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Department
for Communities

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A Report on the Northern Ireland Executive's Child Poverty Strategy

2017/18

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INTRODUCTION

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

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

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

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

As such, this Annual Report provides:

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

As this is a three year strategy, not all of the actions are complete. The current status of each action (complete or in progress) is noted under the relevant Outcome and individual Report Card. A further Report will be published in 2019.

HEADLINE INDICATORS

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

Absolute Poverty - Before Housing Costs (BHC)

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

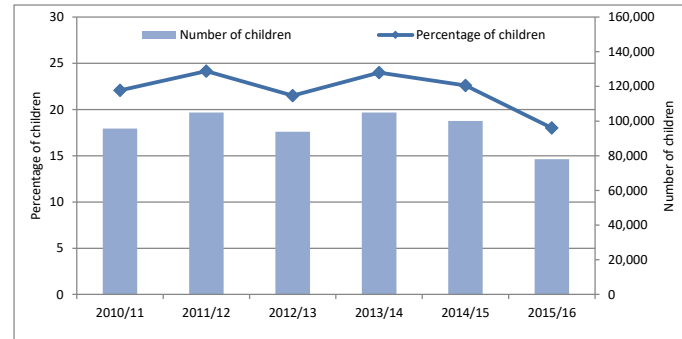
In 2015-16, there were approximately 78,000 children in absolute poverty BHC, which represents 18% of children in Northern Ireland. **This rate has decreased by five percentage points from 2014-15. This is statistically significant.**

Relative Poverty - Before Housing Costs (BHC)

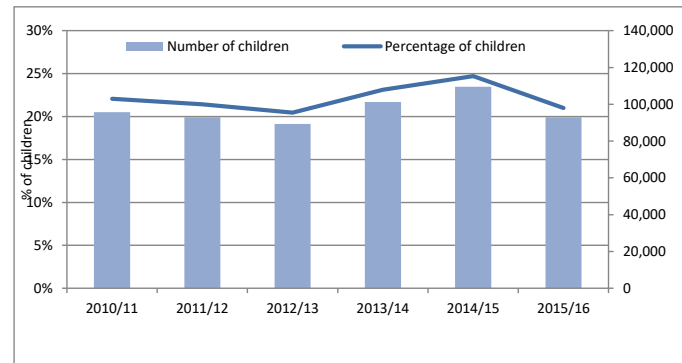
Children living in households with income less than 60% of the median UK income in that year.

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

Percentage and number of children in absolute poverty (BHC),
2010-11 to 2015-16



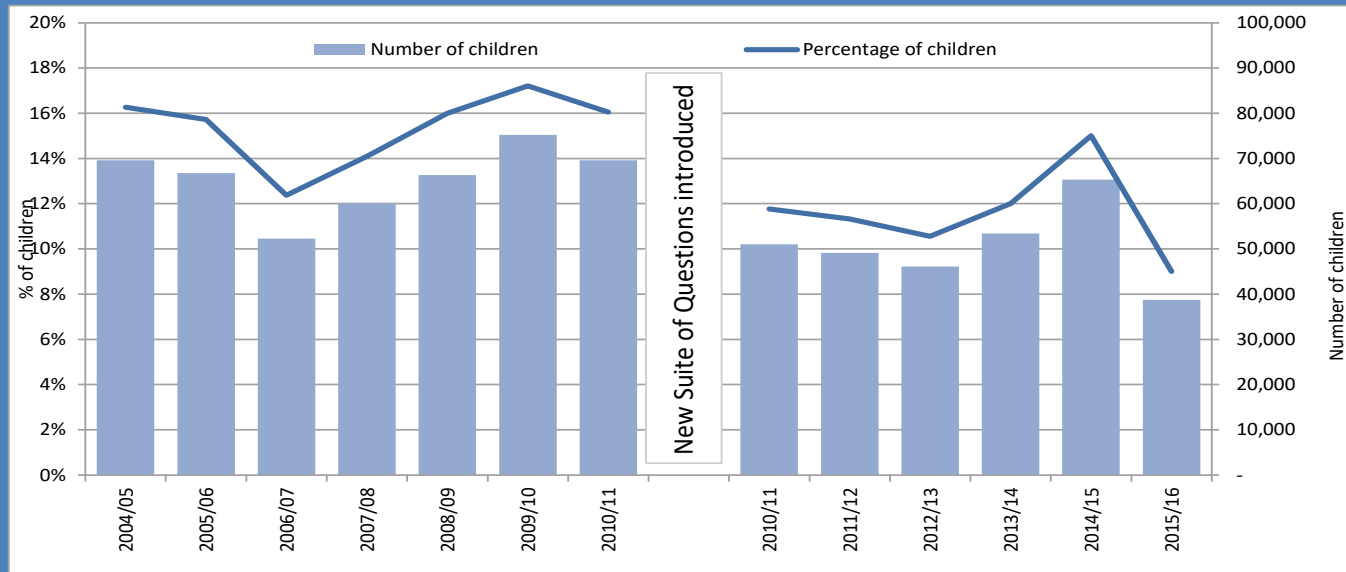
Percentage and number of children in relative poverty (BHC),
2010-11 to 2015-16



OUTCOME: FAMILIES EXPERIENCE ECONOMIC WELL-BEING

Indicators

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



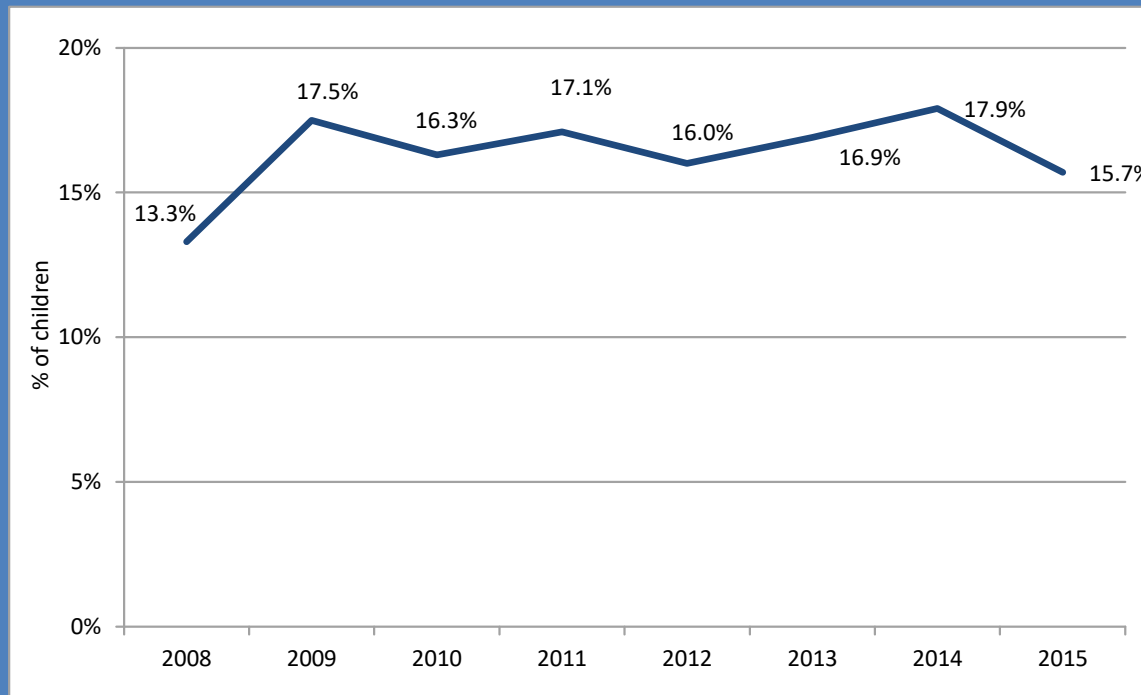
This measurement is used to combine the measurement of low income along with material deprivation in families. It is sourced in the Family Resources Survey where families are asked about income poverty and also if a range of indicators apply. For example, some of the indicators under this measure include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

REPORT ON THE NI EXECUTIVE'S CHILD POVERTY STRATEGY 2017/18

OUTCOME: FAMILIES EXPERIENCE ECONOMIC WELL-BEING

Indicators (continued)

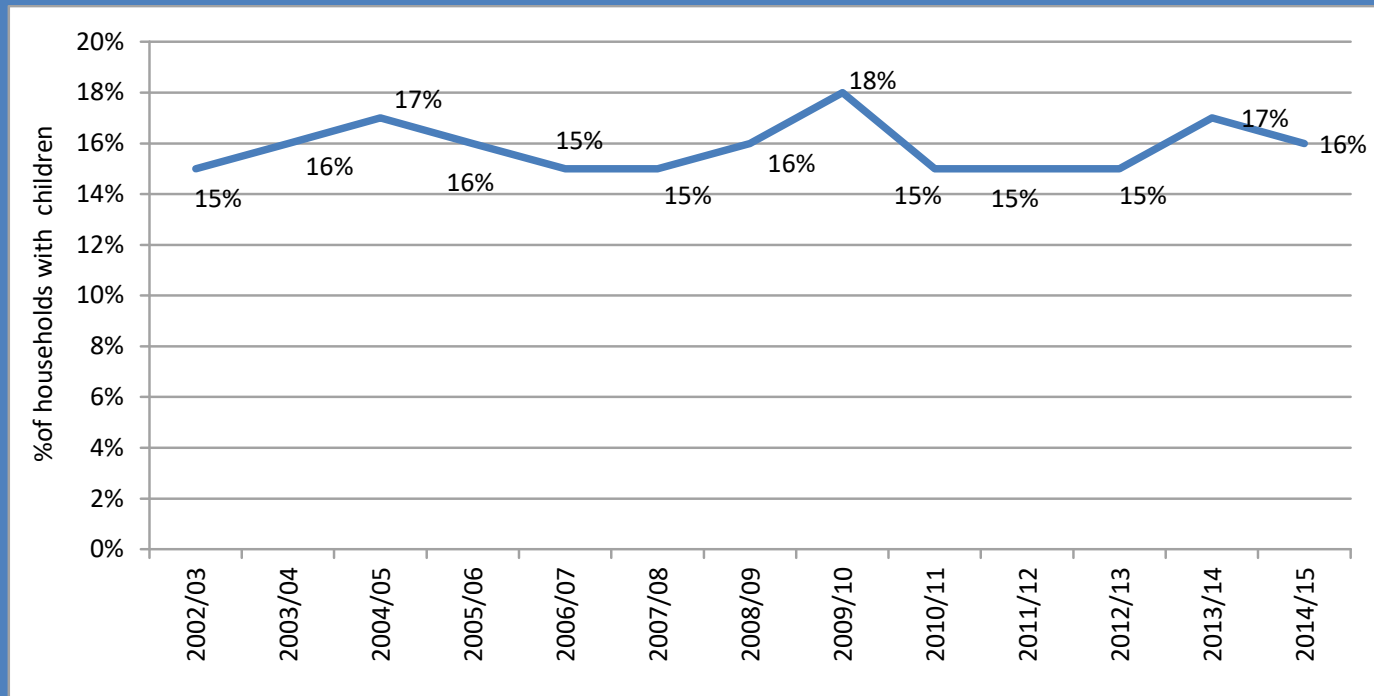
Percentage of Children living in workless households (Source: ELMSB Labour Force Survey Quarter 2 data used)



OUTCOME: FAMILIES EXPERIENCE ECONOMIC WELL-BEING

Indicators (continued)

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



OUTCOME: FAMILIES EXPERIENCE ECONOMIC WELL-BEING

Actions

- 1.1 Create 11 Social Enterprise Hubs offering business advice and practical support to social enterprise entrepreneurs to encourage social enterprise business start-ups within local communities. (STATUS – COMPLETE)
- 1.2 Promote 25,000 new jobs by April 2015. (STATUS – COMPLETE)
- 1.3 Help young people aged 18-24 who are unemployed and seeking permanent work to prepare for work by providing work experience opportunities to develop skills, gain experience and develop confidence and provide (subject to eligibility) financial support to cover travel and childcare costs. (STATUS – IN PROGRESS)
- 1.4 Over a three year period to 31 March 2016, provide advice for people to ensure they are getting full benefit entitlement, securing at least £30 million in additional benefits for a minimum of 10,000 people over the next three years. (STATUS – COMPLETE)
- 1.5 Provide dedicated support to help young people in rural areas gain skills needed for employment and develop business potential. (STATUS – IN PROGRESS)
- 1.6 Provide essential skills training for adults – which must be accessible to people from highly deprived areas – to improve their literacy, numeracy and ICT skills, upskilling the working age population by delivering Essential Skills. This will include over 7,500 Level 2 qualifications in Academic Year 2015/16. (STATUS – IN PROGRESS)
- 1.7 Create up to 7,000 new school age childcare places serving disadvantaged communities, on the schools estate or serving rural communities, creating approximately 750 new childcare jobs. Enhance the information on childcare services available online (including a social media app) and promote existing financial assistance to increase uptake, enable more informed decisions and reduce costs for parents. (STATUS – IN PROGRESS)

OUTCOME: FAMILIES EXPERIENCE ECONOMIC WELL-BEING

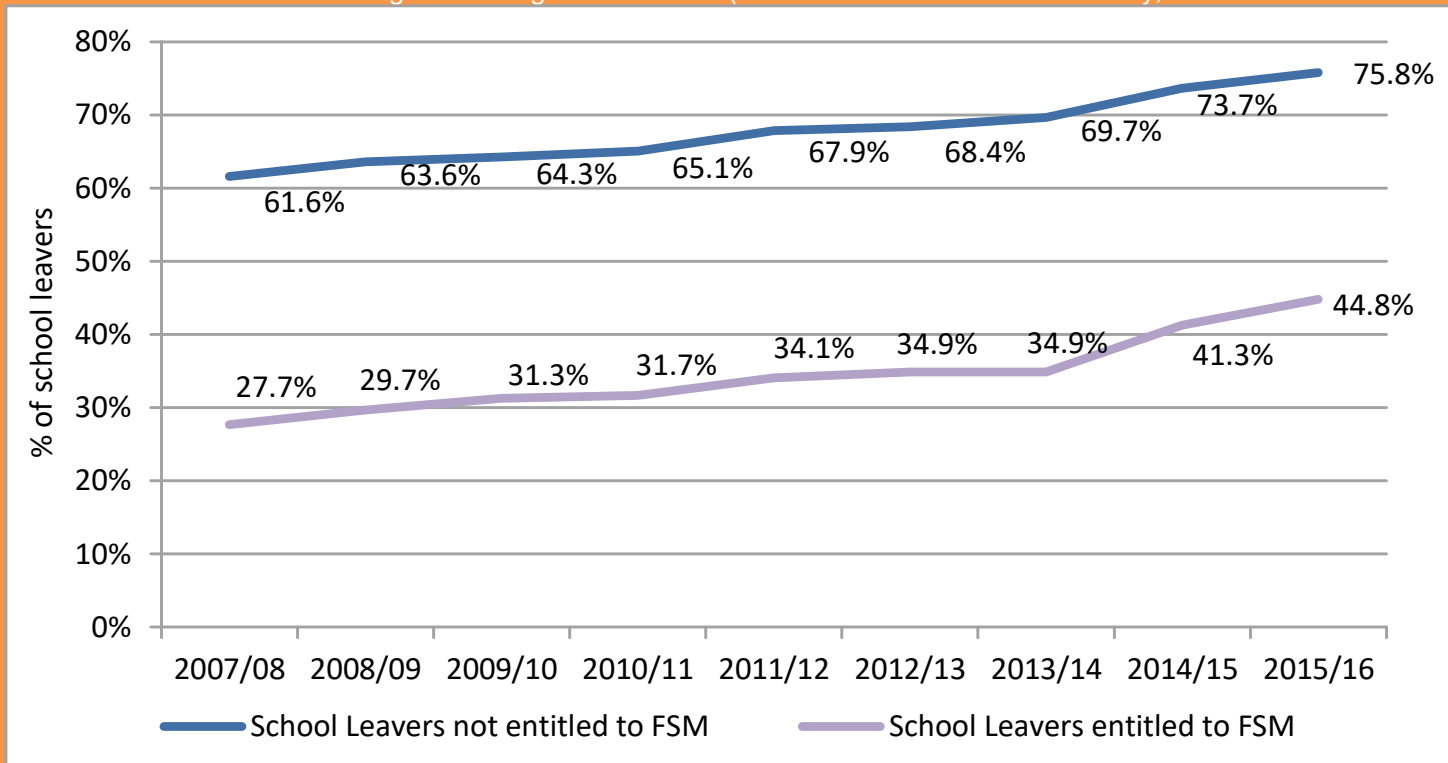
Actions

- 1.8 Provide training and small grants to enable childcare providers to meet the needs of children with a disability.
(STATUS – IN PROGRESS)
- 1.9 Provide childcare places through 14 Women's Centres to assist parents in low income families to increase their skills and gain education and training to avail of paid employment. (STATUS – IN PROGRESS)
- 1.10 Invest £5m to tackle rural poverty and isolation during 2014/15 and provide support and advice to residents of rural communities regarding energy efficiency and other measures to tackle fuel poverty, financial matters and access to services, grants and benefits.
(STATUS – COMPLETE)
- 1.11 Up until 31 March 2015, provide home energy improvements to help people who receive a qualifying benefit and who own or rent their home from a private landlord to reduce heating costs (Warm Homes (WH) Scheme). From 1 April 2015, the Affordable Warmth Scheme (AWS) will offer energy efficiency improvement measures to low income households with an annual income of less than £20,000.
(STATUS – IN PROGRESS)
- 1.12 Ensure full double glazing in Housing Executive Properties. (STATUS – COMPLETE)
- 1.13 Provide Free School Meals and Uniform Grants to low income families, extending eligibility criteria from 2014 to include post-primary school children (whose parents receive Working Tax Credit and whose annual taxable income of £16,190 or less) to help reduce costs for low-income working families. (STATUS – COMPLETE)
- 1.14 Provide grant support to low-income families raising disabled and/or seriously ill children to help with essential items such as fridges and clothing and other items such as sensory toys. (STATUS – IN PROGRESS)
- 1.15 Develop a database which accesses and links diverse information on household income to improve the assessment of and therefore inform efforts to tackle child poverty. (STATUS – COMPLETE)

OUTCOME: CHILDREN IN POVERTY LEARN AND ACHIEVE

Indicators

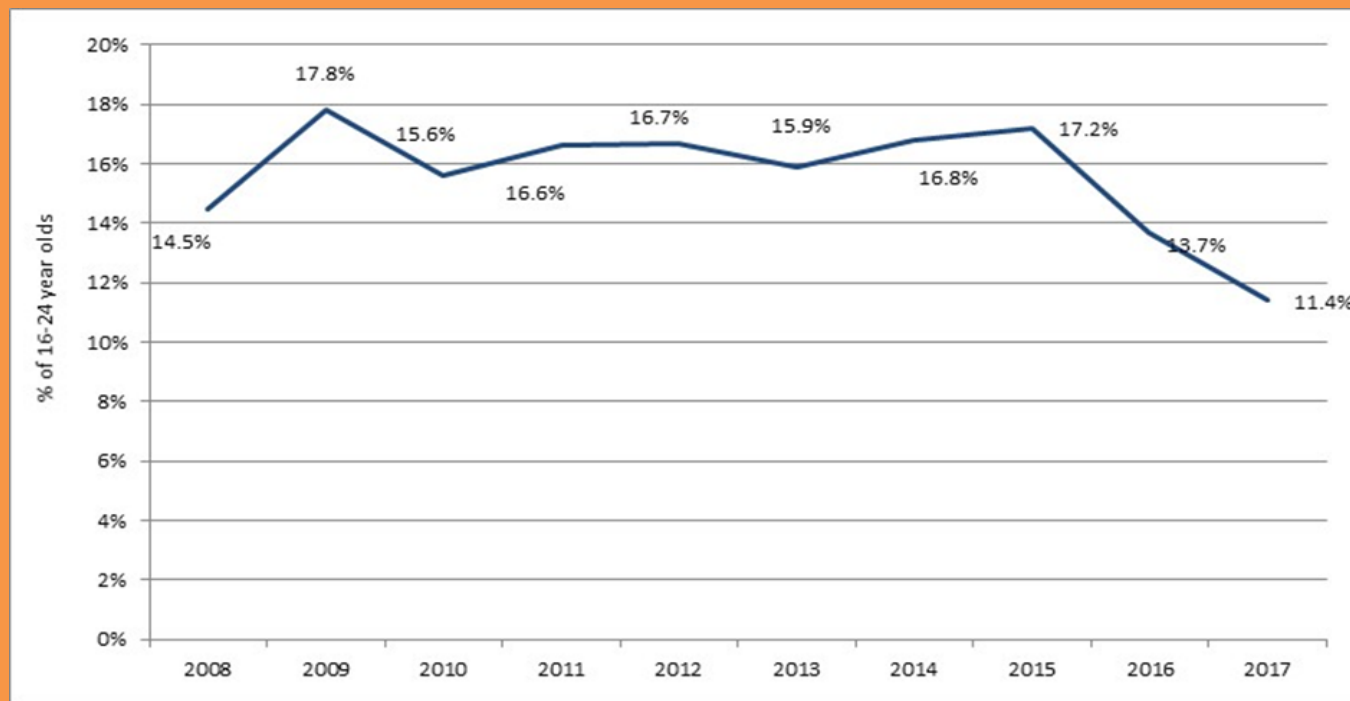
Proportion of school leavers entitled to Free School Meals achieving at least 5 GCSEs at grades A*-C (or equivalent) including GCSE English and Maths (Source: DE School Leavers Survey)



OUTCOME: CHILDREN IN POVERTY LEARN AND ACHIEVE

Indicators (continued)

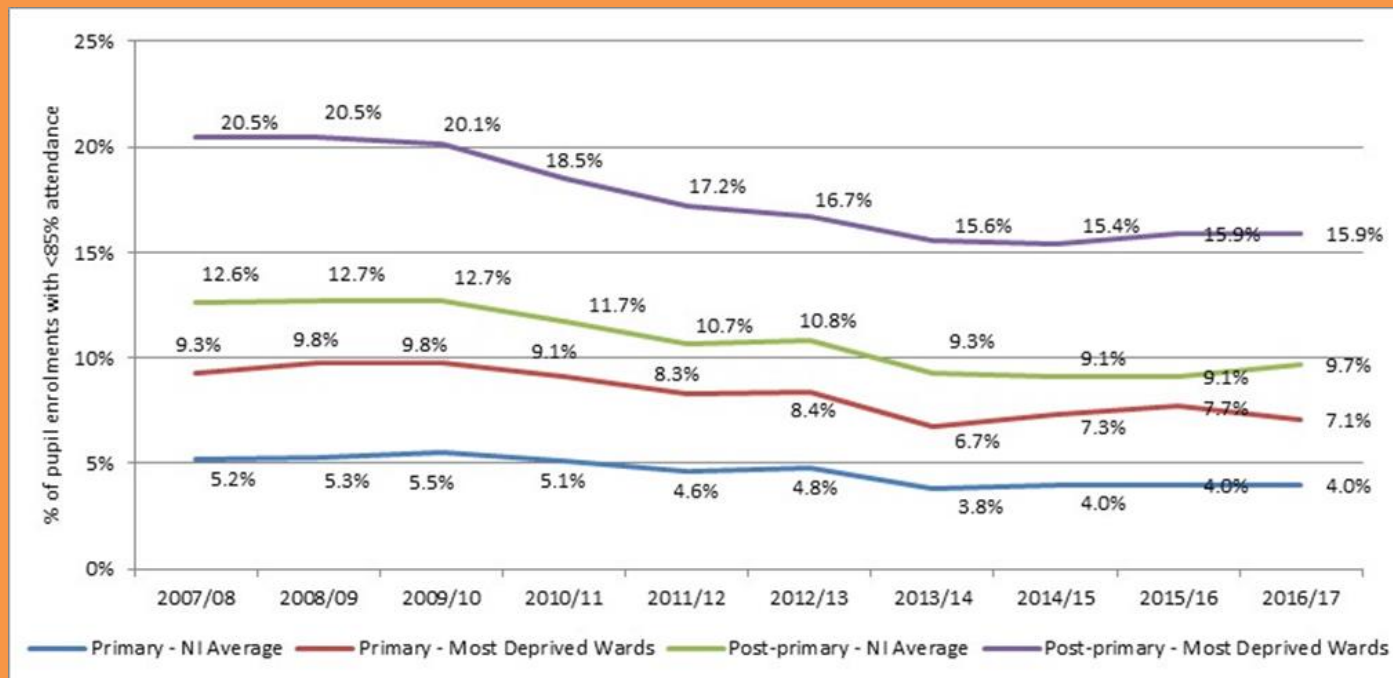
Percentage of 16-24 year olds not in Education, Employment or Training (NEET)
(Source: ELMSB Labour Force Survey Quarter 2 data used)



OUTCOME: CHILDREN IN POVERTY LEARN AND ACHIEVE

Indicators (continued)

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



OUTCOME: CHILDREN IN POVERTY LEARN AND ACHIEVE

Actions

- 2.1 A new two-year programme (September 2013 to June 2015) to employ 80 recently graduated teachers to deliver tuition to primary school pupils who are struggling with reading and maths at Key Stage 2 and 150 recently graduated teachers to deliver tuition to post primary pupils who are not projected to get a 'C' grade in English and/or Maths. (STATUS – COMPLETE)
- 2.2 Support 30 Nurture Groups in local primary schools, with trained staff to select the children who will benefit most from additional support and develop individual learning plans agreed with teachers and parents. (STATUS – IN PROGRESS)
- 2.3 Provide a targeted community family intervention programme to support disadvantaged families address educational, employment, training, health, social and economic issues that impact on their daily lives. Provide support to prevent young people from falling into the NEET category and help other young people who find themselves in this situation to re-engage with education, training or employment. (STATUS – IN PROGRESS)
- 2.4 Support training to improve and enhance skills across the childcare workforce. (STATUS – IN PROGRESS)
- 2.5 Create 10,000 one-year placements in the new 'United Youth' good relations programme offering young people, particularly those in the NEETs category, flexible, high-quality, young-person centred opportunities. (STATUS – IN PROGRESS)
- 2.6 Provide assistance and support to young people aged 16-18 to secure and sustain suitable employment, education or training provision; including a guaranteed training place for all 16-17 year old school leavers, tailored mentoring and support, childcare support for young parents and help with costs in special circumstances. (STATUS – IN PROGRESS)
- 2.7 Make at least one year of pre-school education available to every family that wants it. (STATUS – IN PROGRESS)
- 2.8 Extend Sure Start to the 25% most deprived areas, (including the provision of a developmental programme for age group 2-3 in each Sure Start project) to promote the physical, intellectual, social and emotional development of pre-school children, particularly those who are disadvantaged, to ensure they can flourish at home and when they get to school. (STATUS – COMPLETE)

OUTCOME: CHILDREN IN POVERTY LEARN AND ACHIEVE

Actions

- 2.9 Work with community-based organisations to maximise the impact and reach of iPad and digital technology supported approaches to education and lifelong learning, including further development of pilot training programmes for community organisations in specified disadvantaged areas and support to regional educational and social inclusion activities led by Ulster Rugby. (STATUS – COMPLETE)
- 2.10 Provide access to books and educational programmes in libraries and through outreach in other community settings, deliver more children's activities in deprived areas and borrowing services in rural communities with no library. (STATUS – IN PROGRESS)
- 2.11 Provide additional support for Newcomer pupils and Traveller children. (STATUS – IN PROGRESS)
- 2.12 Empower and enable parents to develop a supportive home learning environment at an early stage and encourage families to play, read and count with their child and get involved in their child's education. (STATUS – IN PROGRESS)
- 2.13 Provide additional support to young people with learning difficulties and/or disabilities to enable them to seek further education and qualifications, including providing sign language and personal development programmes for deaf children. (STATUS – IN PROGRESS)
- 2.14 Provide funding to schools in areas of the highest social disadvantage to provide activities, classes and support for learning (including film clubs through NI Screen) outside the normal school day to meet the needs of children and their parents, families and local communities as well as Full Service Provision in two specific areas of socio-economic deprivation to enhance the educational attainment of disadvantaged young people. (STATUS – IN PROGRESS)
- 2.15 Provide additional support for children and young people in care and foster care to help them achieve GCSE Level qualifications, including developing Personal Education Plans and Care Plans (specifying education and training requirements as agreed with the young person). (STATUS – IN PROGRESS)

OUTCOME: CHILDREN IN POVERTY LEARN AND ACHIEVE

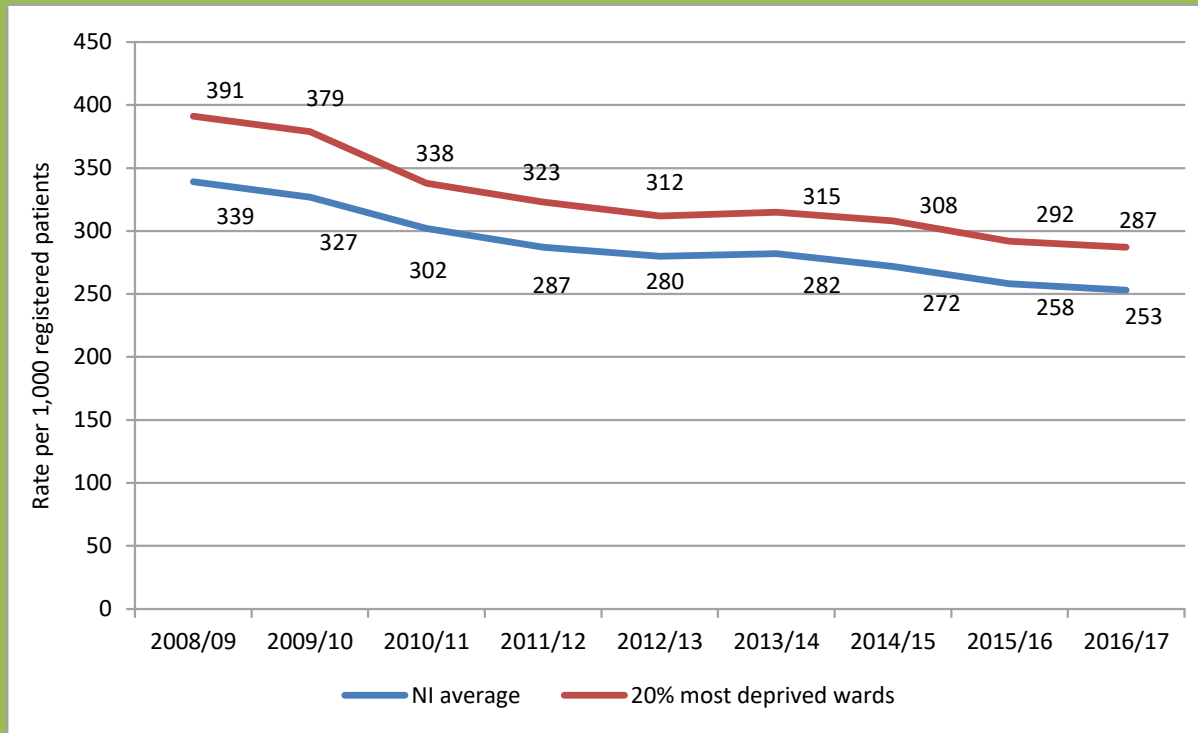
Actions

- 2.16 Use an alternative approach to learning, including (1) enterprise and employability programmes and (2) Creative Learning Centres to provide the use and understanding of new digital technologies and new media, to engage and excite pupils.
(STATUS – IN PROGRESS)
- 2.17 Provide funding in 2013/14 and 2014/15 to support community-based initiatives with a specific focus on positive educational outcomes, to join up community-based and school-based activity in communities with particular concentrations of educational disadvantage. (STATUS – COMPLETE)
- 2.18 Support young people to attain educational outcomes through Youth Work, including targeted provision for those who have barriers to learning, are disadvantaged, in areas of deprivation and who are at risk of disengagement.
(STATUS – IN PROGRESS)

OUTCOME: CHILDREN IN POVERTY ARE HEALTHY

Indicators

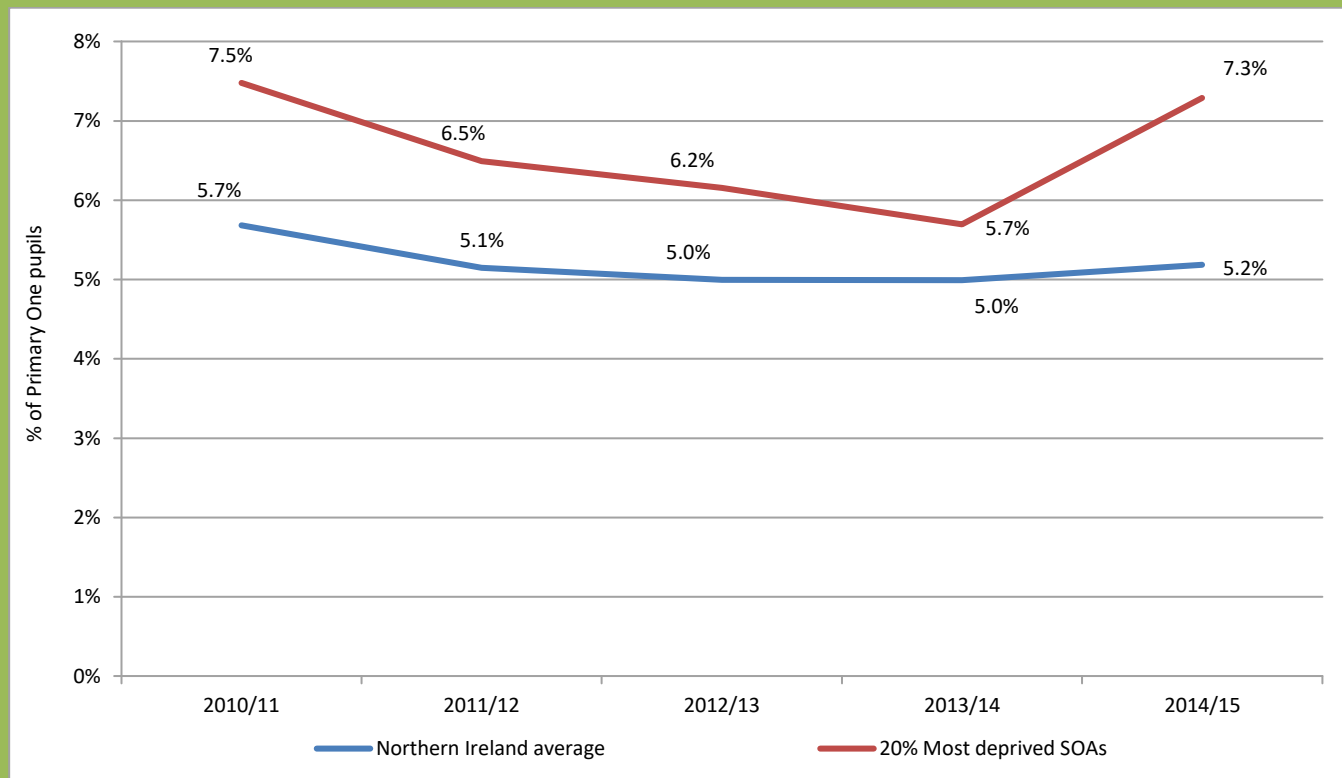
No of patients 0-17 (registered with a dentist and receiving dental treatment) who had at least one treatment for dental caries per 1,000 registered patients (Source: BSO Dental Statistics Dataset)



OUTCOME: CHILDREN IN POVERTY ARE HEALTHY

Indicators (continued)

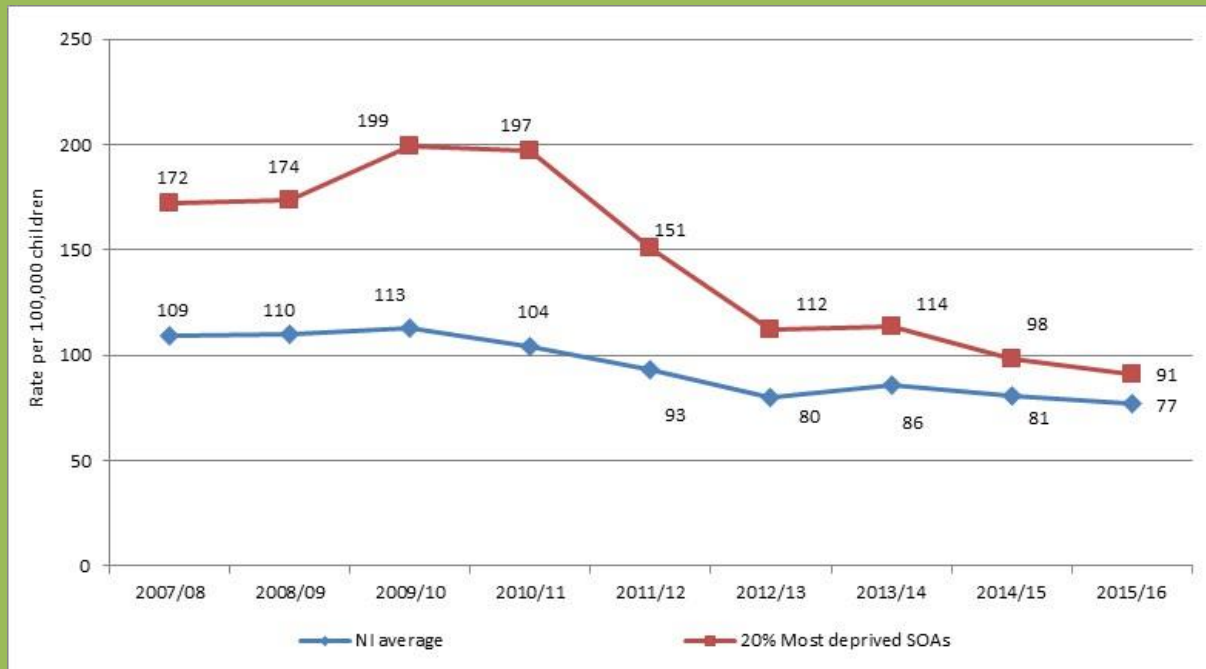
Percentage of year 1 pupils who are obese (Source: DHSSPS, Child Health System)



OUTCOME: CHILDREN IN POVERTY ARE HEALTHY

Indicators (continued)

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



OUTCOME: CHILDREN IN POVERTY ARE HEALTHY

Actions

- 3.1 Provide positive parenting programmes, including additional health workers, to support new parents living in areas of deprivation. (STATUS – IN PROGRESS)
- 3.2 Provide support for families through Family Support Hubs, bringing together representatives from statutory, voluntary and community sector organisations who work in local areas to provide early intervention services locally to help families address a range of issues, such as poor attachment or engagement with baby; improving the level of play/communication; poverty; and substance misuse. (STATUS – IN PROGRESS)
- 3.3 Invest resources to support initiatives in championing play; greater local access to space for play and leisure; and planning and support for play at a community level. (STATUS – IN PROGRESS)
- 3.4 Provide Infant Mental Health Training to develop the skills and ability of those in contact with vulnerable families and babies to recognise children at risk of conduct disorder and intervene early and effectively. (STATUS – IN PROGRESS)
- 3.5 Extend the Family Nurses Partnership to all HSC Trusts to deliver preventative support to vulnerable first time, young parents to improve antenatal health, child development and parents' economic self-sufficiency. (STATUS – IN PROGRESS)
- 3.6 Pilot a cross-community sports programme aimed at 11-16 year olds from all sections of the community to enhance individual and community development and tackle disadvantage through sporting activities and facilities and promoting equality/improving good relations. (STATUS – IN PROGRESS)
- 3.7 Provide funding to support communities to tackle issues of mental health and physical health, use of drugs and alcohol, becoming a young mother, and anti-social behaviour. (STATUS – IN PROGRESS)
- 3.8 Provide support to parents of children 0-3 years old in the 25% most disadvantaged ward areas, promoting physical, intellectual, social and emotional development of pre-school children, including parenting advice on nutrition, breastfeeding and healthcare. (STATUS – IN PROGRESS)

OUTCOME: CHILDREN IN POVERTY ARE HEALTHY

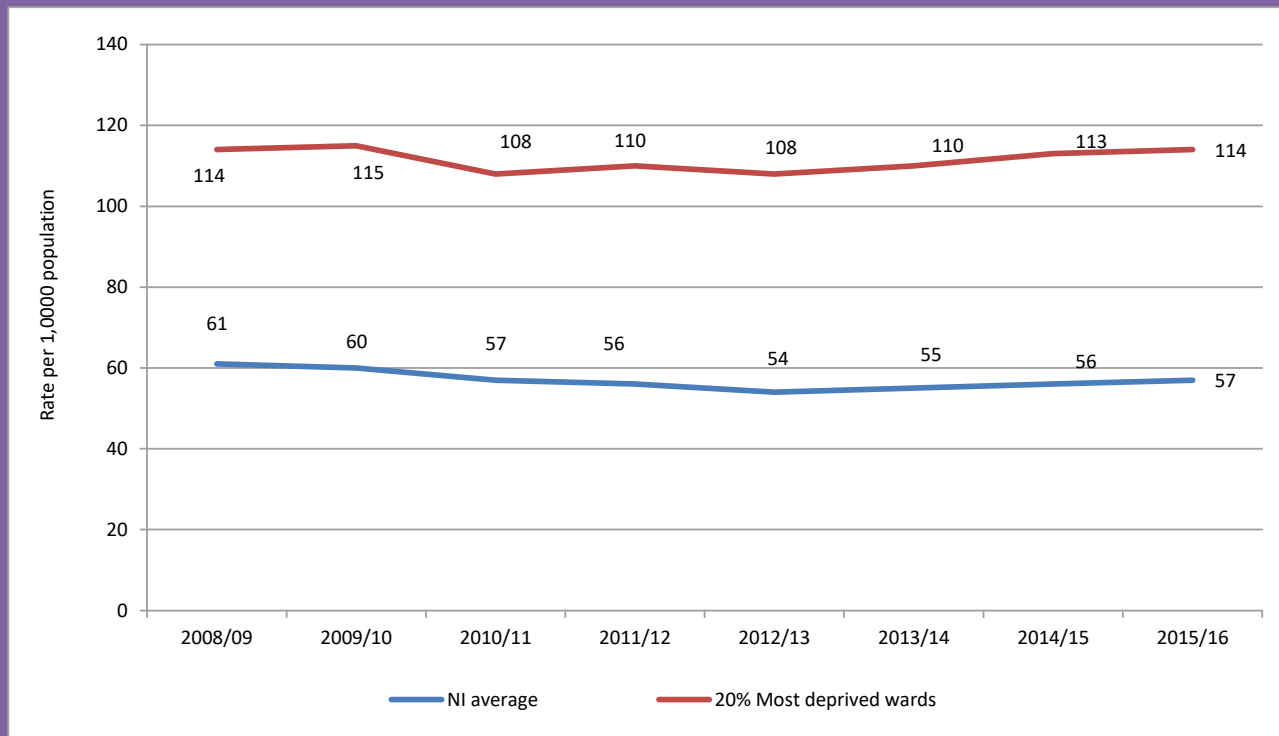
Actions

- 3.9 Provide independent counselling support in post-primary schools to promote mental health and emotional well-being and support for pupils facing problems such as difficult home circumstances, self-harm and bullying. (STATUS – IN PROGRESS)
- 3.10 Promote positive mental health and provide frontline crisis intervention to prevent suicide. (STATUS – IN PROGRESS)
- 3.11 Invest £2.8 million in programmes to tackle obesity in 2014/15. (STATUS – IN PROGRESS)
- 3.12 Train, support and resource midwives to delivery key messages to parents about how to promote and nurture health infant development. (STATUS – IN PROGRESS)
- 3.13 Provide lessons about a healthy diet and how to plan and cook healthy meals safely as part of the required curriculum for children in years 8-10. (STATUS – IN PROGRESS)
- 3.14 Deliver training to school children in relation to walking and cycling skills to encourage active and safe travel. (STATUS – IN PROGRESS)
- 3.15 Promote healthy eating/nutrition and good mental health through football by communicating with and educating players, managers, coaches, parents, fans and admin staff from football clubs on key messages. (STATUS – COMPLETE)
- 3.16 Continue the DE Curriculum Sports Programme in schools which aims to develop the physical literacy skills of the youngest pupils (years 1-4) and instil in them a love of physical activity and sport. (STATUS – IN PROGRESS)
- 3.17 Promote positive mental health and emotional well-being for our most disadvantaged and hard to reach young people through arts activities. (STATUS – IN PROGRESS)

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

Indicators

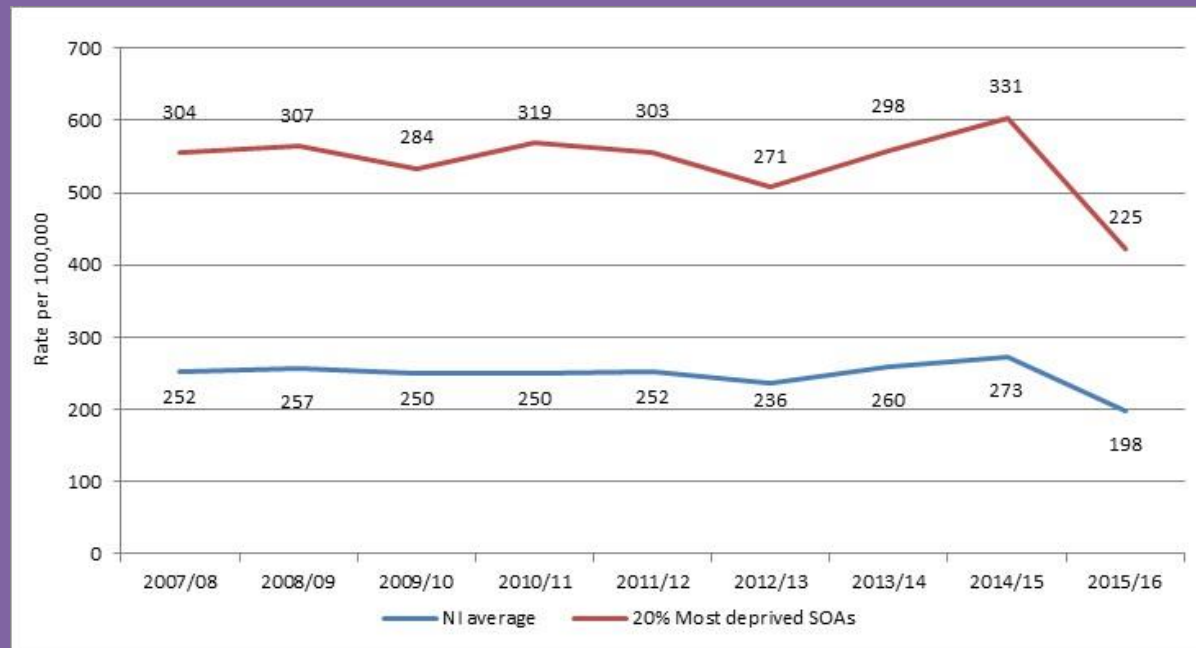
Recorded number of criminal offences per 1,000 population (Source PSNI, Crime Recording System)



CHILDREN IN POVERTY LIVE IN SAFE, SECURE AND STABLE ENVIRONMENTS

Indicators (continued)

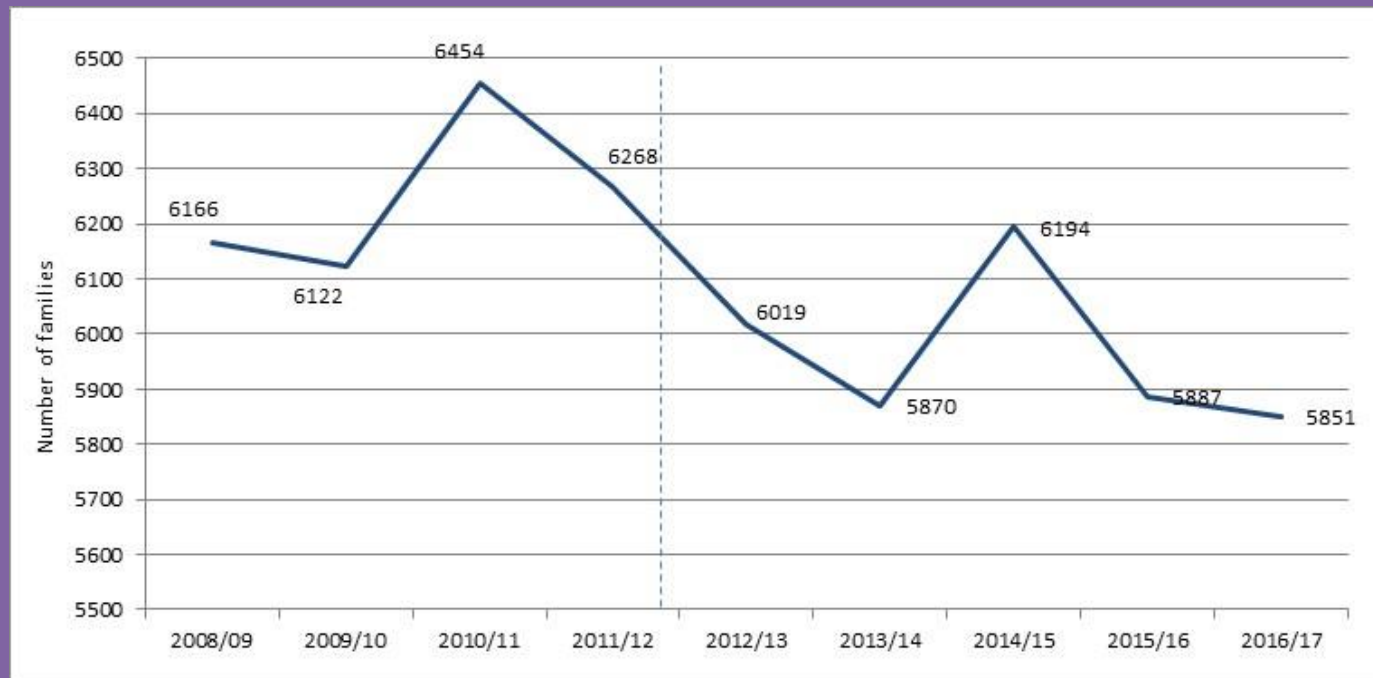
Number of child admissions to hospital due to an accident in the home or on the road (rate per 100,000)
(Source: DHSSPS, Hospital Inpatient System)



CHILDREN IN POVERTY LIVE IN SAFE, SECURE AND STABLE ENVIRONMENTS

Indicators (continued)

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



CHILDREN IN POVERTY LIVE IN SAFE, SECURE AND STABLE ENVIRONMENTS

Actions

- 4.1 Deliver intergenerational projects and Priority Youth Intervention (PYI) through Policing and Community Safety Partnerships to improve community safety and tackle anti-social behaviour. (STATUS – IN PROGRESS)
- 4.2 Provide specific support in rural communities, including farm families' health checks and community development. (STATUS – IN PROGRESS)
- 4.3 Provide Road Safety amongst children and young people by providing material and resources to schools delivering Practical Child Pedestrian Safety Training and enhancing the Cycling Proficiency Scheme. (STATUS – IN PROGRESS)
- 4.4 Through the Social Investment Fund, provide £80 million to address dereliction and promote investment in the physical regeneration of deprived areas and to improve pathways to employment, tackle systemic issues linked to deprivation and increase community services. (STATUS – IN PROGRESS)
- 4.5 Deliver 5,500 new social homes over the three year period 2014/15 to 2016/17. (STATUS – COMPLETE)
- 4.6 Deliver projects designed to promote social, economic, physical and community renewal in the 36 Neighbourhood Renewal Areas. (STATUS – IN PROGRESS)
- 4.7 Target young parents being discharged from justice and care settings to promote employment opportunities alongside building their ability to parent well. (STATUS – COMPLETE)
- 4.8 Provide tenancy support and temporary accommodation, where necessary, for young mothers. (STATUS – IN PROGRESS)
- 4.9 Provide primary school pupils with safety and community awareness training, including how to prevent everyday accidents and dangerous situations and how to deal with them safely should they occur. (Western Health and Social Care Trust; Bee Safe Scheme). (STATUS – IN PROGRESS)

CHILDREN IN POVERTY LIVE IN SAFE, SECURE AND STABLE ENVIRONMENTS

Actions

- 4.10 Development of the Urban Villages Programme and 5 Urban Village areas, aiming to build community capacity, foster positive community identities and improve the physical environment. (STATUS – IN PROGRESS)
- 4.11 Provide specialist housing and debt advice to households having difficulty paying their mortgage, directly preventing some from being made homeless. (STATUS – IN PROGRESS)
- 4.12 Provide comprehensive housing and homelessness advice to all who require it, free of charge, including pre-release housing advice and tenancy sustainment to all prisoners at all prisons/detention centres. (STATUS – IN PROGRESS)
- 4.13 Enhance partnership working amongst the core agencies in relation to young people in the juvenile justice system. (STATUS – IN PROGRESS)
- 4.14 Provide Tenancy Support Assessments for all new Housing Executive tenants including a financial health check and identification of other needs (debt advice, budgeting, daily living skills, mental illness, addictions), signposting tenants to floating support services and other organisations to obtain the support required. (STATUS – IN PROGRESS)
- 4.15 Target the most prolific offenders, monitoring them closely but also helping them access education and training, find housing and combat addictions. (STATUS – IN PROGRESS)

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?

| | 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

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department for Communities

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

| | | |
|--|----|--|
| Community Cohesion and Good Relations | 48 | |
| IS ANYONE BETTER OFF? | | |
| <ul style="list-style-type: none">• 40% of participants on the programme are currently living in areas of economic disadvantage.• 69% of the participants had no previous exposure to social enterprise.• This indicates the added value of the hubs in starting to promote the message of social enterprise/sustainable community development within disadvantaged areas.• Impacts from the Hubs are directly aligned to the priority expressed in the draft PfG Framework 2016-2021, to increase the confidence and capabilities of people and communities (under Outcome 3) in order to improve individual life opportunities, whilst recognising communities as the assets that they are and working with them to create a supportive environment for people therein.• The portfolio of Social Enterprise projects supported to date by the Social Enterprise (SE) Hubs has included 20 large scale capital regeneration projects, leveraging significant funds into communities from a range of external resources.• From a local government perspective, the work of the SE Hubs has been aligned to the core purpose of the community planning process, including physical regeneration through supporting capital projects, Community Asset Transfer (CAT), spatial planning and place shaping, community relations and supporting the well-being of some of the most marginalised and vulnerable residents in Council areas. | | |

REPORTING PERIOD: 1 April 2014 – 31 Mar 2017

OUTCOME: Families Experience Economic Well-being

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department for the Economy

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

REPORTING PERIOD: ACTION COMPLETE

OUTCOME: Families Experience Economic Well-being

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Communities

| | |
|--|---|
| <p>HOW MUCH DID WE DO?</p> <p>A total of 265 unemployed people aged 18-24 participated in the Work Experience Programme between 1 April 2016 and 31 March 2017.</p> <p>From 1 April 2017 to 31 December 2017 (latest figures available), 85 unemployed people aged 18-24 participated in the Work Experience Programme,</p> | <p>HOW WELL DID WE DO IT?</p> <p>29.8% of the 2016/17 participants found employment within 13 weeks of completing their work experience placement.</p> <p>35.3% of participants who started between the 1 April and 31 December 2017 have, so far, found employment within 13 weeks of completing their placement.</p> |
| <p>IS ANYONE BETTER OFF?</p> <p>Of the 265 young people who started a work experience placement between 1 April 2016 and 31 March 2017, 79 found employment within 13 weeks of completing their placement.</p> <p>Of the 85 participants who started between the 1 April 2017 and 31 December 2017, 30 have, so far, found work within 13 weeks on completing their placement</p> <p>The final outcome for the 2017/2018 cohort will not be available until 20 weeks after the end of the reporting year (to allow participants who start an 8 week work placement in the final week of the reporting year to reach the “13 weeks after completion” stage).</p> | |

REPORTING PERIOD 1 April 2016 – 31 Dec 2017

OUTCOME: Families Experience Economic Well-being

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department for Communities

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? | | | | | | | | | | | | | | | | | | |
|---|---|---------------|----------------|-----------------|-------------------|-----------------|-------------------|----------------------------------|---------------|---------------|----------------|---------------|-------------|----------------------------------|--------------|--------------|--------------|---------------|-------------|
| <p>During the three year period a multi strand approach to effectively deliver the benefit uptake programme was adopted. This included:</p> <ul style="list-style-type: none"> • Providing the 'Make the Call' 0800 232 1271 line. Customers with potential entitlement were encouraged to call to receive a free and confidential benefit entitlement check and were also given advice on other government supports and services. • To generate calls, this service was advertised frequently across all main media platforms, through other targeted public relations and promotional activity and through referrals from local benefits offices and various partnership arrangements. • Directly targeting people by letter with the offer of a free and confidential Benefit Entitlement Check. • Community Outreach Officers who conducted home visits with vulnerable people providing face to face assistance and support with benefit claim | <p>For the three year period to 31 March 2016, high level targets for the benefit uptake programme were to secure at least £30 million in additional benefits for a minimum of 10,000 people.</p> <p>Both of these targets were achieved. Additional benefit raised and the numbers of people benefiting per year during the three year period to 31 March 2016 are set out in the table below:</p> <table border="1" data-bbox="1059 820 1939 1129"> <thead> <tr> <th>Targets</th> <th>2013/14</th> <th>2014/15</th> <th>2015/16</th> <th>Totals Achieved</th> <th>% Target Achieved</th> </tr> </thead> <tbody> <tr> <td>Additional Benefits: £30m</td> <td>£14.2m</td> <td>£15.9m</td> <td>£18.00m</td> <td>£48.1m</td> <td>160%</td> </tr> <tr> <td>People Benefiting: 10,000</td> <td>4,266</td> <td>4,702</td> <td>4,433</td> <td>13,401</td> <td>134%</td> </tr> </tbody> </table> <p>The Return on Investment ratio taken over the three year period was £1: £13 (i.e. for every £1 invested in delivering benefit uptake activity, £13 was generated in additional annual benefits).</p> | Targets | 2013/14 | 2014/15 | 2015/16 | Totals Achieved | % Target Achieved | Additional Benefits: £30m | £14.2m | £15.9m | £18.00m | £48.1m | 160% | People Benefiting: 10,000 | 4,266 | 4,702 | 4,433 | 13,401 | 134% |
| Targets | 2013/14 | 2014/15 | 2015/16 | Totals Achieved | % Target Achieved | | | | | | | | | | | | | | |
| Additional Benefits: £30m | £14.2m | £15.9m | £18.00m | £48.1m | 160% | | | | | | | | | | | | | | |
| People Benefiting: 10,000 | 4,266 | 4,702 | 4,433 | 13,401 | 134% | | | | | | | | | | | | | | |

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

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

IS ANYONE BETTER OFF?

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

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

REPORTING PERIOD: 2013/14-2015/16

OUTCOME: Families Experience Economic Well-being

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Agriculture, Environment & Rural Affairs

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|--|--|
| <p>325 rural young people attended Business Action Plan workshops.</p> <p>264 rural young people completed Business Action Plans.</p> <p>17 rural young people completed a full Business Plan.</p> | <p>100% of participants completed the 2-day workshop.</p> <p>81% completed a Business Action Plan.</p> <p>5% completed a full Business Plan.</p> |
| <p>IS ANYONE BETTER OFF?</p> <p>100% of participants were given the opportunity to explore the possibility of developing business potential.</p> <p>81% of participants developed their business idea all the way through to producing a Business Action Plan.</p> <p>5% of participants developed a full Business Plan.</p> <p>8 young people started their own business through the Rural Youth Entrepreneurship (RYE) Programme.</p> | |

REPORTING PERIOD: 1 April 2015 - 31 Dec 2017

OUTCOME: Families Experience Economic Well-being

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for the Economy

| | |
|--|--|
| <p>HOW MUCH DID WE DO?</p> <p>Of the 35,779 Essential Skills enrolments for 2016/17, 15,706 took place in FE (Further Education) Colleges and were eligible for FE block grant funding. The value attached to this cohort through the FE funding formula was £6,506,208. (The remaining 20,000 enrolments (approx.) fell outside block grant funding. These enrolments are most likely related to enrolments through other funded programmes such as Training for Success, ApprenticeshipNI and we are unable to attach a value to them as Essential Skills is a component within the overall programme.)</p> | <p>HOW WELL DID WE DO IT?</p> <p>Of the 35,779 Essential Skills enrolments in 2016/17, 9,832 (27.5%) were from the most deprived quintile. Of the 14,147 Level 2 Essential Skills enrolments, 3,598 (25.4%) were from the most deprived quintile.</p> <p>The overall retention rate* for 2016/17 was 89.3%. For Level 2, this was 89.5%. <i>(*Retention rate is defined as the proportion of the number of enrolments who complete their study to the number of enrolments.)</i></p> |
| <p>IS ANYONE BETTER OFF?</p> <p>22,026 qualifications in Essential Skills were issued in 2016/17, of which 12,218 (55.5%) were at Level 2. Since the start of the Essential Skills Strategy in 2002 there have been 445,455 enrolments completed, of which 326,426 have resulted in a qualification. This gives an *achievement rate of 73.3%. Of the 498,690 enrolments since the start of the Essential Skills Strategy, 326,426 have resulted in a qualification. This gives a *success rate of 65.5%. <i>(*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.)</i></p> | |

REPORTING PERIOD: 1 August 2016 – 31 August 2017

OUTCOME: Families Experience Economic Well-being

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Education

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|---|---|
| <ul style="list-style-type: none"> • As part of the first phase of the Executive Childcare Strategy, the Bright Start School Age Childcare (SAC) Grant Scheme launched in 2014. The SAC Grant Scheme provides financial support to settings providing school age childcare in disadvantaged areas, rural communities and on the schools estate. • There have been 3 calls for applications under the Scheme, the most recent of which closed in January 2016. The Scheme is now closed for any new applications. • Information about childcare services via the Family Support NI (FSNI) website has been expanded and enhanced. • Work has been ongoing with childcare settings to promote financial assistance available to parents with the costs of | <p>Latest data indicates:</p> <ul style="list-style-type: none"> • Between 2014/15 and 2017/18, approximately £4.8million was spent on the SAC Grant Scheme to sustain and create low cost childcare places. • Estimated 2,550 childcare places in the targeted areas, with approximately 96% of settings located in disadvantaged areas or supporting disadvantaged families and 60% of settings in rural communities or supporting rural families. The scheme has also funded 27% of settings located on the school estate¹. • Across funding rounds 1 and 2 and 3, 58% of settings met or exceeded their targets in regard to the percentage of parents accessing Working Families Tax Credit (WFTC). |

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

| | |
|------------|--|
| childcare. | <ul style="list-style-type: none">• The children in the childcare settings supported under the Scheme have benefited from accessing services in settings that meet or exceed the Department of Health 'Minimum Standards for Day Care and Childminding for Children under Age 12'. These standards ensure that settings are subject to regular inspection and provides assurance on the quality of the childcare services provided.• FSNI website does have a section on financial assistance available to parents and also providers available by area. Latest figures indicate that the enhanced website is receiving on average 44,795 hits per month. |
|------------|--|

IS ANYONE BETTER OFF?

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

- To date, 1,390 childcare places have been sustained and an expected 1,158 will be created.
- 94 settings are supported by the Scheme, approximately 65 settings were already in operation and 29 settings were new to the Scheme.

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

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Families Experience Economic Well-being

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO?

We maintained the provision of Local Grant Schemes to enable Children with Disability to access registered childcare provision operated in 3 of the Childcare Partnership areas over the period September 2016 - June 2017 and continued the provision of a Holiday Grant Scheme.

- We engaged 44 successful childcare providers through the grant scheme:
 - Belfast area – 7
 - South Eastern area - 25
 - Northern area – 12
- An additional 39 childcare providers received a grant through a Regional Small Grant Scheme facilitated by the Northern Childcare Partnership Office over the period December 2016 - June 2017.
- A further 78 childcare providers accessed grants for the period December 2017- June 2018.
- Extension to existing HSCB contracts were made with Tynlife, Child Brain Injury and NICOD Cedar totalling £30,000.
- The Western Childcare Partnership allocated £25,000 to the local Trust's Disability Team to support Children with Disability attending Early Years Settings.

HOW WELL DID WE DO IT?

- 78 childcare providers were offered additional 34,721 staff hours to support the inclusion of children with a disability.
- 19% of the 78 childcare providers received additional equipment and resources.
- We invested £111,500 in Children With a Disability Holiday Schemes 2017-18 and allocated to 10 organisations providing support to a range of disabilities: ASD, ADHA, Dyslexia, Asperger's, Multi Focal Osteomyelitis, Diabetes, Cerebral Palsy, Hypoxic-ischemic encephalopathy , Dyspraxia, Down Syndrome, Global Developmental Delay, hearing loss, visual impairments.

REPORT ON THE NI EXECUTIVE'S CHILD POVERTY STRATEGY 2017/18

IS ANYONE BETTER OFF?

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

Through this action:

168 children with disabilities and their families have been supported in terms of access to mainstream childcare provision. Of these 38 had SLC issues; 34 Autism; 26 ASD; 15 Behavioural problems; 14 Learning disabilities; 13 ADHD; 13 Down Syndrome; 12 Sensory processing issues; 10 Global developmental delay; 4 Asperger's Syndrome; 3 Epilepsy; 3 Diabetes; 3 Cerebral palsy; 3 Visual impairment; 3 Hearing impairment; 2 Muscular Dystrophy; 2 Food Allergy. In addition individual children with a disability such as that cited within the following range of less prevalent disability were supported - Ataxia, Spinabifida, Mitochondrial disease, Hydrocephalus, Hypotomia, separation anxiety, Tourette's, Stroke etc.

- Positive feedback has been received from early year's staff and parents. **The following feedback is from last year as the 2017/18 scheme is not completed as yet and not currently available.**

Service User feedback:

"All our children progressed really well during the placement. Parents, Allied Health professionals and the primary school were all impressed with the staff's skills, knowledge, strategies, consistency of practice enabling these children to learn and develop new skills at their own pace."

"The benefits from this project cannot be expressed in words. The grant enabled a little girl with autism to remain in the same setting for two years providing continuity of staff and familiar surroundings to support her learning and development."

"Luke can manipulate resources independently and has created some lovely creations using construction material. Luke's social skills are emerging. He has developed many friendships with other able bodied children in the setting. Luke's mother was overwhelmed at how well her son had progressed and she really appreciated all the hard work and effort the additional member of staff and the broader staff team had provided."

- Childcare providers have increased access to additional staff hours, equipment, resources and training opportunities and are more knowledgeable in supporting the inclusion of children with a disability in mainstream provision.
- Advice provided by a range of Allied Health Professionals and parents involved in the care of children with a disability has informed the development of service delivery plans.

Holiday Scheme

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

- 305 children benefitted from the Children With a Disability Holiday Schemes (with 58 siblings).
 - 100 families in receipt of Working Tax Credit
 - 83 Single Parent Families
 - 33 Ethnic Minority Families

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Families Experience Economic Well-being

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?

The programme funding of some £800k for 2017/18 allowed for the provision of approximately 77,000 two-hour childcare places to those in the margins of employment. In addition to this the programme also had a target of engaging with 628 new families.

HOW WELL DID WE DO IT?

Across the 14 programmes this was delivered by:

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

IS ANYONE BETTER OFF?

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

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

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Families Experience Economic Well-being

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department of Agriculture, Environment & Rural Affairs

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|---|--|
| £5.2m 14/15 | 11% of the 14/15 Tackling Rural Poverty & Social Isolation (TRPSI) budget invested in energy efficiency measures. |
| £5.0m 15/16 | 12.5% of 14/15 TRPSI budget invested in providing access to services grant and benefits (Maximising Access in Rural Areas to Services Grants and Benefits (MARA) Project). |
| £5.5m 16/17 | 11% of 15/16 TRPSI budget invested in providing access to services grant and benefits (MARA Project). |
| | 4.5% of 16/17 TRPSI budget invested in providing access to services grant and benefits (MARA Project). |
| IS ANYONE BETTER OFF? | |
| 343 households benefitted from TRPSI funded energy efficiency measures in 14/15. | |
| 156 people had a successful benefits claim through the MARA Project in 14/15 resulting in an average weekly entitlement of £90.94*. | |
| 76 people had a successful benefits claim through the MARA Project in 15/16 resulting in an average weekly entitlement of £75.55*. | |
| 44 people had a successful benefits claim through the MARA Project in 16/17 resulting in an average weekly entitlement of £35.70*. | |

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

REPORTING PERIOD: 1 April 2014 – 31 March 2017

OUTCOME: Families Experience Economic Well-being

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Communities

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|--|---|
| <p>2014/15 (WHS+AWS) - £12.5m spent</p> <p>2015/16 (AWS) - £7.9m spent</p> <p>2016/17 (AWS) - £21.8m spent</p> <p>1/04/17 – 31/12/17 (AWS) - £14.2m approved</p> | <p>Anecdotal evidence from key stakeholders including National Energy Action (NEA), local council officials, as well as supportive correspondence from householders shows a very positive response to the Scheme, with reports of it making a huge difference to some people's lives.</p> |
| <p>IS ANYONE BETTER OFF?</p> <p>2014/15 (WHS+AWS) – 7,573 homes improved</p> <p>2015/16 (AWS) – 3,057 homes improved</p> <p>2016/17 (AWS) – 5,069 homes improved</p> <p>1/04/17 – 31/12/17 – 3,054 homes improved</p> <p>A total of 18,753 homes in NI have had energy efficiency measures installed over the period 2014-31 Dec 2017. This will help to mitigate against the effects of fuel poverty and increase the thermal comfort of the occupiers of these homes.</p> | |

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Families Experience Economic Well-being

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?

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

HOW WELL DID WE DO IT?

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

The Housing Executive has advised that the stock that did not receive double glazing comprised those properties where there was No Access and Tenant Refusals, and these properties will be picked up in future schemes or at a Change of Tenancy. Also the balance of properties not to receive double glazing were those where investment would not be appropriate because the property were subject to an options appraisal that would most likely result in either redevelopment or significant external and internal structural alterations, and those that were blocked up or pending demolition.

IS ANYONE BETTER OFF?

The NIHE residents will be better off as their properties will be warmer as the double glazing has been replaced and therefore this will reduce heat loss and heating bills.

REPORTING PERIOD: ACTION COMPLETE

OUTCOME: Families Experience Economic Well-being

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department of Education

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|---|---|
| <p>HOW MUCH DID WE DO?</p> <p>In 2017/18 there were a total of 98,528 approved applications for free school meals and 95,036 for school uniform grant by low income families.</p> <p>In 2017/18, 18,008 of these were under the extended eligibility criterion for post-primary pupils whose parents receive Working Tax Credit and whose annual taxable income is £16,190 or less. (Approved application figures provided by the Education Authority at 6 October 2017).</p> | <p>HOW WELL DID WE DO IT?</p> <p>In 2014 the number of pupils to benefit from this extension was in the region of 12,000. It is now in the region of 18,000.</p> |
| <p>IS ANYONE BETTER OFF?</p> <p>The provision of free school meals has improved the economic well-being of approximately 98,500 pupils in 2017/18. The extension of the working tax credit criterion to include approximately 18,000 post primary pupils has helped reduce costs for low income families in 2017/18. The value of free school meal entitlement is in the region of £480 for primary pupils and £520 per post primary pupil and the value of a school uniform grant is £35.75 for primary pupils and between £51 and £78 (depending on age and if eligible for PE uniform grant) for post primary pupils.</p> | |

REPORTING PERIOD: 2017/18 Academic Year at school census day 6 October 2017

OUTCOME: Families Experience Economic Well-being

STATUS – IN PROGRESS

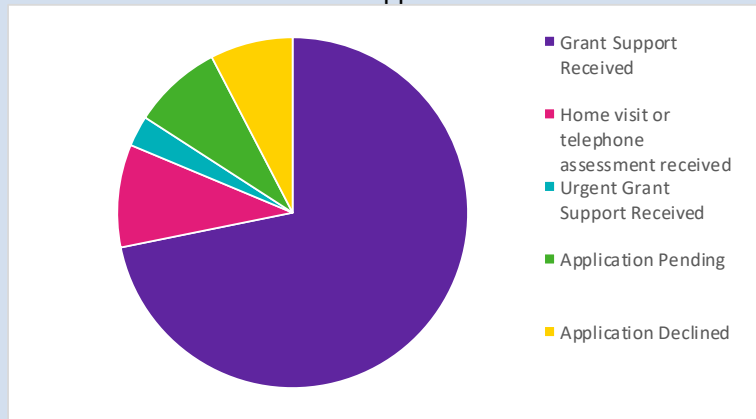
ACTION 1.14: Provide grant support to low-income families raising disabled and/or seriously ill children to help with essential items such as fridges and clothing and other items such as sensory toys.

LEAD DEPARTMENT: Department of Health

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|---|--|
| <ul style="list-style-type: none"> • 3,022 families caring for disabled children on a low income have received grant support from Family Fund in NI, this was 17 ahead of target. • 399 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 150 families caring for disabled children in NI have received information, advice and support over the telephone around a multitude of areas including financial and benefit support, understanding education support, disability element of Tax Credits signposting. • Added Value: 34 families in Northern Ireland were identified as being eligible to receive the disability element of Tax Credits and received appropriate signposting and support. 2 families in Northern Ireland have received detail “Grant Search” (service just commenced) to identify other charities who may be able to support them as part of Family Fund’s new pilot with Turn2Us. • Added Value: 25 families in NI caring for disabled children have received face to face digital skills training. | <ul style="list-style-type: none"> • £1.06m has been distributed in direct grant support to families in NI. • Telephone enquiries from around 5,300 families and health professionals in NI were answered. • £114k has been generated from Family Fund’s contract supplier arrangements allowing the delivery of more grants to families. |

IS ANYONE BETTER OFF?

- 3,022 of the most vulnerable families living on lower incomes.
- 76% of all families whose applications have been processed received direct grant support.
- 119 families caring for disabled children in NI received urgent grant support (processed within 48 hours) while their child was in hospital unexpectedly.
- 12% of all families that applied received a home visit or telephone assessment to provide additional support.



REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Families Experience Economic Well-being

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department for Communities

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| <p>HOW MUCH DID WE DO?</p> <p>Department for Communities (DfC) has created the Database for Income Modelling and Estimation (DIME). This database links social security data with Her Majesty's Revenue and Customs (HMRC) data sources to provide a picture of annual income at a household and individual level. The database holds information on the majority of the NI population (approximately 98%). The latest data available is for the 2015/16 financial year and has now been validated.</p> | <p>HOW WELL DID WE DO IT?</p> <p>Validation checks against a range of other data sources including the Census of Population, household surveys and other administrative datasets have shown the database to be fit for purpose.</p> <p>The build of the database, its datasets and assumptions have all been signed off by the project Steering Group.</p> |
| <p>IS ANYONE BETTER OFF?</p> <p>The DIME dataset will enable a more targeted approach to be taken to addressing the needs of a number of client groups including families with children who are living in poverty. More widely, the DIME database is now the sole source of data for the Income domain of the newly updated Multiple Deprivation Measures. This will assist a wide range of organisations with developing actions to help those, including children, who live in areas of income or multiple deprivation.</p> | |

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty Learn and Achieve

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department of Education

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

| | |
|--|--|
| | <p>respectively.</p> <ul style="list-style-type: none">○ In Year 2, 59.6% of all pupils and 55.8% of pupils entitled to free schools meals achieved a grade C or above in GCSE maths. An increase on Year 1 results which were 55.2% and 53.4% respectively.● Schools reported an improvement in attendance for 57.9% of primary schools pupils and 47.8% of post-primary pupils. |
| <p>IS ANYONE BETTER OFF?</p> <p>In the primary schools: 87% of schools stated that the programme had been successful for literacy and 85% for numeracy support at the end of Year 2. An increase on 76% for literacy/numeracy for Year 1.</p> <p>In post-primary schools: In the post primary sector, 79% of schools stated that the programme had been successful for GCSE English (68% in year 1) and 72% of schools stated that the programme had been successful for GCSE maths (76% in Year 1).</p> <p>The proportion of DSC supported year 12 pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths increased from 39% in 2012/13, to 45.1% in 2013/14 and to 48.2% in 2014/15, an increase of 9.2 percentage points over the two years of the programme.</p> <p>The proportion of DSC supported year 12 FSME pupils achieving 5 or more GCSEs at grades A*-C (or equivalent) including GCSE English and GCSE maths increased from 24.3% in 2012/13 to 29.7% in 2013/14 and to 35.9% in 2014/15 an increase of 11.6 percentage points over the two years of the programme. The non DSC schools increased by 3 percentage points over the same period.</p> | |

The School Leavers Survey for 2014/15 showed that 66% of school leavers achieved at least five GCSEs at grades A*-C or equivalent including GCSE English and maths, and 41.3% of pupils entitled to free schools meals also achieved at this level.²

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

REPORTING PERIOD: September 2013 – June 2015

² This can be accessed at: <https://www.education-ni.gov.uk/sites/default/files/publications/education/Qualifications%20and%20Destinations%2014-15.pdf>

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

ACTION 2.2: Support 32 Nurture Groups in local primary schools, with trained staff to select the children who will benefit most from additional support and develop individual learning plans agreed with teachers and parents.

LEAD DEPARTMENT: Department of Education

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|---|---|
| <p>How much did we do?</p> <ul style="list-style-type: none"> • 32 primary schools received funding for a Nurture Group • 1131 children received Nurture Room support: <ul style="list-style-type: none"> ○ 316 attended a nurture group on a full time basis; ○ 213 had returned to their mainstream class by June 2017; ○ An additional 602 children received short term support in the Nurture room; • Of the 316 children attending the Nurture Group full time, 232 (73%) of parents/carers have engaged with the nurture group. | <p>How well did we do it?</p> <ul style="list-style-type: none"> • Queens University Belfast (QUB) published an evaluation of the “Impact and Cost Effectiveness of Nurture Groups in Primary Schools in Northern Ireland” (2016) , which found clear evidence that Nurture Groups were having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class. The same effects were not evident among children in similar circumstances attending a school without a nurture group. • 10 schools to date have received the Marjorie Boxall Quality Mark Award for excellence in Nurturing. • 6 schools received a routine ETI inspection. In all cases ETI reported on the positive impacts of the nurture groups and the nurturing culture across the whole school. |
| <p>IS ANYONE BETTER OFF?</p> <p>Nurture group children</p> <p>By the end of full time Nurture Group intervention*:</p> <ul style="list-style-type: none"> • 201 (94%) children showed improved Boxall scores indicating gains in their social, emotional development and behavioural skills. | |

- 66 (31%) children had moved to a lower stage of the Special Educational Needs Code of Practice.

**children who had returned to the mainstream class by June 2017*

REPORTING PERIOD: September 2016 – June 2017

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for the Economy

HOW MUCH DID WE DO?

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

The Community Family Support Programme (CFSP) (funded under Priority 2 of the NI European Social Fund) is a new approach developed by the Department to tackle disadvantage, social inclusion and youth unemployment in Northern Ireland. It provides a family intervention support and employability mentoring service to help families address their health, social, economic, educational, employment and training issues that impact on their daily lives. It aims to support all family members and break the cycle of intergenerational unemployment and associated poverty in communities. Over its lifetime (up until March 2022) the CFSP aims to :

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

HOW WELL DID WE DO IT?

From April 2015 - 31 December 2017, progress to date is:

- Supported 2,723 participants aged 16 and over not in employment, education and training.
- Progressed 375 participants into employment upon leaving.
- Progressed 526 participants into education or training upon leaving.

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| <ul style="list-style-type: none">• Progress 1,010 NEET participants into education/training upon leaving. | |
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IS ANYONE BETTER OFF?

Delivery of the Community Family Support Programme is ongoing up until March 2022. A formal mid-term evaluation of the NI ESF (European Social Fund) programme is being planned for the end of 2018. The evaluation will include an assessment of the extent to which the programme is progressing to achieve the required results.

REPORTING PERIOD: 1 April 2015 – 31 Dec 2017

REPORTING PERIOD: 1 April 2015 – 30 Sept 2017

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Health

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
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| <ul style="list-style-type: none">• A regional training programme was delivered by the Childcare Partnership available to early years practitioners working across all settings (childminding, day-care, afterschool and pre-school).• 228 courses were available plus two regional events and five seminars on the topic of Resilience. | <ul style="list-style-type: none">• 4,502 places were provided in the Childcare Partnership training programme to promote good practice across the sector.• 3,427 training places were provided in respect of mandatory training in safeguarding and first aid and 1,075 supported thematic training including Working in Partnership with Parents, Championing Diversity and Inclusion, Understanding Child Development, Observation and Planning, Autism and Supporting Children with English as an additional language.• Approximately 81% of mandatory and 75% of Continuing Professional Development (CPD) training places were utilised between April 2017 and March 2018.• A new area of work taken forward was that of awareness raising of the impact of Adverse Childhood Experience (ACE). Information seminars including the screening of the Resilience Documentary have been held with key health and social care professionals and key policy leads. |

IS ANYONE BETTER OFF?

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

Regional Childcare Partnership Training Programme

- In excess of 90% of evaluations were extremely positive with a significant number of training recipients expressing their appreciation of receiving free mandatory training in convenient locations.
- The provision of mandatory training has had a significant benefit in ensuring child care providers are compliant with the minimum standards for childminding and day care provision raising quality across the sector.

Practitioners fed back:

“I really enjoyed this masterclass. I can't wait to get back to work and talk about how we are going to change our practice.”

“Attachment has come alive for me! I feel more confident in how I can address the weaknesses of how our setting looks at attachment and trauma.”

Provision of Safe and Quality Child Care

As a direct result of the provision of mandatory training to the childminding and day care sector at the 30 September 2017, 59,517 day care places were available from 4,390 service providers. This equates to 19,816 Registered day nurseries places (4,560 of which are provided to school aged children); 17,266 childminding places and 13,430 playgroup places. 157 new providers were registered.

The quality of provision was maintained through the inspection of childminding and day care provision by the HSC Trusts Early Years Teams. For the period April 2017 to September 2017 a total of 1,897 Inspections were carried out. Figures for the remaining period to 31 March 2018 are not yet available.

The provision of safe/quality childcare is not only beneficial to the child directly but also to the parent in supporting parental engagement in employment, education, training and support services.

Resilience Documentary Screenings

As a new initiative there is no statistical data available to quantify the impact of ACE awareness training at this time. However, ACE awareness will now form part of workforce development moving forward.

User Feedback:

“The is one of the most stimulating and relevant seminars I have been to in a long while; offering/providing family support is a privilege and to gain resources to aid us professionally is really a great thing.”

“I thoroughly enjoyed this seminar today on resilience. I feel it was very well presented and I felt very challenged by the information provided. I feel I will benefit from it when working with children's emotional issues and behavioural issues and also when dealing with challenges presented by parents and staff members.”

“This was a brilliant seminar. Feeling refreshed that I can make a difference to the families I work with. Thank you so much.”

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for the Economy

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| <p>HOW MUCH DID WE DO?</p> <ul style="list-style-type: none"> • Completion of robust two-stage assessment process, leading to €40m investment and appointment of ten lead delivery organisations and one Quality & Impact Body for Peace4Youth (a cross-border PEACE IV funded programme that aligns with the vision and objectives of United Youth in NI). • The delivery organisations will deliver projects supporting around 6,000 marginalised and disadvantaged young people in NI between 2018 and 2021 (1,500 per year), and the Quality & Impact Body will provide support to the projects to maximise impact and outcomes. • Secured a range of special welfare benefit flexibilities to assist NI participants on Peace4Youth. • Administration of an incentive payment for NI Peace4Youth participants to encourage recruitment and retention. • Establishment of a range of mechanisms to ensure that quality and impact is maximised across the programme, and that fidelity is maintained to the programme's policy framework that was developed as a result of the United Youth Pilot Phase. | <p>HOW WELL DID WE DO IT?</p> <p>The 10 lead delivery organisations have all demonstrated their ability to deliver high-quality projects that will support young people to develop their capabilities.</p> <p>The programme includes a Quality & Impact Body which has demonstrated the ability to support projects to maximise their delivery quality as well as their impact.</p> |
| <p>IS ANYONE BETTER OFF?</p> <p>Peace4Youth has just commenced operational delivery in late 2017/18, with the first evaluation report due in mid-2018. Measurement</p> | |

will include improvement of participants' capabilities in relation to personal development (social and emotional capabilities), citizenship and good relations with consideration alongside of improvement in participants' future life chances.

REPORTING PERIOD: 1 April 2017 – 31 Mar 2018

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for the Economy

HOW MUCH DID WE DO?

The Department for the Economy (DfE) provides a guarantee of a training place on its Training for Success (TfS) programme for all 16-17 year olds who are not in full time education or employment, with extended eligibility for persons under 22 years with a disability, including learning difficulties/SEN, and under 24 years for persons from an In Care background. DfE provided £35.8m for the TfS programme in 2016/17.

The Care to Learn (NI) Scheme provides financial support to students who are young parents to help meet the cost of registered childcare provision and allow the young students to start or continue their education in further education colleges. The scheme is open to students who are young parents aged 16 to 19. In academic year 2016/17, £171,000 in assistance was provided.

The Hardship Fund provides students who are experiencing exceptional financial difficulty with assistance in meeting costs associated with learning, for example fees, books and equipment, travel costs and associated living costs for those students 18 years of age and over. The maximum support available to each

HOW WELL DID WE DO IT?

At the end of April 2017, 4,554 people were in training through the TfS Programme, of which 4,074 (89%) were on Skills for Work and 468 (10%) were on Skills for Your Life.

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

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

Careers Advisers delivered face to face careers guidance interviews with 96% (21,172) of all Year 12s. (2016/17 academic year).

Careers Advisers provided pre entry guidance to all young people who commenced TfS 2017 from 1 September 2017. In addition the Careers Service, with parental/guardian consent as appropriate, referred all school leavers with a disability or learning difficulty who were interested in progressing into training to one of DfE's contracted Disability Support Providers to avail of pre entry

student is £3,500 per annum and in academic year 2016/17 £2.4 million of support was made available.

training support.

IS ANYONE BETTER OFF?

Up to end April 2017:

335 young people left the TfS Skills for Your Life programme in 2016/17, of which 238 (71%) achieved a qualification and 17 (5%) *progressed.

2,943 young people left the TfS Skills for Work programme in 2016/17, of which 1,994 (68%) achieved a qualification and 361 (12%) *progressed.

The support provided through Care to Learn and the Hardship Fund is intended to promote and encourage participation in Further Education through addressing potential barriers experienced by the students. In providing this support 38 young parents have been able to participate in Further Education while 2,427 other students were supported to enable ongoing participation in Further Education.

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

Data development is required for information on careers service which should be available for the next update.

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

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

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

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

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

REPORTING PERIOD: Training for Success programmes – the statistical report published in August 2017 captures the number of young people participating in Training for Success programmes at April 2017.

Careers Service – the reporting period for the careers guidance interviews is September 2016 to August 2017.

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Education

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| <p>HOW MUCH DID WE DO?</p> <ul style="list-style-type: none"> • Almost 24,000 children applied for and received a funded pre-school education place. • Provided approximately £57 million funding for pre-school education, in statutory and non-statutory settings. • Approximately 92% target age children applied for and received a funded pre-school education place. | <p>HOW WELL DID WE DO IT?</p> <ul style="list-style-type: none"> • 99.9% of target age children who applied for a funded pre-school place received the offer of a place by the end of the admissions process and places remained available in all areas at the end of the process for children to avail of. • Majority of children (97%) were placed at Stage 1 of the pre-school admissions process. • Research shows that Pre-school experience enhances cognitive and social development in all children (Effective Pre-School Provision in NI (EPPNI) (2006). • The Chief Inspector's report 2014-16 found that overall, 84% of all pre-school settings inspected during the reporting period were evaluated as having either a high level of capacity or capacity to identify and bring about improvement and that most children across all pre-school settings are making good or better progress in all aspects of the pre-school curriculum. |
| <p>IS ANYONE BETTER OFF?</p> <ul style="list-style-type: none"> • 92% of target age children (c. 24,000 children) are availing of a funded pre-school education provision. | |

- 84% of all pre-school settings inspected 2014-16 were evaluated as having either a high level of capacity or capacity to identify and bring about improvement.

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty Learn and Achieve

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department of Education

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
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| <ul style="list-style-type: none"> • Expansion of Sure Start Programme: From 2013 to date, Sure Start services have been extended from the 20% most disadvantaged areas to the 25% most disadvantaged areas in Northern Ireland, as defined by the NI Multiple Deprivation Measures (NIMDM 2010). • The Sure Start budget was £25m in 2016/17. Approximately £4.5m of the budget funds the Developmental Programme for 2-3 Year Olds. • 31,315 children aged 0-3 are registered with Sure Start projects³. • Provision is universal within Sure Start catchment areas and DE has introduced procedures to enable need to be met outside of the Sure Start boundary areas. | <ul style="list-style-type: none"> • The extension of Sure Start services to the 25% most disadvantaged areas is complete. • Since 2013, additional funding of £4.4m (18%) has been invested by DE to facilitate the expansion. • Under the expansion, four new Sure Start projects have been created, increasing the total number of projects from 35 to 39 (11%). • Provision has been made for at least one Sure Start Developmental Programme for 2-3 Year Olds within each of the new projects (100%). • The four new Sure Start projects cover 9 wards and 3 Super Output Areas (SOA's) and in addition, 13 existing Sure Start projects have expanded their catchment areas to cover a further 12 wards and 1 SOA, resulting in a total of 21 wards and 4 SOAs. There is an additional 3138 0-3 year old children within this expansion area who are |

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

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| | <p>eligible to access Sure Start services (<i>Census 2011 population figures</i>) (<i>Note legacy ward boundaries</i>)⁴</p> <ul style="list-style-type: none">• As at 31 March 2017 a total of 12,923 children aged 0-3 years were registered to the expanded Sure Start projects. 1,103 of these children were within the existing Sure Start areas that expanded, while 1,054 were registered to the four new projects (total 2,157). This represents an increase of 20% of the number of children registered to Sure Start within the expanded area.⁵ |
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IS ANYONE BETTER OFF?

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

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

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

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

REPORTING PERIOD (period to which the information / data is relevant expansion of the Sure Start programme took place between 2013 and 2017)

⁴ Legacy ward boundaries 1992

⁵ Childcare Partnership – Sure Start Expansion Areas as at 31 March 2017

OUTCOME: Children in Poverty Learn and Achieve

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?

Funding was provided to support the following objectives:

1. To work with Ulster Rugby to determine specific organisational needs and objectives with regard to developing and/or enhancing initiatives focused on learning, community engagement and tackling poverty and social exclusion.
2. To provide expert advice and support to Ulster Rugby in developing a community iPad resource which can support a strategic programme utilising and maximising the impact of mobile technologies in a range of organisational outreach activities (for example: community and sport engagement, health and well-being initiatives, numeracy and literacy, creative industries development, life-long learning, cross community work etc.).
3. To coordinate the specification and purchase of iPad related equipment and subsequent distribution and set up.
4. To work with Ulster Rugby and Department of Culture Arts & Leisure (DCAL) in mapping out development of a strategic programme during 2014/15 to maximise

HOW WELL DID WE DO IT?

The initiative was delivered across two programme areas ensuring that the project reached participants within their own schools/communities as well as enhancing the delivery of programmes at the Nevin Spence Centre (NSC) at the Kingspan Stadium.

Through programme delivery channels, a number of pilot projects was delivered in the Greater Belfast Area. These pilot programmes primarily targeted schools within the top 30% of areas of multiple deprivation as outlined on the Multiple Deprivation Measure NI 2010. By actively targeting schools within areas of high social need, Nerve Belfast offered innovative methods of learning for school children to engage with rugby, the associated social outcomes and wider educational outcomes delivered through the NSC.

A key target group for Ulster Rugby is females and this initiative helped enable delivery staff to enhance the delivery of the Female Strength & Conditioning Programme, Female Leadership Programme and ongoing development of coaches & volunteers.

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| <p>usage of the equipment and relevant organisational skills and capacity within Ulster Rugby.</p> <p>5. To enhance Nerve Belfast's engagement and long term collaboration with community based and key creative and cultural organisations across Belfast and the region.</p> <p>All objectives were met and a strategic programme of delivery was undertaken by Ulster Rugby, supported by Nerve Belfast.</p> <ul style="list-style-type: none"> • Nerve Belfast have worked with DCAL and Ulster Rugby to develop a strategic programme to support the use of the community iPad Resource. • Ulster Rugby, supported by Nerve Belfast developed a Learning Agreement to outline how they plan to use the equipment, with whom and what training/support they need to achieve their objectives. • Initial project planning and equipment training was received by the group. • Equipment was researched, bought, set up and distributed to Ulster Rugby and was in use. • Ulster Rugby are to access additional training as their programme develops. | <p>The introduction of this equipment brought new technology into the IRFU (Ulster Branch) and encouraged further exploration of how this could impact other areas of core business.</p> <p>The IRFU (Ulster Branch) are committed to promoting equality, tackling poverty and social exclusion, operating a number of programmes that specifically target under-represented groups and people from areas of multiple deprivation. It was envisaged that the Community iPad Initiative would enhance work already being delivered through these programmes.</p> <p>The Nevin Spence Centre delivered a selection of education programmes with the outreach programmes acting as a filter to direct school children to the Centre to further explore the use of creative industries in learning beyond the classroom.</p> |
| <p>IS ANYONE BETTER OFF?</p> <p>Outcomes reached included:</p> <ul style="list-style-type: none"> • Enhanced understanding of fitness & healthy lifestyle of participants engaged within Fitness Development Programmes within schools. • Enhanced the understanding of rugby coaching skills and techniques of participants engaged within Coach Education Programmes. • Increase digital understanding, skills and literacies through Nevin Spence Centre, Education Programmes. • Extend learning to a creative and neutral space outside of the classroom through the Nevin Spence Centre. | |

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

REPORTING PERIOD: ACTION COMPLETE

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Communities

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? | | | | | | | | | | | | |
|--|---|---|--------------|--------|-----------|--------|--|------------------|---|--------------|--------|-----------|-------|
| Number of instances of participation in Educational Programmes: | Number of instances of participation in Children's Activities in Deprived Areas: | | | | | | | | | | | | |
| <table border="1"> <tr> <td>Rhythm and Rhyme</td> <td>127,585 (55,612 adults & 71,973 children)</td> </tr> <tr> <td>Class visits</td> <td>65,874</td> </tr> <tr> <td>Storytime</td> <td>16,034</td> </tr> </table> | Rhythm and Rhyme | 127,585 (55,612 adults & 71,973 children) | Class visits | 65,874 | Storytime | 16,034 | <table border="1"> <tr> <td>Rhythm and Rhyme</td> <td>24,084 (10,738 adults & 13,346 children)</td> </tr> <tr> <td>Class visits</td> <td>10,880</td> </tr> <tr> <td>Storytime</td> <td>3,510</td> </tr> </table> | Rhythm and Rhyme | 24,084 (10,738 adults & 13,346 children) | Class visits | 10,880 | Storytime | 3,510 |
| Rhythm and Rhyme | 127,585 (55,612 adults & 71,973 children) | | | | | | | | | | | | |
| Class visits | 65,874 | | | | | | | | | | | | |
| Storytime | 16,034 | | | | | | | | | | | | |
| Rhythm and Rhyme | 24,084 (10,738 adults & 13,346 children) | | | | | | | | | | | | |
| Class visits | 10,880 | | | | | | | | | | | | |
| Storytime | 3,510 | | | | | | | | | | | | |
| <i>Source: Libraries NI Activity Database (April 2017 – Dec 2017 Provisional)</i> | <i>Source: Libraries NI Activity Database (April 2017 – Dec 2017 Provisional)</i> | | | | | | | | | | | | |
| <p>Access to Books: 1,623,934 books were issued/renewed by children during the above period.</p> | <p>Borrowing Services in Rural Communities with no Library</p> <p>Public Mobile Libraries visit 233 schools throughout Northern Ireland, including rural communities.</p> | | | | | | | | | | | | |
| IS ANYONE BETTER OFF? | | | | | | | | | | | | | |
| <p>Participants in Rhythm and Rhyme are better off in terms of early language development, pre-reading skills, social skills and school-readiness (contributes to PfG Indicator 15 Child Development draft Delivery Plan).</p> <p>Participants in class visits have enhanced library knowledge, information literacy skills, opportunity to read for pleasure which is an indicator for educational attainment (Contributes to PfG Indicators 11 and 12 Education draft Delivery Plan).</p> <p>Participants in story times have the opportunity to enjoy language and stories and to read for pleasure which is an indicator for educational attainment.</p> | | | | | | | | | | | | | |

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?

Newcomer pupils

- Newcomer pupils: There are currently almost 15,000 Newcomer pupils in our schools (School Census Oct 2017). Support to Newcomer pupils is provided through the Education Authority's (EA) InterCultural Education Service (IES), which provides support to schools in meeting the needs of pupils for whom English language is a barrier, in the form of support for parent/teacher meetings, advice on pastoral care issues, basic language needs and curriculum support, intercultural awareness, diversity co-ordinators, Interpreting and translating services, Multi-lingual website, Toolkit for diversity in primary schools, online Queens University Belfast accredited training course and a Helpline.
- In addition, schools receive additional funding per capita for Newcomer pupils to help them meet their needs. Examples of support provided include the appointment of a teacher / co-ordinator responsible for newcomer pupils, employment of bilingual classroom assistants or language assistants, development of resources for teachers and parents, training for teachers, language support classes for pupils and / or parents, mentor and multi-cultural events.

HOW WELL DID WE DO IT?

Newcomer Pupils:

- The InterCultural Education Service and the additional funding factor is available to all schools with Newcomer pupils. 699 schools received additional funding for Newcomer pupils in 2017/18. The number of Newcomer pupils in our schools is almost 15,000 (School Census October 2017).

Traveller Children:

- The InterCultural Education Service and the additional funding factor is available to all schools with Traveller pupils. 179 schools received additional funding for Traveller pupils in 2016/17. The number of Traveller children in our schools is just over 1,000 (School Census October 2017).

Toybox project

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

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| <p>Traveller Children</p> <ul style="list-style-type: none">• There are currently over 1,000 Irish Traveller pupils in our schools (School Census October 2017). Support for Traveller Children is provided through the EA's Intercultural Education Service (IES) to build the capacity of schools to meet the educational needs of Traveller children and young people, by promoting whole school approaches to service development; promoting full inclusion and integration across all areas of youth education; promoting Traveller parental involvement and engagement; and assisting Traveller parents to support their children's learning and achievement.• In addition, schools receive additional funding per capita for Traveller pupils to help them meet their needs. <p>Toybox project</p> <ul style="list-style-type: none">• DE funded the Toybox project at £356,000 in 2016/17 - the project is aimed at reducing social and educational inequalities experienced by Traveller children aged 0-4 years in nine key areas across NI.• Toybox is delivered by Early Years – the Organisation for Young Children (EYO). | <p>to engage children in learning.</p> <ul style="list-style-type: none">• 100% of staff participated in continued professional development training in 'HighScope', Child Observation Record (COR) Planning & Evaluation. |
| <p>IS ANYONE BETTER OFF?</p> <p>Newcomer Pupils</p> <p>Support through Intercultural Education Service is available to all schools who require it. Additional funding is provided to all schools who have enrolled Newcomer or Traveller Children to help them meet their need.</p> | |

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

With regards to attainment, statistics indicate that the percentage of Newcomer pupils achieving 5+ GCSES A*-C (including English and Maths) is increasing (from 16.9% in 2008/09 to 22.4% in 2015/16). This figure is well below the achievement levels of non-Newcomer pupils. There has been an increase in the number of Newcomer pupils going into Higher Education, Further Education, Employment or Training from 88% in 2008/09 to 92% in 2016/17, with an equivalent decrease in the number of Newcomer pupils who are unemployed or not in training or education from 12% to 8% for the same period.

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

Traveller Children

The latest attendance figures below show an increase in school attendance of Traveller children from 65% in 2006/07 to 72.9% in 2016/17. While this increase is positive, it is still low in comparison to the rest of the school population (94.6% in 2016/17). The Intercultural Education Service (IES) continues to work with traveller families and schools to promote good attendance.

With regards to attainment, there is no meaningful attainment data as the numbers of Traveller school leavers are so small (20 in 2015/16).

Toybox project

Previous evaluation of Toybox noted that the Toybox project has been successful in terms of engaging Traveller families and supporting the development of Traveller children through play.

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

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

Traveller Parents are actively engaged in their young children's learning and development.

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

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Education

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|--|---|
| <p>Department of Education (DE) launched the Getting Ready to Learn (GRtL) project, part of Early Intervention Transformation Programme (EITP), in 2016. GRtL aims to support staff within early years and pre-school settings to engage more effectively with parents to help them to create and sustain positive home learning environments, through 4 themes: Big Bedtime Read, Happy Healthy Kids, Education Works in Pre-School and Ages & Stages.</p> <p>In the 2016/17 academic year (year one of GRtL), 354 (47%) of core pre-school settings participated in GRtL, engaging with 6,382 families. Participation in 2017/18 has increased to 502 (64%) pre-school settings.</p> <p>331 settings delivered Big Bedtime Read, 100 settings delivered Happy Healthy Kids, 126 settings delivered Education Works in Pre-school and 60 settings delivered Ages & Stages.</p> <p>In 2016/17 the following was delivered to parents by pre-school settings: 519 Information Talks; 453 Practical Workshops; 405 Guidance / Signposting Materials.</p> | <p>In the 2016/17 academic year, 354 pre-school settings engaged with 6,382 families through the GRtL project.</p> <p>Taking an average across the 4 GRtL themes, 96% of settings completed the activities as planned, or more than planned.</p> <p>There were 27,800 attendees at programme sessions (parents will have attended more than one session).</p> <p>100% of settings established home lending services for each theme delivered. 660,800 books were lent for home reading.</p> <p>61% of families attended a minimum of one session.</p> |

IS ANYONE BETTER OFF?

The GRtL programme was launched on 18 March 2016 and delivery of the programme commenced in the 2016/17 academic year. GRtL is using OBA to measure the outcomes of the programme and data is collected at the start and end of the academic year in which GRtL is delivered. The OBA report for the first year of the programme was completed in September 2017. The OBA report for the 2017/18 academic year is expected to be available in Autumn 2018. The main method of data collection is the use of pre- and post- programme questionnaires. There was a 92% (327/354) response return from pre-school settings who participated in GRtL. There were over 11,000 baseline questionnaires completed by parents across the 4 themes, and almost 10,000 follow-up questionnaires completed.

The following outcomes relate to the **2016/17 academic year**:

- 96% of pre-school settings reported improved levels of parental engagement.
- 90% of pre-school settings reported that every family engaged in some way.
- 96% of practitioners reported an improvement in children's level of engagement.
- There was significant improvement in parents' knowledge and understanding of the pre-school curriculum, children's developmental milestones and the importance of physical activity.
- There was significant improvement in parents' understanding of their role in their child's pre-school education.
- The percentage of parents playing, talking and reading with their children at least 5 times a week increased from 59% to 75%.
- The percentage of children participating in physical activity at least 5 times a week increased from 33% to 55%.
- Parents reading to their children at bedtime at least 3 times a week increased from 78% to 93%, and parents reading to their children during the day at least 3 times a week increased from 52% to 67%.
- Children with a consistent or very consistent bedtime increased from 88% to 95%.
- The percentage of children with screen time of more than 2 hours/day reduced from 31% to 13%.
- There was a significant increase in families using library services.

REPORTING PERIOD: ACADEMIC YEAR 2016/17

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for the Economy

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|--|---|
| <p>Additional Support Fund DfE provides £4.5 million, per annum, through the Additional Support Fund (ASF) to assist Further Education colleges (FE) provide the necessary technical and/or personal support required to allow students with learning difficulties and/or disabilities to participate in either mainstream further education, or in discrete programmes.</p> <p>Training for Success DfE provides a guarantee of a training place on its Training for Success (TfS) programme for all 16 & 17 year olds who are not in full time education or employment, with extended eligibility for persons under 22 years with a disability, including learning difficulties/SEN, and under 24 years for persons from an 'In Care' background. Programme duration is 104 weeks, and 156 weeks for persons with a disability.</p> <p>TfS is delivered throughout NI by Further Education Colleges and a network of non-statutory Training Suppliers contracted by the Department.</p> <p>There are five Disability Support Suppliers, each offering specialist support, tailored to meet individual's needs, who are</p> | <p>Additional Support Fund In 2016/17, 3,594 students received support through ASF, which accounted for 9,774 enrolments. For the 8,954 final year ASF enrolments, the *retention rate was 94.2%; this compares with 89.0% for other students not receiving support through this fund.</p> <p><i>(*Retention rate is defined as the proportion of the number of enrolments who complete their study to the number of enrolments.)</i></p> <p>Training for Success Disability Support Contracts are in place to provide programme participants with the support required to sustain training and achieve qualifications. Contracts include the provision of sign language support.</p> <p>The Department does not currently publish data specific to programme participants with disabilities.</p> <p>Sign Language</p> <p>NDCS Signs for the Future project:</p> <ul style="list-style-type: none"> • 100% respondents have used the course resources. |

contracted to work in conjunction with the Training Suppliers to support participants with disabilities, to assist them throughout their training.

Sign Language

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

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

Action Deaf Youth British Sign Language (BSL) Project

provides:

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

British Deaf Association (NI) provides:

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

- 100% respondents reported an increase in their confidence in advocating for their child's needs, and agreed that the course had enhanced their family's communication.
- Pre-Training 63% of classroom assistants reported a lack of confidence working with deaf children.
- Post-Training 95% of classroom assistants reported increased confidence working with children.

Action Deaf Youth British Sign Language (BSL) Project

- 28 deaf children and parents obtained accredited BSL qualifications

British Deaf Association (NI)

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

IS ANYONE BETTER OFF?

Additional Support Fund

Of the 8,436 ASF final year enrolments completed in 2016/17, 7,070 resulted in a qualification. This gives an *achievement rate of 83.8%.

Of the 8,954 ASF final year enrolments in 2016/17, 7,070 resulted in a qualification. This gives a *success rate of 79.0%.

Training for Success

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

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

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

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

Short term (1-8 weeks)

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

Medium term (9-20+ weeks)

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

Long term (20+ weeks)

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

*(*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: ASF: 1 September 2016 – 31 August 2017; SIGN LANGUAGE: 1 April 2017 – 31 Jan 2018

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Education

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|---|--|
| <p>Extended Schools</p> <p>Over £9m of Extended Schools (ES) funding was made available in 2017/18 to support schools with a high percentage of pupils from disadvantaged areas and/or who have a Free School Meal Entitlement (FSME).</p> <p>520 schools are participating in the 2017/18 ES programme. Overall, this represented 45% of all schools and 43% of all pupils in NI (October 2016 school census).</p> <p>Based on average attendance throughout the year, 134,334 pupils, 26,727 parents and 25,813 community members took part in ES activities during 2016/17.</p> <p>In 2016/17, a total of 3,455 additional services and activities were delivered by participating schools before, during and beyond the traditional school day aimed at addressing educational disadvantage.</p> | <p>Extended Schools</p> <p>99.8% of all schools identified as eligible for funding chose to participate in the ES programme in 2017/18.</p> <p>65% of FSME pupils in NI attend schools that are participating in the ES programme (average FSME enrolment across all NI schools according to the October 2016 school census was 31%).</p> <p>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 2016/17, 17% of all ES activities (574) focused on enhancing literacy or numeracy whilst 10% (345) promoted healthy lifestyles with a further 6% (202) delivering sporting or recreational opportunities.</p> <p>100% of participating extended schools in 2017/18 chose to work collaboratively with other schools as part of an ES Cluster providing enhanced opportunities to meet the needs of local communities.</p> |

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| <p>Full Service</p> <p>£770k was made available in 2017/18 to support two Full Service (FS) programmes operating in North and West Belfast which provide additional interventions over and above standard extended schools provision.</p> <p>In the Full Service Extended Schools (FSES) based at the Boys' and Girls' Model schools, based on most recent data available, for example, 96 pupils received support from a Personal Development Mentor, 155 pupils and 45 parents received support from an Attendance officer and 220 pupils attended Easter revision classes 2016/17.</p> <p>The Full Service Community Network (FSCN) provided a range of demand-led educational, transition, social and emotional support to 808 pupils across support to more than 20 schools serving the Greater Falls and Upper Springfield areas including early intervention programmes, literacy and numeracy activities, and support for newcomers whilst also facilitating 1,534 sessions of counselling for 154 primary school children and wrap around services for a further 390 adults (including parents and staff/professionals) in 2016/17.</p> | <p>Full Service</p> <p>FSES worked closely with parents and families and a range of delivery partners including feeder primary schools and voluntary and community sector organisations in providing an extensive range of activities around the five key themes of Pupil / Parental / Community Engagement, Health and Well Being and Transition.</p> <p>A range of positive feedback has been reported on FSCN support activities offered during 2017-18, for example:-</p> <p>"FSCN Key Worker made both a qualitative and quantitative improvement with the children she was working with both academically, socially and emotionally".</p> <p>100% of respondents attending a FSCN workshop for educators to raise awareness of the impact of trauma on children said that the workshop met all or most of their expectations and found it very informative, specifically mentioning the practical ideas given to help recognise and work with trauma.</p> |
| <p>IS ANYONE BETTER OFF?</p> <p>Both the ES and FS programmes successfully enabled schools to offer a wide range of interventions and additional learning opportunities which support disadvantaged children and young people to overcome the barriers to learning associated with educational underachievement and help them to reach their full potential.</p> <p>A significant number of pupils, their parents and members of the local community have benefitted from additional ES and FS resources in 2017/18, accessing specialist support services or taking part in a breadth of positive and enriching experiences which</p> | |

complement the formal curriculum and seek to enhance skills, improve health and well-being, promote parental and community engagement, raise aspirations and achievement, and support school improvement.

Data is not yet available to evaluate the positive impact of the ES programme in 2017/18; however, in 2016/17:

- 99% of schools reported evidence that their ES provision reduced underachievement, with 80% reporting this evidence to be strong;
- 95% of schools reported evidence that their ES provision fostered health, well-being and social inclusion, with 56% reporting this evidence to be strong;
- 95% of schools reported evidence that their ES provision improved life chances, with 48% reporting this evidence to be strong; and
- 98% of schools reported evidence that their ES provision developed the integrated delivery of support and services, with 58% reporting this evidence to be strong.

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

The most recent data (2016/17) from the FSCN indicates that those Primary schools receiving literacy and numeracy support assessed using Progress Towards English (PTE) and Progress Towards Maths (PTM) measures showed an overall average improvement in performance of 4 points in English, and 7 points in Maths in comparison to 2015/16 levels.

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

The most recent data from the FSES (2016/17) demonstrates a long-term trend of improved attendance, GCSE and A level attainment during the life of the programme.

REPORTING PERIOD: 1 April 2017 – 30 Jan 2018

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?

Personal Education Plans (PEPs) were introduced in 2011.

A review of PEPs has recently been undertaken and an updated process will, subject to consultation with directly impacted parties, shortly be piloted in schools before 'roll-out' to all schools.

DfE Careers Service has Partnership Agreements in place with 98% of post-primary schools in Northern Ireland, including Special Schools. Having these formal agreements in place provides a robust vehicle for schools and careers advisers, to ensure that the careers services delivered are appropriate to the needs of pupils and ensures that specific measures are in place to support learners in the transition process. The Careers Service has a target of providing at least 95% of pupils (circa 22,000 – 23,000) in their final year of compulsory schooling with face to face impartial and professional careers guidance including young people with a care background.

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

HOW WELL DID WE DO IT?

Approximately 89% of Looked After Children (LAC) have a PEP.

In the 2016/17 academic year, the Careers Service delivered 21,156 guidance interventions to the year 12 cohort.

The Careers Service has specifically identified that 511 guidance interventions were delivered to young people under 18 years and 855 guidance interventions to young people 18 + with a care background in the 2016/17 business year. A total of 1,366 guidance interventions.

In the 2016/17 business year, the Careers Service reviewed the career pathways of 1,244 young people at Trust convened Education Training and Employment forums, with 133 of these young people identified as requiring and receiving further Careers Services.

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| Careers Advisers to review each young person's current career pathway to ensure that they are on the right track and provide careers guidance as appropriate. | |
|---|--|

IS ANYONE BETTER OFF?

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

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

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

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

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

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

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Communities

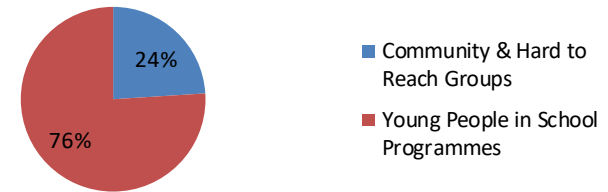
Creative Learning Centre programmes for young people (aged 15 -18) in NI over the period April 2017 – Dec 2017.

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|---|--|
| <p>April 2017 - December 2017</p> <ul style="list-style-type: none"> • Young People Participating in CLC Programmes – 7,630. • Teachers Participating in CLC Continuing Professional Development (CPD) programmes – 2,850. • Partnership and returning schools participating in CLC Programmes – 73. • Young people in community youth and hard to reach groups involved in CLC programmes – 3,882 • 79% CLC programmes delivered in areas of disadvantage. | <p>April 2017 - December 2017</p> <ul style="list-style-type: none"> • Annual Target: 7,500 young people exceeded by 130 or 1.7%.by end Quarter 3. • Annual Target: 5,000 teachers not likely to be achieved (participation figures affected by teacher industrial action). • Annual Target: 75 participating schools will be achieved in Quarter 4 (73 schools by end Quarter 3). <p>Annual Target: 70% of CLC activity to be directed at reducing poverty and social exclusion. Target exceeded by 9%.</p> |

IS ANYONE BETTER OFF?

- 7,630 young people participated in CLC digital technology programmes; 3,748 or 49% in school based programmes and 3,882 or 51% in community based programmes.
- 2,850 teachers participated in Creative Learning Centre CPD digital technology programmes.
- 73 schools were involved in Creative Learning Centre partnership and continuing support programmes in the use of digital technology

Young People Participating in Creative Learning Centre Programmes



REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty Learn and Achieve

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department of Education

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

IS ANYONE BETTER OFF?

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

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

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

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

REPORTING PERIOD: ACTION COMPLETE

OUTCOME: Children in Poverty Learn and Achieve

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?

The Department of Education invests approx. £34m per year to:

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

141,934 young people aged 4-25 years are involved in registered youth work. The percentage uptake by age band is as follows*:

- Age 4-8 (29.9%);
- Age 9-13 (38.2%);
- Age 14-18 (26.9%);
- Age 19-21 (3.1%); and
- Age 22-25 (1.7%).

There are 1,721 registered youth facilities*:

| | | |
|---------------------|------------|--------------|
| Controlled | 92 | 5.3% |
| Church based | 307 | 17.8% |
| Community | 352 | 20.5% |
| Uniformed | 942 | 54.7% |
| Other | 28 | 1.6% |

HOW WELL DID WE DO IT?

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

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

**from "The Youth Service in Northern Ireland, A Statistical and Geographic Report of the EA Registered Youth Service, 2016 Data Cycle".*

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

Extended Provision Scheme:

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

- £4m of the budget funds the TSN programmes which supported increased access to mainstream youth services in disadvantaged areas, with priority given to interface areas (ranked in the top 25% for Multiple Deprivation). It focused on two key schemes i.e. Extended Provision and Inclusion.
- 69 groups received Extended Provision projects.
- 16,287 young people aged 11-18 years old were registered in Extended Provision projects – percentage breakdown by gender as follows:
 - Males 17,116 – 53%.
 - Females 14,957 – 47%.

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

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

Extended Provision Scheme:

- An additional 11,514 youth work sessions were provided including 3,676 sessions at weekends;
- 33 full-time and 213 part-time staff were employed and 284 volunteers engaged;
- 65,817 hours of youth work were contributed by voluntary staff; and
- 105 residential experiences were delivered to 1,799 participants.

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| <p>Inclusion Scheme</p> <p>Support was directed at young people with special educational needs or disabilities, newcomers or those who had English as an additional language, young people in care and young people from the LGBT and Traveller Communities.</p> <ul style="list-style-type: none"> • 2,991 young people participated in grant aided schemes and programmes – percentage breakdown by gender as follows: <ul style="list-style-type: none"> ○ Males 1,588 – 53.1%. ○ Females 1,393 – 46.6%. | <p>Inclusion Scheme</p> <ul style="list-style-type: none"> • 40 residential nights took place, involving a total of 1,305 young people. • Inclusion work throughout NI gained delivery support from 231 Volunteers contributing 9,659 hours of service. • 108 full-time staff and 156 part-time staff were involved in Inclusion work. |
| <p>IS ANYONE BETTER OFF?</p> <p><u>Work is ongoing to develop measures to assess achievement against outcomes.</u></p> <p>The Extended Provision Scheme contributed to the following key outcomes for young people:</p> <ul style="list-style-type: none"> • 1,041 young people participated in one of 49 accredited learning programmes offered; • 8,959 young people participated in one of 246 non-accredited learning programmes offered; • 344 unemployed young people engaged in one of 19 projects that specifically targeted employability, many of whom successfully gained employment; • 837 young people who were reluctant learners or in danger of underachievement were targeted in developmental programmes; • Partnership working with voluntary, community and statutory agencies, increased the effectiveness and reach of projects using community developmental approaches; • Enhanced the capacity of Voluntary Sector by providing additional funding to Voluntary Units; • Further resources for youth work secured in areas of most need; and • More than 11,000 additional youth work sessions. | |

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

- The funding scheme enabled groups to work in partnership with agencies including; travellers support groups, schools (primary and post-primary), Action Deaf Youth, various specialist disability organisations, community groups, LGBT support groups, charitable organisations, Mencap.
- Through the Inclusion Scheme, the Service was able to provide a breadth of practice that made a significant contribution to work targeting communities of interest and those who may be at greater risk of social exclusion, marginalisation or isolation, because they experience a combination of barriers to learning.
- The Youth Service enhanced the capacity of the voluntary sector by contributing resources to 38 voluntary unit programmes, primarily through access to the Inclusion Scheme.
- Young people that benefitted from the work are better equipped to participate in mainstream youth club programme and mix with their able-bodied peers.

REPORTING PERIOD: April 2016-2017

OUTCOME: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Health

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| <p>HOW MUCH DID WE DO?</p> <p>Early Intervention Support Service (EISS)</p> <ul style="list-style-type: none"> • 728 families referred to EISS regionally between April 2017 – December 2017. • 284 (39%) referrals came through the Family Support Hub. • Therapeutic interventions delivered using Solution Focused Brief Intervention Therapy; Solihull Approach & Motivational Interviewing. • 2,840 individual sessions. • 1,795 family sessions were provided using a range of therapeutic interventions including. • Referral to additional programmes for ongoing support • 99 (15%) Referral to additional programmes. • 69 (11%) referred to Incredible Years. • 12 (2%) referred to Strengthening Families. • 18 (3%) referred to Family Group Conferencing. <p>Incredible Years</p> <p>76 delivery organisations were supported through a continued Incredible Years implementation support programme.</p> <ul style="list-style-type: none"> • Two Incredible Years programmes have been completed between April – December 2017 - 1 in South Eastern area & 1 in Belfast Area. | <p>HOW WELL DID WE DO IT?</p> <p>Early Intervention Support Service</p> <ul style="list-style-type: none"> • 637 families supported from all referrals. • 592 (93%) of referrals had first contact within 1- 10 working days. • Average length of intervention was 11.5 weeks. • 438 (83%) families successfully completed the intervention. • 66 (13%) families disengaged from the service. • 22 (2%) families were escalated to Gateway. • Of the completed parent/carer satisfaction forms 97% of families rated the service as excellent. <p>Incredible Years</p> <ul style="list-style-type: none"> • Over 40% eligible IY practitioners on pathway to accreditation. • Out of the two Incredible Years programmes that have been completed <ul style="list-style-type: none"> ○ 6 (24%) parents completed the programme – attended 10 out of 12 sessions. • Average attendance rate at each session was 52% • Average number of sessions attended was 6.2 • 15 (60%) of parents completed parental satisfaction forms |
|--|---|

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| <ul style="list-style-type: none"> ○ 25 parents commenced the programme. ○ 25 sessions delivered by Incredible Years facilitators. ○ 3 crèche places required & taken up by families. <p>Four further Incredible Years Programmes are currently in progress due for completion in January/February 2018</p> <p>Strengthening Families Programme</p> <ul style="list-style-type: none"> ○ 90 families across NI supported and undertook the evidence based 'Strengthening Families Programme'. <p>Parenting Ur Teen/ Odyssey Programme</p> <ul style="list-style-type: none"> ○ 13 Odyssey Parenting Programmes delivered to 104 families and over 120 children/young people. | <p>14 (92%) participants that completed parental satisfaction forms were satisfied/very satisfied with the programme</p> <ul style="list-style-type: none"> ○ 82% of families completed the Strengthening Families programme in 2017 ● 91% of parents completed the Parenting Ur Teen/Odyssey programme in 2017. |
| <p>IS ANYONE BETTER OFF?</p> <p>Early Intervention Support Service-</p> <p>The Outcomes Star – Family Star Plus is used to measure outcomes of the Early Intervention Support Service</p> <ul style="list-style-type: none"> ● 95% of families improved in at least one area ● 86% of families improved in at least 2 areas ● 72% of families improved in at least 3 areas ● 53% of families improved in 4 or more areas ● 60% of families showed improved emotional well-being ● 52% of families showed an increased participation/involvement in education/training/employment ● 64% of families showed improved family relationships ● 66% of families showed improved parenting skills/capacity <p>Practitioners –</p> <ul style="list-style-type: none"> ● 100 % of practitioners (enrolled on Incredible Years accreditation scheme) reporting improved knowledge & skills. <p>Strengthening Families Programme</p> <ul style="list-style-type: none"> ● 100% reported improved family communication. | |

Parenting Ur Teen/Odyssey Parenting Support Programme; 2015/16 survey of programmes showed;

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

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO?

Family Support Hubs have continued to provide help to a large number of families and caregivers. The first six months of the 2017/18 year showed an increase in the number of post primary children referred for emotional behaviour support.

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

HOW WELL DID WE DO IT?

Family Support Hubs

During the first six months of the 2017/18 year, Hubs received referrals from 3,202 families, which included 3,965 children and 2,045 parents.

Early Intervention Support Services

From April 2016 – December 2017

- Total families supported: 1,233
- Total families successfully completing interventions: 1,030

IS ANYONE BETTER OFF?

Family Support Hubs

The data for 2017/18 is not yet available. Case studies for the 2016/17 year clearly demonstrated the benefits of the support provided through the Hub to the individual families.

Early Intervention Support Services

(Data cumulative from April 2016 – December 2017)

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

95% of families showed improvement in at least one area, 86% showed improvement in at least two areas, 72% showed improvement in at least 3 areas, and 53% showed improvement in at least 4 areas.

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

Outcome: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

Lead Department: Department of Education

| | |
|---|---|
| <p>How much did we do?</p> <ul style="list-style-type: none"> • The “enjoyment of play and leisure” has been included within the Children and Young People’s Strategy as a key outcome for improved well-being of children and young people. • The Strategy highlights that children and young people living in poverty as requiring greatest effort. This is supported by research gathered as part of an OFMDFM commissioned evidence review. • Funding of £432k has been secured through the Early Intervention Programme (EIP) for a Play and Leisure project. The project has three core elements, providing professional play development for those who influence play; engaging with parents to provide the skills and knowledge so they can meaningfully play with their children; and a play messaging campaign to promote the importance of play. | <p>How well did we do it?</p> <ul style="list-style-type: none"> • As part of the Children and Young People Strategy a new headline indicator will be set in relation to play and leisure. It is currently proposed that this will focus on “enjoyment of play and leisure”. • A Data Development Agenda is a key element to the Strategy and will outline how new indicators, such as the play indicator, will be developed and monitored. Work on this will commence once the Strategy is agreed. • The funding allocated through EIP will allow DE (Children and Young People Team) to promote the importance of play amongst key influencers and parents. The programme is being developed using OBA principles and performance / impact will be subject to monitoring. The programme is scheduled to commence in March 2018. |
| <p>Is anyone better off?</p> <ul style="list-style-type: none"> • See comments within “How well did we do it?” • Work is underway to develop appropriate indicators relating to play. • The EIP Play project is being developed using OBA principles and will be subject to monitoring and evaluation to assess performance and impact. | |

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO?

Practitioners - Infant Mental Health Training:

- 9 staff undertook Video Interactive Training designed to support the use of hand held mobile filming techniques in work with families with children with attachment problems to support improvement in the attachment relationship.
- 28 staff from various organisations undertook the 2 year Tavistock M9 Infant Mental Health Diploma or Tavistock M7 Early Years Diploma from January-December 2017.

Parents – Mood Matters in Pregnancy:

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

HOW WELL DID WE DO IT?

Practitioners - Infant Mental Health Training:

- 90% of participants completed their 2 year M7 and M9 Diploma training.

Parents – Mood Matters in Pregnancy:

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

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

IS ANYONE BETTER OFF?

Practitioners – Infant Mental Health Training

- 90% of the Infant Mental Health 2 year Diploma practitioners reported improved knowledge of Infant Mental Health and its determinants.
- 75% of the Infant Mental Health 2 year Diploma practitioners reported a decrease in need for referrals for specialist services as problems were being resolved.
- 90% of M9 Trainees reported being better equipped to respond to families with difficulties in the parent infant relationship.

Parents – Mood Matters in Pregnancy

- 97% of the 211 parents reported improved understanding of mental health, signs and symptoms and skills to cope with difficulties.

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO?

Family Nurse Partnership (FNP) is a voluntary preventative programme for first time young parents. It offers intensive and structured home-visiting delivered by specialised trained nurses from early pregnancy until their child reaches their second birthday.

FNP has 3 aims:

1. Improved pregnancy outcomes.
2. Improve child health and development.
3. Improve parent's economic self-sufficiency.

A total of 131 new clients were enrolled in the year 2017.

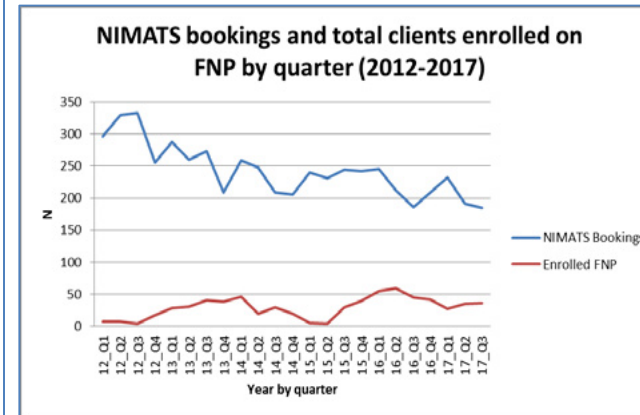
A total of 364 clients on the FNP programme in 2017.

On 31 Dec 2017, of the 787 who were ever enrolled, 346 were current clients and 340 were young parents who had completed the programme. 340 young parents graduated at the end of 2017.

HOW WELL DID WE DO IT?

In 2016, the attrition from the FNP programme is low. Of all the young people who had completed the programme, only 6.6% left the programme.

Figure 1: Proportion of eligible clients enrolled. NIMATS bookings and total clients enrolled on FNP by quarter (2012-2017)



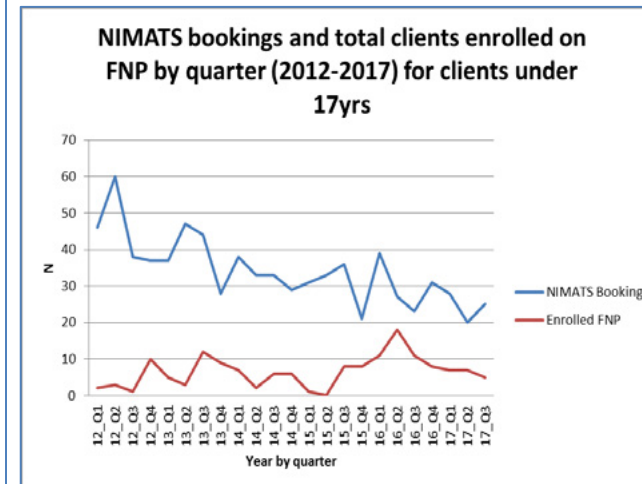
The teenage pregnancy rate has decreased over the past ten years.

Table 1: Client profile

| | N clients |
|--|-----------|
| Total number of clients enrolled in 2017 | 131 |
| Total number of clients currently active at 31 Dec 17 | 346 |
| Total number of clients who completed the programme to 31 Dec 17 | 340 |
| Total number of clients enrolled at 31 Dec 17 | 787 |

Figure 1 shows the number of places available on the programme by quarter (red line) compared to the teen birth rate for under 19 years by quarter (blue line). The number of places for the FNP programme exceeds the number of places available.

Figure 2: Proportion of eligible clients enrolled. NIMATS bookings and total clients enrolled on FNP by quarter (2012-2017) for clients under 17yrs

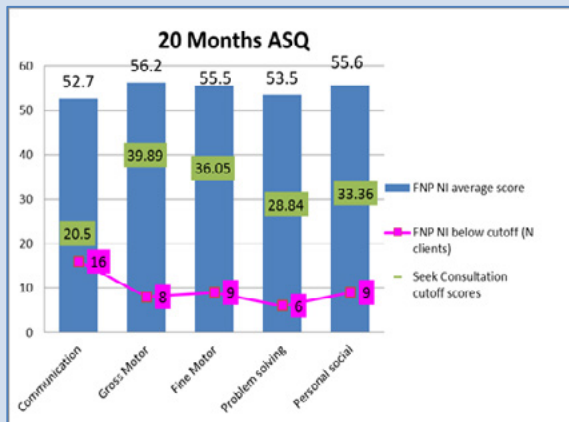


The FNP programme is directed to young mothers under 17 years. The blue line shows the teen birth rate from 17 and under and the red line shows the teen birth number of under 17 years. Of the places available, the gap in the difference between under 17 years (figure 1) is narrower than the under 19 years (figure 2).

The programme places in 2017 have been directed towards the younger mothers who may require more support/guidance than teen mothers who are 18-19 years old.

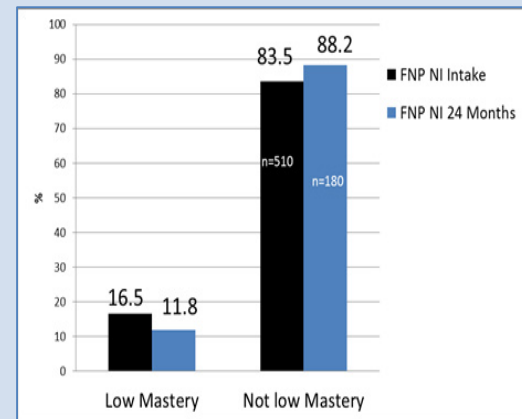
IS ANYONE BETTER OFF?

Figure 3: Ages and Stages Questionnaire validated self-report tool measuring child development



Overall, of 293 infants who had reached 24 months infancy by end of Dec 2016, 97.1% reported normal social and emotional development.

Figure 4: Mastery at intake and 24 months



There is an increase in the numbers of young people who have higher mastery (self-efficacy) 42% (no 83) of clients had a higher mastery score at the end of the programme compared to when they started the programme.

Table 2: Low birth weight (<2.5KG) NIMATS 2016

Table 3: Attempted breastfeeding NIMATS 2016

| | N Births* | N <2.5KG | % |
|----------------|------------------|--------------------|----------|
| Non FNP | 827 | 63 | 7.6 |
| FNP | 188 | 11 | 5.9 |
| Total | 1015 | 74 | 7.3 |

A lower percentage of FNP clients had low birth weight compared to non FNP clients (NIMATS) in 2016.

*Births to first time mothers

A lower percentage of FNP mothers had a low birthweight infant compared to non FNP infants.

| Under 20 | | 20 and under | |
|------------|-------------|--------------|--------------|
| FNP | NI | FNP | NI |
| 41.7% | 30.3% | 39.1% | 34.2% |
| (N=60/144) | (N=188/621) | (N=63/161) | (N=345/1009) |

A higher percentage of FNP clients attempted breastfeeding compared to non FNP clients in 2016.

A higher percentage of young mothers on the FNP programme breastfed.

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Communities

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

- 23,270 participants across Northern Ireland.
- The range of projects funded focused on the four key priorities of the TBUC good relations strategy.
- All of the projects specifically addressed inequalities, either due to financial inequalities or Section 75 groupings e.g. disability, race, gender, homelessness, refugee status etc.

IS ANYONE BETTER OFF?

- The Strategic Intervention Programme had had an impact on the individual participants and their wider communities to promote good relations.
- Following completion of the above, 48% increase in the feeling of ability by United Champions to contribute to positive change in their community.
- Following completion of the above, 50% increase in confidence within the United Champions following participation.
- The Post Project Evaluation for the Embedding Sustainability Programme in Falls and Village area stated that each of the young people who joined the programme had improved in terms of personal development, for example gaining accredited qualifications, employment or further training opportunities. All participants displayed improved confidence, more self-belief and increased self-awareness through taking a genuine interest in their own future and the role they play in wider community life. The key stakeholders in the programme, namely the schools and community organisations, highlighted the growth and maturity of the young leaders, commending their work and interpersonal skills*.

** taken from testimonials contained within the Post Project Evaluation (PPE) for Embedding Sustainability in Falls and Village*

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: The Executive Office

HOW MUCH DID WE DO?

Fully committed funding to a total of 68 projects; 50 capital making improvements to 115 premises; and 18 revenue focused primarily on employment/training, education and early intervention support in deprived areas. (An overview of all projects with funding committed is available on the departmental website).

17,000 participants are currently engaged in the 18 revenue projects. Almost 8,000 are engaged in education projects, almost 2,000 in employment projects and 7,000 in early intervention projects. 5 revenue projects have now completed delivery. Construction is complete on 15 capital projects with a further 9 projects having contractors appointed.

HOW WELL DID WE DO IT?

Individual project data is available for the better off measure but given that projects are at varying stages of delivery, this cannot be aggregated at this stage to determine programme level data.

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

IS ANYONE BETTER OFF?

Of these 68 projects, 62 have commenced; 33 of these are operational with 20 completed construction/delivery. Given projects are now at varying stages of delivery and the programme is not complete, it is not possible to determine better off data at this point.

REPORTING PERIOD: 1 April 2017 – 29 Jan 2018

OUTCOME: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Education

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|--|---|
| <p>Provide support to parents of children in the 25% most disadvantaged ward areas:</p> <ul style="list-style-type: none"> • The Department of Education (DE) invests around £25m per year in the Sure Start Programme, enabling the provision of support to approximately 39,000 children aged under four and their families. All children aged under four and their families within the catchment area of each Sure Start can access services, as provision is universal within these specified areas. (Census 2011 population figures). • 31,315 children aged 0-3 (<i>snapshot of number of children registered on 31/03/17</i>)⁶ are registered with Sure Start projects. • The Sure Start Programme was initially delivered in the 20% most disadvantaged areas in Northern Ireland, | <ul style="list-style-type: none"> • The extension of Sure Start services to the top 25% most disadvantaged areas, as identified by the NI Multiple Deprivation Measures (NIMDM 2010) is complete. • Since 2013, additional funding of £4.4m (18%) has been invested by DE to facilitate the expansion. • Under the expansion, 4 new Sure Start projects have been created, increasing the total number of projects from 35 to 39 (11%). • The four new Sure Start projects cover 9 wards and 3 Super Output Areas (SOA's) and in addition, 13 existing Sure Start projects have expanded their catchment areas to cover a further 12 wards and 1 SOA, resulting in a total of 21 wards (11% increase on previous ward coverage) and 4 SOAs. This is enabling the provision of support to an estimated 3,138 eligible children to access Sure Start |

⁶ Number of children registered aged 0-3 – Sure Start Outcomes Framework Assurance Monitoring Proforma 2016/17 - Objective 4.1 Area Dataset Report

| | |
|--|--|
| <p>however this year the expansion of the programme was completed to incorporate the 25% most disadvantaged areas as defined by the NI Multiple Deprivation Measures 2010 (NIMDM 2010).</p> <ul style="list-style-type: none"> • Four new projects have been created under the Sure Start Expansion Programme, bringing the total to 39 projects operational across Northern Ireland. <p>Promoting physical, intellectual, social and emotional development of pre-school children including parenting advice:</p> <ul style="list-style-type: none"> • Sure Start services operate across 5 Childcare Partnership areas delivering programmes which are designed to promote and enhance the physical, intellectual social and emotional development of children aged 0-3 within the Sure Start catchment areas, to ensure they can flourish at home and when they get to school within the catchment area of each Sure Start. • Sure Start projects offer support to parents from pregnancy and give young children aged 0-3, from the most disadvantaged areas, the best start in life through: <ul style="list-style-type: none"> ○ 31.5% of Sure Start registered Antenatal mums accessed services between March 2016 and March 2017. <i>(Objective 2.3 DE Outcomes);</i> ○ 2,278 Health Promotion sessions delivered within the 39 Sure Start projects during 2016/17. <i>(Objective 2.6 DE Outcomes)</i> ○ Play Programmes delivered within the 39 Sure | <p>services. (Census 2011 population figures) (Note legacy ward boundaries)⁷</p> <ul style="list-style-type: none"> • As at March 2017 there has been a 3% increase in the number of antenatal mums accessing antenatal services compared to March 2016. <i>(Objective 2.3 DE Outcomes)</i> • 11% increase in the number of Health Promotion sessions delivered between March 2016 and March 2017. <i>(Objective 2.6 DE Outcomes)</i> • 20,757 families attended Play Programmes during 2016/17 which represents 11% increase in the numbers attending since 2015/16. <i>(Objective 1.3 DE Outcomes).</i> • Between March 2016 and March 2017 an average of 882 adults attended Stay and Play sessions each month which represents 13% increase in the numbers attending since 2015/16. <i>(Objective 1.1 DE Outcomes) (Note Stay and Play sessions are for the Sure Start Developmental Programme for 2-3 Year Olds)</i> |
|--|--|

⁷ Legacy ward boundaries 1992

| | |
|--|--|
| <p>Start projects during 2016/17. (Objective 1.3 DE Outcomes)</p> <ul style="list-style-type: none">○ 145 Developmental Programmes for 2-3 Year Olds delivered by Sure Start projects during 2016/17, an average of 882 adults attended Stay and Play sessions each month. (Objective 1.1 DE Outcomes) | |
| <p>IS ANYONE BETTER OFF?</p> <p>31,315 (of which 2,157 are additional due to the expansion) children aged 0-3 and their families are registered with Sure Start projects. and can access the Sure Start programmes which work with parents and children to promote the physical, intellectual, social and emotional development of the children (particularly those most disadvantaged) to ensure they can flourish at home and when they get to school.</p> <p>Children and families are receiving targeted, child specific support aimed at ensuring the Sure Start Outcomes are met:</p> <ul style="list-style-type: none">• Outcome 1 - Improved Language Skills.• Outcome 2 - Improved Development through Early Identification of Developmental Delay.• Outcome 3 - Enhanced Parenting Skills.• Outcome 4 - Improved Access to Services.• Outcome 5 - Effectively Integrated Services. <p>Work is ongoing to develop measures to assess achievement against these outcomes.</p> | |

REPORTING PERIOD: 1 April 2016 – 31 Mar 2017

OUTCOME: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Education

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

IS ANYONE BETTER OFF?

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

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

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO?

- 122 Roots of Empathy Programmes (ROE) (27 week programme supporting socio-emotional learning) were delivered in 115 Primary Schools across NI.
- 3,050 children representing 1 in 7 primary school children in NI undertook the ROE programme within 2017/18.
- Self-Harm Intervention Project offers support to people who self-harm. Since January 2017 it is available to those aged 11 and over. The referrals to the service are growing and currently there are approximately 30 referrals per month to this service across NI. Both young males and females are being referred and subsequent engagement with the service is good.
- 20 'after care' young people continue to receive one to one mentoring in Belfast area. 2 have completed their support and exited the programme.
- 75 young people receiving crisis intervention mentoring in the Belfast area. 71 children supported in managing their process of traumatic grief through Barnardos contract in Northern and Belfast HSCT areas, of which 17 were bereaved as a result of suicide and 11 bereaved traumatically.
- 41 Looked after Children and young people from 5 Residential Units across NI were supported to undertake an initial week long Arts and Creativity programme as part

HOW WELL DID WE DO IT?

- 118 of the 122 (99.3%) ROE programmes were fully completed.
- Training, Mentoring and Classroom Visits were 100% provided for all 24 new school facilitators undertaking the ROE programme.
- The Self Harm Intervention Programme feedback from young people and carers is extremely positive. Although currently the data for improvement in psychological wellbeing for young people specifically is not available, when we consider all age groups there are good improvements in CORE (Clinical Outcome in Routine Evaluation) scores before and after counselling.
- 75 young people receiving crisis intervention mentoring in the Belfast area. (45) Clients have successfully exited and fulfilled their agreed care and support plans in total from April-December 2017. (30) Clients currently engage in mentoring interventions and support moving into January 2018.
- 9 (out of 13) children completed therapy to help them manage their process of traumatic grief (including those bereaved as a result of suicide). 4 (out of 13) children continue to be supported.
- 20% increase in nominations to the Derrytrasna Pastoral Care Award from 2016 to 2017:

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|--|---|
| <p>of the Twilight Arts Programme for Looked after Children.</p> <ul style="list-style-type: none"> • Over 80 separate Film, Sculpture, Sound Recording, Painting and Graffiti Art pieces were produced by the young people. • As part of Ulster Rugby Wellbeing Programme, 200 local students from Post Primary Schools have taken part in a schools wellbeing programme at the Nevin Spence Centre, and 4 Rugby Clubs have implemented the MINDSET adolescent programme which aims to raise awareness, and increase knowledge and understanding of mental health and emotional well-being. • 436 nominations were received to the Derrytrasna Pastoral Care Award, which recognises school communities that demonstrate exceptional pastoral care for pupils (over and above normal expectations of delivery of their statutory duty). • MINDSET Adolescent programme up until Jan 2017 had 962 14-17 year olds participating in this awareness raising programme. | <ul style="list-style-type: none"> ○ All award winning schools report an increase in staff morale (based on previous year's responses). • A Celebration Event for the Twilight Arts Programme for Looked after Children was held that enabled the young people to receive Certificates of Achievement attended by 90 carers, parents, support staff, artists and HSC staff. <ul style="list-style-type: none"> ○ The work pieces were converted into posters and original work the subject of a Public Exhibition at the Arts Care office. ○ Evaluation from young people, carers and support staff reported an increase in confidence and sense of achievement from participants. |
| <p>IS ANYONE BETTER OFF?</p> <p>Randomised Control Trial - undertaken by QUB over 3 years (2012-2015), tracking 600 children undertaking the Roots of Empathy programme relative to a Control Group of 600 children who did not receive the programme, found that:</p> <ul style="list-style-type: none"> • Participants who undertook Roots of Empathy programme showed a statistically significant increase in pro-social behaviour. • Participants who undertook Roots of Empathy programme showed a statistically significant decrease in difficult behaviour. <p>Self-Harm Intervention Service</p> <ul style="list-style-type: none"> • Although currently the data for improvement in psychological well-being for young people specifically is not available, when we consider all age groups there are good improvements in CORE scores before and after counselling. | |

Start 360 crisis intervention mentoring service:

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

Derrytrasna Pastoral Awards

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

Twilight Arts Programme

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

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children in Poverty are Healthy.

STATUS – IN PROGRESS

ACTION 3.11: Invest £2.8 million in programmes to tackle obesity in 2014/15.

(NB: Content below relates to 2017/18, except where stated otherwise)

LEAD DEPARTMENT: Department of Health

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|---|--|
| <ul style="list-style-type: none"> • Active School Travel programme (funded jointly with Department for Infrastructure) was delivered to 229 schools across NI in the 2016-17 academic year: <ul style="list-style-type: none"> ○ 15,463 new children joined the programme. ○ 64,933 pupils, parents and staff took part in 1,148 activities. ○ 877 pupils achieved on-road cycle training certificates. ○ 93 staff and parents received school champion training. • Food in Schools Programme (funded jointly with Department of Education) delivered in all grant-aided schools to include: <ul style="list-style-type: none"> ○ nutritional standards for school lunches (currently being revised) ○ healthy breaks and healthy packed lunch schemes • Food in Schools programme being rolled out to Voluntary Grammar and GMI schools • Breastfeeding promoted through: | <ul style="list-style-type: none"> • 96% of teachers believed the programme had increased their pupils' knowledge of the benefits of active travel. • 90% of teachers thought the programme had a good or excellent impact on getting their pupils more physically active. • 95.4% of grant-aided schools complied with nutritional standards for school lunches. • 63% of grant-aided schools did not permit crisps, sweets or chocolate at break times. • 100% of hospital births in NI in a BFI hospital (first in UK). • The Breastfeeding Welcome Here Scheme now has over 500 members. |

| | |
|--|--|
| <ul style="list-style-type: none">○ all HSC Trusts supported implementation of recognised best practice standards for breastfeeding, using the UNICEF UK Baby Friendly Initiative (BFI) standards.● Breastfeeding Welcome Here Scheme promoted across business and council facilities. | |
| <p>IS ANYONE BETTER OFF?</p> <p>In schools participating in the Active School Travel programme:</p> <ul style="list-style-type: none">● Walking and cycling to school increased from 36% to 46%.● Being driven to school reduced from 57% to 49%.● The number of children meeting Chief Medical Officer Physical Activity Guidelines increased from 33% to 44%. <p>Food in Schools ensures a ‘whole-school approach’ to all food provided and consumed in schools, with the result that:</p> <ul style="list-style-type: none">● Children receive and consume healthy food during the school day.● Children have a range of opportunities to develop knowledge and skills in relation to healthy eating and lifestyles, thereby reducing their likelihood of becoming overweight or obese and improving their health and wellbeing. <p>In relation to breastfeeding,</p> <ul style="list-style-type: none">● The number of women receiving maternity care which involves BFI standards stands at 100%.● Staff have the knowledge and skills to support breastfeeding mothers, which is key to improving breastfeeding outcomes and to sustaining BFI standards.● Mothers are supported to breastfeed their babies while outside the home in supportive environments, enabling them to maintain breastfeeding and to make breastfeeding more socially acceptable and valued. | |

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017 (except Active School Travel which covers 2016-17 academic year)

OUTCOME: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Health

HOW MUCH DID WE DO?

Workstream 1 of the Early Intervention Transformation Programme (EITP) aims to equip all parents with the skills needed to give their child the best start in life and focuses on key parenting stages, including Getting Ready for Baby.

Getting Ready for Baby has two elements: Group Based Ante-Natal Care and Education and Solihull Training for Midwives.

HOW WELL DID WE DO IT?

Getting Ready for Baby and Toddler Projects

- As of 30 September 2017, there was a total of 970 First Time Mothers (attending at least one session) on one of the 108 completed programmes.
- As of August 2016, 115 Midwives completed Solihull Combined Antenatal Foundation Programme and Parents Group: 2-Day Training Course – data for 2017/18 not yet available.

IS ANYONE BETTER OFF?

As of 30 September 2017, 59% (471) First Time Mothers breastfed (Total/Partial) at Discharge. This is significantly higher than the percentage of all Mothers within the Universal service who breastfed (Total/Partial) at Discharge – 46% (2,015).

As of August 2016, 87% of Midwives who undertook the training had increased confidence in helping parents to develop a positive relationship with unborn/newborn.

REPORTING PERIOD: 1 Aug 2017 – 31 Dec 2017

OUTCOME: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?

- All post-primary schools must provide education in Home Economics (HE) to pupils at Key Stage 3, which has been a statutory requirement since September 2010.
- HE contains three key concepts, one of which is Healthy Eating. Within this key concept, schools have a statutory requirement to ensure pupils have opportunities to:
 - develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals;
 - develop practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes;
 - investigate the impact of storage, preparation and cooking on food; and
 - explore ways to achieve a healthy diet.
- The Council for the Curriculum, Examinations and Assessment (CCEA) has developed a range of teaching resources and guidance to support HE/Healthy Eating. These can be accessed on CCEA's website.
- Circular 2013/21 – Healthy Food for Healthy Outcomes Food in Schools Policy – was issued to all schools in September 2013.
- The resources sub-group of the Food in Schools Forum

HOW WELL DID WE DO IT?

- Home Economics is compulsory for all pupils in Years 8-10 therefore all pupils in these years groups were taught about healthy eating as part of the Home Economics curriculum in 2017/18.
- A range of teaching resources and guidance to support healthy eating are available via CCEA's website. In addition, existing resources on food have been collated into a Fronter room within the C2k ICT Managed Service. Teachers can become a member of this room so as to have access to the resources. To date there are 451 members of the room.

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

IS ANYONE BETTER OFF?

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

REPORTING PERIOD: 1 April 2017 – 30 Jan 2018

OUTCOME: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Infrastructure

HOW MUCH DID WE DO?

- The second four year Active School Travel programme commenced in 2016-17 academic year. A total of 229 schools (219 primary and 10 post primary schools) across NI were engaged in the programme. Of the 229 schools 177 received direct support from an Active Travel Officer with the remaining 52 schools receiving support from the Active School Travel Manager in the Extended Support level as they were in the final year of the programme.
- National Standard Levels 1 and 2 cycle training was delivered to 877 pupils in 60 schools in the 2016-17 academic year.

HOW WELL DID WE DO IT?

- Over the course of the 2016-17 academic year, 367 cycle skills (including National Standards level 1 & 2 training) and road safety awareness activities were delivered to 11,036 pupils, their families, school staff and volunteers.
- 85% of teachers and school champions believed active travel had increased amongst their pupils. The remaining 15% believed active travel had remained the same.
- 96% of teachers and school champions agreed that the programme had increased pupils knowledge of the benefits of active travel.

IS ANYONE BETTER OFF?

- During the period, there was an overall increase in active travel across all levels, particularly at level 1 schools which showed an increase of 33% against the target of 26%.
- The proportion of children travelling to school actively (walking and cycling) increased to 46% in participating schools – a 9% increase in active travel from the baseline of 36%.
- The proportion of children being driven to school fell from 56% to 47% in participating schools – a 9% decrease after engagement in the programme.

REPORTING PERIOD: 1 April 2017 – 31 Mar 2018

OUTCOME: Children in Poverty are Healthy

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department for Communities

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

IS ANYONE BETTER OFF?

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

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

REPORTING PERIOD: Action Completed March 2015

OUTCOME: Children in Poverty are Healthy

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Education

HOW MUCH DID WE DO?

During the 2017/18 financial year, coaches from the GAA and IFA aim to deliver nearly 45,000 coaching sessions for pupils in Years 1-4, reaching approximately 35,000 primary school pupils.

HOW WELL DID WE DO IT?

The annual reports from the GAA and IFA for the 2016/17 school year indicate that pupils' confidence and their physical literacy skills improved through participation in the Curriculum Sports Programme. The reports also indicated a good improvement in the skills and confidence of primary schools teachers in delivering curricular PE.

NOTE - *The majority of the funding for this programme covers the salaries of the IFA and GAA coaches. Due to uncertainty around funding for the programme in 2017/18, both organisations lost a number of coaches to other employment during the year, resulting in a reduced grant requirement for 2017/18 and a reduction in the number of pupils participating (final figures for 2017/18 are not yet available).

IS ANYONE BETTER OFF?

Using a sample-based approach, the GAA and IFA coaches carry out a series of skills and physical tests in order to determine improvements made by pupils throughout the school year. The results of these tests, which are included in the annual reports submitted to the Department of Education, show that good progress has been made in the development of pupils' physical literacy skills. An evaluation of the programme, carried out by the Department's Economic Advisory Unit in 2015/16, backed up the findings in previous annual reports with participating pupils showing evidence of improved physical literacy.

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

REPORTING PERIOD: 1 April 2017 – 30 Jan 2018

OUTCOME: Children in Poverty are Healthy.

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Communities

| | |
|---|---|
| <p>HOW MUCH DID WE DO?</p> <p>Awarded grants in November 2017 to 12 organisations to deliver arts projects to vulnerable young people between the ages of 12 and 18.</p> | <p>HOW WELL DID WE DO IT?</p> <p>Independent Interim Evaluation to be submitted in January 2018.</p> |
| <p>IS ANYONE BETTER OFF?</p> <p>Programme being independently evaluated. Too early for any results to have been measured to date.</p> | |

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

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

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Justice

| | |
|---|--|
| HOW MUCH DID WE DO? No update available for 2017/18 reporting year at time of publication | HOW WELL DID WE DO IT? No update available for 2017/18 reporting year at time of publication |
| IS ANYONE BETTER OFF? No update available for 2017/18 reporting year at time of publication | |

REPORTING PERIOD: No update available for 2017/18 reporting year at time of publication

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

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Agriculture, Environment & Rural Affairs

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|----------------------------|---|
| £5.2m 14/15 | 2.4% of the 14/15 TRPSI (Tackling Rural Poverty and Social Isolation) budget invested in providing health checks to rural dwellers. |
| £5.0m 15/16 | 22% of the 14/15 TRPSI budget invested in providing rural Community Development structures across Northern Ireland. |
| £5.5m 16/17 | 2.6% of the 15/16 TRPSI budget invested in providing health checks to rural dwellers. |
| £4.3m 17/18 | 19.7% of the 15/16 TRPSI budget invested in providing rural Community Development structures across Northern Ireland |
| | 3% of the 16/17 TRPSI budget invested in providing health checks to rural dwellers. |
| | 17% of the 16/17 TRPSI budget invested in providing rural Community Development structures across NI. |
| | 3.5% of the 17/18 TRPSI budget invested in providing health checks to rural dwellers. |
| | 21.75% of the 17/18 TRPSI budget invested in providing rural Community Development structures across NI. |

IS ANYONE BETTER OFF?

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

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

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

2,048 people (to date) have presented for a Health Check in 17/18, resulting in 847 (41%) being advised to see their GP for further attention.

Over 1,000 community and voluntary groups benefit annually from TRPSI funded rural community development work. The capacity of these groups is greatly enhanced through this engagement and this has a significant impact on the lives of many rural dwellers.

REPORTING PERIOD: 1 April 2014 – 31 Dec 2017

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

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Infrastructure

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|--|---|
| <p>33 schools from areas of social need are participating in a rolling 3 year programme of Practical Child Pedestrian Safety Training (PCPST) scheme. The children start at year 3 and go on to year 5, the scheme is a mixture of theory and practical experience. The third year of the current scheme started in September 2017. Topics delivered to children on the 3 year scheme become more challenging as the child progresses through school. From the 33 schools participating in the scheme 1312 children ages from 6 years to 8 years have taken part on the training. The same number again will finish the third year of the rolling scheme</p> <p>A new tranche of schools will be chosen in March 2018 to participate on a subsequent three year cycle of PCPS training.</p> <p>In 2017/18, 415 schools delivered the Cycling Proficiency Scheme (CPS) with 7,102 pupils trained in safe cycling.</p> | <p>Despite a modest budget and dwindling staff resources all schools participating in the third year of PCPST have been visited, teachers briefed and risk assessments completed. To date only one practical walk remains outstanding.</p> <p>Year 1 of the scheme delivered an overall increase of Road Safety knowledge by 9.9% and year 2 by an increase in knowledge of 13%.</p> <p>The Cycling Proficiency Scheme was updated in 2015 and is based on the National Standard.</p> <p>New CPS resources are available to schools in printed format and through C2K (the teachers ICT network).</p> <p>A total of 142 new CPS instructors were trained in 2017. 7,102 pupils from 415 primary schools completed the safe cycling programme.</p> |

IS ANYONE BETTER OFF?

1,312 children have participated on the scheme and their road safety knowledge has increased shown by the percentage shift in knowledge indicated by pre and post survey for year one 9.9% and 13% for year two. Figures for the third year of PCPST will not be known until all practical walks have been completed and figures analysed (by the end of March 2018).

Change was positive again as indicated by the percentage of road safety knowledge gained via pre and post survey. Again third year figures will not be known until the last outstanding walk is complete.

Cycling Proficiency Scheme

Statistics indicate that just under 94% of the children who participated on CPS achieved the standard.

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

REPORTING PERIOD: 1 April 2017 – 31 Mar 2018

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

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: The Executive Office

HOW MUCH DID WE DO?

Fully committed funding to a total of 68 projects; 50 capital making improvements to 115 premises; and 18 revenue focused primarily on employment/training, education and early intervention support in deprived areas. (An overview of all projects with funding committed is available on the departmental website).

17,000 participants are currently engaged in the 18 revenue projects. Almost 8,000 are engaged in education projects, almost 2,000 in employment projects and 7,000 in early intervention projects. 5 revenue projects have now completed delivery. Construction is complete on 15 capital projects with a further 9 projects having contractors appointed.

HOW WELL DID WE DO IT?

Individual project data is available for the better off measure but given that projects are at varying stages of delivery, this cannot be aggregated at this stage to determine programme level data.

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

IS ANYONE BETTER OFF?

Of these 68 projects, 62 have commenced; 33 of these are operational with 20 completed construction/delivery. Given projects are now at varying stages of delivery and the programme is not complete, it is not possible to determine better off data at this point.

REPORTING PERIOD: 1 April 2017 – 29 Jan 2018

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

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?

- 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.
- The NI Executive through the Programme for Government set a target of 5,100 new social units to be provided between the period 2014/15 to 2016/17.
- This target was exceeded with a total of 5,185 new social units started.
- During the same period a total of 4,254 new units were completed and handed over to tenants.

HOW WELL DID WE DO IT?

- Over the 2014/15 to 2016/17 period the total number of general needs (family) units complete was 4,254.
- During the same period a further 5,185 new social housing units were started.

IS ANYONE BETTER OFF?

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

REPORTING PERIOD: ACTION COMPLETE

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

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Communities

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

- 908 childcare places safeguarded.

Physical Renewal Projects

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

Empowering communities

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

Tackling barriers to address health inequalities

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

Tackling barriers to create safer environments

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

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

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

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

STATUS – COMPLETE

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

LEAD DEPARTMENT: Department of Justice

HOW MUCH DID WE DO?

- Between November 2014 and December 2017:
 - 28 participants have taken part in pre-release programme;
 - 40-50% of participants in contact with partners; and
 - Across all participants, there are 40+ children.
- Pre-release participants took part in a range of activities - information sessions were the most prevalent activity.
- Pre-release support plan was in place for all individuals.
- 23 pre-release participants who engaged with Barnardo's have been referred for parenting support.
- 23 participants supported (by Bryson) in post-release programme.
- A training & education plan was in place for 70% of participants (who were working in the Book Reserve).
- Several home visits undertaken – for some participants, a home visit may not be appropriate.
- 400+ work visits by support staff for 1-to-1.
- All post-release participants signposted to other support services.
- Additional interventions delivered to 12 participants in Safety and Awareness, Paediatric First Aid, Child Nutrition, and Strategies Managing & Dealing with Emotion.

HOW WELL DID WE DO IT?

- Attrition rate: 24 participants interviewed for a position at The Book Reserve – all were successful, 18 accepted a position. To date, 10 have successfully completed the programme and 8 did not successfully complete it.
- Average attendance rates at pre-release support sessions generally high (75% +).
- Average attendance rate at work was over 80% with limited sickness absence/AWOL.
- The Social Enterprise Project created summer placement and employment opportunities for a small cohort of number of care experienced young people in the Southern HSC Trust area.

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| <ul style="list-style-type: none"> • 3 Year pilot completed in December 2017 • Establishment and implementation of the Social Enterprise Project under workstream 3 of the Early Intervention Transformation Programme (EITP). This workstream aims to positively address the impact of adversity on children. The Social Enterprise Project, led by the Health and Social Care Board, aimed to enhance the life and wellbeing of care experienced young people within the Southern HSC Trust area and provide them with new opportunities to become self-sufficient through self-employment opportunities. • EITP funding to the Social Enterprise Project has now concluded as planned. | |
| <p>IS ANYONE BETTER OFF?</p> <ul style="list-style-type: none"> • Self-esteem: Self-esteem measured with Rosenberg self-esteem scale. The maximum score is 30; the higher the score, the greater a person's self-esteem. Average self-esteem score has consistently increased from the beginning through to the end of the programme. • The average score increased from 19.7 (17 individual measurements) at the beginning of the programme to 24.2 (5 individual measurements) at the end of the programme – indicating improved self-esteem. • Parenting capacity: The Parental Stress Scale was used as the basis for understanding whether a participant's capacity for parenting has improved. The scale has a maximum score of 90 – a lower score indicates less stress and better parenting capacity. The average score has fluctuated – increasing between entry to the pre-release and entry to post-release programme (from 35.5 to 42.5), and reducing 6 months into the post-release programme (to 40.6) and rising again at exit (to 50.6). • Life skills: Seven life skills domains were assessed using the Casey Lifeskills Assessment. Scores were averaged across these seven domains and an overall average score was calculated (which ranges from 0 to 5). The overall average score at the last checkpoint demonstrated continual improvement between entry to pre-release programme (4.3) and exit from the post-release programme (4.7). • Employment: To date, 10 participants have completed the programme successfully; 6 secured employment elsewhere. • An OBA Report Card has not been produced for the Social Enterprise Project. The Project has enhanced the life and wellbeing of a number of care experienced young people through creation of new opportunities to employment. | |

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

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

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?

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

There are 31 Supporting People schemes specifically for Homeless families, with a total annual contract value of £4.3m.

In addition, the Housing Executive provides a further £8.9 million in direct funding for homelessness services including £4.6 million on temporary accommodation and £4.3 million on outside agencies in the voluntary sector who provide services for homeless people. 19,000 people are currently supported through the Supporting People programme with among its aims addressing homelessness or potential homelessness.

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

HOW WELL DID WE DO IT?

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

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

IS ANYONE BETTER OFF?

- There are currently 835 units of support, provided through Supporting People funded services, for homeless families with support needs. In respect of these services, based on average throughput, approximately 1,200 service users will be supported for the year 2017/18.
- The provision of high quality temporary accommodation, specifically for families across NI includes private sector properties, Housing Executive and voluntary sector hostels where support is provided until service users have a permanent solution to their housing issue.
- Some positive outcomes of housing related support include: a greater level of independence, access to other services, developing skills to become tenancy ready and gaining access to permanent accommodation.
- A revised approach to outcomes measurement is currently being developed by the Housing Executive in consultation with service providers.
- The Housing Executive provides support to tenants at risk of losing their home so customers and their children are able to remain in their homes having been provided with the appropriate level of tailored support.
- Tenancy Support Assessments for all new Housing Executive tenants and customers contacting us through our Housing Solutions & Support approach include a financial health check and identification of other needs (debt advice, budgeting, daily living skills, mental illness, addictions), signposting tenants to floating support services and other organisations to obtain the support required.

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

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

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Health

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

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|--|---|
| <p>Belfast area</p> <ul style="list-style-type: none"> Schools visits to RADAR are scheduled for January to March 2018. It is anticipated that the numbers will be similar to last year (approx. 56 visits / approx. 2,000 pupils). <p>Northern area</p> <ul style="list-style-type: none"> 1,721 pupils participated in safety and community awareness initiatives including Bee Safe, Streetwise, Hazard House, Fireworks Safety Talks and Child Safety Week poster competition. <p>Southern area</p> <ul style="list-style-type: none"> 2 new scripts were developed for the Alex and Connie Home Safety Puppet Show (blind cord safety and electrical safety). Alex and Connie sessions delivered to 5 nursery classes (97 pupils). | <p>Belfast area</p> <p>Information collected was limited but suggestions about improvements, e.g. in relation to bullying sessions, have been taken into account and changes made to programmes.</p> <p>Northern Area</p> <p>Where evidence was collected: 82% - 100% of pupils, teachers and parents rated Bee Safe as good or excellent; 100% of participants in Streetwise, Hazard House, Fireworks Safety Talks and Child Safety Week poster competition gave positive feedback.</p> <p>Southern Area</p> <p>Information has not been collected.</p> |

- Information on RADAR added to Trust website.
- Number of visits to RADAR
Armagh City, Banbridge and Craigavon Council – 665 KS2 children
Mid Ulster Council – 770 KS2 children
- Information was added to the Department of Education's c2k website in support of Child Safety Week. 56 users during the week.

No activity to report in West

IS ANYONE BETTER OFF?

Belfast area

Belfast City Council is working in conjunction with Ulster University (UU) on an OBA report for the pupils who attended RADAR in March 2017. This report will investigate knowledge before the event and knowledge 3 months after the event, it will also compare this knowledge to a control group who did not attend the RADAR centre. It is hoped that working with RADAR and UU will result in more in depth and valuable information. This report will be completed by March 2018.

Northern Area

No evidence has been collected.

Southern area

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

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

OUTCOME: Children Live in Safe, Secure and Stable Environments

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: The Executive Office

HOW MUCH DID WE DO?

The Urban Villages Initiative aims to Build Community Capacity, Foster Positive Community Identities and Improve the Physical Environment. During 2016/17 the Executive Office invested £1.7m capital and £1.5m revenue in a range of projects across the 5 Urban Village areas. Further investment in 2017/18 of up to £2.6m capital and £2.7m revenue is planned. This investment will directly support the achievement of Urban Village aims. Some of the projects supported by Urban Villages will directly and indirectly deliver benefits for children and young people in the Urban Village areas.

HOW WELL DID WE DO IT?

Individual project data is not yet available for the 'how well did we do it?' measure therefore it cannot be aggregated to determine programme level data at this stage.

IS ANYONE BETTER OFF?

Post project evaluations are not yet completed for all projects therefore it cannot be aggregated to determine programme level data at this stage.

REPORTING PERIOD: as at 5 February 2018

OUTCOME: Children Live in Safe, Secure and Stable Environments

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?

Funding for mortgage debt advice has been combined with core funding in 2017/18.

In the first 9 months of 2017/18, 650 new clients were assisted. The number of cases for preventing homelessness is included in the core figure at Action 4.12.

HOW WELL DID WE DO IT?

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

IS ANYONE BETTER OFF?

650 new clients were assisted in the first 9 months of 2017/18. The homelessness prevention figure is included with core cases at Action 4.12.

During 2017/18 650 cases were provided with mortgage debt advice. The outcomes flowing from the provision of mortgage debt advice is now included in the core figures at Action 4.12.

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

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

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Communities

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|--|---|
| <p>£900,125 core funding is available to Housing Rights from the Department for Communities for 2017/18. Core funding is used to provide a Housing Advice Service, support other frontline practitioners so advice is available locally and utilise evidence to identify issues and help improve housing legislation, policy and practice.</p> <p>The Housing Advice Service provides assistance regarding the prevention of homelessness, accessing accommodation, affordability and housing conditions.</p> <p>5,228 new clients were assisted during the first 9 months of 2017/18 and homelessness prevented in 366 of these cases.</p> <p>Housing Rights received funding of £154,000 from the NIHE – Homeless Policy Unit in 2017/18 for the Prisoner Release (£80,000) and Beyond the Gate (£74,000) Services. This funding is used to provide advice regarding the prevention of homelessness, accessing accommodation, affordability and housing conditions to prisoners. This was achieved through the delivery of 327 sessions of direct advice across three N.I. prisons to 1,215 service users. This has been delivered in the first 9 months of 2017/18.</p> | <p>During the first 9 months of 2017/18, 5,228 clients were assisted with housing issues (including mortgage debt) and homelessness was prevented in 7% of cases (366). 5,359 cases have been closed and a positive outcome has been recorded for 408; 4,720 received one off advice for which no outcome is known.</p> <p>The first three quarterly returns of 2017/18 for the project indicate that Housing Rights is on target to either meet or in some instances exceed their annual required targets as set out by the NIHE – Homeless Policy Unit.</p> |

IS ANYONE BETTER OFF?

During 2017/18, 5,228 clients were assisted with their housing issues and homelessness was prevented in 7% of these cases.

327 sessions of direct advice services were delivered across three NI prisons to 1,215 prisoners/service users.

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

A positive outcome has been recorded for 408 (64%) of the 639 cases which have been closed and an outcome is known.

Since April 2017 NIHE – Homeless Policy Unit funding has helped to extend partnership arrangements with frontline advice and information providers throughout NI to enhance the quality of advice on housing and homelessness thus ensuring it is available to those offenders/prisoners in housing need.

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

REPORT ON THE NI EXECUTIVE'S CHILD POVERTY STRATEGY 2017/18

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

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Communities and Department of Justice

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| <p>HOW MUCH DID WE DO?</p> <p>The NIHE previously attended a number of wide-ranging Scoping Study meetings conducted by the Department of Justice (DoJ) aimed at improving outcomes for children and young people who come into contact with the justice system. The study ran between May 2015 and March 2016. DoJ's work during the period of this Report in relation to young people in the juvenile justice system can be found in Action 4.15.</p> <p>During the period of this report the DoJ have been engaging with key groups, including the NIHE around the proposals made in the Scoping Study.</p> | <p>HOW WELL DID WE DO IT?</p> <p>NIHE are currently fully engaged with the DoJ around the proposals made in the Scoping Study.</p> |
| <p>IS ANYONE BETTER OFF?</p> <ul style="list-style-type: none"> • NIHE continue to work in partnership with other Agencies to explore options to improve services in relation to young people in the juvenile Justice System. | |

REPORTING PERIOD: 1 April 2017 – 31 Dec 2017

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

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department for Communities

HOW MUCH DID WE DO?

The Housing Executive have developed and are currently implementing a Housing Solutions and Support model which includes the elements of the tenancy support assessment. Under this model all new Housing Executive tenants are assisted with tenancy sustainment activities tailored to their individual needs on a case by case basis – this can include assistance with financial health checks and identification of other needs (debt advice, budgeting, daily living skills, mental illness, addictions), signposting tenants to floating support services and other organisations to obtain the support required.

Customers who contact us wishing to apply for housing or present as homeless in the current pilot areas are provided with Housing Solutions and Support. The approach is premised on our staff gaining a thorough understanding of our customer's needs and working with them to deliver appropriate housing solutions, where necessary accompanied by suitable support. This model is currently being embedded across the organisation with a Housing Solutions Service currently being delivered from Belfast Housing Solutions team and via 6 of the remaining 10 Housing Executive Area Offices. From February 2018 this Housing Solutions service will be delivered from all Housing Executive Area offices.

HOW WELL DID WE DO IT?

The Housing Solutions approach will be operating in all NIHE Area Offices from March 2018. As outlined in the [previous update](#), the model is based on the initial pilot which showed a significant reduction in lead times for core processes in the pilot areas. Statistical information for 2017/18 will be available at the end of the financial year.

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| IS ANYONE BETTER OFF? | |

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

REPORTING PERIOD: April 2017 – 31 Dec 2017

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

STATUS – IN PROGRESS

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

LEAD DEPARTMENT: Department of Justice

| HOW MUCH DID WE DO? | HOW WELL DID WE DO IT? |
|--|---|
| <ul style="list-style-type: none"> • Across 2017/18 Youth Justice Services (YJS) continued to identify and target the most prolific young people in order to provide adequate levels of supervision and to address criminogenic factors including education/training, housing, addiction, mental health issues and family breakdown amongst other factors contributing to risk and offending behaviour. • At this juncture 2017/18 statistics are not available however in 2016/17 1,539 referrals were dealt with by YJS across 2016/17. These young people were assessed post referral and pre-intervention in order to identify their risk of re-offending and to identify the factors they needed to address in order to reduce the risk of harm to themselves and others. In utilising this approach we build and deliver intervention plans that are proportionate to risk and need. All plans are bespoke and tailor made based on the out workings of a Youth Conference and/or a full assessment of the young persons' circumstances. In 49% of cases (where there was an identifiable victim) the young person also met face to face with said victim who had an input into the intervention plan going forward. | <ul style="list-style-type: none"> • We have appropriately identified and targeted our most prolific young people (around 60-80 at any one time) in order to offer the highest possible levels of supervision and support. • We have successfully targeted approximately £450k of Early Intervention monies at disadvantaged areas and individuals in order to reduce the risk of young people entering the formal system. In order to ensure sustainability YJS intend to ring fence £150-200k from our core funding across 2018/19 to continue to deliver these services (budget permitting). • Education and Training in the Woodlands Juvenile Justice Centre has been reviewed and repurposed in order to provide the best possible service to prolific young people in custody. • All assessments carried out across 1,539 referrals in the community are undertaken with the view to identifying issues with education/training, housing, mental health, addiction , family conflict and a range of other issues which |

- In identifying our most prolific young people we target resources at the critical few rather than employing a “one size fits all” approach. In turn this has allowed us to concentrate increasing resources towards Early Stage Intervention where we work on a diversionary or voluntary basis with young people on the fringes of the criminal justice system.
- The most prolific young people are dealt with via our Intensive Support and Supervision Programme (ISSP). ISSP involves close monitoring and support often in partnership with PSNI. At least 15 hours contact is offered per week where young people get assistance in seeking employment, in confronting their addictions, in resolving family conflicts and support in accessing primary services to which they are still entitled even though they are in the justice system. Approximately 5- 10% of any current case load are subject to ISSP. This 5-10% represent our most prolific and risky young people.
- At the other end of the trajectory and with the view to improving outcomes for lower risk young people our aim was/is to reduce the numbers of young people reaching the court and to appropriately divert young people at the earliest possible opportunity. The earlier a young person is diverted from the formal system the more likely they are to desist from offending and to improve their life chances. With this aim in mind Youth Engagement Clinics were piloted in 2012/13 and have now been fully rolled out across Northern Ireland. Youth Engagement is a tripartite initiative involving YJS, PSNI and the PPS. This intervention provides a platform to keep young people who

contribute to the risk of re-offending. Bespoke interventions are then delivered in order to address said issues. Over 95% of PPS and court orders made are successfully completed by our young people.

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

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

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

same legal basis as any other young person being taught outside mainstream schooling. Improving the educational outcomes for these young people can only improve their future employment prospects. In addition vocational training has been outsourced with a full programme being delivered since August 2017.

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

IS ANYONE BETTER OFF?

- We have successfully reduced the numbers of young people going through the formal court system from 45% in 2014/15 to 35% in 2016/17.
- We have increased the number of diversionary referrals from 42% in 2015/16 to 49% in 2016/17.
- We have increased the number of voluntary cases from 3% in 2015/16 to 14% in 2016/17.

REPORTING PERIOD: 2016 – to present

