)

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.

Outcome: Children in Poverty Learn and Achieve

Action 3.12:

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

Status: In Progress

Lead Department: Department for Infrastructure

Linked to Draft PfG Outcome(s): 4

How much did we do?

The Active School Travel Programme 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 NI on behalf of the Department for Infrastructure (DfI) and the Public Health Agency (PHA), hopes to positively change behaviours.

Due to COVID-19, the closure of schools and subsequent restrictions since, the Programme was severely hampered. However, 408 schools were connected to the programme with completed training with 209 schools receiving intensive support and 199 schools in extended support.

- 411 pupils received National Standards cycle training.
- 1217 activities were delivered reaching 63,643 pupils, parents, siblings, teachers and volunteers.
- £275,000 has been spent on the programme to date this financial year.

How well did we do it?

Due to COVID-19, not all schools completed the programme.

- 61% of the budget available has been spent to date.
- Pupils from 30 level 1 schools have received National Standard cycle training to date.

Is anyone better off?

- 89% of pupils offered National Standard in cycle training completed both Levels 1 and 2.
- Of the total participants, 49% were females and 51% were male.

Due to COVID-19, schools were unable to carry out end of year surveys to ascertain the number of pupils travelling more actively from baseline results.

Reporting Period:

1 April 2020 – 9 December 2020

Outcome: Children in poverty are healthy

Action 3.13:

Implement the Sports Programme in schools which aims to provide a specialist coaching support to primary schools to deliver the Key Stage 2 Physical Education Curriculum.

Status: In progress

Lead Department: Department of Education

Linked to Draft PfG Outcome(s): 4, 12

How much did we do?

During the 2020/21 financial year, coaches from the GAA (Gaelic Athletic Association) & IFA (Irish Football Association) aim to deliver a minimum of 5,400 Physical Education (PE) sessions to a minimum of 18,000 pupils in at least 216 primary schools across NI to provide specialist support for schools to deliver the Key Stage 2 PE curriculum. The GAA & IFA will target primary schools with high concentrations of social disadvantage.

- the production of information and resources on the benefits of physical activity on young people's mental health and wellbeing.

Up until 31 December 2020, coaches have delivered over 9,000 PE sessions to over 27,000 pupils in over 360 primary schools. This includes face-to-face delivery in schools and connecting with pupils virtually during periods of closure.

How well did we do it?

The closure of schools, combined with social distancing measures, has meant that the GAA & IFA have had to re-think their approach to business in the 2020/21 year. The Sports Programme Work Plan for 2020/21 also contains targets specific to the periods of school closures, including:

- the production of video clips to be used by schools on activities to develop movement skills, sports skills and games; and

Is anyone better off?

The Sports Programme is currently undergoing an independent evaluation of its impact on pupils, teachers and schools. The purpose of this evaluation is to enable the Department of Education to build a strong evidence base around current curricular PE, and wider sports provision in our schools. Initial research findings show that the Programme is having an extremely positive impact on the young people involved.

Reporting Period:

2020/21

Outcome: Children in poverty are healthy

Action 3.14:

Support uptake and prevalence of breastfeeding.

Status: In progress

Lead Department: Department of Health

Linked to Draft PfG Outcome(s): 4

How much did we do?

- Glenbrook, Shankhill and Smile Sure Starts achieved their UNICEF Baby Friendly Initiative (BFI) GOLD award in 2020.
(UNICEF - United Nations International Children's Emergency Fund)
- South Eastern HSCT (Health and Social Care Trust) Health Visiting services also achieved their UNICEF Baby Friendly Initiative GOLD award.
- Belfast HSCT Health Visiting service achieved full BFI accreditation.
- PHA (Public Health Agency) provided a total of 6 UNICEF Breastfeeding Training courses in 2020 which benefited 88 health professionals, including Breastfeeding Specialists and Educationalists working across HSCTs.
- Mothers of Infants being cared for in Neonatal Units have been supported with providing expressed breastmilk for their baby through the Regional PHA funded Tiny Life Breastpump Loan service.
- In November 2020 a total of 172 health professionals and breastfeeding supporters working in NI were supported by PHA to attend the UNICEF BFI annual

conference which was held on line for the first time.

- PHA appointed UNICEF to maintain a BFI Senior Professional Officer for NI in December 2019. This person now leads on supporting implementation of best practice for breastfeeding across hospital and community settings.
- During the Covid-19 response it has been necessary to move Breastfeeding Support to online groups. Since March 2020 a total of 25 new remote based groups have been established, with the majority facilitated by Sure Starts.
- Midwifery-led tongue tie services are being developed through the training of specialists and PHA support for posts.

How well did we do it?

- Provision of UNICEF training has meant that more than 80% of midwives and health visitors have completed BFI training requirements.
- Despite challenges with COVID Tiny Life have maintained quality services and ensured access for mothers; with 69 breast pumps on loan and 97.1% of requests for breast pumps dealt with within 48 hours.

- Attendance levels at the UK BFI annual conference from NI are usually low with usually less than 20 staff from NI able to travel to the conference. This year online access and PHA funding has enabled 172 staff to attend. This represents an increase in attendance of over 600%.
- Western HSCT established Midwifery led tongue tie services for breastfeeding neonates.

Is anyone better off?

- Progress with achieving and maintaining BFI standards across maternity and community services in 2020, now means that 100% births and 100% new birth visits are provided within BFI trained and accredited midwifery and health visiting services.
- Mothers who require breastfeeding support online have access from one of the 25 newly established online breastfeeding support groups.

Reporting Period:

1 January 2020 to 1 January 2021.

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

Action 4.1:

Provide specific support in rural communities.

Status: In progress

Lead Department: Department of Agriculture, Environment and Rural Affairs

Linked to Draft PfG Outcome(s): 1, 3, 4, 5, 6, 7, 9, 10, 11

How much did we do?

2020/21- £11.2m capital and resource budget invested in a range of Tackling Rural Poverty and Social Isolation (TRPSI) Programme initiatives which aim to address poverty, social isolation and health and well-being issues in rural areas through a range of statutory and community and voluntary organisations working in partnership to develop and implement measures which tackle the needs of vulnerable rural dwellers.

Resource funded initiatives supported in 2020/21 include: The Assisted Rural Travel Scheme (ARTS), the Farm Family Health Checks Programme, Rural Community Development, the Rural Support Charity, the Social Farming Support Service, Employability schemes and Health and Well-Being projects.

The TRPSI Programme also funds capital projects such as: the enhancement of rural recreation facilities including Forest Park trails and facilities in collaboration with Councils and Forest Service, the Rural Micro Capital Grant Scheme which supports community and voluntary sector projects to address localised poverty and isolation issues. A scheme to increase the sustainability, development and recovery of micro rural businesses has helped over 600 businesses.

How well did we do it?

100% of the 2020/21 TRPSI budget invested in providing support to rural dwellers and communities across NI.

Is anyone better off?

224,912 rural beneficiaries have benefited from TRPSI initiatives in 2020/21.

Reporting Period:

1 April 2020 – 31 December 2020

Outcome: Children in Poverty Learn and Achieve

Action 4.2:

Provide Road Safety amongst children and young people by providing material and resources to schools delivering Practical Child Pedestrian Safety Training and enhanced Cycling Proficiency Scheme.

Status: In Progress

Lead Department: Department for Infrastructure

Linked to Draft PfG Outcome(s): 4

How much did we do?

Practical Child Pedestrian Safety Training Scheme (PCPST)

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 Skooter and Hattie workbooks to reinforce classroom theory.

Due to COVID-19, the closure of schools and subsequent restrictions since, the Scheme was severely hampered. However, of the 40 schools on the three-year scheme, 33 have completed Stage 2 as planned and the remaining 7 will be revisited in the spring term. Of those schools who completed Stage 2, 1250 pupils in total participated.

Cycling Proficiency Scheme (CPS)

The Cycling Proficiency Scheme is delivered across NI by primary schools. It has been in operation for over 45 years training over 450,000 pupils during that time. It aims to help develop children's skills, increase their confidence as cyclists and identify risks they may come across on roads.

Due to COVID-19, the closure of schools and subsequent restrictions since, the Scheme was severely hampered. However, 10 schools completed training with 171 pupils participating. Of this 168 pupils attained the standard required. All 171 pupils wore helmets throughout the training period. In addition, 27 new instructors were trained before lockdown in March 2020. The cost of training to the Department was £1450.

How well did we do it?

PCPST

- 100% of schools signed up for the led walks.
- 83% of schools on the programme completed Stage 2.

CPS

- 98% of pupils trained reached the required standard.
- 100% of pupils wore helmets throughout the training period.
- 34% of new instructors to the scheme had their training received before Lockdown occurred.
- Of the 10 schools who delivered the scheme, 50% were urban and 50% were rural.

Is anyone better off?

PCPST

- The scheme showed an increase in knowledge of pupils of 8% from pre Stage 2 to post Stage 2.

CPS

- Due to COVID-19, the normal annual survey of participating pupils was not conducted. Therefore, no data is available for this section.

Reporting Period:

PCPST: 1 April 2020 – 9 December 2020

CPS: 1 April 2020 – 9 December 2020

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

Action 4.3:

Increasing the social housing stock to improve access to suitable social housing.

Status: In progress

Lead Department: Department for Communities

Linked to Draft PfG Outcome(s): 8

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.

While the Department would seek to deliver an average target of 2,000 units per year this is constrained by the budget available.

From 2017/18 to 2019/20 a total of 4,306 units have been delivered.

How well did we do it?

In 2017/18 a total of 1,759 units were delivered against a target of 1,750 units.

In 2018/19 a total of 1,786 units were delivered against a target of 1,850 units

In 2019/20 a total of 761 units were delivered against a target of 1,850. The impact of COVID-19 had a very significant impact on the delivery of social homes.

Is anyone better off?

The completion of 4,306 additional social homes helped reduce the impact of child poverty for these families by providing a stable and safe living environment.

Reporting Period:

2017/18 - 2019/20

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

Action 4.4:

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

Status: In progress

Lead Department: Department for Communities

Linked to Draft PfG Outcome(s): 1, 3, 4, 5, 6, 7, 8, 9, 10, 12

How much did we do?

The Neighbourhood Renewal Programme supports a range of projects across 36 Neighbourhood Renewal Areas with a revenue budget of around £18m. Including:

- 42 projects with interventions designed to address social issues such as low educational attainment and poor attendance;
- 23 projects to address economic issues such as lack of skills and employability and 14 childcare projects primarily aimed to address worklessness;
- 39 projects to promote physical renewal to help create attractive, safe, sustainable environments;
- 126 projects to promote community renewal, including advice services, developing confident communities that are able and committed to improving the quality of life;
- 51 projects with interventions designed to address social issues such as health inequalities;
- 5 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; and
- 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 benefitting from educational projects

Youth Services:

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

Extended Services:

- 3,450 pupils directly benefitting from projects.

Investing £1.3m across 23 projects to tackling barriers to employability including:

- Improving 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 £6.8m to help empower communities and improve inter and cross community relations;

- Around 11,000 people participating in community relations projects;
- 11,500 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 6,300 people receiving training in community development skills / capacity building; and

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

Investing £130,000 across 5 projects designed to create safer environments:

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

Investing £1.5m across 26 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 23 projects and 8 childcare projects aimed at addressing worklessness, 150 residents were supported into employment.

Support provided by 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. 32,000 people using new or improved community facilities.

Reporting Period:

April 2019 – March 2020

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

Action 4.5:

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

Status: In progress

Lead Department: Department for Communities

Linked to Draft PfG Outcome(s): 8

How much did we do?

Please see report card for 4.9 which details provisions that are made for all of our new tenants, inclusive of young mothers. In particular we would highlight;

- Our Benefits and Budgeting Calculator, procured as part of our Financial Inclusion Strategy, will help our staff to assist young mothers to minimise expenditure and maximise their income, and check that they are receiving all the benefits to which they are entitled. This will help to alleviate child poverty and sustain tenure. Currently being rolled out and full roll out by end of Feb 21. App will also be available on our website for general use.

How well did we do it?

See also report card for Action 4.9

- As actions are in development there are no tangible / measurable outcomes to date
- Making Your Money Work assessments have been routinely used with incoming tenants since October 2019.

Is anyone better off?

See report card for Action 4.9.

It is envisaged that many tenants and their families including children and young people will benefit from the actions delivered under our Customer Support and Tenancy Sustainment Strategy and the Financial Inclusion Strategy.

Reporting Period:

January 2020 – December 2020

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

Action 4.6:

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.

Status: In progress

Lead Department: Department of Health

Linked to Draft PfG Outcome(s): 4

How much did we do?

Mid Ulster District Council

- Two Bee Safe events were held in January and February 2020. Over 1,300 primary 6 and primary 7 pupils from 51 local primary schools attended these.
- To mark Child Safety Week this year resources and tips were sent to all the Bee Safe schools contacts and also linked them to child prevention trust.

Antrim and Newtownabbey Borough Council

- 968 children attended week 1 of Bee Safe, however week 2 was cancelled due to Covid restrictions.

Ards and North Down Borough Council

- 932 children attended Bee Safe programme.

Lisburn and Castlereagh Borough Council

- 1,300 children attended Bee Safe programme.

Southern Health and Social Care Trust

- 300 child safety awareness packs were distributed, highlighting the increased risk of spending additional time at home during lockdown, with information included on burns and scalds, safer sleeping and care in the sun as well equipment such as hair straightener safety pouches and furniture safety straps.

Public Health Agency

- A total of 12 press releases or social media posts targeting parents were issued, in partnership with all Trusts, NI Fire & Rescue Service (NIFRS), Royal Society for the Prevention of Accidents (RoSPA) and 11 councils to raise awareness of the risks of accidents in the home and how to deal with them safely should they occur.

How well did we do it?

- At each Bee Safe event the children took part in a range of interactive sessions and had the opportunity to hear information about Fire Safety, Internet Safety, Farm Safety, Road Safety, Water Safety, Electrical Safety, Bus Safety and Mental Health.
- 100% of the teachers attending rated the scenarios / presentations as either good / excellent. The feedback from the school teachers and pupils was positive.
- Resources were not available to collect feedback from families on the child safety awareness packs or the media activity but feedback from health professionals involved was 100% positive.

Is anyone better off?

- Feedback indicates that 100% of the teachers felt their pupils had found the event useful and 100% felt their pupils had learned something new from it.
- Feedback indicates that 100% of families have learnt about home accident risks from the information in the child safety awareness packs and that the use of the equipment provided will have reduced the risk of an accident in the home.

Reporting Period:

Jan 2020 - Dec 2020

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

Action 4.7:

Work with Housing Rights to tackle homelessness and housing problems in NI through the provision of free advice and representation to people who are at risk of homelessness.

Status: In progress

Lead Department: Department for Communities

Linked to Draft PfG Outcome(s): 8

How much did we do?

£855,000 core funding was provided for 2019/20. 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. 8,095 cases were assisted during 2019/20 and homelessness prevented in 453 of these cases.

How well did we do it?

During 2019/20, 8,095 clients were assisted with housing issues (including mortgage debt) and homelessness was prevented in 5.5% of cases (453). 7,467 cases have closed and the help provided in 6,870 of those cases will lead to improved housing circumstances (92%). 93% of clients were satisfied with the service provided.

Is anyone better off?

During 2019/20, 8,095 clients were assisted with their housing issues and homelessness was prevented in 5.5% of cases. Help provided will lead to improved housing circumstances in 90% of cases and 88% of clients had an improved sense of well-being.

Reporting Period:

2019/20

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

Action 4.8:

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.

Status: In progress

Lead Department: Department for Communities

Linked to Draft PfG Outcome(s): 8

How much did we do?

1. The Housing (NI) Order 1988 (as amended) identifies the NI Housing Executive (NIHE) as the agency tasked with responding to homelessness in NI.

The NIHE has a duty to ensure that advice about homelessness, and the prevention of homelessness, is available free of charge to any person in NI.

2. The 'Beyond the Gate' service provides intensive short-term support to the most vulnerable prisoners on release to ensure they have a place to live and are connected with appropriate support services to help them sustain their home and successfully resettle within the community. The 'Beyond the Gate' project targets service users most at risk from homelessness and re-offending by providing a joined up, continuous service.
3. The NIHE continues to fund the Community Housing Advice Partnership (CHAP) which comprises of a consortium of agencies and supports generalist

advice agencies throughout NI to deliver high quality advice on housing and homelessness in their community.

How well did we do it?

1. As part of our Housing Solutions approach staff will often refer households on to support that is specialist and impartial which will complement the advice and assistance offered by the NIHE, and other statutory agencies.
2. This 'Beyond the Gate' service continues to provide support to all 3 NI Prisons. Prisoners receive support both pre and post release through the Beyond the Gate project with the following aims
 - help individuals engage with support services;
 - prevent homelessness;
 - increased ability to sustain tenancies;
 - increase the sense of wellbeing

3. Representatives from the CHAP sit on the NIHEs Homelessness Local Area Groups which further enhance the inter-agency cooperation in the provision of homelessness advice.

Is anyone better off?

1. During 2019/20 a total of 16,802 households presented as homeless with 11,323 of these households being accepted as statutorily homelessness. While all households who present as homeless will be provided with advice the Housing Executive also provided 4,527 placements in temporary accommodation.

2. During 2019/20 the 'Beyond the Gate' project engaged with 94 individuals as part of a comprehensive housing and homelessness advice service. The 'Beyond the Gate' project also resulted in 220 referrals to additional support services.

3. The CHAP engages with 43 partners agencies on an ongoing basis. This results in the facilitation of training sessions / seminars, provision of training to staff and the delivery of accredited training.

Reporting Period:

2019/20

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

Action 4.9:

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, and addictions), referring tenants to floating support services and other organisations to obtain the support required.

Status: In progress

Lead Department: Department for Communities

Linked to Draft PfG Outcome(s): 8

How much did we do?

Please note that Tenancy Support Assessments are not a single assessment process which we can quantify via our systems. It is part of the service that our Patch Managers provide to any newly signed up tenant.

1. Customer Support and Tenancy Sustainment Strategy and Action Plan

Housing Services has published its Customer Support and Tenancy Sustainment Action Plan. The activities to be delivered/ funded under this Action Plan will produce positive outcomes for safety, security and stability of the home environments of children, in particular the following projects which are currently in development;

- Mental Health Awareness training for Social Housing Professionals – will be developed and delivered to approximately 1,160 staff over the next 2 years and will enhance the support and sign-posting staff can offer to families

- Pilot of Decorating Voucher Scheme for new tenants on low incomes
- Funding for projects including; development of Sustainable Tenancies course suitable for young person's leaving institutional settings, development of a Sustainable Tenancies e-learning package, pilot of dedicated Tenancy Sustainment Worker for complex cases at risk of tenancy breakdown – including where this is the result of mental health or addiction issues in the household.

2. Financial Inclusion Strategy

In April 2019, under the Financial Inclusion Strategy, the Housing Executive established a partnership with Advice NI to provide independent, in-depth financial and debt advice for customers. In early 2020, the organisation successfully established, and recruited to fill, three new Financial Inclusion Manager (FIM) roles. The FIMs work closely with tenants and applicants (referred to them via frontline staff) who are experiencing

complex debt issues and / or have rent arrears, to help them maximise their benefits, budget effectively and safely, and make the most of their ability to switch between utilities and save money.

In late 2020, the organisation procured a Benefit and Budgeting calculator for use by all frontline staff across NI including Housing Advisors, Patch Managers, and Accounts staff. The calculator has equipped all frontline staff with the means to quickly and accurately perform a benefit check with their customer and create a personalised budget for their household at the point of housing application and/or the outset of a new tenancy. In relation to Action 4.5, helping to maximise the income, and minimise the expenditure of young mothers will help alleviate child poverty and sustain tenure.

How well did we do it?

1. As actions are in development there are no tangible / measurable outcomes to date.
2. Making Your Money Work assessments have been routinely used with incoming tenants since October 2019.

Is anyone better off?

1. It is envisaged that many tenants and their families including children and young people will benefit from the actions delivered under the Customer Support and Tenancy Sustainment Action Plan.
2. To date, the Financial Inclusion Managers have been receiving an average of 80 referrals a month and have boosted the finances of individual customers by as much as £6000 in some cases.

As of December 2020, 110 frontline staff have been trained in the use of the Benefit and Budgeting Calculator; by the end of January 2021, all frontline staff will be trained.

Reporting Period:

January 2020 – December 2020

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

Action 4.10:

Work with key delivery partners to develop and roll out Early Intervention initiatives for children on the cusp of the Youth Justice system.

Status: Complete

Lead Department: Department of Justice

Linked to Draft PfG Outcome(s): 7, 12

How much did we do?

The Youth Justice Agency (YJA) has continued to develop and embed its Earlier Stage Intervention (ESI) approach to divert children from the formal justice system at an earlier stage. Two of the key initiatives are ESI referrals and Community Resolution Notices (CRN) Referral Scheme. The former involves a short period (usually around 3 months) of intervention and support to children and families on a voluntary basis, and the latter uses one-off education sessions for children and their parents on issues such as violence, drugs and alcohol awareness, and making better choices.

Up to Q2 of 2020/21 there were:

- 88 ESI referrals
- 292 CRN programmes run

How well did we do it?

- On average, 90% of ESI referrals were successfully completed up to Q2.
- Of those who responded, 95.6% of children and 97.5% of parents / carers rated their experience as either very good or good.

- On average, 90% of CRN programmes were successfully completed up to Q2.
- Of those who responded, 98.8% of children and 98.6% of parents / carers rated their experience as either very good or good.

Is anyone better off?

Trends in youth justice disposals show an overall increase in the number of Early Stage Interventions delivered and a corresponding reduction in formal court orders, meaning more children are being kept out of the formal justice system.

- Up to Q2, 95.6% of children and 92.5% of parents / carers felt that their experience with the ESI programme would help to avoid further offending.
- Up to Q2, 97.7% of children and 95.7% of parents / carers felt that their experience with the CRN awareness programme would help to avoid further offending.

Reporting Period:

April 2020 – September 2020 (Q1-2)

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

Action 4.11:

Deliver initiatives under the Tackling Paramilitarism Programme to assist children and young people under threat.

Status: In progress

Lead Department: Department of Justice

Linked to Draft PfG Outcome(s): 7

How much did we do?

Aspire Programme:

The Aspire project commenced in 2017/18 as a new initiative. It works with marginalised young men (aged 16 to 30) who are most at risk from being involved in paramilitarism and criminality.

From 01/04/19 – 31/12/20, 329 referrals for the programme were received along with an additional 41 referrals for mentoring only. There has been an increase in re-referrals to mentoring services reflecting the complex needs of the service users and especially during the pandemic.

The Aspire Ascertain service delivery commenced in August 2020. Ascertain has been awarded funding from the NIHE homeless prevention fund to work with 10 individuals and their families to deliver services (6 sessions with keyworker and 6 sessions employing a family systemic approach) to reduce the risk of homelessness. A total of 52 referrals have been received to date – 33 for

mental health services / dual diagnosis, 18 for addiction and 1 for homelessness prevention. This service provides an immediate and responsive approach to Aspire service users.

Mentors are still maintaining high contact with service users, partners and support organisations via mobile phone / email. 2,612 contacts via mobile phone were made during quarter 3, across the range of contact with professionals, case discussions, assessments, practical support.

Funding of Youth Outreach Workers

The Youth Outreach programme places an Outreach Worker in each of the Communities in Transition (CIT) areas. They aim to build relationships with young people who are not currently engaged with the youth services and who could be considered as higher risk of involvement in paramilitary activity.

(Note: The CIT Project aims to support eight geographic areas where there has been a history of paramilitary activity and coercive control to transition into communities where paramilitary activity no longer plays a role.)

Across the areas (October- December 2020):

- 351 young people participated in START (Supporting Teenagers Away from Recurrent Trouble) programmes and maintained contact with Youth Outreach Workers (YOW) during Covid-19 restriction periods.

Education & Support:

START online seminars for voluntary youth groups took place on the following themes;

- Trauma Informed Practice
- Strength Based Approaches
- Reflective Practice in Youth Work

How well did we do it?

Aspire

A number of service users were referred to secondary services by their probation officer i.e. housing support (1), working well (6), Nexus (1) and Relate (2).

23% of service users were referred by NIACRO (NI Association for the Care & Resettlement of Offenders) mentors to other NIACRO services for additional support.

One service user successfully completed their period of supervision with Aspire and six transferred to the PBNI (Probation Board for NI) generic team following completion of work with Aspire.

Funding of Youth Outreach workers

Additional contact was made with 3,222 young people through Outreach (in line with PSNI collaboration and the Education Authority (EA) Street Work Protocol)

- Youth Outreach Workers provided individual mentoring support to 161 young people in START.

Additionally -

- 677,760 meals provided (April to August 2020) with 5,090 young people.
- 2,658 young people support through the online Stay Connected programme.

Is anyone better off?

Aspire

Of the participants in Quarter 3, 59% reflect progress in relation to mental health and 56% drug / alcohol issues.

PBNI have made 52 referrals to the Aspire Ascertain service with interventions focusing on addiction / mental health issues, coping strategies, harm reduction techniques, homelessness prevention and liaison with Community Addiction / Mental Health teams.

57% of service users have reflected progress in managing strong emotions.

PBNI staff continue to deliver interventions in relation to coping skills (4 service users); anger management (4 service users); and thinking skills (1 service user). A focus on victim awareness work has also commenced (6 service users).

Feedback elicited from exit questionnaires completed by Aspire service users reflects improved outcomes from support received from the Aspire team in relation to addiction and mental health issues, family relationships, feeling safer within their local communities and a growth in confidence. All service users

noted they were less likely to reoffend having successfully completed the Aspire programme.

Funding of Youth Outreach workers

- Satisfaction surveys targets will be completed in quarter 4 report for April 2020-March 2021.
- From evaluations, 90% participants stated the Seminar delivery very relevant to practice.
- 100% of participants stated they gained a greater understanding of trauma and its impact on young people's development.

Education & Support:

- Youth Workers and key partners are better equipped to work with young people vulnerable to paramilitary influence.
- Collaboration between EA and key partners are strengthened to support young people vulnerable to paramilitary influence.

Reporting Period:

Aspire Programme: April 2019 – December 2020

Youth Work Outreach: October - December 2020

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

Action 4.12:

Work with delivery partners to strengthen healthy family relations of those in the care of the Northern Ireland Prison Service and actively promote the wellbeing and positive life outcomes for children affected by parental imprisonment.

Status: In progress

Lead Department: Department of Justice

Linked to Draft PfG Outcome(s): 7, 12

How much did we do?

Performance measures for this work area have yet to be agreed however, in the interim some notable data is provided.

Virtual Visits

(relates solely to virtual visits which were introduced in April 20 in response to the global pandemic)

- Over 27,000 virtual visits with family members / friends facilitated by NI Prison Service (NIPS) stating that due to the pandemic, these have all been virtual visits. (Apr-Dec 20).
- 158 responses were received to a NIPS virtual visits user survey conducted. (July 20)
- 1,480 people in NIPS care surveyed for feedback on visits. (September 20)

Support for families of those in custody

(NIPS funded)

- 338 referrals received to Family Links programme for families of those in custody (NIACRO: Apr-Dec 20).
(The programme provides a range of practical and emotional advice and support to families of people in prison).

- 104 referrals received to the Family Links programme that were children. (Apr-Dec 20)
- 389 hampers and 476 toy parcels delivered to families by Prison Fellowship (Christmas 20).

Support to assist those in custody with parenting relations

(NIPS funded)

- 238 needs assessments completed by the Family Matters Programme (Barnardo's: Apr-Dec 20). (The programme helps improve and maintain relationships between children and their fathers.)

How well did we do it?

Virtual Visits

- 93% of family members / friends reported positive engagement from visits.
- 91% of family members / friends were able to have contact with an individual in

custody they had not seen for some time through visits.

- 56% of individuals in NIPS care had received a visit. (surveyed September 20)
- Of those who did not receive a visit (sample survey of 143 individuals):
 - 30% preferring the phone;
 - 24% were not familiar with technology / having no home internet;
 - 29% having elderly family who did not wish to use virtual visits.

Support for families of those in custody

Family Links - of those closed cases:

- 892 received practical support
- 149 family sessions were delivered
- 276 one-ones with parents
- 173 one-ones with children
- 1,412 phone calls managed

Support to assist those in custody with parenting relations

- 616 individual sessions delivered by Family Matters programme
- 52 group sessions delivered by Family Matters programme
- 71 families supported by Family Matters programme

Is anyone better off?

Virtual Visits

- 99% of family / friends who had a visit would be happy to repeat / have another visit,

Type of activities enabled by visits that strengthen family relations and benefit children:

- having a visit on Christmas day
- more regular visits, particularly where travel is an issue
- completing homework together
- reading bedtime stories
- for some, seeing their new born baby for the first time

Support for families of those in custody

Family Links, extracts from service-user feedback:

- 'It's so good for the kids to be able to talk and get things off their chest without feeling embarrassed or judged.'
- '...genuinely helped myself, my family and my son and made coping with this all that little bit easier.'
- '...loved the on-line safety course... feel a lot more confident with online safety and my teens now.'
- '...kids have loved the activities, kept them off their phones for an hour or two.'
- '...really appreciated the back to school gifts with stationery for the younger children.'

Support to assist those in custody with parenting relations

- 91% of individuals completing the Family Matters programme reported improved knowledge of parenting as consequence of activities undertaken.

- 91% of individuals completing the Family Matters programme reported an improvement in their ability to understand the impact of their own behaviours / choices on children / family.

Reporting Period:

April 20 to March 21

(Key dates provided in brackets)

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