



## HAF 2023-24 Local Authority Annual Report

The annual report provides you with the opportunity to give an overview of the HAF 2023-24 programme in your LA.

Your report should include:

- the overall funding you have spent on the HAF programme
- the proportion of the funding that was spent on administration and a breakdown of how this was spent
- how many unique children you have reached in each holiday period
- the proportion of primary age and secondary age children who have participated in your programme
- the number of children with SEND or additional needs who have participated in your programme
- information on the families and carers they have engaged with through the food education, signposting and referrals aspect of their programme
- which organisations are represented on their steering group
- which organisations you have worked with in delivering the programme

You may also include:

- feedback from participants, their families or carers
- results of any surveys
- case studies or particular highlights
- how you have promoted the programme and celebrated it through the media and social media

The report for the 2023-2024 HAF programme should be submitted to DfE by 28 June 2024.

While LAs have flexibility in how they format and present their annual report, we have provided this document as a guide to help you structure your report. This is an optional template to use, you are welcome to produce your own report as you deem appropriate. Please complete and submit to [haf.policy@education.gov.uk](mailto:haf.policy@education.gov.uk) by 28<sup>th</sup> June 2024. When submitting your report please include a link to the relevant webpage you post it to.

## Section 1 - LA details

Which local authority is this report about?

Telford and Wrekin

## Section 2 – Highlights

*In this section, you might you might cover: how much funding you received and how it was spent and how many children you've worked with across the year. You might also include how many sessions you've delivered and which organisations you've worked with and provide details about who forms your HAF steering group and what the key strategies and themes have been for 2023-2024.*

Expenditure Type	(£)
Administrative Expenditure <i>(this should include all of the costs you have incurred in carrying out the administrative functions of the HAF coordination in your LA)</i>	£85,171.80
Capital Expenditure <i>(this should include any equipment purchased to support the programme that meets the definition for capital expenditure, as set out in the HAF guidance on gov.uk)</i>	£7,300.00
Programme Expenditure <i>(this should include all of the costs of providing free HAF places, including payments to providers and third parties for services provided)</i>	£696,948.72
Other Expenditure <i>(this is any expenditure that does not fall into the above categories and you should provide a brief description of what this expenditure is)</i>	£45,878.11
<b>TOTAL EXPENDITURE (for 1 April 2023 to 31 March 2024)</b>	<b>£835,298.63</b>

## Section 3 – Children and families feedback

*Please provide links to social media activity/videos as well as testimonials or feedback that you have received about your 2023-24 HAF Programme*

What worked well at the session?

*"Was lovely to meet up with other families "*

*"Plenty of staff and lots for the kids to do "*

*"Very good organised "*

*"It gave my children something to look forward to in the holiday"*

7.

Do you have any further comments ?

*"Thank you for all you do and the opportunities you give us to get out."*

*"You're all doing a fab job and thanks "*

keep up the great work! thank you so much for a great day out, I wouldn't be able to do or afford

We had a lovely time, my child really enjoyed himself, it felt like it was planned and timed well, a nice touch to buy the children lunch, it's the second time we've been to Blists Hill with PODS and I really appreciate the opportunity to go out in a social group with like minded parents who understand the nature of autistic children, it provided the children with a chance to genuinely relax and freedom to explore either alongside others in the group or individually. One last plus point, the parking was covered too 😊

Are there any changes you would like to see in the programme?

Some of the other children's language and behaviour was poor. It made my child feel uncomfortable

More chances sometimes we didn't get chance to do things because they booked up so quickly

No, it was all perfect.

No

Possibly a better way to know what each club is roughly doing on each day

more family send activities as my grandson can't go into activities by himself and requires family support.

No

The only problem we had was my son is eight and not very good at football so he was trying his best, but there were older kids on the program that were telling him you're not very good. You shouldn't be here which upset him and made him not want to go again. I did tell him, he needed to go to an adult and explain, but He wouldn't as he didn't want to cause any trouble so overall, I think maybe get people who aren't as good in a group or maybe ages in a group just not put everybody together and expect everybody to get on with each other because the older kids can be quite cruel to the Younger kids

## Section 4 - Food

*In this section you might cover: Did you provide children and young people with at least one nutritious meal a day? Did you work in any partnerships to provide food? What were the children and young people's attitudes to the food you provided?*

Overall, the provision for meals for children was at least one hot meal and refreshments for each child attending and where this was not possible, such as a trip a picnic or lunch box of the recommended nutritional value was provided.

We did have a small number of food partners who provided the hot meal provision to those delivery partners unable to access kitchen cooking facilities.

We are now working with our Healthy Lives team to promote healthy/nutritional food options to children and families. All providers were give a brief on how to meet the healthy food standards and monitoring checks will be completed over the next year.

## Section 5 – Enriching Activities

*In this section, you might cover: What enrichment activities did you provide? And why did you focus on those? How did your programme provide opportunities for children and young people to develop and consolidate their skills and knowledge and try out new experiences? Was the impact?*

Delivery partners were given clear guidelines on the requirements of enrichment activities expected when delivering the programme.

Where they were unable to provide this type of activity an enrichment delivery partner was bought in.

Delivery Officer worked very closely with providers to ensure these objectives were met and where there were inequalities they were addressed and action such as change of individual programmes were agreed.

Providers utilised funding with trips, offering children the opportunity to visit new destinations and settings. These included the beach, Wagamama, Trampoline Park, RAF Cosford, Drayton Manor, West Midlands Safari and the Sealife Centre.

## **Section 6 – Physical Activities**

*In this section, you might cover: What range of physical activities did you incorporate into your programme? And why did you focus on these? How did you ensure the physical activities you delivered were engaging and inclusive? Did you have any particular successes or highlights?*

Delivery Officer visited sites during the delivery periods to assess the level of programme being delivered. These visits were unannounced, and any queries or concerns were addressed and dealt with as soon as possible with the appropriate guidance.

Over the summer of 2023 we delivered 12 Kabaddi sessions in partnership with Sport England. These sessions were delivered in multiple settings to include a specialist school, where we adapted the activity to ensure all children participating were included.

By offering Kabaddi as part of the HAF programme we provided children with an opportunity to sample a different sporting activity and across a varied age cohort of children. It proved extremely popular and the feedback very positive. We are currently

organising for staff from participating schools to train in Kabaddi and offer it as part of the curriculum for 2024.

We had a provider whose delivery partner for the physical element let them down the day before. Our Kabaddi partner was able to step in at the last minute as we had a day spare and support this provider fulfilling the physical requirement for the provision on that day. Although a deviation from the planned agenda this went down very well in this setting and they have enquired about future Kabaddi sessions for their HAF programme.

## **Section 7 – Nutritional Education and the promotion of healthy living/lifestyles**

*In this section, you might cover: Did your programme deliver activities to educate participants about nutrition? Did you involve parents, carers and other family members in training and advice sessions on nutrition and eating a balanced diet? If yes how? Do the children and families you worked with now have a better understanding of nutrition and food budgeting? Did their attitudes change over the period of the programme?*

There are links on the HHAH website about health, nutrition and keeping fit which all families are signposted to.

We are now working in partnership with our Healthy Lives Team, offering webinars to all providers offering discussions about healthy meals and the requirements of a provider to meet the school meals healthy standards in a setting.

Within this partnership we have increased engagement in schools to directly look at those children on the obesity level, demographics, deprivations and engagement in programmes such as HAF where eligible.

We have offered providers a Healthy lives toolkit to use to support their settings with nutritional enrichment.

## **Section 8 – Special Educational Needs & Disabilities (SEND)**

*In this section, you might cover: What provision did you offer for children with Special Educational Needs & Disabilities? Did you offer bespoke provision for these children and*

*young people? How did you ensure that all of the providers you worked with If yes then can you share examples?*

PODS has delivered a program of sessions that incorporates a variety of activities to ensure they encompass the largest possible cohort of SEN children. Activities have taken on many differing themes with some focusing on educational sessions such as creating a cookbook (printed copy send to every participating family), working farm trips and forest schools, alongside life skills such as outdoor pursuits, zoo trips and Legoland. Further sessions have been designed to focus on team building, peer engagement and allowing the children to have the opportunity to try something new whilst in a non-judgemental, supportive environment.

2023 saw our HAF programme team up with Short Breaks to support young people in Telford and Wrekin with complex needs. Within this we offered a targeted cohort of complex needs children funding for holiday club activities. The feedback from this was very positive and as a result an application for summer 2024 funding has been submitted.

Our forest schools are offering SEND family day for families with SEND children to attend and participate. This is offered from 4 -18 as Telford and Wrekin offer funding up to 18 years for SEND children.

Delivery officer has continued to run a highly successful provision at one of our specialist schools. Over the last 12 months we have seen all 40 spaces offered per day per holiday period booked, with an average of 88% attendance. Delivery partner will continue to work with the school and provider to improve attendance.

## **Section 9 – Key challenges**

*In this section, you should provide details about what the key challenges have been for your programme in 2023-2024.*

Teenage cohort have previously been a struggle to engage. We have worked hard with secondary schools to increase engagement and from 2024 will be supporting established youth clubs to target the audience further.

It has been an increasing struggling to find suitable venues to use. With a lot of school settings completing maintenance works on their settings, availability has been difficult.

## **Section 10 – Marketing and Communication?**

*In this section, you should provide details about how you have communicated with families, schools, providers, and others about your HAF programme. You might include social media engagement, your advertising and marketing strategy, etc.*

HHAH Booking System.

Flyers shared to targeted families – via schools and directly to family homes.

Registration Days.

Direct Emails.

Providers using social media platforms to market their activities.

Banners outside schools.

## **Section 11 – Additional resources, partnerships and aligning with other priorities**

*In this section, you should include information about whether you received any extra funding, support, resources, food, etc to support and enhance your programme. You might also include information about how you have aligned and joined up your HAF programme with other programmes and initiatives.*

Working alongside Sport England to offer Kabaddi days across Telford and Wrekin. This was a fantastic opportunity to offer alternative sports to children. We are looking to secure funding for 2024 to continue a similar sporting opportunity.

Wagamama offered free cooking sessions to children. Trips were run to them with children having the opportunity to cook and sample new cuisine.

Now as part of the wraparound programme we are using existing HAF providers and school site (Hollinswood School) as a benchmark for marketing expanding HAF in line with wraparound childcare.

Incentivising both HAF programme and wraparound to work in parallel for sustainability and continuing support of disadvantaged families.

## **Section 12 – Any other information?**



*In this section, you should include any other information about your HAF programme that you want to share.*

As Above.

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