



Northern Ireland
Executive

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DfC

Department
for Communities

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2019/20 Report on the Northern Ireland Executive's Child Poverty Strategy



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Child Poverty Strategy Annual Report 2019/20 - Ministerial Foreword



In the ‘New Decade, New Approach’ agreement one of the immediate priorities for the Executive is the delivery of a fair and compassionate society that supports working families and the most vulnerable.

One of the ways we will achieve this is by tackling the poverty that is experienced right across our community, in towns and cities and in rural and border communities. One section of our population which is at a higher risk of living in poverty is children and young people. As Minister for Communities, child poverty is a particular focus for me. I want to see equitable outcomes for children and young people across areas such as health and education and to see them grow up in safe secure and stable environments.

The Child Poverty Strategy Annual Report 2019/20 gives data for each of the four

desired outcomes and reports on the progress against the Strategy’s 58 actions. These actions cut across 8 government departments and also involve collaboration between local government, statutory bodies and voluntary and community organisations.

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

Carál Ní Chuilín MLA.
MINISTER FOR COMMUNITIES

Introduction

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

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

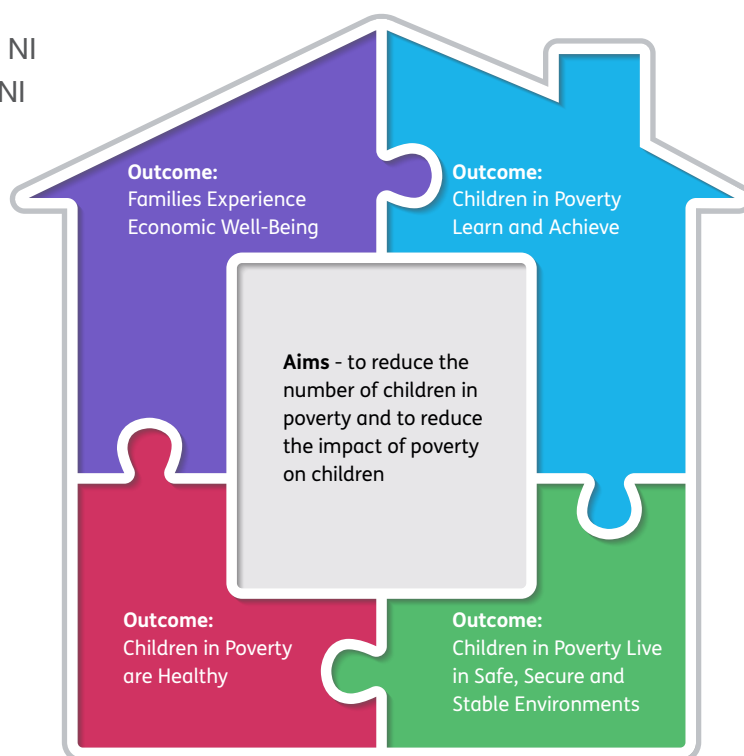
This document is an Annual Report on progress on the Strategy as required by Article 12(7) of the Life Chances Act, which requires an annual report to be laid before the NI Assembly which:

- describes the measures taken by the NI departments in accordance with the NI Strategy, and

- describes the effects of those measures that contribute to the achievement of the purpose of ensuring, as far as possible, that children here do not experience socio-economic disadvantage.

As such, this Annual Report provides:

- The data available up to the end of February 2020 for each of the agreed indicators in the Strategy (in the main body of the report);
- Full reports on each of the actions in the Strategy (Annex A); and
- Reference to an associated Programme for Government Outcome (s).



Draft Programme for Government Outcomes

OUTCOME 1

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

OUTCOME 2

We live and work sustainably – protecting the environment.

OUTCOME 3

We have a more equal society.

OUTCOME 4

We enjoy long, healthy, active lives.

OUTCOME 5

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

OUTCOME 6

We have more people working in better jobs.

OUTCOME 7

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

OUTCOME 8

We care for others and we help those in need.

OUTCOME 9

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

OUTCOME 10

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

OUTCOME 11

We connect people and opportunities through our infrastructure.

OUTCOME 12

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

Headline Indicators

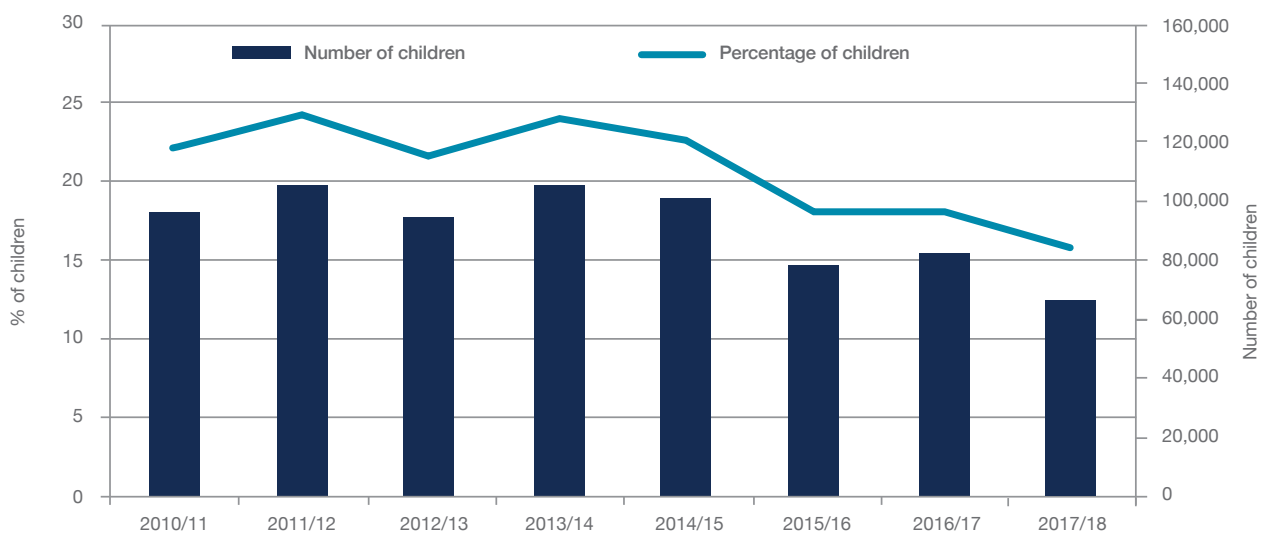
- These child poverty figures relate to the year 2017-18. They are taken from the NI Poverty Bulletin 2017/18 (published April 2019) and are the official child poverty figures available as at the end of February 2020.

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 2017-18, there were approximately 69,000 children in absolute poverty BHC, which represents 16% of children in NI. There were approximately 82,000 children (18% of children in NI) in absolute poverty BHC in 2016-17. This decrease is not statistically significant however the fall from 23% in 2014/15 is significant.

Percentage and number of children in absolute poverty (BHC), 2010–11 to 2017–18

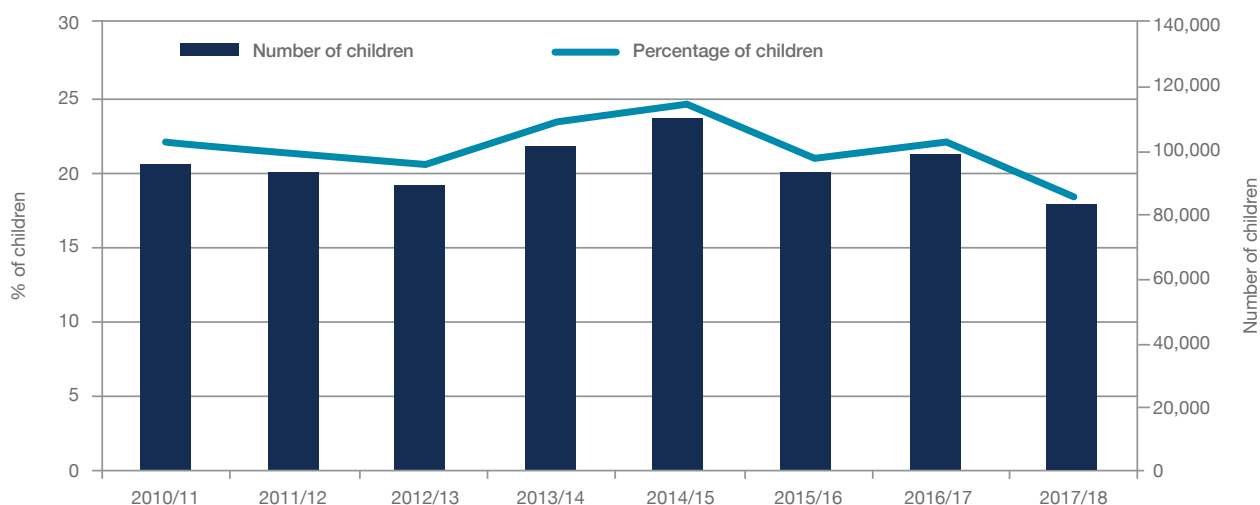


Relative Poverty - Before Housing Costs (BHC)

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

- In 2017-18, relative child poverty was 19% (approximately 85,000 children) BHC. There were approximately 99,000 children (22% of children in NI) in relative poverty BHC in 2016-17. This decrease is not statistically significant however the fall from 25% in 2014/15 is significant.

Percentage and number of children in relative poverty (BHC), 2010–11 to 2017–18



Summary of Progress Against Child Poverty Strategy Outcomes

Below is a summary of the actions / initiatives across the four Outcomes that were delivered over the reporting year 2019/20 (up to end of February 2020). In the main the information (analysis and statistics) relate to reporting year 2019/20. However some of the information is not readily available at the time of publication. For example, educational related data will reflect one full school academic year, others including financial information may not be available to the end of the financial year. The source and date of the information available at the time of publication is contained in the individual report cards.

Outcome: Families Experience Economic Well-Being

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

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

DfC offered work placements to help young unemployed 18-24yr olds prepare for work. Of the 114 participants who started a Work Experience Programme between the 1 April 2017 and 31 March 2018, 47 (41%) found work within 13 weeks on completing their placement. The final figures for 2018/2019 and 2019/2020 are not currently available.

DfE funds Essential Skills training programmes for adults, delivered by accredited tutors working in Further Education colleges and training providers. During 2018/19 there were

17,514 qualifications issued, of which 8,834 (50.4%) were at Level 2. Of the 30,051 Essential Skills enrolments, 7,839 (26.1%) were from students living within the most deprived quintile.

The Step Up to Sustainable Employment (SUSE+) programme is a mentor-led initiative organised by South West College in Enniskillen, that seeks to address barriers to progression into education, training and sustained employment and is aimed at people aged 16 to 65 who are unemployed or economically inactive. In 2019/20, 75 rural participants (the target was 40) have entered employment after leaving the programme. A further 115 rural participants (against a target of 11) have continued onto further education or joined training programmes.

Published figures (as at 30 September 2019) show that over 2017 and 2018, 20,342 additional jobs were created in Invest NI (DfE) supported companies.

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

Available figures at the end of February 2020 show that from 1 April 2019 to 31 December 2019, the Affordable Warmth Scheme (run by the NIHE in collaboration

with local councils) grant aided £8.5m to allow 1,942 homes to be improved. These interventions have resulted in improvements to the physical and mental well-being of all members of those households (including children), who have availed of the scheme.

Of those people who had reported that 'Make the Call' (DfC) had a positive impact on them, 40% said they were able to increase their home heating.

Summary of actions taken to improving economic well-being through Improving benefit or grant take-up.

Over the last three tax years the 'Make the Call' programme (DfC) has been able to improve people's weekly income by an average of £88.66 per week. From 1 April to 31 August 2019 figures show that it has also been able to link c. 3,000 people to various supports and services and c. 2,700 people to increased income, through needs assessments.

The Education Authority's provision of free school meals to qualifying children has improved the economic well-being of approximately 96,000 pupils in 2019/20. The extension of the working tax credit criterion to include c. 17,000 post primary pupils has helped reduce costs for low income families in 2019/20. 11,209 low income families caring for disabled children have been helped through Families Fund in NI (DoH) distributing £3.9m in direct grant support (1 April 2017 - 31 December 2019).

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

It is widely recognised that the provision of affordable, high quality childcare allows parents to participate in employment, education/training or support services. The Bright Start School Age Childcare (SAC) Grant Scheme (DE) has assisted families from disadvantaged areas and/or those who are on welfare benefits to access childcare provision (this also included creating or sustaining childcare places in rural communities, disadvantaged areas and on the school estate). Statistics show that from 2014/15 to 2018/19, 1,422 childcare places have been sustained and an expected 1,080 have been created. The Women's Centre Childcare Fund (DfC) provides approximately 76,500 two-hour childcare places to those in the margins of employment by utilising funding of £765,000 in 2019/20. A recent evaluation of the programme indicated positive impacts in supporting parents to access services and opportunities that would not otherwise be possible.

Of the childcare providers who received funding from the DoH Fair Play Regional Small Grants Scheme - 96% (out of 26 responses in a Regional Provider Survey 2018/19) were satisfied or very satisfied that the grant scheme had enabled the children with a disability to access the same play and developmental opportunities as the rest of the children in the setting.

Outcome: Children in Poverty Learn and Achieve

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

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

Of those children eligible for DE funded pre-school education provision in 2019, 91% (c. 23,000) have availed of a place. Most children across all pre-school settings are continuing to make good or better progress in all aspects of the pre-school curriculum. There is steady improvement in the voluntary and private sector, with the outcomes for learners good or better in nearly all (91%) of these settings.

To support parents in developing a supportive home learning environment at an early stage, 77% (596) of pre-school settings (2018/19 academic year) participated in the Getting Ready to Learn programme (DE) with around 15,000 families being involved. 99% of settings recorded improved levels of parental engagement following participation.

The Sure Start projects deliver a wide variety of services which are designed to support children's learning skills, health and well-being, and social and emotional development. 98% of Sure Start users reviewed, reported improvements in at least one of the following seven areas: physical health, emotional well-being, keeping your children safe, social networks, boundaries and routines, child development and home, money & work.

The provision of safe and high quality childcare benefits the child directly and also the parent by supporting engagement in employment, education, training and support services. The Childcare Partnership training programme provided 6,935 places (April – December 2019) to promote good practice and to improve and enhance skills across the childcare workforce. Evaluations from participants universally showed an improvement in knowledge, confidence and competency in relation to supporting children's (aged 0-4 years) social and emotional development.

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

By the end of full time Nurture Group (DE) intervention in the academic year 2018/19, 187 children showed improved Boxall

scores indicating gains in their social, emotional development and behavioural skills. Of those children who attended a Nurture Group full time, 97 (out of a total of 312) moved to a lower stage of the Special Educational needs Code of Practice.

From April – December 2019 Libraries NI (DfC) issued / renewed 410,514 books to children in libraries serving areas of deprivation and rural areas. 42 (100%) libraries serving areas of deprivation and rural areas offered programmes promoting reading for enjoyment. An example was the ‘Big Summer Read’ which had 11,238 participants in these areas.

DfE continue to support young people to secure and sustain suitable employment, education or training. In the latest academic year 2019/20 (up to October 2019), the proportion of young people leaving the TfS Skills for Work programme and achieving a qualification was 77%. Of the students attending Further Education (FE) colleges in the 2018/19 academic year:

- 39 (aged 16-19) received Care to Learn (NI) financial support, enabling young parents to help meet the cost of registered childcare provision and allowing them to start or continue their education.
- 2,037 received Hardship Fund financial support, which provides those experiencing exceptional financial difficulty with assistance in meeting costs associated with learning.

As a result of support from the Education Authority’s InterCultural Education Service there has been an increase in the number of Newcomer pupils going into Higher Education, Further Education, Employment or Training from 88% in 2008/09 to 90.1% in 2017/18.

Of those schools involved in DE’s Extended Schools programme (2018/19) 99% reported evidence that the programme reduced underachievement, with 65% reporting this evidence to be strong. Data from the Full Service Extended Schools (2018/19) demonstrates a long-term trend of improved attendance, GCSE and A level attainment during the life of the programme.

In the 2018/19 academic year, the DfE’s Careers Service delivered 21,404 guidance interventions to the year 12 cohort (97% of the 18/19 cohort). As a result of careers guidance, 83% of pupils surveyed knew more about their career options and 79% were more aware of the skills required to achieve their career goals.

Between April 2019 and December 2019, 11,105 young people from 87 schools participated in Creative Learning Centres digital technology programmes. 10,145 (91%) participated in school based programmes and 960 (9%) in community based programmes.

As part of the Parental Engagement Campaign (2019/20) organised by DE, which aimed to increase the confidence of parents in their role as their child's first educators, 300 parents/carers were independently surveyed. 98% agreed that it was important to talk to their children about their day at school, while 94% realised that they could make a real difference to their child's/grandchild's education.

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

As part of its continued work to support young people into education or employment DfE's Community Family Support Programme supported 5,276 (1 April 2015 - 31 December 2019) participants aged 16 and over not in employment, education and training (NEET). 799 participants progressed into employment upon leaving, while 476 participants progressed into education or training upon leaving. From 1 April 2019 - 31 December 2019, 1,400 young people participated in Phase 2 of DfE's Peace4Youth Programme. Of those surveyed who indicated they were going to progress to education, training, employment or voluntary / community engagement – 77% indicated they were going to progress to education / training, 21% to employment and 38% to voluntary/community engagement (participants may have indicated they were going to progress to more than one area).

DfE also delivers the Additional Support Fund (ASF) which helps FE Colleges provide the necessary technical and/or personal support required to allow students with learning difficulties and/or disabilities to participate in FE programmes. Of the 7,975 ASF final year enrolments in regulated provision completed in the academic year 2018/19, 6,866 resulted in a qualification. In addition to this DfC Languages Branch are funding deaf awareness and basic sign language skills classes to up to 900 pupils in 30 schools across all mediums and Family Sign Language Courses to 97 families with deaf children. These families report increased confidence in communicating with their deaf child / sibling / grandchild.

The Extended Provision scheme (DE) delivers targeted provision to help meet the need of specific groups of young people, within the Section 75 groupings, or those who may be at greater risk of social exclusion, marginalisation or isolation because they experience a combination of barriers to learning. During 2018 figures show that an additional 14,904 youth work sessions were provided, 33 full-time and 213 part-time staff were employed, 284 volunteers engaged and 65,817 hours of youth work were contributed by voluntary staff.

Outcome: Children in Poverty are Healthy

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

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

The Early Intervention Support Service (DoH) aims to support families when difficulties arise, before they need involvement with statutory services. 83% of families using the Service report improvement in at least 3 areas. (Project workers agree with families what areas to focus on. Interventions would generally be focused on a maximum of three areas (out of a possible 10)).

DoH is responsible for providing support for families through Family Support Hubs which help families address a range of issues, such as poor attachment or engagement with baby; improving the level of play/communication; poverty; and substance misuse. In 2018/19, 7137 families were referred through the Hubs, 456 more families than in 2017/18, almost a 7% increase. The Hubs collected a sample of 95 families with 127 children across the region during

2018–19. 91 (96%) of these families reported that the process of being referred to the Hub worked well and 89 (94%) reported positive outcomes for themselves and their children.

The Family Nurses Partnership (DoH) delivers preventative support to vulnerable first time, young parents to improve antenatal health, child development and parents' economic self-sufficiency. As a result the development of children of participants at 20 months are within normal limits, there are a lower number of babies with lower birth weight and young mother mastery levels are higher at the end of the programme.

During 2018/19, 41,905 children aged 0-3 were registered with Sure Start projects. 98% of its users reviewed improved in at least one of the seven areas, with 63% improving in at least four areas (physical health, emotional well-being, keeping your children safe, social networks, boundaries and routines, child development and home, money & work)

From 1 September 2016 – 31 March 2019, 60% (2,788) of First Time Mothers who took part in the Getting Ready for Baby (DoH) programme breastfed (Total/Partial) at Discharge. This is higher than the percentage of all Mothers within the Universal service who breastfed (Total/Partial) at Discharge – 48%.

ARTiculate is a young people and well-being programme, which promotes positive mental health and emotional well-being for our most disadvantaged and hard to reach young people through arts activities. 80% of participants say they now understand better the importance of feeling good about themselves, with 81% saying the project has helped them find out where to get help and support if they are feeling down, sad, unhappy or upset in anyway.

DoH are supporting the uptake and prevalence breastfeeding by signing up to 1,004 business and council facilities, as well as 27 Community Pharmacists, to the Breastfeeding Welcome Here Scheme (BWHS). From 2013-2017 there has been an increase in the prevalence of breastfeeding at discharge from 45.1% to 47.0%.

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

DE invested resources to support initiatives in championing play through the Play Matters project. Part of this was 'Play Shaper'; a programme of professional play development and training which aims to help a range of stakeholders who directly or indirectly influence play. An example of feedback from a participant (a local councillor) was; "The different ideas that have been presented as part of the sessions also provide Council with an opportunity to assess how effective our own play policies and strategies have been to date and what new thinking is

required to improve the services we can provide to children and young people." 11 Community Planning partnerships have agreed area based Action Plans aimed at ensuring a continued focus on play, post the end of Play Shaper funding.

As part of its implementation of the Infant Mental Health Plan and in addressing Adverse Childhood Experiences the DoH organised training for its practitioners. Of those who completed the 2 year Tavistock M9 Infant Mental Health Diploma 100% reported improved knowledge of Infant Mental Health and its determinants and 78% reported a decrease in need for referrals for specialist services as problems were being resolved.

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

There were 535 11-16 year olds involved in 'Uniting Communities' (DfC); a cross-community sports programme aimed at enhancing individual and community development and tackling disadvantage through sporting activities and facilities and promoting equality/improving good relations. 72% of the young people reported improved attitudes towards people from different religious backgrounds, while 83% developed friendships with them.

Demand for the Independent Counselling Service for Schools is strong, with the 2018/19 academic year reporting approximately 32,000 counselling sessions

delivered. Currently the top five presenting issues include anxiety; stress; family; self-worth and relationship/peers.

As part of DoH's efforts to promote positive mental health, 68 sessions of the Mindset Adolescent programme (a mental health awareness course) were delivered to 986 adolescents aged 14-17 years. Evaluation of the programme in 2018/19, showed that in 2017/18, 94% of participants reported increased knowledge on maintaining a safe level of positive mental health and promoting resilience.

DE ensure that lessons are provided to children in years 8-10 about a healthy diet and how to plan and cook healthy meals

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

The Active School Travel Programme delivered by DfI works with schools to encourage school children to travel more actively and safely to school (cycling, walking, scooting, skating or a park and ride/stride/scoot journey). Of the 85,813 children who took part in the activities, there was a 4% increase in the proportion of pupils walking to school, 3% increase in the proportion of pupils cycling to school and a 17% decrease in the proportion of pupils being driven to school.

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

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

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

In a bid to reduce offending and re-offending, the DoJ, specifically the Youth Justice Services (YJS) monitors the most prolific young offenders with a view to helping them access education and training, to find housing and to helping them combat addictions. For example, through providing comprehensive housing and homelessness advice including pre-release housing advice and tenancy sustainment to all prisoners at all prisons/detention centres. 220 sessions of direct advice services were delivered across three NI prisons to 676 prisoners/service users.

DoJ also works with key delivery partners to develop and roll out Early Intervention

initiatives for example, the Community Resolution Notice Awareness Programme, for children on the cusp of the Youth Justice system. 93.1% of Children and 89.2% of Parents/Carers who provided a response felt that the Community Resolution Notice Awareness Programme would help avoid further offending.

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

Over 2019/20 £6.5m funding has been invested in Tackling Rural Poverty and Social Isolation (TRPSI) initiatives aimed to address poverty, social isolation and health and well-being in rural areas. Programmes included for example the Rural Micro Capital Grant Scheme which supports over 710 community and voluntary sector projects to address localised poverty and isolation issues. 60,381 rural beneficiaries benefited from TRPSI initiatives in 2019/20.

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

Making sure that children are safe, and know how to be safe is crucial. During this reporting year DfI provided material and resources to schools to deliver Practical Child Pedestrian Safety Training (PCPST) and enhance the Cycling Proficiency Scheme (CPS). 1,421 pupils participated in the

PCPST scheme and 10.5% of pupils showed an increased knowledge of pedestrian safety issues after this training. After participating in the CPS training, 6,021 children attained the CPS standard and 96% children said their cycling safety had increased.

Safety and community awareness training was also delivered to primary school pupils including how to prevent everyday accidents and dangerous situations and how to deal with them safely should they occur. For example through the RADAR/ BeeSafe programme 82% of pupils in Belfast City Council area reported an increase in their knowledge of road safety; 83% reported an increase in fire safety; 74% reported an increase in home safety; 72% in bus safety; and 53% in E-safety.

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

To ensure that children live in stable environments a range of interventions were delivered this year, for example, through the Social Investment Fund (SIF), improvements were made to 107 premises and funding was provided on employment/training, education and early intervention support in deprived areas. To date over 45,000 people have benefitted from SIF funding projects. Over 5,000 people are engaged in employment/training projects; over 28,000 are engaged in early intervention projects and over 12,000 are engaged in projects focused on education.

Access to suitable social housing was also improved when, during the reporting period 2018/19 a total of 1,786 units were delivered. The total number of properties allocated by the Housing Executive in 2018/19 was 4,948 and an organisational Key Performance Indicator (KPI) was introduced in 2017/18 with the aim of sustaining more than 86 % of Housing Executive tenancies beyond their first year. The KPI was met throughout 2018/19.

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

Providing tenancy support and temporary accommodation, where necessary, for young mothers was also a focus this year. There were 832 units of support for homeless families provided through Supporting People funded services. Based on average throughput, approximately 1,248 service users will be supported for the year 2019/20. To help prevent some from being made homeless, from the most up to date information (2018/19) the Housing Rights Service reported that 684 new clients were assisted in relation to mortgage debt.

Outcome: Families Experience Economic Well-Being

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

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

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

 **£14.5m** was spent improving the homes of **3,205** low income families (Affordable Warmth Scheme)



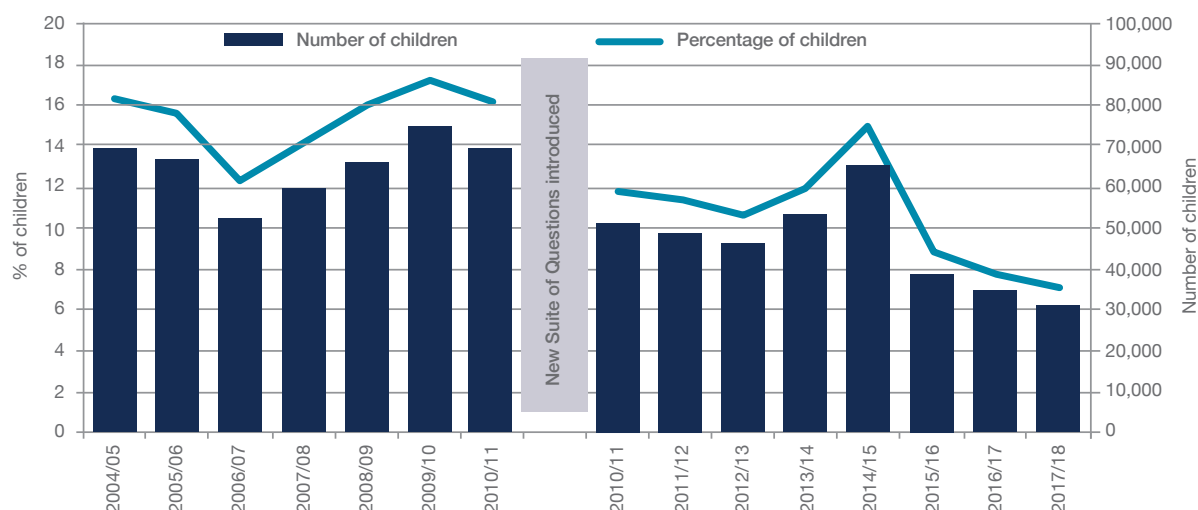
 **95%** 'Make the Call' services users said they felt under less financial strain, had more money in the weekly budget and were able to pay bills.

 **£3.9m** was distributed in direct grant support to **11,209** families caring for disabled children on a low income (Family Fund NI - 04/17 - 12/19)

Indicators

Combined Low Income and Material Deprivation

(Source: Department for Communities, HBAI 2017-18 Report)



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

demonstrate the everyday impact of low income on families and is an indication of family disposable income.

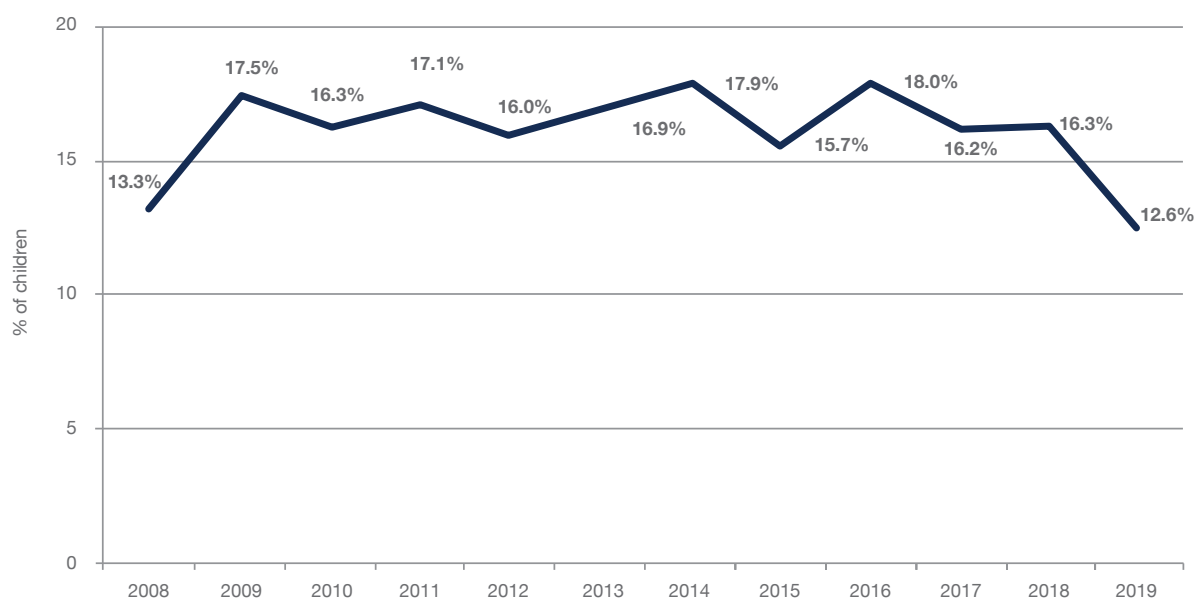
Analysis

The estimated percentage of children in combined low income and material deprivation fell 1 percentage point in 2017/18 to 7% (35,000 children in 2016/17 to 31,000 children in 2017/18), which is the lowest level recorded since the new suite of questions were introduced in 2010/11. This 1 percentage point decrease from the previous year was not significant, however the fall from 15% in 2014/15 was significant.

Indicators (continued)

Percentage of Children living in workless households

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



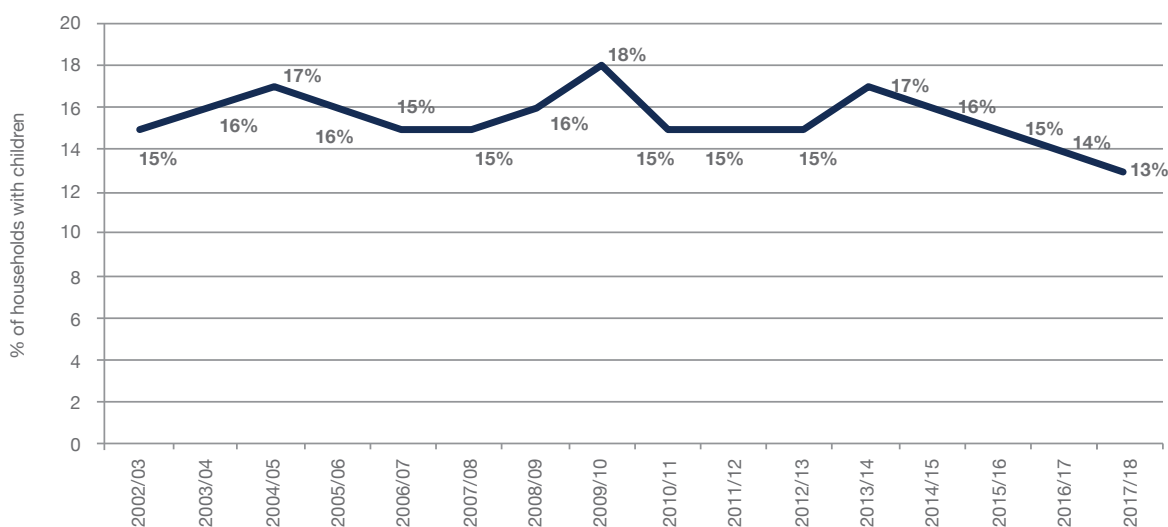
Analysis

A workless household is a household in which no adults of working age are currently in work.

Following the recession of 2008, the proportion of children living in workless households in Northern Ireland increased to 17.5% and remained relatively constant over the subsequent 10 years, however the proportion fell below pre-recession levels in 2019 to 12.6%.

Indicators (continued)

Percentage of all households with children where at least one adult is in work and the household is in poverty (Source: Department for Communities HBAI Report 2017-18)



Analysis

The percentage of children living in households where at least one adult is in work and the household is in poverty has fallen by 4 percentage points over recent years (from 2013/14 to 2017/18). However, the longer term trend shows that there has been relatively little change in this indicator since first collected in 2002/03.

Actions

- 1.1** Supporting Invest NI's Customers to Create Jobs - Invest NI will fully utilise its employment focused support, particularly Selective Financial Assistance (SFA), to support high value employment opportunities in NI's business base. This includes utilising SFA and Grant for Research & Development (R&D) support to attract new first-time inward investors to NI.
- 1.2** Help young people aged 18+ who are unemployed and seeking permanent work to prepare for work by offering work experience opportunities to develop skills, gain experience and develop confidence and provide (subject to eligibility) financial support to cover travel and childcare costs.
- 1.3** From 1 April 2019 to 31 March 2020 we will connect with 30,000 people to ensure they are getting the benefits, supports and services they are entitled to. We will continue to work with other government departments and the voluntary and community sector, creating new referral partnerships aimed at improving support on benefit entitlement and increasing the package of supports and services.
- 1.4** Provide Essential Skills training for adults – which must be accessible to people from highly deprived areas – to improve their literacy, numeracy and ICT skills, upskilling the working age population by delivering Essential Skills.
- 1.5** Create up to 7,000 new school age childcare places serving disadvantaged communities, on the schools estate or serving rural communities, creating approximately 750 new childcare jobs. Enhance the information on childcare services available online (including a social media app) and promote existing financial assistance to increase uptake, enable more informed decisions and reduce costs for parents.
- 1.6** Provide training and small grants to enable childcare providers to meet the needs of children with a disability.
- 1.7** Provide childcare places through 14 Women's Centres to assist parents in low income families to increase their skills and gain education and training to avail of paid employment.
- 1.8** From April 2015 the Affordable Warmth Scheme (AWS) will offer energy efficiency improvement measures to low income households with an annual income of less than £20,000. The scheme aims to target those most in need.
- 1.9** Provide Free School Meals and Uniform Grants to low income families, extending eligibility criteria from 2014 to include post- primary school children (whose parents receive Working Tax Credit and whose annual taxable income of £16,190 or less) to help reduce costs for low-income working families.

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

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

Outcome: Children In Poverty Learn And Achieve

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

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

- Proportion of school leavers entitled to Free School Meals achieving at least 5 GCSEs at grades A*– C (or equivalent) including GCSE English and Maths.
- Percentage of 16–24 year olds not in Education, Employment or Training (NEET).
- Percentage of pupil enrolments in primary and post-primary schools with less than 85% attendance.



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

Campaign promoting the importance of school attendance



TV adverts promoted throughout the day



94.7%

Average attendance of Primary school pupils



495 radio adverts promoted across 5 different radio stations



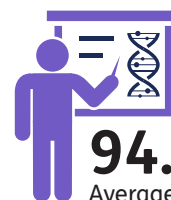
91.2%

Average attendance Secondary school pupils



145

Billboard advertisements



94.6%

Average attendance Grammar school pupils

99% of settings in 2018/19 recorded improved levels of parental engagement following participation in Getting Ready to Learn (GRTL)

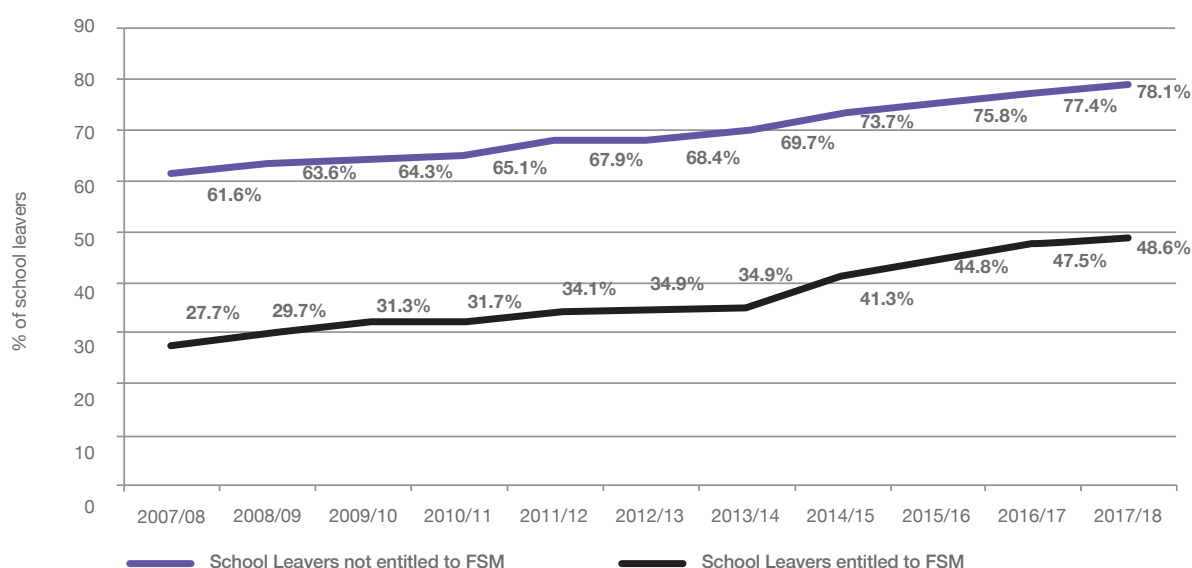


Parents who play, talk and read with their children at least 5 times a week. **Before 71%. After 85%.**
 Parents reading to their children during the day at least 3 times a week. **Before 54%. After 68%.**

Indicators

Proportion of school leavers entitled to Free School Meals achieving at least 5 GCSEs at grades A*-C (or equivalent) Including GCSE English and Maths

(Source: Department of Education, School Leavers Survey)



Analysis

The general trend for this indicator is that the number of school leavers achieving at least 5 GCSEs or equivalent at Grades A*-C (including English and Maths) has been increasing over time for all school leavers.

Entitlement to Free School Meals (FSM) is used as a proxy measure for poverty when looking at pupil attainment levels. The attainment gap between school leavers who are entitled to FSM and those who are not entitled has closed slightly over the last 3 years. It should be acknowledged that this is

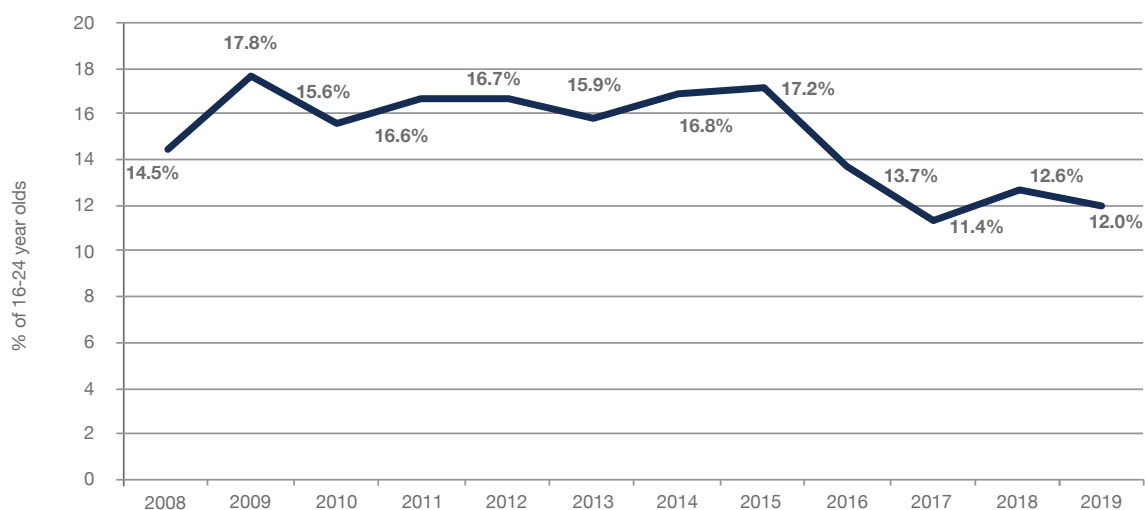
in the context of improving attainment levels for both groups of school leavers.

The gap between FSM and Non-FSM pupils fell from just over 32 percentage points (pps) to under 30 percentage points between 2014/15 and 2017/18. Over the same period the proportion of those pupils achieving 5 GCSEs grade A*-C including English and Maths and not in receipt of FSM increased by 4.4pps to 78.1%, while for those in receipt of FSM the proportion reaching this attainment level increased by 7.3pps to 48.6%

Indicators (continued)

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

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

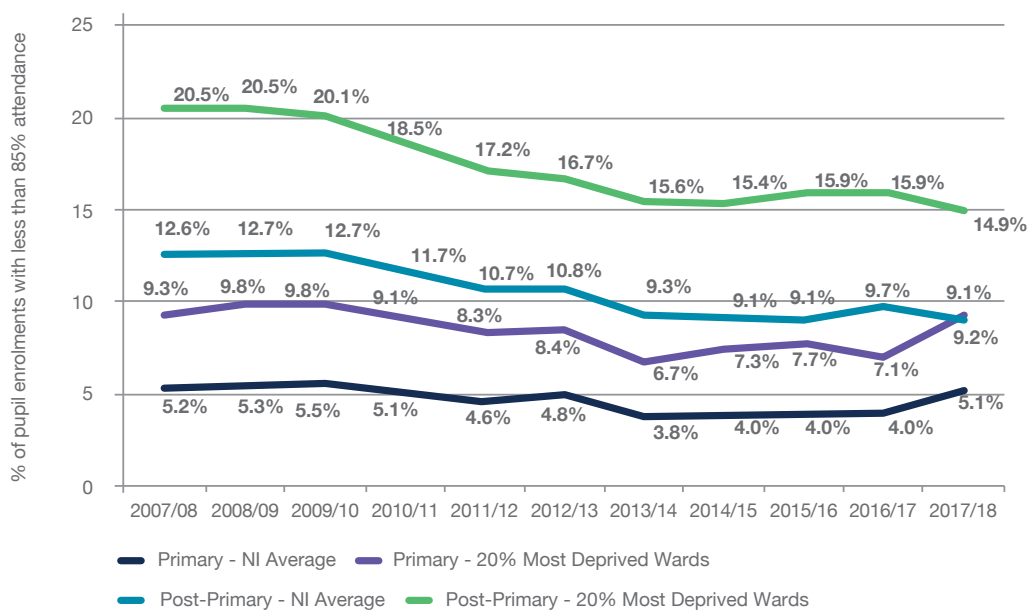


Analysis

The proportion of 16-24 year olds who are not in education, employment or training (NEETs) remained steady between 2009 and 2015. Since 2015 the proportion has fallen from 17.2% to 12.0% in 2019.

Indicators (continued)

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



Analysis

When looking at either primary or post-primary schools the proportion of pupil enrolments with less than 85% attendance has been consistently higher in schools within the 20% most deprived wards in NI than the NI average. There had been a general positive downward trend in this indicator between 2007/08 and 2013/14 but this trend seems to have levelled off since then for post-primary, while the proportion has risen for primary in 2017/18.

Actions

- 2.1** Support 31 Nurture Groups in local primary schools, with trained staff to select the children who will benefit most from additional support and develop individual learning plans agreed with teachers and parents.
- 2.2** Provide a targeted community family intervention programme to support disadvantaged families, address educational, employment, training, health, social and economic issues that impact on their daily lives. Provide support to prevent young people from falling into the NEET category and help other young people who find themselves in this situation to re-engage with education, training or employment.
- 2.3** Support training to improve and enhance skills across the childcare workforce.
- 2.4** Peace4Youth will support up to 7,400 marginalised 14–24 year olds to develop capabilities in good relations, citizenship and personal development to improve their life chances and enhance their employability.
- 2.5** Provide assistance and support to young people aged 16-18 to secure and sustain suitable employment, education or training provision; including a guaranteed training place for all 16-17 year old school leavers, tailored mentoring and support, childcare support for young parents and help with costs in special circumstances.
- 2.6** Make at least one year of pre-school education available to every family that wants it.
- 2.7** Provision of Sure Start to at least the 25% most deprived areas, (including at least one developmental programme for age group 2-3 in each Sure Start project) to promote the physical, intellectual, social and emotional development of pre-school children, particularly those who are disadvantaged, to ensure they can flourish at home and when they get to school.
- 2.8** Provide access to books and to programmes which promote reading for enjoyment and a lifelong love of books. These programmes, for children of all ages, will include the annual Big Summer Read.
- 2.9** Provide additional support for Newcomer pupils and Traveller children.
- 2.10** Empower and enable parents to develop a supportive home learning environment at an early stage and encourage families to play, read and count with their child and get involved in their child's education.
- 2.11** Provide additional support to young people with learning difficulties and/or disabilities to enable them to seek further education and qualifications, including providing sign language and personal development programmes for deaf children.

- 2.12** Continue to provide funding to schools in areas of the highest social disadvantage to provide additional activities, classes and support for learning largely outside the normal school day to meet the needs of children and their parents, families and local communities through the Extended Schools programme as well as Full Service provision in two specific areas of socio-economic deprivation to enhance the educational attainment of disadvantaged young people.
- 2.13** Provide additional support for children and young people in care to help them achieve GCSE level qualifications, including developing Personal Education Plans and Care Plans (specifying education and training requirements as agreed with the young person).
- 2.14** Use an alternative approach to learning, including (1) enterprise and employability programmes and (2) Creative Learning Centres to provide the use and understanding of new digital technologies and new media, to engage and excite pupils.
- 2.15** Support young people to attain educational outcomes through Youth Work, including targeted provision for those who have barriers to learning, are disadvantaged, in areas of deprivation and who are at risk of disengagement.
- 2.16** We want to increase the confidence of parents in their role as their child's first educators, and thereby to increase the quality of parental support amongst our most disadvantaged children and young people, through a multi-faceted and targeted information campaign.
- 2.17** Through the 'Miss School Miss Out' Advertising Campaign 2019/20 we want to highlight the fact that school attendance is not just essential, it is also beneficial and that in missing school you are also missing out on a range of other life experiences.

Outcome: Children in Poverty are Healthy

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

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

- Number of patients 0–17 (registered with a dentist and receiving dental treatment) who had at least one treatment for dental caries per 1,000 registered patients.
- Percentage of Year 1 pupils who are obese.
- Number of hospital admissions of those aged 0–17 with self-harm diagnoses (rate per 100,000).

The logo for SureStart, featuring the word "SureStart" in a bold, blue, sans-serif font. The letter "a" in "Start" is stylized with a small orange triangle pointing to the right.

79% of families using Sure Start services agreed strongly that its Antenatal services were high quality (2018/19)

Early Intervention Support Service



57% of children and young people reported an increase in physical health and

78% reported increased well-being (April 18 –Sept 19).

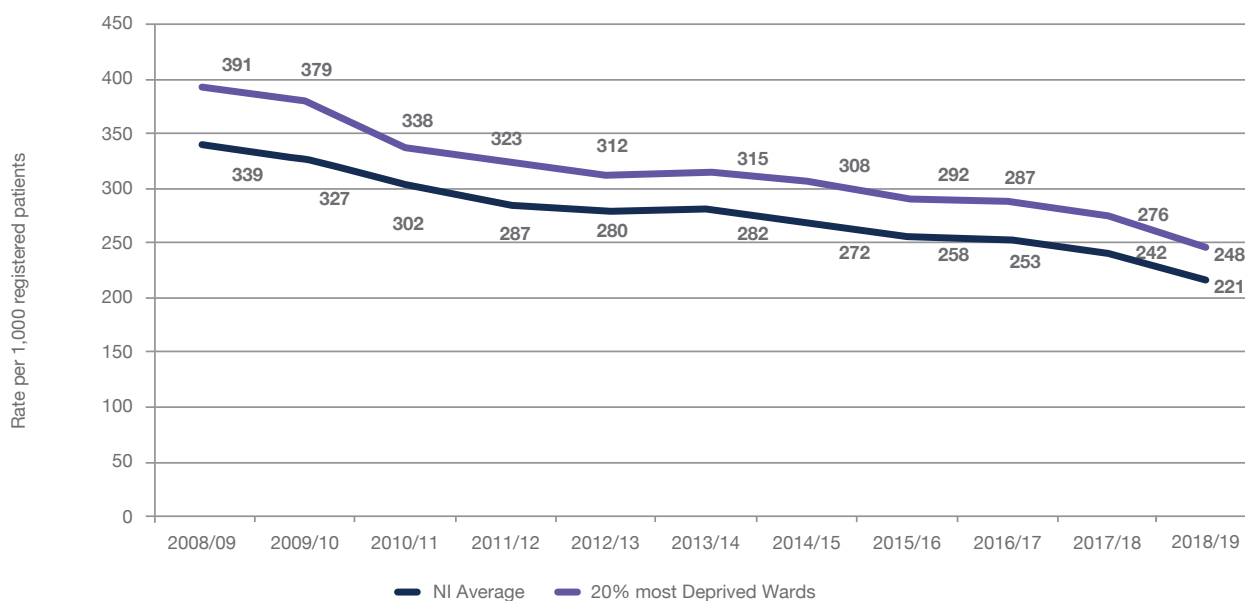


94% of families using Family Support Hubs reported positive outcomes for themselves and their children (April 18-Sept 19).

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)



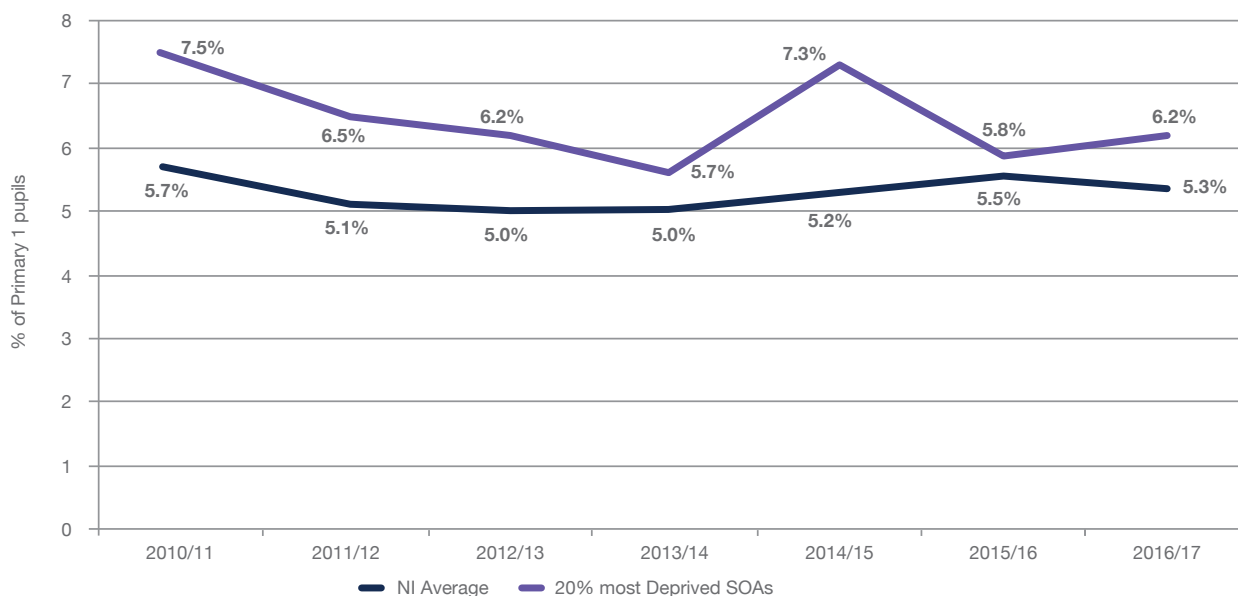
Analysis

There has been a general improvement in the number of patients aged 0-17yrs who had at least 1 treatment for dental caries. This rate has fallen over time for NI overall and for those living in the 20% most deprived wards. However, the rate remains higher for the most deprived areas than the NI average.

Indicators (continued)

Percentage of year 1 pupils who are obese

(Source: Department of Health, Child Health System)

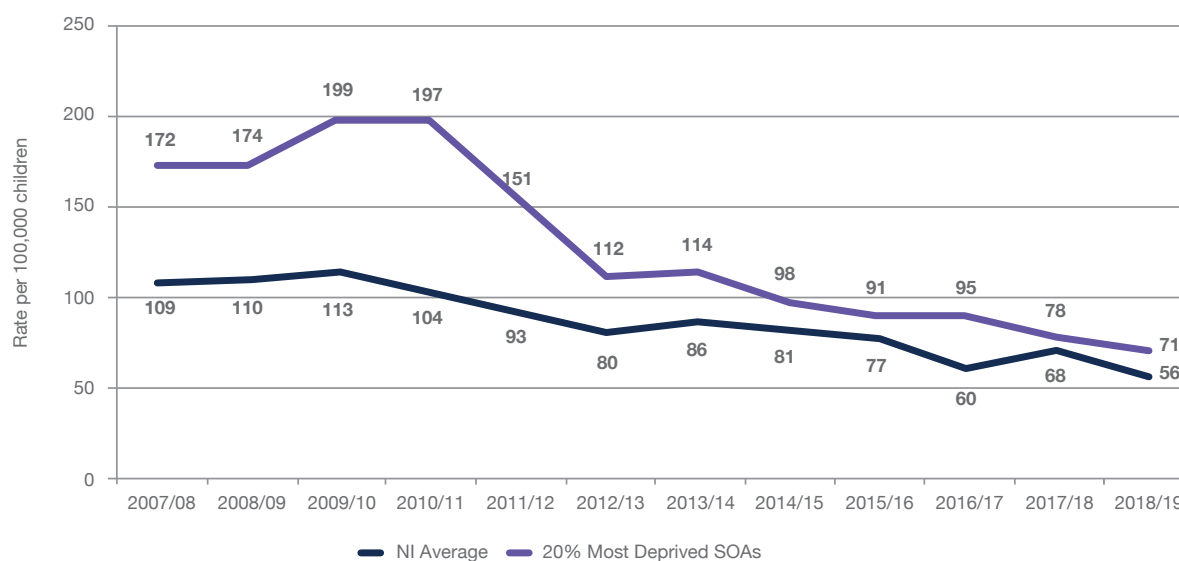


Analysis

The proportion of Year One pupils who are obese fell between 2010/11 and 2013/14 for NI as a whole and for those children living in the 20% most deprived Super Output Areas of NI. With the exception of 2014/15 and 2016/17, there has been a general closing of the gap between the most deprived areas and NI overall.

Indicators (continued)

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



Analysis

The number of hospital admissions for self-harm diagnoses among children and young people aged 0-17 has fallen over the past decade to their lowest point in 2018/19. The gap between the 20% most deprived Super Output Areas and the NI average has also narrowed over the period.

Actions

- 3.1** Implementation of Early Intervention Support Service (EISS) to provide support for families with emerging vulnerabilities.
- 3.2** Provide support for families through Family Support Hubs, bringing together representatives from statutory, voluntary and community sector organisations who work in local areas to provide early intervention services locally to help families address a range of issues, such as poor attachment or engagement with baby; improving the level of play/communication; poverty; and substance misuse.
- 3.3** Invest resources to support initiatives in championing play; greater local access to space for play and leisure; and planning and support for play at community level.
- 3.4** Expansion of evidence based training and practice in implementing the Infant Mental Health Plan and addressing Adverse Childhood Experiences.
- 3.5** Extend the Family Nurses Partnership to all HSC Trusts to deliver preventative support to vulnerable first time, young parents to improve antenatal health, child development and parents' economic self-sufficiency.
- 3.6** Pilot a cross-community sports programme aimed at 11–16 year olds from all sections of the community to enhance individual and community development and tackle disadvantage through sporting activities and facilities and promoting equality/improving good relations.
- 3.7** Provide support to parents of children 0-3 years old in at least the 25% most disadvantaged ward areas, promoting physical, intellectual, social and emotional development of pre-school children, including parenting advice on nutrition, breastfeeding and healthcare.
- 3.8** Provide independent counselling support in post-primary schools to promote mental health and emotional well-being and support for pupils facing problems such as difficult home circumstances and bullying.
- 3.9** Promote positive mental health and provide frontline crisis intervention to prevent suicide.
- 3.10** Develop and Deliver Early Years Obesity Prevention Programme to children 0-5 and their families.
- 3.11** Train, support and resource midwives to deliver key messages to parents about how to promote and nurture health infant development.

- 3.12** Provide lessons about a healthy diet and how to plan and cook healthy meals safely as part of the required curriculum for children in years 8-10.
- 3.13** Deliver training to school children in relation to walking and cycling skills to encourage active and safe travel.
- 3.14** Implement the Sports Programme in schools which aims to provide a specialist coaching support to primary schools to deliver the Key Stage 2 Physical Education Curriculum.
- 3.15** Promote positive mental health and emotional well-being for our most disadvantaged and hard to reach young people through arts activities.
- 3.16** Support uptake and prevalence of breastfeeding.

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

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

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

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



Of the **6,021** children who attained the Cycling Proficiency Scheme standard in 2019, **96%** said their cycling safety knowledge had increased.



684 clients were assisted by The Housing Rights Services in 2018/19 in relation to mortgage debt issues.

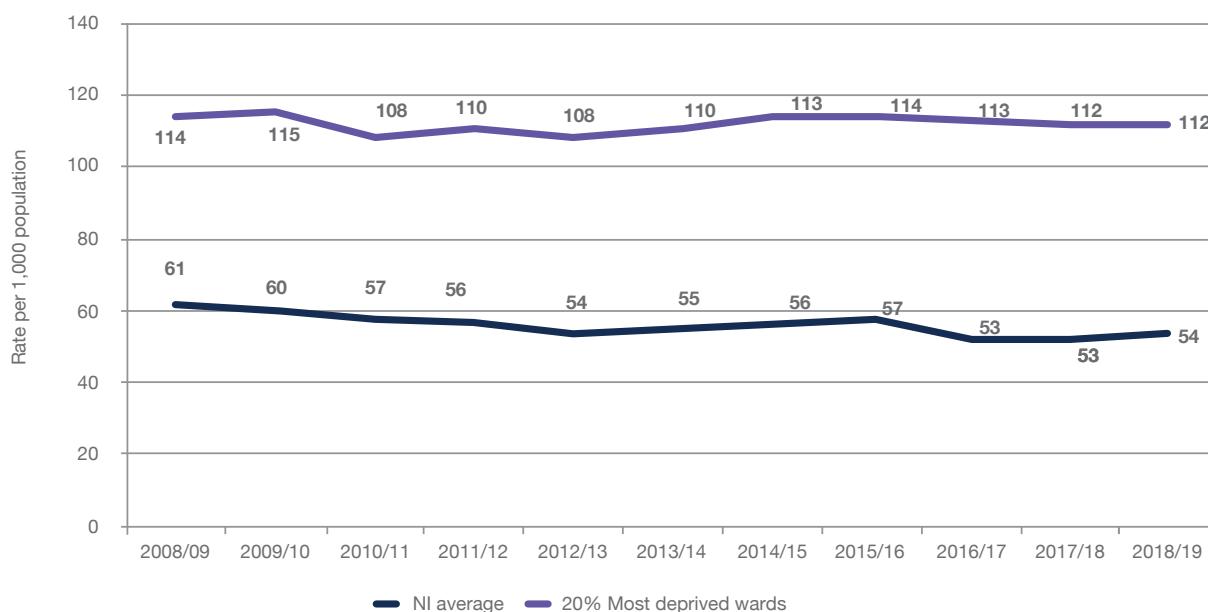


Of the **1,421** children participating in the 'Step Out with Skooter and Hattie' programme **10.5%** children reported an increase in their knowledge of pedestrian safety issues.

Indicators

Recorded number of criminal offenses per 1,000 population

(Source: PSNI, Crime Recording System)

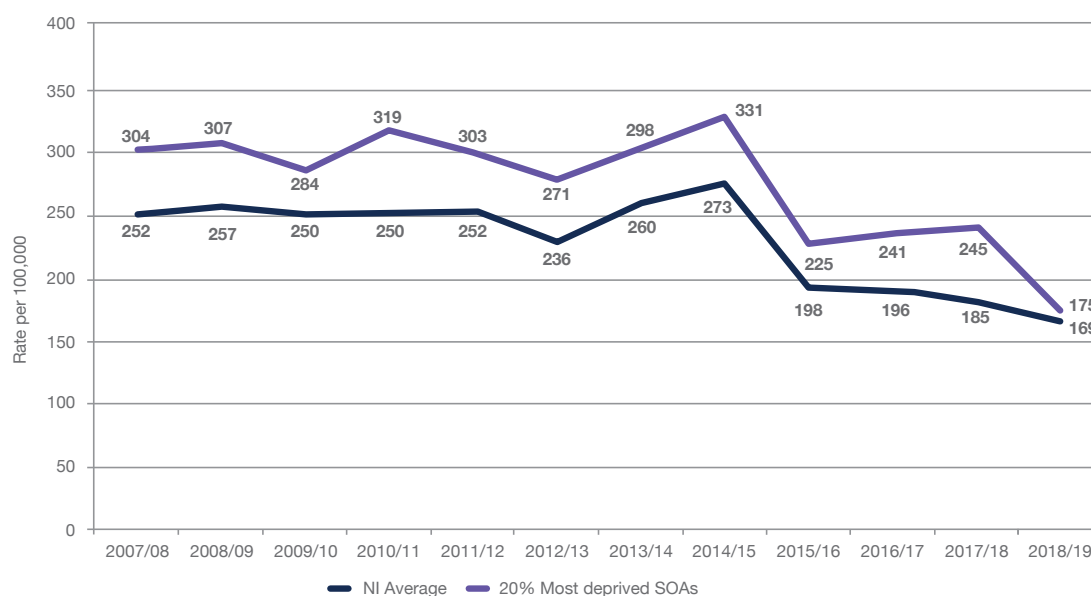


Analysis

There has been very little change in the recorded number of criminal offenses in the 20% most deprived wards over time. However, the NI average number of recorded criminal offenses has reduced slightly over time. Consequently the gap between the NI average and the 20% most deprived wards has widened slightly.

Indicators (continued)

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



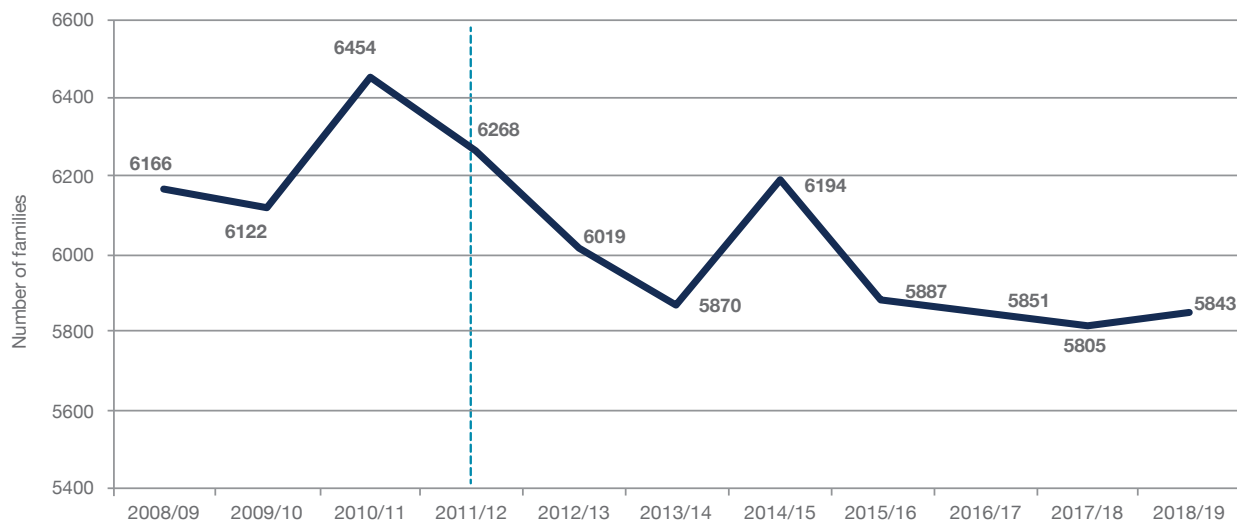
Analysis

There was a large drop in 2015/16, in the number of child admissions to hospital due to an accident in the home or on the road. This was most pronounced in the most deprived wards and has remained below the previous trend low seen in 2012/13 since then in the most deprived areas and in NI overall. The gap in 2018/19 between the NI average and the most deprived areas is at its narrowest point since 2007/08.

Indicators (continued)

Number of families presenting to the NI Housing Executive as homeless

(Source: NI Housing Executive)



Analysis

Following a spike in 2014/15, the number of families presenting as homeless to the NI Housing Executive has fallen slightly to around 5,800 each year.

Actions

- 4.1** Deliver intergenerational projects and Priority Youth Intervention (PYI) through Policing and Community Safety Partnerships to improve community safety and tackle anti-social behaviour.
- 4.2** Provide specific support in rural communities.
- 4.3** Provide Road Safety amongst children and young people by providing material and resources to schools delivering Practical Child Pedestrian Safety Training and enhanced Cycling Proficiency Scheme.
- 4.4** Through the Social Investment Fund (SIF), provide £80 million to address dereliction and promote investment in the physical regeneration of deprived areas and to improve pathways to employment, tackle systemic issues linked to deprivation and increase community services.
- 4.5** Increasing the social housing stock to improve access to suitable social housing.
- 4.6** Deliver projects designed to promote social, economic, physical and community renewal in the 36 Neighbourhood Renewal Areas.
- 4.7** Provide tenancy support and temporary accommodation, where necessary, for young mothers.
- 4.8** Provide primary school pupils with safety and community awareness training, including how to prevent everyday accidents and dangerous situations and how to deal with them safely should they occur.
- 4.9** Development of the Urban Villages Programme and 5 Urban Village areas.
- 4.10** Provide specialist housing and debt advice to households having difficulty paying their mortgage, directly preventing some from being made homeless.
- 4.11** Provide comprehensive housing and homelessness advice to all who require it, free of charge, including pre-release housing advice and tenancy sustainment to all prisoners at all prisons/detention centres.
- 4.12** Provide Tenancy Support Assessments for all new Housing Executive tenants including a financial health check and identification of other needs (debt advice, budgeting, daily living skills, mental illness, and addictions), signposting tenants to floating support services and other organisations to obtain the support required.
- 4.13** Work with key delivery partners to develop and roll out Early Intervention initiatives for children on the cusp of the Youth Justice system.
- 4.14** Deliver initiatives under the Tackling Paramilitarism Programme to assist children and young people under threat.

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.

2019/20 Report on the NI Executive's Child Poverty Strategy

OUTCOME: Families Experience Economic Well-being

ACTION 1.1: Supporting Invest NI's Customers to Create Jobs - Invest NI will fully utilise its employment focused support, particularly Selective Financial Assistance (SFA), to support high value employment opportunities in NI's business base. This includes utilising SFA and Grant for Research & Development (R&D) support to attract new first-time inward investors to NI.

LEAD DEPARTMENT: Department for the Economy

REPORTING PERIOD: Published figures as at 30 September 2019

LINKED TO DRAFT PFG OUTCOME(S): 6

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Creating jobs and attracting new inward investors is recognised as a key driver of increased economic prosperity and is fundamental to expanding the NI private sector and driving economic growth.</p> <ul style="list-style-type: none">• 222 companies receiving employment related support.• 2,657 Assisted Jobs through our interventions with companies.• 2,075 of the total assisted jobs paying salaries above the NI PSM (NI Private Sector Medium). <p>(Source: Invest NI's OaCMS / CRM systems. 1 April 2019 - 30 September 2019).</p>	<ul style="list-style-type: none">• 92% Customer satisfaction rating.• Median controllable casework processing days of 13 days.• 94% of Job related offers with Small & Medium-Sized Enterprises (SMEs).• 88% of Job related offers with Locally-Owned Companies.• No relevant Interim or End of Programme evaluations in this period. <p>(Source: Invest NI's OaCMS / CRM systems. 1 April 2019 - 30 September 2019).</p>

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IS ANYONE BETTER OFF?

- **20,342** Additional Jobs (job gains) in Invest NI supported Companies (Combined 2017 & 2018 position).
- **£31,672** Employment Cost per employee. (2018)¹
- **£42,244** Value-Added per employee. (2018)²

- **68%** of Invest NI Additional Jobs Business Strategy Target (2017/21) delivered.
- **11%** increase in employee costs per employee. (2017 to 2018)
- **6%** increase in Value-Added per employee. (2017 to 2018)

(Source: Invest NI's Key Performance Indicators – KPIs).

¹ Source Invest NI KPI dataset. Increase in employment costs per employee is a proxy measure of increasing salaries.

² Source Invest NI KPI dataset. This is an estimate for Value-Added based on all the information available to Invest NI. It is not a definitive position.

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OUTCOME: Families Experience Economic Well-being

ACTION 1.2: Help young people aged 18+ who are unemployed and seeking permanent work to prepare for work by offering work experience opportunities to develop skills, gain experience and develop confidence and provide (subject to eligibility) financial support to cover travel and childcare costs.

LEAD DEPARTMENT: Department for Communities

REPORTING PERIOD: 1 April 2016 – 31 December 2019

LINKED TO DRAFT PfG OUTCOME(S): 3

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>From 1 April 2017 to 31 March 2018, 114 unemployed people aged 18-24 participated in the Work Experience Programme.</p> <p>From 1 April 2018 to 31 March 2019 40 unemployed people of which 25 were aged 18-24 participated in the Work Experience Programme.</p> <p>From 1 April 2019 to 31 December 2019 17 unemployed people of which 9 were aged 18-24 participated in the Work Experience Programme.</p>	<p>47 (41%) of 114 participants who started between the 1 April 2017 and 31 March 2018 found employment within 13 weeks of completing their placement.</p> <p>Universal Credit (UC) was introduced in NI for new claims, on a phased geographical basis between September 2017 and December 2018.</p> <p>At this stage, into work figures for our UC customers are not currently available.</p>
IS ANYONE BETTER OFF?	
<p>Of the 114 participants who started between the 1 April 2017 and 31 March 2018, 47 (41%) found work within 13 weeks on completing their placement.</p> <p>The final outcomes for the 2018/2019 and 2019/2020 are not currently available.</p>	

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OUTCOME: Families Experience Economic Well-being

ACTION 1.3: From 1 April 2019 to 31 March 2020 we will connect with 30,000 people to ensure they are getting the benefits, supports and services they are entitled to. We will continue to work with other government departments and the voluntary and community sector, creating new referral partnerships aimed at improving support on benefit entitlement and increasing the package of supports and services.

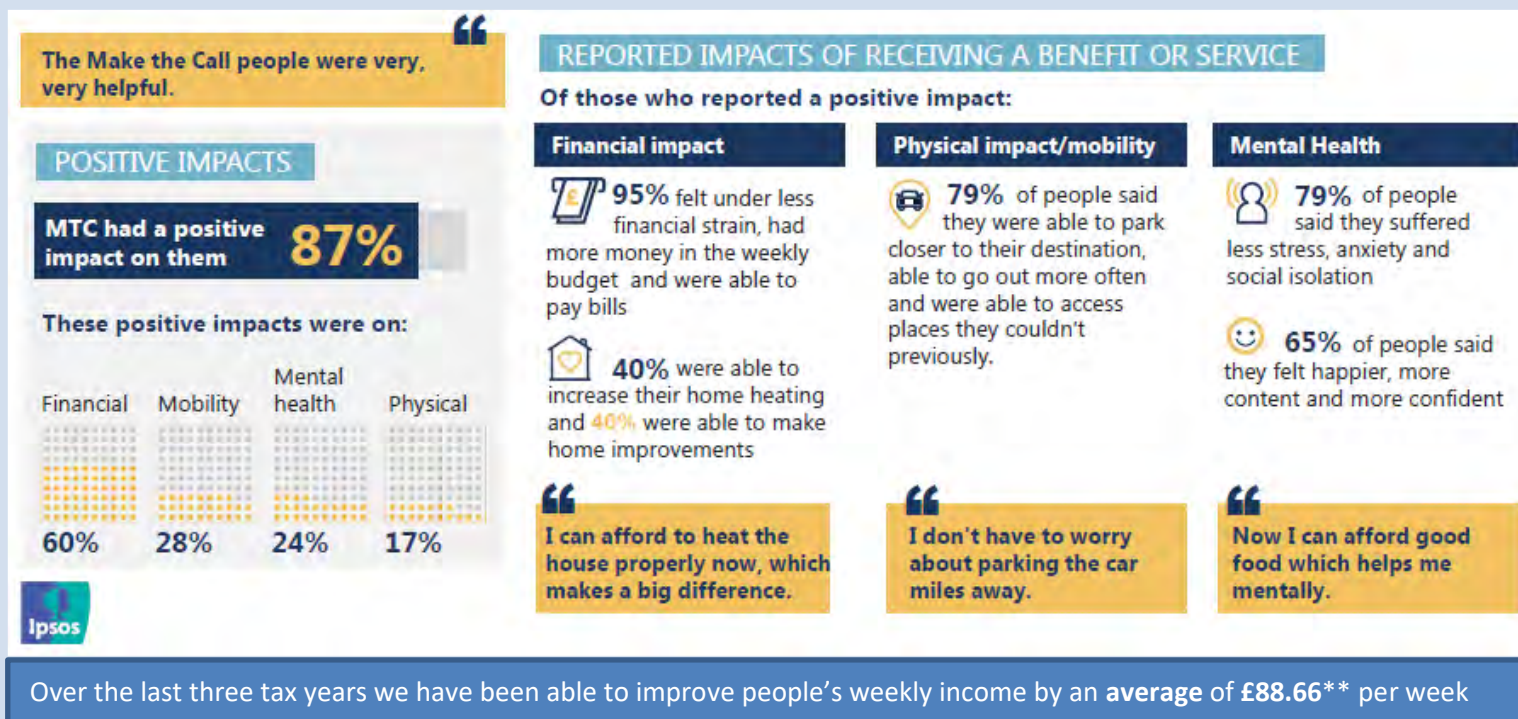
LEAD DEPARTMENT: Department for Communities

REPORTING PERIOD: 1 April 2019 - 31 December 2019

LINKED TO DRAFT PfG OUTCOME(S): 3, 4, 8

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• We have had contact with 19,354 people through telephony.• We have completed 10,332 Outreach visits to people's homes for needs assessments, form completions and to aid the more vulnerable in society.• We have attended 434 events to connect with people and raise awareness of Make the Call Wraparound.• We have introduced 12 new corporate partnerships, working together with government and the community and voluntary sector to increase our offer of services and supports.• We have run 2 advertising campaigns across a range of media to promote the service to reach as many people as we can.	<p>Of the 25,980 people we have connected with this year and had a benefits discussion with; we have been able to link up 2,974* of those people to various supports and services and 2,660* people to increased income, through needs assessments.</p> <p><small>* Of the evaluated data for the period 01/04/19 up to 31/08/19.</small></p>

IS ANYONE BETTER OFF?



** Average of the amount people were better off by if they had made a successful claim to benefit.

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OUTCOME: Families Experience Economic Well-being

ACTION 1.4: Provide Essential Skills training for adults – which must be accessible to people from highly deprived areas – to improve their literacy, numeracy and ICT skills, upskilling the working age population by delivering Essential Skills.

LEAD DEPARTMENT: Department for the Economy

REPORTING PERIOD: 2018/19

LINKED TO DRAFT PFG OUTCOME(S): 1, 5, 6, 14

<p>HOW MUCH DID WE DO?</p> <p>There were a total of 30,051 Essential Skills enrolments for 2018/19. Of these, 20,542 were delivered at FE (Further Education) colleges. A total of 14,484 enrolments (including some of those delivered at FE colleges) were taken as part of DfE's Training Programmes, such as 'Training for Success'.</p>	<p>HOW WELL DID WE DO IT?</p> <p>Of the 30,051 Essential Skills enrolments in 2018/19, 7,839 (26.1%) were from students living within the most deprived quintile. Of the 12,068 Level 2 Essential Skills enrolments, 2,826 (23.4%) were from the most deprived quintile. The overall retention rate* for 2018/19 was 88.8%. For Level 2, this was 90.2%.</p> <p>(*Retention rate is defined as the proportion of the number of enrolments who complete their study to the number of enrolments.)</p>
<p>IS ANYONE BETTER OFF?</p> <p>17,514 qualifications in Essential Skills were issued in 2018/19, of which 8,834 (50.4%) were at Level 2. Since the start of the Essential Skills Strategy in 2002 there have been 495,971 enrolments completed, of which 362,338 have resulted in a qualification. This gives an achievement rate* of 73.1%. Of the 554,963 enrolments since the start of the Essential Skills Strategy, 362,338 have resulted in a qualification. This gives a *success rate of 65.3%.</p> <p>(*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.)</p>	

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OUTCOME: Families Experience Economic Well-being

ACTION 1.5: Create up to 7,000 new school age childcare places serving disadvantaged communities, on the schools estate or serving rural communities, creating approximately 750 new childcare jobs. Enhance the information on childcare services available online (including a social media app) and promote existing financial assistance to increase uptake, enable more informed decisions and reduce costs for parents.

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: 2014/15 – 2018/19

LINKED TO DRAFT PfG OUTCOME(S): 6, 8, 12

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 pilot 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.	<p>The data indicates:</p> <ul style="list-style-type: none">• Between 2014/15 and 2018/19, approximately £6.1million was spent on the SAC Grant Scheme to sustain and create low cost childcare places.• Estimated 2,500 childcare places in the targeted areas, with approximately 95% of settings located in disadvantaged areas or supporting disadvantaged families and 60% of settings in rural communities or supporting rural families. The scheme has also funded 25% of settings located on the school estate³.

³ Figures add to more than 100% as some settings may be located in more than one targeted group i.e. disadvantaged or rural area or on the school estate.

2019/20 Report on the NI Executive's Child Poverty Strategy

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| <ul style="list-style-type: none">• Work has been ongoing with childcare settings to promote financial assistance available to parents with the costs of childcare. | <ul style="list-style-type: none">• 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).• Children in the childcare settings supported by 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 has a section on financial assistance available to parents and also providers available by area. Figures indicate that the enhanced website is receiving 55,000 hits per month. |
|---|---|

IS ANYONE BETTER OFF?

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

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

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

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OUTCOME: Families Experience Economic Well-being

ACTION 1.6: Provide training and small grants to enable childcare providers to meet the needs of children with a disability.

LEAD DEPARTMENT: Department of Health

REPORTING PERIOD: 2019-20

HSCB Fair Play Regional Small Grant Scheme: April 2019 – June 2020

Bright Start Children with a Disability Holiday Grant Scheme: April 2019 – September 2019

LINKED TO DRAFT PfG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p><u>HSCB Fair Play Regional Small Grant Scheme April 2019 – June 2020</u></p> <p>The total investment in the HSCB Fair Play Regional Small Grants Scheme over this period was £310,600</p> <ul style="list-style-type: none"> • £250,000 Annual Allocation DOH • £60,600 Early Years Development Fund (EYDF) <p><u>2018-19 HSCB Fair Play Regional Small Grant Scheme</u></p> <p>Total monies awarded April 2019 to June 2019 (final term last year's grant scheme) - £72,496.60</p>	<p><u>Fair Play Regional Small Grants Scheme</u></p> <p>166 children were supported in the 2019/20 HSCB Fair Play Regional Small Grants Scheme. 132 had a formal diagnosis, 34 were going through an assessment process.</p> <p>Breakdown of children supported by area:</p> <ul style="list-style-type: none"> • Belfast 33 • Northern 36 • Southern 24 • South Eastern 41 • Western 32 <ul style="list-style-type: none"> • 96% of Providers were satisfied or very satisfied with the application process. • 99% of Providers were satisfied or very satisfied with the grant administration & payment process.

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2019-20 HSCB Fair Play Regional Small Grant Scheme

62 childcare providers were funded via this year's Regional Small Grants Scheme to support the inclusion of Children with a Disability in registered early years and childcare settings. Total Monies Awarded

- September 2019 - March 2020 (Term 1&2) - £236,577
- Projected expenditure April 2020 to June 2020 (Term 3) - £111,355

1,174 Additional Staff Hours were provided to Early Years and Childcare Providers to support the inclusion of children with a disability in mainstream services.

Breakdown of childcare providers by area:

- **Belfast** **11**
- **Northern** **17**
- **Southern** **11**
- **South Eastern** **11**
- **Western** **12**

Bright Start Children with a Disability Holiday Grant Scheme (April 2019 – September 2019)

- 58 staff members received additional hours to support the inclusion of 212 Children with Disability and their siblings.
- 100% attendance targets achieved.

Quality of provision - Feedback from parents:

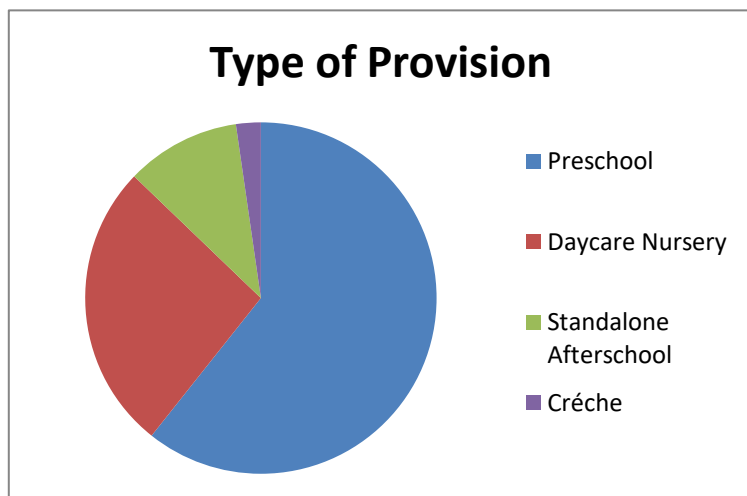
“An affordable scheme with trained staff, a venue with all the facilities needed to care for my child so we didn't have to worry that his needs were met”.

“The staff are amazing, they work well with my son, they deal very well with his meltdowns, I would be lost without this service.”

“Staff have been amazing recognising my son's seizures and assisting him when required.”

“This was a very well run Summer Scheme. It was obvious to see the amount of preparation work that had been put in. All the visual supports that my son needed were in place before he started. Feedback everyday was very welcome and I felt reassured that staff really wanted my child to have a great time.”

**Total Applications received in September 2019
by type of provision**



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

Bright Start Children with a Disability Holiday Grant Scheme (Reporting Period April 2019 – September 2019)

The purpose of this Scheme is to assist parents of children with a disability to access childcare during school holiday periods and to provide high quality, inclusive childcare for children with a disability,

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enabling them the same childcare experience as their peers.

Amount Awarded: £113,837.66 to 10 groups for additional staff hours, resources, activities and transport.

Attendance – **212 children**

Siblings – **53**

Parents in full time employment – **154**

Parents in receipt of WTC – **88**

Single Parent Families – **62**

Ethnic Minority Families – **33**

IS ANYONE BETTER OFF?

Fair Play Regional Small Grants Scheme - Regional Provider Survey 2018/19 – 26 responses received

Key Outcomes

96% Of Providers were satisfied or very satisfied that the grant scheme had enabled the children with a disability to access the same play and developmental opportunities as the rest of the children in the setting.

68% Of Providers advised that Allied Health Professionals had reported an improvement in the child's development.

Service User feedback:

"We are an inclusive after school childcare facility but participating in the grant scheme has enhanced our staff skills knowledge base and support for all children".

"Including the child with the visual impairment made a big impact on other children in the group; they were patient and showed kindness to him it helped them develop a greater awareness of disability."

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“The key overall impact of the grant was the improvement in the child’s behaviour. There were fewer outbursts, reduced incidents of hitting out and improvements in his overall ability to communicate ... “

80% Of Providers plan to make changes to daily practice, seek further training to enhance their knowledge and skills as a result of participating in the Fair Play Grant Scheme.

79% of providers now share their learning experiences at team meetings.

58% use self-evaluation to improve practice.

12% use mentoring and coaching to enhance practice.

Proposed changes include:

- Incorporating some of the speech and language development steps into small group time.
- Seek more detailed information from parents on developmental delays at the annual enrolment/information days.
- Full team approach to supporting inclusion move away from 1-1 support.
- We have highlighted supporting boys in a more meaningful way in our 2 year action plan.
- Our staff will commence SEN Capacity Building Training.
- We intend to extend the staff hours to facilitate feedback to parents, provide more time for planning and written observations.
- We have applied this year for staff to train in supporting children with ASD. Leader to train in Solihull.
- Some staff members have asked for training in Makaton.
- Staff will attend Health and safety manual handling training.
- We are sourcing training in working with children with Downs Syndrome and Global Developmental Delay.

Fair Play Parental Survey 2018/19 – 24 responses received

Key Outcomes

88% Of Parents noticed an improvement or positive change in their child.

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91% Attributed this change to participation in the Fair Play Grant Scheme.

Service User feedback:

"The ability to dress and feed herself and her communication skills have developed greatly which is a big advantage for home life, and the development of Makaton allows additional communication to meet her needs."

"My son is learning skills from the other children & learning to share. It is hopefully educating the other children at the nursery to be accepting of someone with a disability."

87% Of parents were satisfied or very satisfied that the childcare service was appropriate to meet their child's needs.

54% Of parents identified that Allied Health Professionals had noted an improvement in their child's development

Service User feedback:

"Seeing other children eat makes my daughter want to try new textures. It made it easier as well for her to transition to school as she is used to being left with others."

"My child is now more tolerant of others and therefore will join the family at mealtimes etc. He has become more independent transferring these skills to home, i.e. dressing and toileting."

"My daughter was able to develop skills in transitioning and understands what's happening on certain days establishing a weekly routine that reduces her anxiety and helps to manage her stress."

38% Of Parents had faced difficulties accessing childcare services before participating in the Grant Scheme.

Service User feedback:

"My son is now receiving the support he needs in a suitable environment with other children of a similar age."

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Barriers parents faced in accessing childcare:

- Inexperience / inability of staff at other organisations to deal with my child's complexities.
- No childcare provider in my area would take my child who has severe learning disabilities (Downs/autistic/doubly incontinent).
- We had tried childminders previously but they were not able to provide one to one attention when my child was experiencing difficulties with sensory overload and other issues relating to his condition.
- My son has autism and I couldn't find a preschool nursery with the experience needed for him.
- Due to challenging behaviours presented, it was difficult to find a place that could take our child on.

Bright Start Children with a Disability Holiday Grant Scheme (Reporting Period April 2019 – September 2019)

Feedback from Parents:

"Without the additional hours I would have found it very difficult to get to work over the summer".

"My light at the end of a dark tunnel – couldn't live without it – gives me respite on the long summer days and I have time for his sibling."

"First time my young daughter with Down Syndrome and her brother have played so much together. Definitely brings them closer."

"My son attended this service while his siblings attended a local football camp, he was unable to attend due to his needs, this gives him the opportunity to attend a camp with adequate support for his needs."

"Thanks for all your help in introducing me to new parents just like me, I am no longer alone."

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OUTCOME: Families Experience Economic Well-being

ACTION 1.7: Provide childcare places through 14 Women's Centres to assist parents in low income families to increase their skills and gain education and training to avail of paid employment.

LEAD DEPARTMENT: Department for Communities

REPORTING PERIOD: 2019/20

LINKED TO DRAFT PFG OUTCOME(S): 3, 6, 5, 9

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>The programme funding of some £765,000 in 2019/20 allows for the provision of approximately 76,500 two-hour childcare places to those in the margins of employment.</p> <p>In addition to this the programme also had a target of engaging with 673 new families.</p> <p>To avail of the WCCF (Women's Centre Childcare Fund) the following criteria apply.</p> <p>To provide 2 hour childcare places for the parents of children living in those areas who are:</p> <ul style="list-style-type: none">• In receipt of Income Support/Unemployed and registered for JSA (Income-Based) OR Universal Credit, <i>AND meet either a), b) or c)</i> :<ol style="list-style-type: none">a) Engaged in part-time (less than 16 hours per week) paid voluntary / community development work.	<p>Across the 14 programmes this was delivered by:</p> <ul style="list-style-type: none">• Matching childcare services each quarter to support the needs of women seeking to engage in Training, Education, and Vocational Development Courses in the 14 areas serviced by the programmes.• Signposting.• Providing placement for Childcare Trainees and information.• Connecting with similar organisations in each area to enhance the existing service through sharing of information and resources.• Provision of opportunities for parents to access information and raise awareness of the organisations and community support available in each of the 14 areas.

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b) Engaged in vocational or educational development or training.

c) Engaged in personal development training.

Or, if none of the above applies:

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

- Delivery of the School Age Mothers Support Programme for Young Mothers and Babies.

IS ANYONE BETTER OFF?

It is anticipated that both targets will be met with the provision of over 76,752 childcare places, with over 600 new families engaged in 2019/20. It was noted that in some cases the Women's Centres are self-funding additional places because of the high level of local demand at these individual centres.

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

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OUTCOME: Families Experience Economic Well-being

ACTION 1.8: From April 2015 the Affordable Warmth Scheme (AWS) will offer energy efficiency improvement measures to low income households with an annual income of less than £20,000. The scheme aims to target those most in need.

LEAD DEPARTMENT: Department for Communities

REPORTING PERIOD: 1 April 2015 – 31 December 2019

LINKED TO DRAFT PFG OUTCOME(S): 2, 4, 8

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Affordable Warmth Scheme Expenditure:</p> <p>2015/16 – £11.5m 2016/17 – £21.8m 2017/18 – £18.2m 2018/19 - £14.5m 2019/20 - £8.5m (as at 31 Dec 2019)</p> <p>The Business Case to continue the scheme until March 2024 was confirmed August 2019.</p>	<p>NI House Condition Survey (HCS)</p> <p>The 2016 NI House Condition Survey (HCS) indicated 47% of NI houses were households with children. The report also referenced the significant investment by Government through schemes such as Affordable Warmth which have made a considerable contribution to the decrease in fuel poverty. Fuel poverty in NI has reduced from 42% (294,000 dwellings) in 2011 to 22% (160,000 dwellings) in 2016.</p> <p>Standard Assessment Procedure</p> <p>Standard Assessment Procedure (SAP) is the Government's method of rating the energy efficiency of a dwelling. Using SAP data from 2015 it was estimated that the average SAP score for properties before Affordable Warmth intervention was 56.4. After Affordable Warmth measures were installed the average SAP score for properties was 65.4. The House Condition Survey estimated that mean SAP in NI had increased from 59.6 in 2011 to 65.8 in 2016.</p>

Impact Affordable Warmth Has On Health

Research carried out on behalf of the Department for Communities by the University of Ulster on the Health Impact Analysis of the Affordable Warmth Programme: 2014-2018 showed fuel poverty has a significant impact on the health and well-being of people, in particular children.

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

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

The interventions implemented can:

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

NI Energy Efficiency Scheme Evaluation

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

Stakeholder & Customer Feedback

The analysis of results from annual Customer Satisfaction surveys has concluded there is a high level of satisfaction with the

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Affordable Warmth Scheme. The 2017-18 survey results showed 94% of respondents indicated they were satisfied or very satisfied with the scheme and in 2018-19 this rose to 97% of respondents.

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

The Affordable Warmth Scheme has the support of key stakeholders including Consumer Council NI, local Councils, National Energy Action, Energy Saving Trust, Utility Regulator and Gas providers.

The positive impacts and performance of the scheme is discussed at HECA panel meetings hosted by the Housing Executive.

IS ANYONE BETTER OFF?

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

2015/16 – 3,057 homes improved

2016/17 – 5,069 homes improved

2017/18 – 4,148 homes improved

2018/19 – 3,205 homes improved

April–Dec 2019 – 1,942 homes improved year to date

Up to 31 December 2019, over 32,799 energy efficiency measures were grant aided to 17,428 homes throughout NI with an approximate investment of £74.5m.

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

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OUTCOME: Families Experience Economic Well-being

ACTION 1.9: Provide Free School Meals and Uniform Grants to low income families, extending eligibility criteria from 2014 to include post-primary school children (whose parents receive Working Tax Credit and whose annual taxable income of £16,190 or less) to help reduce costs for low-income working families.

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: School Census Day 11 October 2019

LINKED TO DRAFT PfG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>In 2019/20 there were a total of 95,983 approved applications for free school meals and 92,457 for school uniform grant by low income families.</p> <p>In 2019/20, 17,061 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 11 October 2019).</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 17,000.</p>
IS ANYONE BETTER OFF? <p>The provision of free school meals has improved the economic well-being of approximately 96,000 pupils in 2019/20. The extension of the working tax credit criterion to include approximately 17,000 post primary pupils has helped reduce costs for low income families in 2019/20. 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>	

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OUTCOME: Families Experience Economic Well-being

ACTION 1.10: Provide grant support to low-income families raising disabled and/or seriously ill children to help with essential items such as fridges and clothing and other items such as sensory toys.

LEAD DEPARTMENT: Department of Health

REPORTING PERIOD: 1 April 2017 - 31 December 2019

LINKED TO DRAFT PFG OUTCOME(S): 8, 9

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• 11,209 families caring for disabled children on a low income have received grant support from Family Fund in NI.• 1,523 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 567 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: 171 families in NI were identified as being eligible to receive the disability element of Tax Credits and	<ul style="list-style-type: none">• £3.9m has been distributed in direct grant support to families in NI.• 79% of our annual grant making target for 2019/20 has been achieved with 3 months left to go until the end of the funding year.• 44% of families applying for the first time have received a home visit or telephone assessment.• Telephone enquiries from around 20,100 families and health professionals in NI were answered.• £356,438 has been generated from Family Fund's contract supplier arrangements allowing the delivery of more grants to families.

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received appropriate signposting and support. 45 families in NI have received detailed information on other sources of grant support available to them.

- Added Value: 54 families in NI caring for disabled children have received face to face digital skills training.
- Added Value: Seven Family Information days hosted in East and West Belfast, Derry/Londonderry, Omagh, Dungannon, Newry and Coleraine. These drop in events allow families to get information on the support available from a number of organisations in one visit.

IS ANYONE BETTER OFF?

- 11,209 of the most vulnerable families living on lower incomes.
- 84% of all families whose applications have been processed received direct grant support.
- 353 families caring for disabled children in NI received urgent grant support (processed within 48 hours) while their child was in hospital unexpectedly.
- 11% of all families that applied received a home visit or telephone assessment to provide additional support.

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OUTCOME: Families Experience Economic Well-being

ACTION 1.11: Recruit rural participants (40%) who are unemployed or economically inactive to the Step Up to Sustainable Employment (SUSE+) programme to gain skills and qualifications needed to become employment ready.

LEAD DEPARTMENT: Department of Agriculture, Environment and Rural Affairs

REPORTING PERIOD: 1 April 2019 – 31 December 2019

LINKED TO DRAFT PFG OUTCOME(S): 3, 6

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
2019/20 – 252 (against a target of 180) rural participants were recruited onto the SUSE+ Programme.	The target of recruiting 180 rural participants onto the SUSE+ Programme in 2019/20 has to date been exceeded by 40%.
2019/20 – 383 (against a target of 390) rural participants received Level 1 qualifications.	98.2% of 2019/20 rural participants received Level 1 qualifications to date.
2019/20 – 75 (against a target of 40) rural participants entered employment on leaving the programme.	The target of 40 2019/20 rural participants entering employment on leaving the SUSE+ programme has to date been exceeded by 87.5%.
IS ANYONE BETTER OFF?	
In 2019/20, 75 rural participants (out of a target of 40) have entered employment after leaving the SUSE+ programme. A further 115 rural participants (against a target of 11) have continued onto further education or joined training programmes.	
Another 21 rural participants (out of a target of 32) have gained Essential Skills qualifications (Numeracy/Literacy/ICT) in 2019/20, with a further 315 (against a target of 270) gaining Specialist Training Qualifications (Forklift/First Aid/Food Hygiene/Manual Handling/Paediatric First Aid).	

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.1: Support 31 Nurture Groups in local primary schools, with trained staff to select the children who will benefit most from additional support and develop individual learning plans agreed with teachers and parents.

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: September 2018 - June 2019 (data for September 2019 - June 2020 will be available at the start of July 2020)

LINKED TO DRAFT PfG OUTCOME(S): 12

How much did we do?	How well did we do it?
<ul style="list-style-type: none">• 31 primary schools received funding for a Nurture Group• 1458 children received Nurture Room support:<ul style="list-style-type: none">○ 312 attended a nurture group on a full time basis;○ An additional 1146 children received short term support in the Nurture room;○ 187 had returned to their mainstream class by June 2019;○ 51 children were a 'Looked After Child'• Of the 312 children attending the Nurture Group full time, 238/76.2% of parents/carers have engaged with the Nurture Group.• 187/59.9% children returned to their mainstream class by June 2019.	<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 NI" (2016), which found clear evidence that Nurture Groups were having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class. The same effects were not evident among children in similar circumstances attending a school without a Nurture Group.• 18 schools to date have received the Marjorie Boxall Quality Mark Award for excellence in Nurturing, with one school (St Joseph's Primary School, Belfast) achieving NIs first National Nurturing School Award in 2018.

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IS ANYONE BETTER OFF?

Nurture Group children

By the end of full time Nurture Group intervention:

- 187 children showed improved Boxall scores indicating gains in their social, emotional development and behavioural skills.
- 97 / 31.1% children from the 312 who attended a Nurture Group full time moved to a lower stage of the Special Educational needs Code of Practice.

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.2: Provide a targeted community family intervention programme to support disadvantaged families address educational, employment, training, health, social and economic issues that impact on their daily lives. Provide support to prevent young people from falling into the NEET category and help other young people who find themselves in this situation to re-engage with education, training or employment.

LEAD DEPARTMENT: Department for the Economy

REPORTING PERIOD: 1 April 2015 - 31 December 2019

LINKED TO DRAFT PfG OUTCOME(S): 6

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Under the first call, 5 operations were allocated funding of £5.02 million towards total project costs £7.73 million for the period of 1 April 2015 – 31 March 2018.</p> <p>Under the second call, 5 operations have been allocated funding of £8.6m towards total project costs £13.3million for the period of 1 April 2018 – 31 March 2022.</p> <p>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 NI. It provides a family intervention support and employability mentoring service to help families address their health, social, economic, educational, employment and training issues that impact on their daily lives. It aims to support all family members and break the cycle of</p>	<p>From 1 April 2015 - 31 December 2019, progress to date is:</p> <ul style="list-style-type: none">• Supported 5,276 participants aged 16 and over not in employment, education and training (NEET).• Progressed 799 participants into employment upon leaving (over 16 hours and increase to hours).• Progressed 476 participants into education or training upon leaving.

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

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

IS ANYONE BETTER OFF?

Delivery of the CFSP is ongoing up until March 2022. A formal mid-term evaluation of the NI European Social Fund (ESF) Programme is currently under way. The evaluation will include an assessment of the extent to which the programme is progressing to achieve the required results.

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.3: Support training to improve and enhance skills across the childcare workforce.

LEAD DEPARTMENT: Department of Health

REPORTING PERIOD: April 2019 – December 2019

LINKED TO DRAFT PfG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>In the period to December 2019/20 180 mandatory training courses were delivered for the Childcare Partnership training programme and 140 continued professional development (CPD) themed training courses are planned.</p> <p>There are 9 different mandatory training courses on offer and 36 different CPD development courses available to early year's practitioners.</p> <p>6935 places were provided in the Childcare Partnership training programme to promote good practice across the sector. Of these places there were 3473 supporting mandatory training such as safeguarding and first aid and 3462 places supporting thematic training including Supporting Children's Social and Emotional Behaviour, Trauma Sensitive Practice, Makaton, Autism, Championing Diversity and Inclusion, Understanding Child Development, Supporting Children with English as an additional language, Solihull and Outdoor play.</p>	<p>Mandatory Training</p> <ul style="list-style-type: none">• There was a total of 84% attendances recorded at mandatory training and of those attending.• 100% of participants received a certificate of attendance.• 100% of participants were satisfied with the programme/project.• 95% of participants stated that the training was very good to excellent. <p>Continued Professional Development (CPD) Training</p> <ul style="list-style-type: none">• There was a total of 69% attendance recorded at CPD training.• 100% of participants received a certificate of attendance.• 100% of participants were satisfied with the programme/project.• 90% of participants stated that the training was very good to excellent.

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6 learning and development events were held in 2019/20. These included a forest school workshop, music in the early year's workshops and an anti-bullying workshop.

- The combined total of attendances at CPD training in 2019/20 is 76.5%.

IS ANYONE BETTER OFF?

One of the key areas of focus in 2019/20 was infant mental health.

The CPD training programme provided a variety of training courses including:

- Trauma sensitive practice
- Promoting resilience
- Supporting children's behaviour
- Understanding child development
- Solihull
- The impact of loss on children and families

Some examples are detailed below:

'On the day' evaluations universally showed an improvement in knowledge, confidence and competency in relation to supporting children's social and emotional development for children aged 0-4 years old.

When asked what changes they will make to their practice, the participants commented:

- "I will give the children more responsibilities and let them decide what they want to play with. I will allow them to calm down when they are upset before speaking to them."
- "I will reflect on how I react, gathering more background information which may explain the behaviour."

'On the day' evaluations universally demonstrated an improvement in knowledge, confidence and competency in relation to supporting resilience.

When asked what changes they will make to their practice, the participants commented:

- "I am going to encourage my staff to use the correct language to help children to express their feelings."
- "Reinforce confidence in my staff team that they are doing a great job in their positive role with our children."

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'On the day' evaluations universally demonstrated an improvement in knowledge, confidence and competency in relation to trauma sensitive practice.

When asked what changes they will make to their practice, the participants commented:

- "I have more awareness and knowledge of the impact of trauma and how to respond better to children who are experiencing trauma/ACE (Adverse Childhood Experiences)."
- "Following this training I think I will be more able to build better relationships with the parents and families I work with."

Follow up evaluations will be completed with all participants at 3 months and again at 6 months to test how knowledge and skill has been embedded in practice.

Below are some examples of the feedback we received from participants who completed mandatory training:

- "Taught in such a way that procedures are easily remembered. Great detail supplied re CPR."
- "If there's every a safeguarding issue, I will know how to respond."

Music Event feedback included:

- "So visual and practical, would love an addition to this session, great new ideas to engage children, new ideas on creating musical soundscapes and to use natural resources to develop creativity."
- "Greater awareness of the emotional benefits of these activities, loved the whole training and learning by experience, development plan for this year will be to develop our provision of creativity and music."

Creativity event feedback included:

- "So inspirational. Learned so much about creating a warm, inviting environment. Lots of great new ideas."

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.4: Peace4Youth will support up to 7,400 marginalised 14–24 year olds to develop capabilities in good relations, citizenship and personal development to improve their life chances and enhance their employability.

LEAD DEPARTMENT: Department for the Economy

REPORTING PERIOD: 1 April 2019 - 31 December 2019

LINKED TO DRAFT PFG OUTCOME(S): 7,9,10

<p>HOW MUCH DID WE DO?</p> <ul style="list-style-type: none">• 11 major projects.• 1,400 young people participating on Phase 2 of the Peace4Youth Programme.• Approximately 600 Phase 2 participants have completed the programme.• DfE administered an incentive payment to over 800 Phase2 participants.• DfE finalised arrangements with DfC to allow dual participation on Peace4Youth and Steps2Success.• £36m programme budget.	<p>HOW WELL DID WE DO IT?</p> <ul style="list-style-type: none">• Phase 1 achieved 81% completion rate (against output target of 1,875)
<p>IS ANYONE BETTER OFF?</p> <ul style="list-style-type: none">• % of Participants surveyed who indicated they were going to progress to education, training, employment or voluntary/community engagement**:<ul style="list-style-type: none">○ 77% to education/training○ 21% to employment○ 38% to voluntary/community	

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- % of Participants surveyed who achieved a qualification in at least one area during their time on the programme***:
 - 21% citizenship qualifications
 - 28% good relations qualifications
 - 36% personal development qualifications

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

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

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

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.5: Provide assistance and support to young people aged 16-18 to secure and sustain suitable employment, education or training provision; including a guaranteed training place for all 16-17 year old school leavers, tailored mentoring and support, childcare support for young parents and help with costs in special circumstances.

LEAD DEPARTMENT: Department for the Economy

REPORTING PERIOD: 2019/2020

LINKED TO DRAFT PfG OUTCOME(S): 1, 5, 6, 14

HOW MUCH DID WE DO?

The Department for the Economy (DfE) provides a guarantee of a training place on its Training for Success (TfS) programme for all 16-17 year olds who are not in full time education or employment, with extended eligibility for persons under 22 years with a disability, including learning difficulties/SEN (Special Educational Needs), and under 24 years for persons from an 'In Care' background. DfE have a budget of circa £35m for the TfS programme in 2019/2020.

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 2018/19, £183,524 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,

HOW WELL DID WE DO IT?

At the end of October 2019, 4,301 people were in training through the TfS Programme. Of these participants, 3,784 (88%) were on Skills for Work comprising of 1,206 on Skills for Work Level 1 and 2,578 on Skills for Work Level 2. There were also 341 (8%) on Skills for Your Life and 176 (4%) were not assigned an option.

Careers Advisers delivered face to face careers guidance interviews with 97% (21,404) of all Year 12s. (2018/19 academic year).

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

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travel costs and associated living costs for those students 18 years of age and over. The maximum support available to each student is £3,500 per annum and in academic year 2018/19 £2.1 million of support was made available.

39 students aged 16-19 attending Further Education colleges received Care to Learn (NI) financial support in the 2018/19 academic year.

2,037 students attending further education colleges received Hardship Fund financial support in 2018/19.

IS ANYONE BETTER OFF?

Up to end October 2019:

- 90 young people left the TfS Skills for Your Life programme in the current academic year (up to October 2019). Of these, 86% achieved a qualification. The percentage of leavers progressing* is at 0% for the current year. The percentage of leavers that did not progress or gain a qualification is currently at 14%. The remaining participants still have time to gain a qualification or progress.
- In the latest academic year 2019/2020 (up to October 2019), the proportion of young people leaving the TfS Skills for Work programme and achieving a qualification was 77%, whilst 0% 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 39 young parents have been able to participate in Further Education while 2,037 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.

In the 2018/19 Academic Year, as a result of careers guidance:

- 83% of Year 12 pupils surveyed knew more about their career options.
- 79% of Year 12 pupils surveyed were more aware of the skills required to achieve their career goals.
- 67% of Year 12 pupils surveyed felt more confident about making decisions about their careers.

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- 78% of Year 12 pupils surveyed understood the importance of considering current and future job opportunities in their career decision making.
- 83% of Year 12 pupils surveyed felt that they benefitted from the guidance they received.
- 86% of Year 12 pupils surveyed were satisfied with the service they received from the Careers Service.

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

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.6: Make at least one year of pre-school education available to every family that wants it.

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: January – December 2019

LINKED TO DRAFT PfG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• Over 23,000 children applied for and received a funded pre-school education place.• Provided approximately £58 million funding for pre-school education, in statutory and non-statutory settings.• Approximately 91% target age children applied for and received a funded pre-school education place.	<ul style="list-style-type: none">• 99.9% of target age children who applied for a funded pre-school place received the offer of a place by the end of the admissions process and places remained available in all areas at the end of the process for children to avail of.• Majority of children (96%) were placed at Stage 1 of the pre-school admissions process.• Most children (86%) placed in their first preference setting.• Almost all (97%) pre-school applications submitted through the new on-line digital admissions system.• The Chief Inspector's report 2016–18 found that overall, 78% of all pre-school settings inspected during the reporting period were evaluated as having either a high level of capacity or capacity to identify and bring about improvement and that most children across all pre-school settings are making good or better progress in all aspects of the pre-school curriculum.

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IS ANYONE BETTER OFF?

- 91% of target age children (c. 23,000 children) are availing of a funded pre-school education provision.
- Most children across all pre-school settings are continuing to make good or better progress in all aspects of the pre-school curriculum, there is steady improvement in the voluntary and private sector, with the outcomes for learners good or better in nearly all (91%) of these settings.
- Research shows that Pre-school experience enhances cognitive and social development in all children (Effective Pre-School Provision in NI (EPPNI) (2006)).
- Most (78%) of the pre-school settings inspected have a high level of capacity or the capacity to identify and bring about improvement (Chief Inspector's Report 2016–18).

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.7: Provision of Sure Start to at least the 25% most deprived areas, (including at least one developmental programme for age group 2-3 in each Sure Start project) to promote the physical, intellectual, social and emotional development of pre-school children, particularly those who are disadvantaged, to ensure they can flourish at home and when they get to school.

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: April 2019 – March 2020 (all data in the Scorecard relates to 2018/19 which is the most up-to-date reporting information).

LINKED TO DRAFT PfG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• Following expansion of the Sure Start Programme which completed in 2017, Sure Start services are provided in (at least) the 25% most disadvantaged areas in NI, as defined by the NI Multiple Deprivation Measures (NIMDM 2010).• The Sure Start budget was £25.5m in 2018/19⁴.• Approximately £4.5m of the budget funds the 145 Developmental Programme for 2-3 Year Olds.• Services are provided by 38 Sure Start projects across NI.• 41,905 children aged 0-3 were registered with Sure Start projects during 2018/19.	<ul style="list-style-type: none">• 80% of children eligible to receive Sure Start services registered for provision.• 62% of families registered, availed of at least one Sure Start activity during the period.• 3,505 families which accessed Sure Start services, participated in a Sure Start Parental Survey. Of parent responses:<ul style="list-style-type: none">- 91% would be extremely likely to recommend Sure Start.- 93% agree strongly that Sure Start had a positive impact on them and their family.- 83% rated their local Sure Start as Excellent.- 90% agreed strongly that Sure Start Antenatal, Postnatal and Parent Only services staff were helpful.

⁴ Source: DE

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| <ul style="list-style-type: none">• 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">- 79% agreed strongly that Sure Start Antenatal services helped prepare for the birth of their child.- 85% agreed strongly that Sure Start Antenatal services were high quality.- 86% agreed strongly that Sure Start Postnatal services helped them understand their baby and their baby's needs.- 83% Overall rated Sure Start Postnatal Services as Excellent.- 87% of Parents agreed strongly that Sure Start Postnatal services were high quality.- 83% agreed strongly that Sure Start helped improve their knowledge of Child Development.- 89% agreed strongly that Sure Start provided a high quality service.- 78% of Parents agreed strongly that Sure Start helped identify issues / concerns.- 91% agreed strongly that child and parent services staff were helpful.- 82% agreed that Sure Start helped improve their child development.- 83% agreed strongly that Sure Start parent services helped them make changes in their families.- 81% of Parents agreed strongly that Sure Start Parent services were high quality.- 80% agreed strongly that Sure Start parent services helped them become more confident.- 91% agreed strongly that Sure Start child only services were of high quality.- 87% agreed strongly that Sure Start Child only services helped improve their child's development.- 83% agreed strongly that Child only services helped identify issues or concerns. |
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- 82 % agreed strongly that Child only staff were helpful.

IS ANYONE BETTER OFF?

98% of Sure Start users reviewed⁵ improved in at least one of the following seven areas: physical health, emotional well-being, keeping your children safe, social networks, boundaries and routines, child development and home, money & work – 63% improving in at least four areas.

Improved development of 60% of Sure Start children reviewed⁵.

Improvement in positive behaviour of 62% of Sure Start children reviewed⁵.

Improvement in the Speech and Language of 74% of Sure Start Children reviewed⁶.

⁵ Using 'Outcomes Star' model.

⁶ 1305 children using the WellComm model.

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.8: Provide access to books and to programmes which promote reading for enjoyment and a lifelong love of books. These programmes, for children of all ages, will include the annual Big Summer Read.

LEAD DEPARTMENT: Department for Communities

REPORTING PERIOD: 1 April 2019 – 31 December 2019

LINKED TO DRAFT PFG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Access to Books 1,639,097 issues/renewals to children during the period.</p> <p>Programmes 96 (100%) libraries offering programmes which promote reading for enjoyment.</p> <p>Big Summer Read 39,781 participants in the Big Summer Read.</p>	<p>Access to Books 410,514 issues/renewals to children in libraries serving areas of deprivation and rural areas.</p> <p>Programmes 42 (100%) libraries serving areas of deprivation and rural areas offering programmes which promote reading for enjoyment.</p> <p>Big Summer Read 11,238 participants in the Big Summer Read in libraries serving areas of deprivation and rural areas.</p>
IS ANYONE BETTER OFF? Reading for pleasure contributes to educational attainment and outcomes (Contributes to PFG Indicators 11 and 12 Education draft Delivery Plan).	

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Participants in Rhythm and Rhyme are better off in terms of early language development, pre-reading skills, social skills and school-readiness (contributes to PfG Indicator 15 Child Development draft Delivery Plan).

Participants in 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).

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

Participants in the Big Summer Read avoid the 'summer slide' in reading levels which occurs if children do not read over the summer period.

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.9: Provide additional support for Newcomer pupils and Traveller children.

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: Newcomer pupils and Traveller Children – As at School Census 2018

Toybox – 1 April 2018 – 31 March 2019

LINKED TO DRAFT PFG OUTCOME(S): 3, 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Newcomer pupils</p> <ul style="list-style-type: none">• Newcomer pupils: There are currently 16,238 Newcomer pupils in our schools (School Census October 2018). 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	<p>Newcomer Pupils:</p> <ul style="list-style-type: none">• The IES and the additional funding factor is available to all schools with Newcomer pupils. 665 schools received additional funding for Newcomer pupils in 2017/18. The number of Newcomer pupils in our schools is 16,238 (School Census October 2018). <p>Traveller Children:</p> <ul style="list-style-type: none">• The IES and the additional funding factor is available to all schools with Traveller pupils. 179 schools received additional funding for Traveller pupils in 2016/17. The number of Traveller children in our schools is 1,058 (School Census October 2018). <p>Toybox project</p> <ul style="list-style-type: none">• 145 parents engaged in Project Workers Highscope Child Observation Record (COR) Play Development.

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of bilingual classroom assistants or language assistants, development of resources for teachers and parents, training for teachers, language support classes for pupils and / or parents, mentor and multi-cultural events.

Traveller Children

- There are currently over 1,000 Irish Traveller pupils in our schools (School Census October 2018). Support for Traveller Children is provided through the EA's IES to build the capacity of schools to meet the educational needs of Traveller children and young people, by promoting whole school approaches to service development; promoting full inclusion and integration across all areas of youth education; promoting Traveller parental involvement and engagement; and assisting Traveller parents to support their children's learning and achievement.
- In addition, schools receive additional funding per capita for Traveller pupils to help them meet their needs.

Toybox project

- DE funded the Toybox project at £356,000 in 2018/19 – 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).

Through Toybox support;

- Toybox have worked to ensure those children enrolled in settings in September, settled well and engaged in school/pre-school and the Sure Start 'Programme for Two Year Olds'.
- 100% of Toybox staff effectively used the logical framework model to provide a harmonised approach to planning and provide evidence based decisions for forthcoming planning.
- 90% of Toybox staff are trained in HighScope which aims to engage children in learning.
- 100% of Toybox staff participated in continued professional development training in "HighScope", COR Planning & Evaluation.

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- 25 Traveller children enrolled in the Sure Start Programme
- 33 Traveller children attended nursery/preschools
- 52 Traveller children attended Primary 1
- 2855 Home visits/Play sessions have taken place.
- 69 advocacy support visits to non-registered Traveller families.

IS ANYONE BETTER OFF?

Newcomer Pupils

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

The attendance figures below show a slight increase in attendance of Newcomer pupils from 89% in 2008/09 to 92% in 2017/18. With regards to attainment, statistics indicate that the percentage of Newcomer pupils achieving 5+ GCSES A*-C (including English and Maths) is continuing to increase (from 16.9% in 2008/09 to 18.9% in 2017/18) however, this figure remains well below the achievement levels of non-Newcomer pupils. There has been an increase in the number of Newcomer pupils going into Higher Education, Further Education, Employment or Training from 88% in 2008/09 to 90.1% in 2017/18.

The limitations of these statistics should be noted. When Newcomer pupils achieve a good standard of English language, they will be no longer designated as 'Newcomers' by the school, and therefore the statistics will exclude pupils who were, but are no longer, designated Newcomers (Former Newcomers). In 2017/18, 65.5% of Former Newcomers achieved 5+ GCSES A*-C (including English and Maths), against a Non-Newcomer figure of 71.5%.

Traveller Children

The attendance figures below show an increase in school attendance of Traveller children from 65.0% in 2006/07 to 73.6% in 2017/18. While this increase is positive, it is still low in comparison to the rest of the school population (94.2% in 2017/18). The IES continues to work with traveller families and schools to promote good attendance.

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Toybox project

Traveller parents have increased confidence when engaging with other professionals, practitioners and teachers about their child. Questionnaire responses demonstrated a high level of parental recognition of the value of play and learning. The importance of how parents interact with children and parents' attitude to education in the home was acknowledged in parental responses.

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

94% of parents recognised the importance of sending their children to school/setting regularly.

96% of parents read to their children; 94% supported their children with homework; 90% felt they could approach the teacher regarding setting related issues; 94% of parents indicated that it was important to receive support from Toybox re transition (transition to Sure Start, Pre-school and Primary 1).

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.10: 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

REPORTING PERIOD: September 2019 – June 2020 (data for September 2019 – June 2020 will be available at the end of September 2020)

LINKED TO DRAFT PfG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?								
<p>Department of Education (DE) launched the Getting Ready to Learn (GRtL) programme, part of Early Intervention Transformation Programme (EITP), in 2016. EITP concluded in 2018/19 and DE has mainstreamed the GRtL programme from 2019/20.</p> <p>GRtL aims to support staff in pre-school settings to engage more effectively with parents to help them to create and sustain positive home learning environments, through the delivery of 4 themes: Big Bedtime Read, Happy Healthy Kids, Education Works in Pre-School and Ages & Stages.</p>	<ul style="list-style-type: none"> • In the 2018/19 academic year, 77% (596) of pre-school settings participated in GRtL, engaging with parents to improve their knowledge of child development and how they can support their children by creating positive home learning environments. • 98% of children in participating settings had parents engaged in the GRtL programme. • 100% of settings established home lending services for each theme delivered. • 98% of families borrowed books. • 96% of families borrowed resources to promote play and physical activity. 								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Year (academic year)</th> <th style="text-align: left; padding: 5px;">Participation (% core pre-school settings)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Year 1 (2016/17)</td> <td style="padding: 5px;">354 settings, 47%</td> </tr> <tr> <td style="padding: 5px;">Year 2 (2017/18)</td> <td style="padding: 5px;">502 settings, 64%</td> </tr> <tr> <td style="padding: 5px;">Year 3 (2018/19)</td> <td style="padding: 5px;">596 settings, 77%</td> </tr> </tbody> </table>	Year (academic year)	Participation (% core pre-school settings)	Year 1 (2016/17)	354 settings, 47%	Year 2 (2017/18)	502 settings, 64%	Year 3 (2018/19)	596 settings, 77%	
Year (academic year)	Participation (% core pre-school settings)								
Year 1 (2016/17)	354 settings, 47%								
Year 2 (2017/18)	502 settings, 64%								
Year 3 (2018/19)	596 settings, 77%								

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| <ul style="list-style-type: none"> • In 2018/19 parents / carers of 11,888 children attended sessions. • Around 15,000 families engaged in the GRtL programme • 1.7m book loans to children for home reading. Over 14,000 families borrowed books. • More than 11,000 families accessed resources to promote play and physical activity. • 351 pre-school practitioners attended Transforming Practice Days. | <ul style="list-style-type: none"> • 79% of eligible families attended a minimum of one session. • 73% of settings reported increased capacity to deliver more than one theme. |
|---|--|

IS ANYONE BETTER OFF?

99% of settings in 2018/19 recorded improved levels of parental engagement following participation in the GRtL programme.

Some of the key outcomes reported are:

Before		After
44%	Parents with a good understanding of the pre-school curriculum	75%
66%	Parents who felt they had a good knowledge of how to help their child develop their learning at home	83%
71%	Parents who play, talk and read with their children at least 5 times a week	85%
62%	Children participating in physical activity at least 5 times a week	76%
84%	Parents reading to their children at bedtime at least 3 times a week	95%
54%	Parents reading to their children during the day at least 3 times a week	68%
31%	Children with access to screen time of more than 2 hours/day	19%

*Figures above are based on monitoring returns fully completed by 458 settings in 2018/19. The number of families and attendances are minimum numbers.

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.11: 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

REPORTING PERIOD: Additional Support Fund & Training for Success: 2018/19. Sign Language: 2019/20

LINKED TO DRAFT PFG OUTCOME(S): 8, 9

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Additional Support Fund</p> <p>The Department for the Economy (DfE) provides £4.5 m, per annum, through the Additional Support Fund (ASF) to assist Further Education Colleges (FE) provide the necessary technical and/or personal support required to allow students with learning difficulties and/or disabilities to participate in either mainstream FE, or in discrete programmes.</p> <p>Training for Success</p> <p>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 £31.6 m for the TfS programme in 2018/19.</p>	<p>Additional Support Fund</p> <p>In 2018/19, academic year 3,804 students received support through ASF, which accounted for 10,733 enrolments in regulated and non-regulated provision.</p> <p>For the 8,533 final year ASF enrolments in regulated provision, the *retention rate was 93.5%; this compares with 87.6% for other students not receiving support through this fund.</p> <p>(*Retention rate is defined as the proportion of the number of enrolments who complete their study to the number of enrolments.)</p> <p>Training for Success</p> <p>At the end of April 2019, 3,636 people were in training through the TfS Programme, of which 3,357 (92%) were on Skills for Work and 248 (7%) were on Skills for Your Life.</p> <p>Sign Language</p>

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

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

Sign Language

The Department for Communities (DfC) Languages Branch are funding:

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

- 20 schools with 600 pupils are receiving a 5 week Deaf 1 hour awareness and basic BSL course.
- 10 schools with 300 pupils are receiving 2 x 2 hour Deaf awareness and basic BSL course.
- 12 families are receiving a 20 week Family Sign Language course in their home.
- 50 families are receiving a 6 week Family Sign Language course in group settings with other families.
- 35 families are receiving accredited BSL courses.

IS ANYONE BETTER OFF?

Up to end April 2019:

Additional Support Fund

Of the 7,975 ASF final year enrolments in regulated provision completed in the academic year 2018/19, 6,866 resulted in a qualification. This gives an *achievement rate of 86.1%.

Of the 8,533 ASF final year enrolments in regulated provision in the academic year 2018/19, 6,866 resulted in a qualification. This gives a **success rate of 80.5%.

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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.

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.

(*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.)

Sign Language

- 97 families are reporting increased confidence in communicating with their deaf child/sibling/grandchild.
- Participating schools are reporting greater awareness of the needs of deaf pupils thereby creating a deaf-friendly learning environment for current and future deaf pupils.

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.12: Continue to provide funding to schools in areas of the highest social disadvantage to provide additional activities, classes and support for learning largely outside the normal school day to meet the needs of children and their parents, families and local communities through the Extended Schools programme as well as Full Service provision in two specific areas of socio-economic deprivation to enhance the educational attainment of disadvantaged young people.

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: 2019/20

LINKED TO DRAFT PfG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Extended Schools</p> <p>Over £9m of Extended Schools (ES) funding continues to be made available in 2019/20 to support schools with a high percentage of pupils from disadvantaged areas and/or who have a Free School Meal Entitlement (FSME).</p> <p>Almost 500 schools are participating in the 2019/20 ES programme. Overall, this represents 43% of all schools and 41% of all pupils in NI (October 2018 school census).</p> <p>In 2018/19, a total of 2,962 additional services and activities were delivered by participating schools before, during and beyond the traditional school day aimed at addressing educational disadvantage.</p> <p>Based on average attendance figures provided by schools, 121,034 pupils, 28,004 parents and 18,001 community members took part in ES activities during 2018/19.</p>	<p>Extended Schools</p> <p>100% of all schools identified as eligible for funding have chosen to participate in the current ES programme in 2019/20.</p> <p>63% of FSME pupils in NI attend schools that are participating in the ES programme (average FSME enrolment across all NI schools according to the October 2018 school census was 29%).</p> <p>100% of participating extended schools in 2019/20 are working collaboratively with other schools as part of an ES Cluster providing enhanced opportunities to meet the needs of local communities.</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 2018/19, 17% of all ES activities (507)</p>

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Full Service

In 2019/20, **£770k** has been made available to support two 'Full Service' programmes (£385k per project) operating in North and West Belfast which provide additional interventions over and above standard extended schools provision.

In the Full Service Extended Schools (FSES) based at the Boys' and Girls' Model schools a broad range of support was provided aimed at addressing the root causes of underachievement structured around the key pillars of Pupil Engagement, Parental Engagement, Community Engagement, Health and Well-Being and Transition.

A selection of key examples for 2018/19 include **212 pupils received support from a Personal Development Mentor, 269 pupils received counselling support and approx. 650 pupils across 23 feeder primary schools engaged in transition support programmes.**

The Full Service Community Network (FSCN) directly provided a range of early intervention, literacy and numeracy, transition, social and emotional support and training to **1,071 families across 25 schools serving the Greater Falls and Upper Springfield areas whilst also facilitating counselling support and wraparound services for 940 individuals** (primary school children, parents and staff/professionals) delivered by external providers in 2018/19.

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

Full Service

A case study compiled by the Girls' Model noted;

"During the primary school information gathering it was noted that she was a very shy and quiet student who may have difficulty with attendance, settling into school and making friends. Student A received a home visit over the Summer from our attendance officer and personal development mentor who introduced themselves to her and immediately became a friendly face that she would recognise on her first day. She developed a great relationship with this team and stated on several occasions, "I come to school because of all the help I get here, I know I will be looked after."

The Easter School offered in the Boys' Model saw significant uptake with 85% of Year 12 pupils (104 out of a possible 122) availing of additional revision support.

95% of all schools located in the areas of Greater Falls and Upper Springfield availed of support offered by the FSCN in 2018/19.

A range of positive feedback has been reported on FSCN activities provided during 2018/19, for example:-

"All support is always well delivered and the pupils clearly enjoy the extra support. School Counselling services is much needed and is a great support to all of our children".

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(Vice-Principal FSCN Primary School)

"Thank you so much for today's talk, it really was a fantastic overview and so informative. It is great for the students to see how the theory applies in real life and especially understand that it is a privilege rather than a problem to serve a diverse range of needs. Your enthusiasm and passion for the work is infectious. Your work is such a wonderful illustration of the importance of working in partnerships and linking with the community. I really feel that I could have you talking every week as you have such a rich range of real life experiences of young people that illustrates the multi-dimensional element of educational disadvantage".

(Associate Lecturer, St Mary's University College)

IS ANYONE BETTER OFF?

Both the Extended Schools and Full Service programmes continue to enable schools to offer a wide range of interventions and additional learning opportunities which support disadvantaged children and young people to overcome the barriers to learning associated with educational underachievement and help them to reach their full potential.

A significant number of pupils, their parents and members of the local community are benefitting from additional ES and FS resources in 2019/20, accessing specialist support services or taking part in a breadth of positive and enriching experiences which complement the formal curriculum and seek to enhance skills, improve health and well-being, promote parental and community engagement, raise aspirations and achievement, and support school improvement.

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

Extended Schools

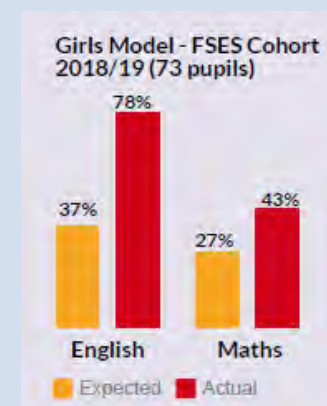
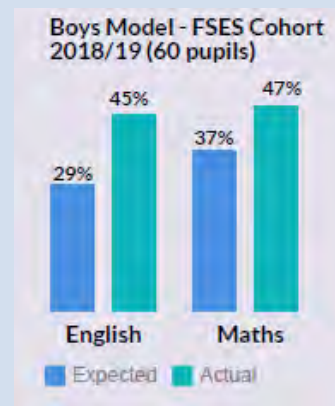
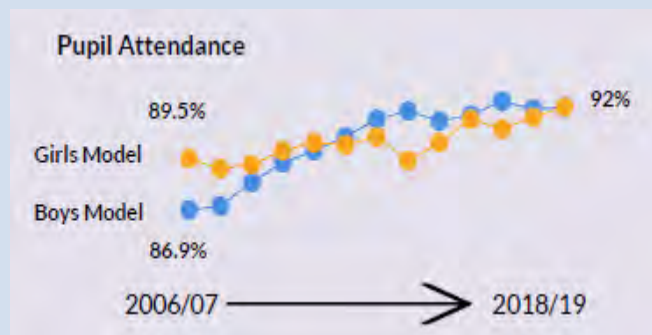
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Data is not yet available to evaluate the positive impact of the ES programme in 2019/20; however, in 2018/19:

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

FSES

The data from the FSES (2018/19) demonstrates a long-term trend of improved attendance, GCSE and A level attainment during the life of the programme, including higher than expected proportions of the FSES cohort* in each school achieving GCSE Grade C or better in English and Maths when comparing baseline Progress Towards English (PTE) and Progress Towards Maths (PTM) assessment information.



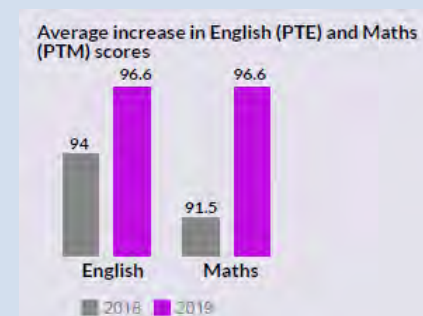
*Year 12 pupils in 2018/19 who had received a significant FSES intervention in their 5 years at post primary school.

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FSCN

The data from the FSCN (2018/19) 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 2.6 points in English, and 5 points in Maths in comparison to last year.

Scores measured via the 'Child Outcome Rating Scale' in respect of one to one counselling delivered by Relate NI showed that 87% of individual pupils maintained or improved their mood/behaviour score by the end of the counselling intervention.



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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.13: Provide additional support for children and young people in care to help them achieve GCSE level qualifications, including developing Personal Education Plans and Care Plans (specifying education and training requirements as agreed with the young person).

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: 2019/20

LINKED TO DRAFT PfG OUTCOME(S): 3, 4, 5, 6, 8, 11, 14

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Personal Education Plans (PEPs) were introduced in 2011 and a revised PEP is currently being piloted in primary schools. The PEP is central to improving the educational experience of our Looked After Children (LAC), both from an academic and whole-child perspective. The needs of the child/young person are identified in the PEP and when the revised PEP is implemented additional support will be provided to address them. Legislation is also being developed through which the PEP will be a statutory requirement.</p> <p>DfE Careers Service has Partnership Agreements in place with 100% of publically funded post-primary schools in NI, including Special Schools. Having these formal agreements in place provides a robust vehicle for schools and careers advisers, to ensure that the careers services delivered are appropriate to the needs of pupils and ensures that specific measures are in place to support learners in the transition process. The Careers Service has a target of providing at least 95% of pupils (circa 22,000 – 23,000) in their final year of compulsory schooling with face to face impartial</p>	<p>Not known as yet until revised PEP is implemented.</p> <p>Approximately 89% of LAC have a PEP.</p> <p>In the 2018/19 academic year, the Careers Service delivered 21,404 guidance interventions to the year 12 cohort. (97% of the 18/19 cohort).</p> <p>The Careers Service has specifically identified that 324 guidance interventions were delivered to young people under 18 years and 448 guidance interventions to young people 18+ with a care background in the 2018/19 business year. A total of 772 guidance interventions.</p> <p>In the 2018/19 business year, the Careers Service reviewed the career pathways of 742 young people at Trust convened Education Training and Employment forums, with of these young people identified as requiring and receiving further Careers Services.</p>

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and professional careers guidance including young people with a care background.

DfE Careers Service have Partnership Agreements in place with each of the 5 Health Trusts. The aim of this partnership is to ensure that all 16+ LAC young people have access to DfE Careers Services, which includes the opportunity for a DfE Careers Adviser to review each young person's current career pathway to ensure that they are on the right track and provide careers guidance as appropriate.

IS ANYONE BETTER OFF?

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

In the 2018/19 Academic Year, as a result of careers guidance:

- 83% of pupils surveyed knew more about their career options.
- 79% of pupils surveyed were more aware of the skills required to achieve their career goals.
- 67% of Year 12 pupils surveyed felt more confident about making decision about their careers.
- 78% of Year 12 pupils surveyed understood the importance of considering current and future job opportunities in their career decision making.
- 83% of Year 12 pupils surveyed felt that they benefitted from the guidance they received.
- 86% of Year 12 pupils surveyed were satisfied with the service they received from the Careers Service.

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.14: 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

REPORTING PERIOD: April 2019 – December 2019

LINKED TO DRAFT PFG OUTCOME(S): 5

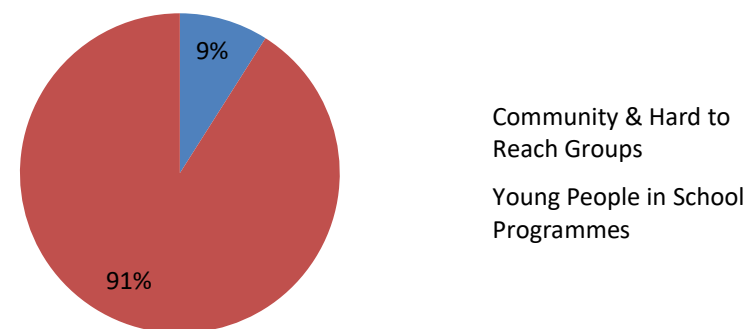
HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p data-bbox="208 644 629 676">April 2019 – December 2019</p> <ul data-bbox="253 719 1193 1209" style="list-style-type: none">• Young people participating in Creative Learning Centres (CLC) programmes – 11,105.• Teachers participating in CLC Continuing Professional Development (CPD) programmes – 2,161.• Partnership and returning schools participating in CLC programmes – 87.• Young people in community youth and hard to reach groups involved in CLC programmes – 618.• 76% CLC programmes delivered in areas of disadvantage.	<p data-bbox="1223 644 1644 676">April 2019 – December 2019</p> <ul data-bbox="1267 719 2103 1182" style="list-style-type: none">• Annual Target: 4,950 young people exceeded by 6,155 or 24% by end of Quarter 3.• Annual Target: 2,100 exceeded by 61 or 3% by end of Quarter 3.• Annual Target: 90 participating schools will be achieved early in Quarter 4 (87 schools by end of Quarter 3).• Annual Target: 70% of CLC activity directed at reducing poverty and social exclusion. Target currently exceeded by 6%.

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IS ANYONE BETTER OFF?

- 11,105 young people participated in CLC digital technology programmes; 10,145 or approx. 91% in school based programmes and 960 or approx. 9% in community based programmes.
- 2,161 teachers participated in CPD digital technology programmes.
- 87 schools were involved in CLC partnership and continuing support programmes in the use of digital technology.
- 76% of all CLC activity has been delivered with a large catchment of young people from disadvantaged areas.

Young People Participating in Creative Learning Centre Programmes



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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.15: 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

REPORTING PERIOD: Education Authority (EA) 2018 Data Cycle

LINKED TO DRAFT PFG OUTCOME(S): 7, 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>The Department of Education (DE) invests approx. £32m per year to:</p> <ul style="list-style-type: none">• support local and regional delivery;• maintain statutory units or programmes;• to provide funding to local voluntary youth groups; and• Targeting Social Need (TSN). <p>A further £3m earmarked funding was also provided for the delivery of T:BUC Camps and youth-related actions relating to the Tackling Paramilitaries Strategy.</p> <p>122,392 young people aged 4-25 years are involved in registered youth work. The percentage uptake within the youth population by age band is as follows*:</p> <ul style="list-style-type: none">• Age 4-8 (28.9%);• Age 9-13 (40.8%);• Age 14-18 (27.0%);• Age 19-21 (5.3%); and	<p>The Chief Inspector's report 2016-18 found that:</p> <ul style="list-style-type: none">• Across the youth service, there is an appropriate focus on assessing and meeting the mental health needs of young people who face a range of personal and social issues; for example, examination stress, the pressures of social media, low self-esteem, exclusion and marginalisation, and threats from paramilitaries. Through their increasing participation in the youth service, young people are learning how to overcome many of their barriers to learning.• In a society where young people can often be denied a voice, there are very good examples of youth workers engaging and inspiring young people to advocate for themselves and others. In the best practice, the young people develop a critical understanding of contemporary issues such as Brexit, social division, sexual preference, gender identity and how to contribute positively to their communities.

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- Age 22-25 (1.9%).

There are 1,431 registered youth facilities*:

Controlled	84	5.9%
Church based	232	16.2%
Community	279	19.5%
Uniformed	814	56.9%
Other	22	1.5%

*Provided by EA Youth Service

The Service relies on the contribution of almost 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.

- Youth workers identify those young people who are most vulnerable and marginalised and implement support through appropriate intervention strategies. In a divided and contested society, many youth workers have learnt very effective lessons about how to engage with young people at the cutting edge. The most effective practice empowers these young people to move forward in meaningful roles within their organisation and within their community.
- Young people are increasingly able to reflect on and discuss confidently their learning, feelings and beliefs and are progressing well into meaningful leadership roles.
- Volunteers contribute effectively to youth work as positive, enthusiastic role models, creating purposeful programmes, offering relevant recognised training courses and providing care and welfare.
- Where strategic planning is effective across the provision, there is a well-embedded focus on continuous improvement.
- One-half of the organisations inspected have either important or significant areas for improvement including the need for the youth workers to develop more focused and reflective practice to help improve the quality of their delivery.
- The youth organisations need to monitor and evaluate the provision more thoroughly, with a sharper focus on learning outcomes for the young people in one-third of the organisations inspected, and, in a small number of organisations, on safeguarding.

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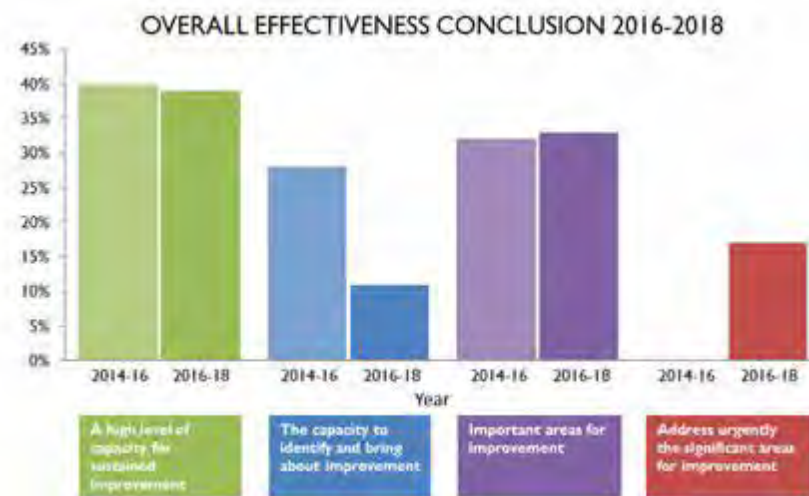
- **31** youth groups funded in 2019/2020 with £1.5m allocated.
- Further £280,000 supplementary funding allocated for extended provision and outreach.
- Funding returns and stats for 2019/20 funding due at the end of March 2020.
- 125 statutory and voluntary sector extended programmes targeted, with 62 completed.
- 3,645 young people targeted.

Inclusion Scheme

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

- Total of £352,000 in grant aided schemes and programmes awarded to 60 groups for 2018-19.
- Funding returns and stats for 2019/20 funding due at the end of March 2020.
- 87 statutory sector, local voluntary sector and regional inclusion programmes targeted.
- 746 people targeted.

- Further relevant accredited training is required for full and part-time staff, particularly to support the work with young people who present with additional learning needs.
- In almost all of the voluntary sector organisations inspected, there are well-structured and well-informed management committees characterised by good communication and organisational leadership.



- 50% of the organisations inspected, through full inspections, were evaluated as having a high level of capacity, or the capacity, to identify and bring about improvement; with the remainder evaluated as having important or significant areas for improvement.

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- The young people who engage in initiatives associated with Community Relations, Equality and Diversity⁷⁵ report how they have developed increased self-awareness and understanding for others; in particular they cite the positive impact of Together: Building a United Community⁷⁶ programmes. In a majority of organisations, the young people understand and can articulate clearly how their learning benefits them in their mainstream education and training, and how it augments their applications to progress into further and higher education, enhancing their life chances and future career pathways.

Extended Provision Scheme:

- An additional 14,904 youth work sessions were provided;
- 33 full-time and 213 part-time staff were employed and 284 volunteers engaged;
- 65,817 hours of youth work were contributed by voluntary staff; and
- 81 residential experiences were delivered to 1,799 participants.
- 3,166 young people targeted by statutory sector programmes with 1,605 young people completed year to date.
- Voluntary sector returns due the end of March 2020.

Inclusion Scheme

- 75 inclusion residential experiences were delivered, involving a total of 1,305 young people with a total of 297 overnight stays.
- Inclusion work throughout NI gained delivery support from 231 Volunteers contributing 9,659 hours of service.
- 108 full-time staff and 156 part-time staff were involved in Inclusion work.
- 402 young people targeted by statutory sector programmes with 140 young people completed year to date.

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- Voluntary sector returns due the end of March 2020.

IS ANYONE BETTER OFF?

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

- 43,498 young people progressed against the primary youth work outcome*.
- 2,047 young people gained accreditation.
- 947 young people registered for the certificate in Personal Success and Well-being, of which 80% achieved grade B equivalent.
- 5,440 young people benefitting from work targeted at Key Stage 2 and 3 pupils engaged through 256 programmes delivered by EA Youth Work staff in schools.
- 1,747 young people benefitting from work targeted at Key Stage 4 pupils engaged through 192 programmes delivered by EA Youth Work staff in schools.

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

- Voluntary sector returns due the end of March 2020.
- 1,068 of 2,449 young people in statutory sector programmes completed/progressed against the primary youth work outcome*.
- 41 of these completed accreditations.

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

- Voluntary sector returns due the end of March 2020.
- 140 of 204 young people in statutory sector programmes completed/progressed against the primary youth work outcome*.
- 0 of these completed accreditations.

*This refers to the data on the Outcomes Report Card for Youth Services – i.e.: how young people have achieved against agreed outcomes which subdivided into Active Citizenship, Development of Thinking Skills/Life Skills/Work Skills, Enhanced Personal Capabilities, Improved Health & Well-being, Improved Relationships with Others, and Increase Participative Action.

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.16: We want to increase the confidence of parents in their role as their child's first educators, and thereby to increase the quality of parental support amongst our most disadvantaged children and young people, through a multi-faceted and targeted information campaign.

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: 2019/20

LINKED TO DRAFT PfG OUTCOME(S): 12

<p>HOW MUCH DID WE DO?</p> <p>Parental Engagement Campaign 2019/20</p> <p>A range of advertising methods were used to promote the importance of parental engagement in children's learning:</p> <ul style="list-style-type: none">• 1.8 million people were targeted.• 211 TV Adverts promoted throughout the day to maximise viewer numbers.• 392 radio adverts broadcast across 5 different radio stations.• 49 advertisements across billboards, bus shelters, and other external sites.	<p>HOW WELL DID WE DO IT?</p> <p>Parental Engagement Campaign 2019/20</p> <ul style="list-style-type: none">• 4.85 million impacts through radio messages.• 3.69 million impacts through outdoor advertising.• 5.95 million impacts through television.• 686,000 impacts through social media.
<p>IS ANYONE BETTER OFF?</p> <p>Parental Engagement Campaign 2019/20</p> <p>300 parents/carers were independently surveyed:</p>	

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

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OUTCOME: Children in Poverty Learn and Achieve

ACTION 2.17: Through the 'Miss School Miss Out' Advertising Campaign 2019/20 we want to highlight the fact that school attendance is not just essential, it is also beneficial and that in missing school you are also missing out on a range of other life experiences.

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: 2018/19

LINKED TO DRAFT PFG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p data-bbox="203 708 1030 743">'Miss School Miss Out' Advertising Campaign 2019/20</p> <p data-bbox="203 783 1144 855">A range of advertising methods were used to promote the importance of school attendance:</p> <ul data-bbox="253 895 1120 1198" style="list-style-type: none">• 1.8 million people were targeted.• 237 TV adverts promoted throughout the day to maximise viewer numbers.• 495 radio adverts broadcast across 5 different radio stations.• 1 family specific newspaper used.• 145 advertisements across billboards, bus shelters, and other external sites.	<p data-bbox="1167 708 1989 743">'Miss School Miss Out' Advertising Campaign 2019/20</p> <ul data-bbox="1216 783 1951 975" style="list-style-type: none">• 6.1 million impacts through radio messages.• 9.7 million impacts through outdoor advertising.• 119,000 impacts through newspaper advertising.• 7.2 million impacts through television.• 1.9 million impacts through social media.

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

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

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OUTCOME: Children in Poverty are Healthy

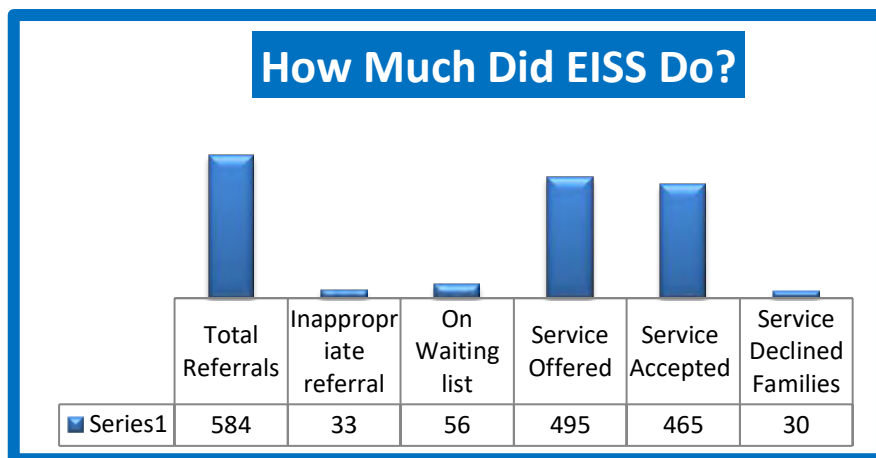
ACTION 3.1: Implementation of Early Intervention Support Service (EISS) to provide support for families with emerging vulnerabilities.

LEAD DEPARTMENT: Department of Health

REPORTING PERIOD: January 2019 - September 2019 (EISS Monitoring data from October - December not analysed at time of report) / April 2018 – September 2019 (Family Star Plus)

LINKED TO DRAFT PfG OUTCOME(S): 12

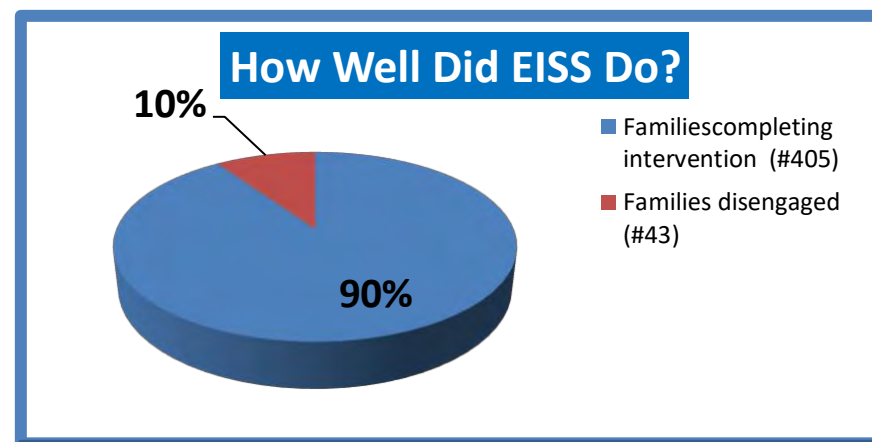
HOW MUCH DID WE DO?



Referrals

Referrals to the EISS are for children and young people 0-18 years. Referrals are from a variety of sources including Family Support Hubs (40%); Self-referral (20%); Health Visitors (13%); Educational Welfare Officer (EWO) (5%); other sources (12%).

HOW WELL DID WE DO IT?



Jan 2019 – Sep 2019 there were 530 closed cases – 82 (15%) of families did not receive EISS as when contacted they did not wish to receive the EISS

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Approximately 11% of referrals received did not receive the EISS as the referral was inappropriate, there was no capacity to provide the service or the family declined the offer of the EISS. Families on the waiting list will receive a first visit within 8 weeks.

Service User Feedback

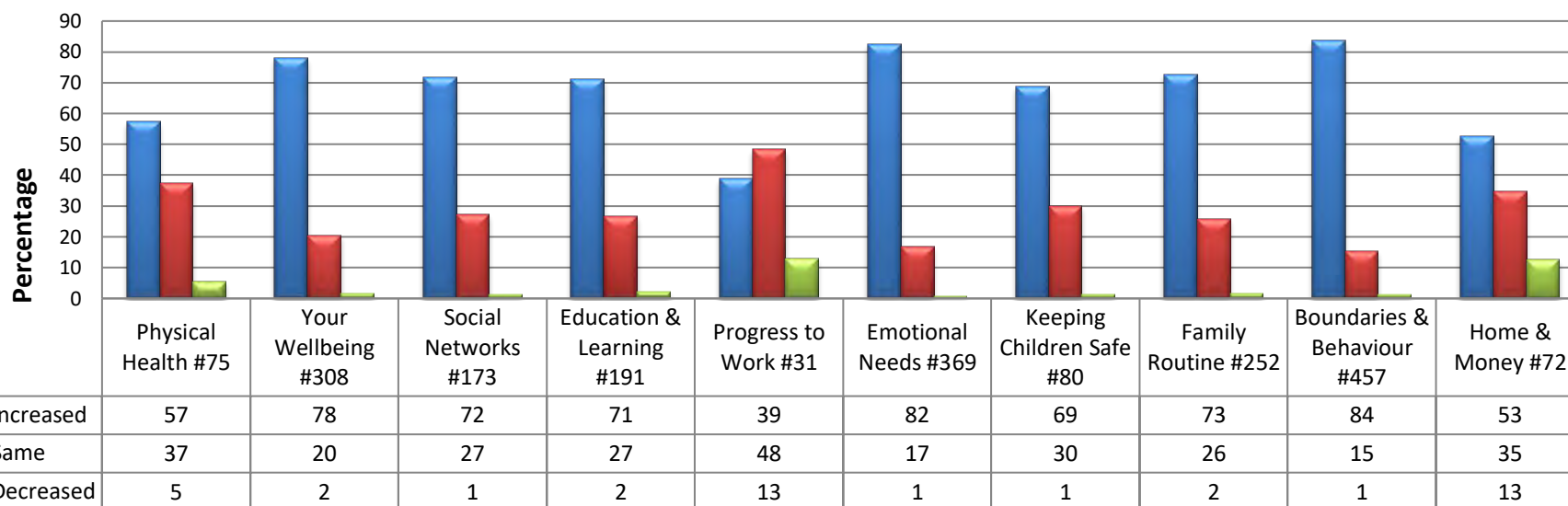
Young Person: *“At home things have gotten better with me & mum.”*

Mum: *“Changed our lives. Couldn't rate (worker) highly enough.”*

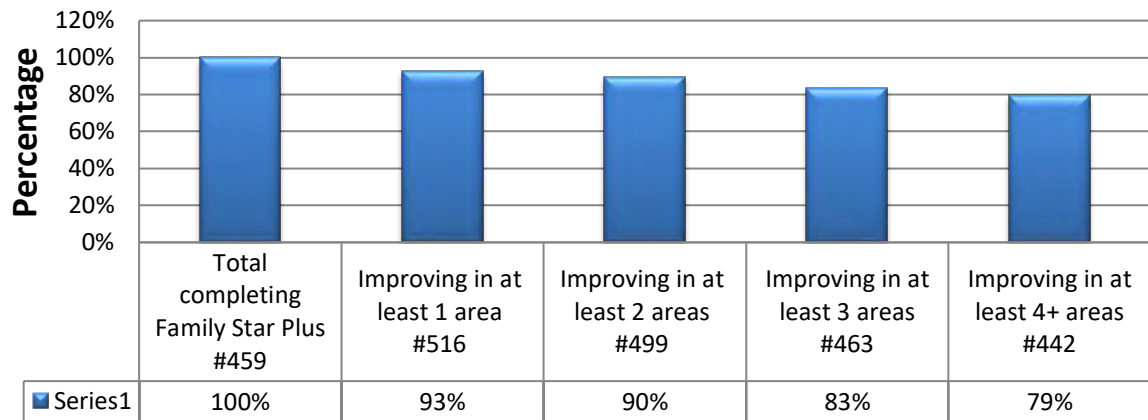
Lower North Belfast Family Support Hub: *“An invaluable service that is an essential part of our Hub network. Our most commonly requested service is for home visitation packages EISS provides this with empathy and professionalism whilst keeping the family at the centre of their work.”*

IS ANYONE BETTER OFF?

Overall Family Star Plus (Cumulative from Apr 18 - Sep 19 #556 Families)



How Many Service Users Improved April 18 - Sep 19 #556 Families



Outcomes Star Family Star Plus

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

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OUTCOME: Children in Poverty are Healthy

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

LEAD DEPARTMENT: Department of Health

REPORTING PERIOD: 1 April 2018 - 30 September 2019 (quarter 3 currently being collated) (Data Source: CYPSP Information Team)

LINKED TO DRAFT PFG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• In 2018/19, 7137 families were referred through family support hubs, 456 more families than in 2017/18, almost a 7% increase.• During the first six months April–September of the 2019/20 year Hubs received referrals from 3,650 families, which included 5,653 children and 2,285 parents. (*Data outstanding from 1 Hub area).	<ul style="list-style-type: none">• In 2018/19 82% of Families were accepted and signposted, 8% further information was required, 5% were escalated to Gateway, 3% were unmet need and 2% did not engage.• During the first six months April–September of the 2019/20 year 82% of Families were accepted and signposted, 1% further information was required, 4% were escalated to Gateway, 1% were unmet need, 3% did not engage and 9% Other including out of area, uncontactable, Interpreter required, already referred.

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IS ANYONE BETTER OFF?

- The Family Support Hubs collected a sample of 95 families with 127 children across the region during 2018–19. 91 (96%) of these families reported that the process of being referred to the Hub worked well and 89 (94%) reported positive outcomes for themselves and their children. 78 (82%) families did not require onward referral to statutory services. The majority of these families were referred to parenting, home visiting and family support services. The children were primarily in the 5–10 age range and referred for emotional behavioural support and counselling/mentoring.
- The Family Support Hubs also conducted a Core Members survey in 2019. 672 Hub Network Members / Organisations were targeted in this survey and there were a total of 158 responses (23%). 97% of Hub members who responded to the survey believe that they have had an increased knowledge of services available in the local area. The data has shown that 97% of member organisations who responded to the survey believe there is an increase in the understanding of the needs of children and families by using the Family Support Hub model of working. 98% of member agencies believe the hubs provide an increased likelihood of improved outcomes for children and families.

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OUTCOME: Children in Poverty are Healthy

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

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: 1 April 2018 - 31 March 2019

LINKED TO DRAFT PFG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>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.</p> <p>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.</p> <p>Funding of £432,000 has been provided through the Early Intervention Transformation Programme (EITP) for a Play and Leisure project – Play Matters. Project delivery commenced in April 2018 with three core elements: (1) PlayShaper Programme (2) Play Training for Professionals & Parents Programme (3) Play Messaging Campaign.</p> <p><u>Play Matters programme</u></p>	<p>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'.</p> <p>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.</p> <p>The funding allocated through EITP is allowing DE (Children and Young People Team) to promote the importance of play for children's overall health & well-being amongst key influencers/stakeholders and parents.</p> <p>The Play and Leisure project – Play Matters - delivery commenced in April 2018 and is using OBA principles to measure performance and impact.</p> <p>An evaluation report was published following the completion of the scheme.</p>

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<p>The Department of Education (DE) provided an additional £100,000 of funding which provided for an extension of the Play for Parents element of the programme.</p> <p>10 Community Partnerships/councils engaged in PlayShaper programme / 23 PlayShaper sessions delivered across council areas with 236 participants attending.</p> <p>10 x Play Training for Professionals delivered (further 20 scheduled) with 115 professionals engaged.</p> <p>40 Play Awareness sessions for parents secured regionally.</p> <p>The project is currently funded until the 31 March 2019.</p> <p><u>Play Shaper element of the programme</u></p> <p>Final Delivery for the Play Shaper programme was:</p> <p>4 Play Shaper Seminars within each of the 11 Community Planning Areas = 44 sessions to 213 individuals.</p> <p>Informal support provision within each Community Planning Area amounting to 792 contacts.</p> <p>6 workshop sessions delivered to 7 Government Departments with 46 individuals.</p> <p>In addition to the items above additional sessions were delivered at 4 college based sessions, 3 sessions to</p>	<p>Feedback from participants taking part in either Play Shaper or Professional Play Training Programme includes:</p> <p><i>“To date the sessions have highlighted to myself as an elected representative the key role of the Council, as a local authority, can play in shaping and influencing play policy both internally and as an advocate with other public bodies and organisations. The different ideas that have been presented as part of the sessions also provide Council with an opportunity to assess how effective our own play policies and strategies have been to date and what new thinking is required to improve the services we can provide to children and young people.”</i> Local Councillor</p> <p><i>“Play Shaper has been critical in changing perceptions of the importance of play within the council and amongst wider stakeholders. For the first time the views of those officers responsible for play are being sought out on key issues such as community planning and on wider strategic and operational matters. Not only that but there is a much greater understanding across council and amongst wider stakeholders of the importance of play and its role in addressing the issues we are facing as a collective community planning group.”</i> Community Planning Partnership Manager</p> <p><i>“Training gave me lots of relevant information - increased knowledge of play, benefits of play, barriers to play, legal obligations to provide opportunities to play. Excellent, interactive delivery with plenty of opportunity to reflect on our own play experiences”.</i> Participant, Professional Play Training</p> <p><i>“I think I will definitely be introducing this into every family as this could potentially be the basis of all home visits”.</i> Participant, Professional Play Training</p>
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Outcomes Groups, 1 session to a community group and 1 session to local councillors.

The main benefits identified by participants were:

- Increasing awareness, particularly in terms of the benefits and importance of play, issues and barriers to play opportunities and how play has changed over time.
- Increasing knowledge in terms of how to tackle issues around play for teenagers, different play ideas, designing play areas and how risky play benefits children compared with being risk adverse.
- Meeting with stakeholders, networking, hearing different perspectives and examples of other areas.
- Having an open conversation and discussion and having time to reflect in a relaxed environment to collectively improve opportunities for children/adults to play.
- Reflecting on their own experiences and making connections.

Play for Parents element of the Programme

31 x Play Training for Professionals sessions delivered (exceeded targets).

"I plan to talk about the importance of play with parents I work with and give them information. Encourage them to spend time with their children and encourage them to also give children their own space. I'm more confident now in raising ways to encourage play within families more and can back this up with knowledge and research etc." **Participant, Professional Play Training**

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438 professionals benefited (ranged from Health Visitors, Child Health Assistants, Social workers, Family Support workers, Allied Health Professionals, Physical activity coordinators, Community workers, Professionals working with children with disabilities, Childcare workers, Family projects and Early Intervention staff).

40 x Play Awareness sessions for parents delivered (exceeded targets).

329 parents/families engaged in programmes.

10 x Play Modelling sessions delivered 313 children and families in attendance (121 parents & 192 children).

Update on the Play Messaging element of the campaign.

The campaign targeted parents and carers from all backgrounds with children aged 0-18 years.

The campaign also targeted professionals and stakeholders who impact on play within community and public realms, and those professionals who have a responsibility for children aged 0-18 years.

The campaign incorporated a number of advertising mediums including promoting key messages via social media (Facebook and Twitter), Play Matters billboards, radio and social media coverage via Cool FM, Ni4kids article and competition, Play Matters video, short video clips, and TV advert.

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The Play Matters campaign and key play messages were also promoted through Play Briefings, Play Information sheets and Play news articles which were distributed via a dedicated stakeholder distribution list.

A Play Matters presence has also been created on NI Direct and DE websites.

IS ANYONE BETTER OFF?

See comments within “How Well Did We Do It?”

Work is underway to develop appropriate indicators relating to play.

Two Community Plans (Armagh City, Banbridge and Craigavon Borough Council and Causeway Coast and Glens Borough Council) have been amended to clearly reference and highlight the importance of Play and Leisure.

The EITP Play project – Play Matters – delivery commenced in April 2018. It is using OBA principles to measure performance and impact and a full written evaluation will be published by May 31 2019.

Update on outcomes from Play Shaper Programme – 30 January 2020.

11 Community Planning partnerships have agreed area based Action Plans aimed at ensuring a continued focus on play, post the end of Play Shaper funding. Consistent across all of these action plans is a commitment to:

- Retain partnership working to build on the approach commenced through the Play Shaper Programme.
- Establish an agreed vision for play.
- Establish a baseline for play opportunities.
- Review resource allocations to ensure maximum play benefit from stakeholder investment.
- Strategic engagement with planners.
- Pro-actively champion play.

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- Ensure that children and young people's views are taken into account in decision making relating to play and the delivery of play opportunities.

Summary update on the Play Matters programme 30 January 2020.

The feedback across the entire programme indicates a higher level of knowledge, awareness and understanding of the benefits and value of play amongst the participants to the programme including a range of key professionals and parents / carers.

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OUTCOME: Children in Poverty are Healthy

ACTION 3.4: Expansion of evidence based training and practice in implementing the Infant Mental Health Plan and addressing Adverse Childhood Experiences.

LEAD DEPARTMENT: Department of Health

REPORTING PERIOD: January 2019- December 2019

LINKED TO DRAFT PFG OUTCOME(S): 12

HOW MUCH DID WE DO? <ul style="list-style-type: none">• 9 staff recruited and completing the 2 year Tavistock M9 Infant Mental Health Diploma or Tavistock M7 Early Years Diploma.	HOW WELL DID WE DO IT? <ul style="list-style-type: none">• 100% participants completed their 2 year M7 and M9 Diploma training.• 100% participants awarded Child Development and Infant Mental Health certified Diploma level training.• Recertification from Tavistock Clinic based on quality standards completed.
IS ANYONE BETTER OFF? <p>Practitioners – Infant Mental Health Training</p> <ul style="list-style-type: none">• 100% of the Infant Mental Health 2 year Diploma practitioners reported improved knowledge of Infant Mental Health and its determinants.• 78% of the Infant Mental Health 2 year Diploma practitioners reported a decrease in need for referrals for specialist services as problems were being resolved.• 100% of M9 Trainees reported being better equipped to respond to families with difficulties in the parent infant relationship.	

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OUTCOME: Children in Poverty are Healthy

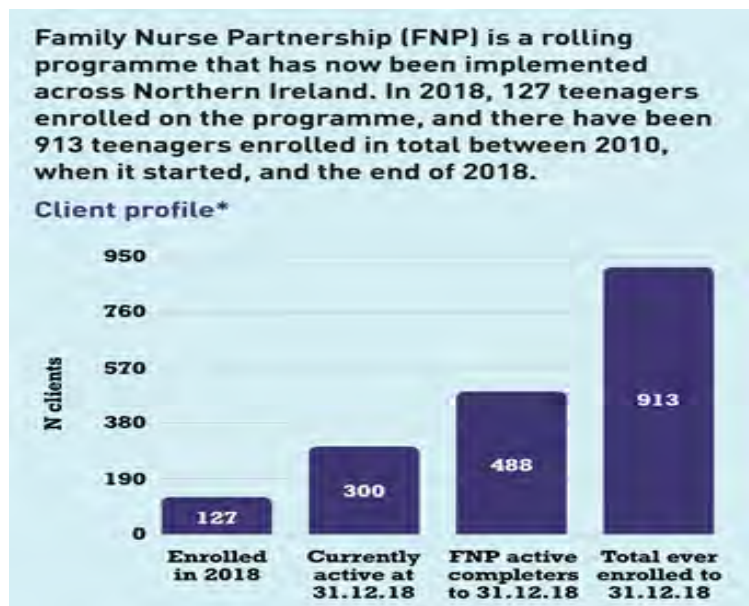
ACTION 3.5: Extend the Family Nurses Partnership to all HSC Trusts to deliver preventative support to vulnerable first time, young parents to improve antenatal health, child development and parents' economic self-sufficiency.

LEAD DEPARTMENT: Department of Health

REPORTING PERIOD: 31 December 2018 - December 2019

LINKED TO DRAFT PFG OUTCOME(S): 12

HOW MUCH DID WE DO?



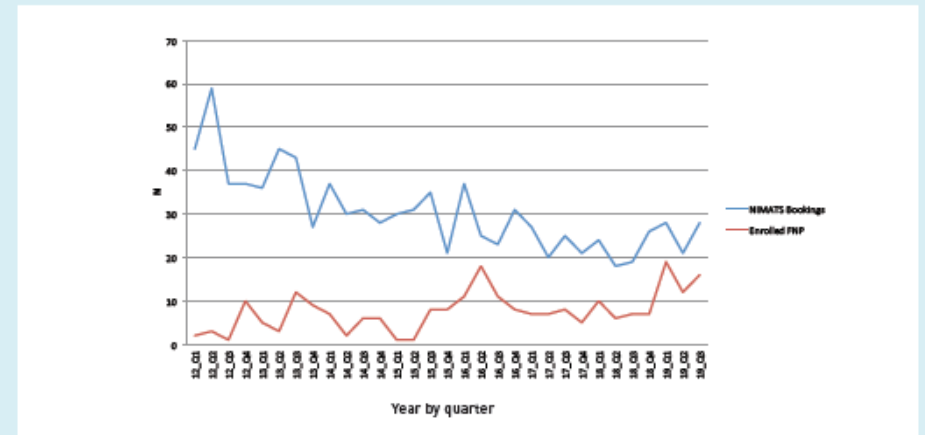
HOW WELL DID WE DO IT?

NIMATS bookings and total clients enrolled on FNP by quarter (2012-2019) for first time mothers under 20yrs



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NIMATS bookings and total clients enrolled on FNP by quarter (2012-2019) for first time mothers under 17yrs



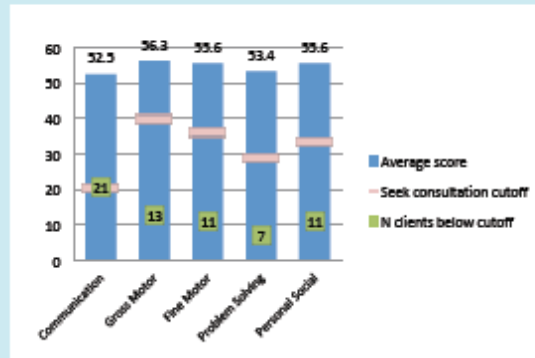
Latest attrition rates at each stage*

	Performance % (N)	Goal
Pregnancy	1.7% (15)	Under 10%
Infancy	8.6% (63)	Under 20%
Toddlerhood	7% (41)	Under 10%

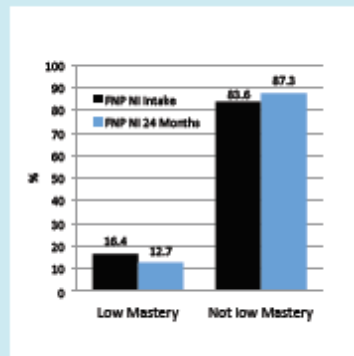
- The Younger Clients under 17 years have been prioritised for programme places.

IS ANYONE BETTER OFF?

Ages and Stages Questionnaire*



Mastery at intake and 24 months*



Change in Mastery	FNP
% change in number of clients with low mastery between intake and 24 months	-2.2%
% of clients with increased mastery score at 24 months than intake	45.3%

*FNP Annual Report 2019 (data to 31/12/2018).

Low birth weight (<2.5kg) NIMATS 2018†

	N Births*	N <2.5kg	%
Non FNP	736	68	9.2
FNP	127	11	8.7
Total	863	79	9.1

†Births to first time NI resident mothers <=20 years (NIMATS) in 2018.

Attempted breastfeeding NIMATS 2018§

Under 20 years		20 years and under	
FNP	Non FNP	FNP	Non FNP
40.2% (N=45/112)	41% (N=180/439)	41.7% (N=53/127)	43.5% (N=317/728)

§Live births to first time NI resident mothers (NIMATS) in 2018.

- Child development at 20 months are within normal limits.
- Young mother mastery levels are higher at the end of the programme.
- Lower number of babies with lower birth weight.

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Definitions

Ages and Stages Questionnaire

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

<https://agesandstages.com>

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

AQ Currently active

Client is active (i.e. has not left the programme or become inactive) within the FNP programme.

AQ FNP active completers

Client has completed the FNP programme and active (i.e. had not left or become inactive) upon completion of the programme.

Attrition

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

Mastery

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

20 years and under

Mothers who were aged 20 years or younger when their infant was born.

Under 20 years

Mothers who were aged 19 years or younger when their infant was born.

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OUTCOME: Children in Poverty are Healthy

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

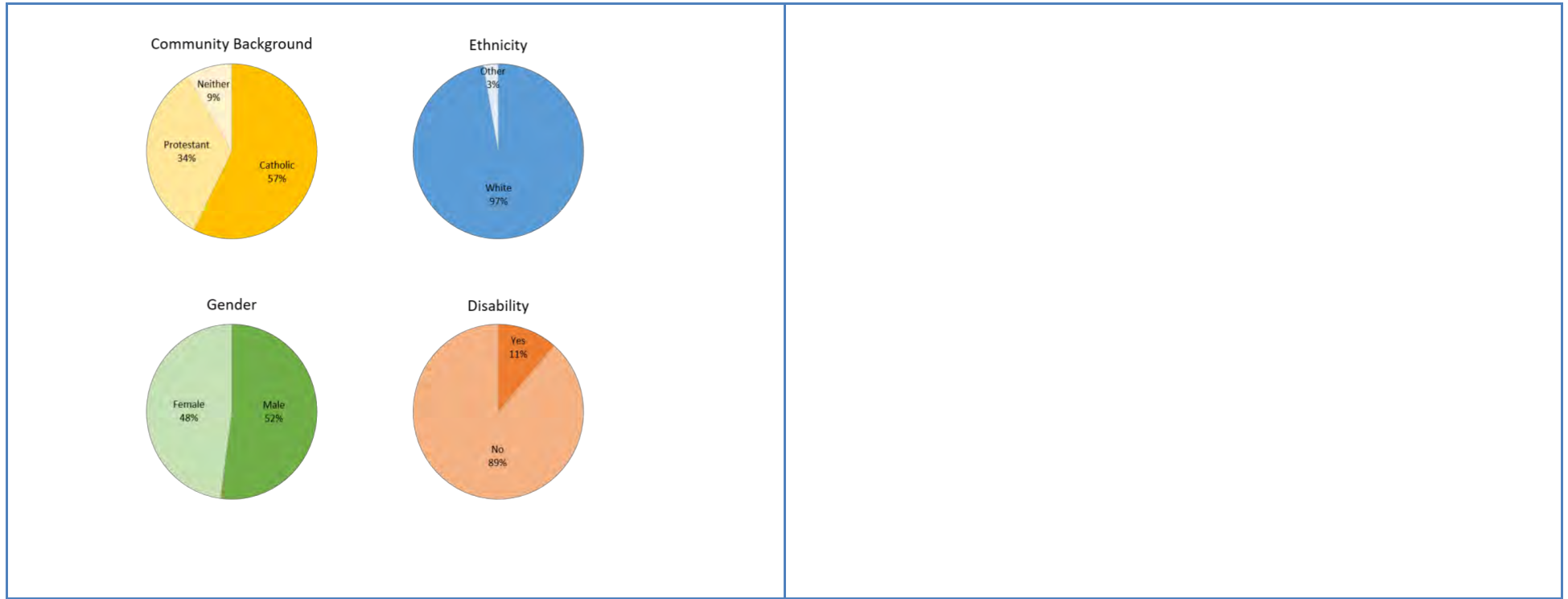
LEAD DEPARTMENT: Department for Communities

REPORTING PERIOD: April 2018 - March 2019

LINKED TO DRAFT PfG OUTCOME(S): 5, 7, 9, 10

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• Organisations involved: 12• Total young people participating: 535<ul style="list-style-type: none">○ Young Ambassadors participating: 4○ Young Leaders participating: 50○ Young people aged 11 to 16 years participating: 262○ Young people participating in Uniting Opportunities projects: 219• Programmes delivered:<ul style="list-style-type: none">○ Erne East○ Colin & Eastside○ Ardoyne & Ballysillan○ Young Leaders & Ambassadors Programme○ Uniting Opportunities: 5 projects across NI	<ul style="list-style-type: none">• 83% of Young Leaders and 100% of Young Ambassadors were satisfied with the training• 83% of Young Leaders and 100% of Young Ambassadors achieved accreditation• 56% of Young Leaders and 100% of Young Ambassadors completed the training• 95% of 11 to 16 year old Participants reported satisfaction with the Programme• 82% of 11 to 16 year old Participants completed the Programme• 98% of young people participating in Uniting Opportunities projects reported satisfaction with the Programme• 87% of young people participating in Uniting Opportunities projects completed the Programme

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IS ANYONE BETTER OFF?

- 72% of young people reported improved attitudes towards people from different religious backgrounds
- 72% of young people reported improved attitudes towards people from different ethnic groups
- 83% of young people developed friendships with people from different religious backgrounds
- 55% of young people developed friendships with people from different ethnic groups
- 85% report increased confidence
- 78% report increased self-efficacy

Qualitative evidence:

- Participants

"It's a great experience to be involved. It gives you a feeling of purpose"

"The support of the Programme helped me show who I really am"

"The opportunities I've got through this are amazing"

"Before the Programme I did nothing, but now I'm busy all the time with stuff that actually feels good"

"The Programme has worked. We're good mates now"

"The bonds we've made, we're all friends together. That's why I come back every week"

- Young Leaders & Ambassadors

"The qualifications you're gaining through it, learning to communicate with people, I think it's brilliant"

"The Programme really pulled us together – we've made lasting friendships"

"Being on the Programme has boosted my confidence so much"

"The Programme has brought communities together in ways I never thought it would"

"It has 110% helped with my confidence! Before I started this group I had no confidence whatsoever"

"I'd say definitely the best part of the Programme, looking back on it, is personal development"

"When you're applying for university it gives you a boost over other people. I mean obviously people are out doing voluntary work but this is something completely different"

"It's a unique thing to do, something different"

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OUTCOME: Children in Poverty are Healthy

ACTION 3.7: Provide support to parents of children 0-3 years old in at least the 25% most disadvantaged ward areas, promoting physical, intellectual, social and emotional development of pre-school children, including parenting advice on nutrition, breastfeeding and healthcare.

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: April 2019 – March 2020 – all data in the Scorecard relates to 2018/19 which is the most up-to-date reporting information.

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

LINKED TO DRAFT PFG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• Following expansion of the Sure Start Programme which completed in 2017, Sure Start services are provided in (at least) the 25% most disadvantaged areas in NI, as defined by the NI Multiple Deprivation Measures (NIMDM 2010)⁷.• The Sure Start budget was £25.5m in 2018/19⁷.• Approximately £4.5m of the budget funds the 145 Developmental Programmes for 2-3 Year Olds.• Services are provided by 38 Sure Start projects across NI.• 41,905 children aged 0-3 were registered with Sure Start	<ul style="list-style-type: none">• 80% of children eligible to receive Sure Start services registered for provision.• 62% of families registered, availed of at least one Sure Start activity during the period.• 3,505 families which accessed Sure Start services, participated in a Sure Start Parental Survey. Of parent responses:<ul style="list-style-type: none">- 91% would be extremely likely to recommend Sure Start.- 93% agree strongly that Sure Start had a positive impact on them and their family.- 83% rated their local Sure Start as Excellent.

⁷ Source: DE

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<p>projects during 2018/19.</p> <p>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.</p>	<ul style="list-style-type: none">- 90% agreed strongly that Sure Start Antenatal, Postnatal and Parent Only Services staff were helpful.- 79% agreed strongly that Sure Start Antenatal services helped prepare for the birth of their child.- 85% agreed strongly that Sure Start Antenatal services were high quality.- 86% agreed strongly that Sure Start Postnatal services helped them understand their baby and their baby's needs.- 83% Overall rated Sure Start Postnatal Services as Excellent.- 87% of Parents agreed strongly that Sure Start Postnatal services were high quality.- 83% agreed strongly that Sure Start helped improve their knowledge of Child Development.- 89 % agreed strongly that Sure Start provided a high quality service.- 78% of Parents agreed strongly that Sure Start helped identify issues / concerns.- 91% agreed strongly that Child and Parent services staff were helpful.- 82% agreed that Sure Start helped improve their child development.- 83% agreed strongly that Sure Start Parent services helped them make changes in their families.- 81% of Parents agreed strongly that Sure Start Parent services were high quality.- 80% agreed strongly that Sure Start Parent services helped them become more confident.- 91% agreed strongly that Sure Start Child only services were of high quality.- 87% agreed strongly that Sure Start Child only services helped improve their child's development.
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| | <ul style="list-style-type: none">- 83% agreed strongly that Child only services helped identify issues or concerns.- 82 % agreed strongly that Child only staff were helpful. |
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IS ANYONE BETTER OFF?

98% of Sure Start users reviewed⁸ improved in at least one of the seven areas: physical health, emotional well-being, keeping your children safe, social networks, boundaries and routines, child development and home, money & work – 63% improving in at least four areas.

Improved development of 60% of Sure Start children reviewed⁸.

Improvement in the physical health of 58% of Sure Start families' reviewed⁸.

Improvement in the emotional well-being of 67% of Sure Start families' reviewed⁸.

37.8% of Sure Start mothers were breastfeeding on discharge from hospital (2016/17).

48.9% of children living in Sure Start areas (aged 0-5 years) registered with their dentist.

⁸ Using 'Outcomes Star' model.

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OUTCOME: Children in Poverty are Healthy

ACTION 3.8: Provide independent counselling support in post-primary schools to promote mental health and emotional well-being and support for pupils facing problems such as difficult home circumstances and bullying.

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: 2019/20

LINKED TO DRAFT PfG OUTCOME(S): 4, 5, 8, 10, 11, 12

HOW MUCH DID WE DO?

The Independent Counselling Service for Schools (ICSS) has been provided to post primary schools since 2007 and was expanded in 2011 to include special schools with a post primary cohort. The service is responsive to pupils' needs and operates as an integral part of a school's pastoral care provision. In 2019 the service was expanded again to include Education Other Than At School (EOTAS) centres.

Counselling is provided each week to schools and from 2015 included the addition of a 'drop-in' session for pupils at lunchtime. Urgent requests from schools are also met by the providers.

In 2019/20 145,077 pupils were enrolled in post primary schools⁹ who could avail of the service.

HOW WELL DID WE DO IT?

Counselling provides valuable support to pupils, assisting them during difficult periods in their lives. Counselling support also contributes to the broader agenda to improve educational outcomes for all pupils in providing help to address barriers to learning.

Demand for the service is strong, with the 2018/19 academic year reporting approximately 32,000 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.

⁹ This figure includes those at Special Schools and EOTAS.

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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.

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OUTCOME: Children in Poverty are Healthy

ACTION 3.9: Promote positive mental health and provide frontline crisis intervention to prevent suicide.

LEAD DEPARTMENT: Department of Health

REPORTING PERIOD: 1 January 2019 - 31 December 2019

LINKED TO DRAFT PfG OUTCOME(S): 8

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• Commission and produce a Meta Analysis of 'What Works in supporting Social and Emotional learning in Primary Schools'.• Public Health Agency (PHA) supporting Department of Education (DE) in the development of a Framework for children and young people's emotional health and well-being in schools to provide an agreed cross cutting model of promotion, prevention and early intervention support. The work is on target for completion by end of June 2020.• 58 Education Authority (EA) or Western Health & Social Care Trust (WHSCCT) staff trained in Relax Kids instructor training. These colleagues are based in EA or WHSCCT settings and work with children as part of their role.	<ul style="list-style-type: none">• Published 'What Works' Research Report from Queens University Belfast (QUB) on social and emotional learning in primary schools.• The project has been endorsed by DE, DoH, PHA and EA. A Project Board, Reference Group and Team have been established. A scoping study was commissioned from National Children's Bureau (NCB) to inform the development of the Framework. The work is on target for completion by end of June 2020.• 11 Flare staff completed Learn to Teach Connections (suicide prevention) training.• 11 Flare staff engaging with young people and staff across NI to support the mental health needs of young people in relation to suicide.

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Regional.

- 91 projects for children and young people funded through Take 5 Small grants delivered with 7823 beneficiaries.
- Develop a partnership between EA and the PHA to establish a mental health/suicide prevention support team (FLARE for both young men and young women aged 11 – 25 years).
- Established a regionally consistent service that will effectively support the needs of young people (aged 11 – 25 years) at risk of suicide.
- By March 2021 (end of year 3) engage 2310 (770 per annum) 'vulnerable hard to reach young people' in group settings (priority) and provide individual support.
- 35 sessions of mental health awareness courses for Rugby; GAC; Football; and a mix of Olympic/multi-sports and athletics.
- 68 sessions of Mindset Adolescent, a mental health awareness course, delivered to 986 adolescents aged 14-17 years.
- Mindfit training delivered to young people through Ulster GAA;
- 101 sessions of 'Gimme 5' tier 1 mental health awareness for 1465 post primary age group across southern locality.
- By December 2019, 804 young people engaged in 1:1 and group sessions through FLARE.
- 46 sessions of mental health awareness courses delivered to Rugby; GAC; Football; Boxing; Judo, Cricket, Swimming, Hockey, Racquet/Tennis, Olympic/multi-sports and athletics.
- From April 2019 - October 2019 51 sessions of Mindset Adolescent, delivered to 725 adolescents aged 14-17 years.
- 55 Looked After Children (LAC) benefitted from PA programmes across southern locality and 10 care experiences young people took up a personal development programme.
- 20 care experienced young people benefited from a small cost programme supporting young people with driving lessons, music lessons and musical instruments.
- 22 of 25 schools funded provided data.
- 448 pupils availing of support to achieve a C Grade or higher in their GCSE Maths.
- 69% of the pupils achieved a C Grade or higher
- 429 pupils availing of the support to achieve a C Grade or higher in their GCSE English.
- 70.16% of pupils achieved a C Grade or higher.
- 6 of 6 classes completed the programme.

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| <ul style="list-style-type: none">• Promote positive mental and physical health for care experienced young people in Southern Health and Social Care Trust (SHSCT) area.• Year 12 students supported in 25 post primary schools with additional support to help attain a C Grade in GCSE English and Maths.• 2 x Each Amazing Breath Programmes (6 week programme) delivered in North Belfast (1) and West Belfast (1) primary schools.• 32 x pupils trained as Take Five Ambassadors (16 each school).• Provide counselling support to young people who have self-harmed and who are referred following assessment by the local Child and Adolescent Mental Health Service (CAMHS). | <ul style="list-style-type: none">• 44 x Year 4 pupils completed the programme.• 22 x Year 5 pupils completed the programme.• 46 x Year 6 pupils completed the programme.• 32 x pupils completed training to become 'Take Five Ambassadors' by completing 6 training sessions.• 1757 (2018/2019) sessions of counselling support delivered to young people under the age of 18 (at an average of 4 sessions of support c. 440 young people). |
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IS ANYONE BETTER OFF?

Randomised Control Trial - undertaken by QUB over 3 years (2012-2015), measuring a control and intervention group of 600 children undertaking the Roots of Empathy programme relative to a Control Group of 600 children in NI who did not receive the programme, found that participants who undertook Roots of Empathy programme showed:

- a statistically significant increase in pro-social behaviour.
- a statistically significant decrease in difficult behaviour.
- Meta-Analysis of socio emotional learning for primary school to be disseminated to primary schools, EA, DE and for inclusion in the pending 'Mental Health and Emotional Framework for children and young people.'

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- Policy makers, commissioners and schools will have increased knowledge and confidence to deal with emerging issues and greater clarity on which support and interventions are most appropriate to individual need.
- Through Core 10 Young People participating in the FLARE programme showing marked improvements in risk indicators from initial engagement to progression through 1:1 service including reductions across all indications of anxiety, depression, social isolation, self-harm.
- Over 93% of participants from the Mindset Programme strongly indicated raised awareness of mental health and motivation towards taking care of mental health i.e.
 - Have better awareness and understanding of the importance of taking care of my mental health
 - Have better awareness and understanding of the things that may contribute to poor mental health
 - Feel motivated to help others take better care of their mental health
 - Have better awareness of where to access helpful information and support on mental health
- Evaluation of the Mindset Adolescent programme was carried out in 2018/19 and presented to the PHA in April 2019. Findings show that in year 3 (2017/18):
 - 85% of participants reported improved knowledge and understanding of mental and emotional health and well-being
 - 94% of participants reported increased knowledge on maintaining a safe level of positive mental health and promoting resilience
 - 94% of participants reported they can recognise the signs and symptoms of mental ill-health
 - 93% of participants reported increased knowledge of signposting to services available within localities and across the region

'Gimme 5' training

- Of a cohort of 9 schools, pupils demonstrated knowledge and awareness of pupils own mental health (2019/20) with
 - 55% now very aware of their own mental health
 - 25% gained some knowledge in mental health
- Students in receipt of additional GCSE support 69% of Maths students and 70.16% of English Students aged 16 years are able to progress to third level education with the required GCSE qualifications to help them further their chosen studies.

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- 100% of pupils targeted are
 - in receipt of Free School Meals
 - have been tested using education GCSE grade scoring prediction tools e.g. MiDYS systems
- A self-report resilience scale was developed for the BREATH Programme. Participants at both schools showed a statistically significant increase in resilience scores with participants who undertook Each Amazing Breath programme reporting:
 - increase in ability to cope with change.
 - increase in feeling positive about life.
 - increase in feeling positive about themselves.
 - reduction in stress in the body.
 - increase in how calm they feel.
 - increase in ability to concentrate.

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OUTCOME: Children in Poverty are Healthy

ACTION 3.10: Develop and Deliver Early Years Obesity Prevention Programme to children 0-5 and their families.

LEAD DEPARTMENT: Department of Health

REPORTING PERIOD: January 2020

LINKED TO DRAFT PfG OUTCOME(S): 4, 12

<p>HOW MUCH DID WE DO?</p> <p>Programme has been tendered, and contract is to be signed with successful bidder on 1 February 2020. Programme delivery will commence in April 2020.</p> <p>When programme is implemented, the following will be measured:</p> <ul style="list-style-type: none"> • Number of children 0-5 and families benefiting from the programme. • Number of Sure Starts participating in programme. • Number of Health and Social Care (HSC) staff trained up to deliver the programme. • Number of staff participating in awareness raising training. 	<p>HOW WELL DID WE DO IT?</p> <p>Programme was developed in partnership with Health and Social Care Trust (HSCT) Health Visiting Teams, Sure Starts, Nursing colleagues and the Clinical Education Centre.</p> <p>When implemented, we will measure:</p> <ul style="list-style-type: none"> • % of participants who completed programme to the end. • % of participants from top 20% most disadvantaged wards. • % of participants who were satisfied with the programme. • % of staff who complete training.
<p>IS ANYONE BETTER OFF?</p> <p>When programme is implemented, we will measure:</p> <ul style="list-style-type: none"> • Reduction in rate of children classified as overweight or obese at P1 stage. • Reduction in proportion of children on specified higher weight growth centiles. • Proportion of families reporting improvements in positive parenting. • Proportion of families with continued behaviour change 6 months after programme. • Proportion of families with continued behaviour change 12 months after programme. 	

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OUTCOME: Children in Poverty are Healthy

ACTION 3.11: Train, support and resource midwives to deliver key messages to parents about how to promote and nurture health infant development.

LEAD DEPARTMENT: Department of Health

REPORTING PERIOD: Getting Ready for Baby: 1 September 2016 – 31 March 2019

Solihull Training: 1 September 2015 – 31 March 2019

LINKED TO DRAFT PfG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Early Intervention Transformation Programme (EITP): Getting Ready for Baby (GRfB)</p> <ul style="list-style-type: none"> • As at 31 March 2019, a total of 6,600 first time mothers have participated in the project. <p>Solihull Training</p> <ul style="list-style-type: none"> • Solihull Combined Antenatal Foundation Programme and Parents Group (2015/19): <p>2-Day Foundation Programme (All Health Trusts). Total number of participants:</p> <ul style="list-style-type: none"> - Enrolled: 490 - Completing: 449 	<p>Early Intervention Transformation Programme (EITP): Getting Ready for Baby (GRfB)</p> <ul style="list-style-type: none"> • 4,490 (84%) of first time mothers completed the programme. <p>Solihull Training</p> <ul style="list-style-type: none"> • Solihull Combined Antenatal Foundation Programme and Parents Group (2015/19): <p>92% of participants enrolled and completed 2-Day Foundation Programme. (All Health Trusts).</p>

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(The foundation module will be integrated into the undergraduate study for future midwives from September 2021)

IS ANYONE BETTER OFF?

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

As of 31 March 2019, 60% (2,788) of First Time Mothers breastfed (Total/Partial) at Discharge. This is higher than the percentage of all Mothers within the Universal service who breastfed (Total/Partial) at Discharge – 48%.

(Source: Children in Health NI 2017/18)

97% of parents enjoyed the shared experience of their GRfB group.

(Based on 5,102 parents completing the evaluation questionnaires at the end of each programme. 11 people did not provide an answer)

Solihull Training

100% of participants in the Solihull training reported increased confidence in helping parents to develop a positive relationship with baby/child.

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OUTCOME: Children in Poverty are Healthy

ACTION 3.12: 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

REPORTING PERIOD: 1 April 2019 - 31 January 2020

LINKED TO DRAFT PFG OUTCOME(S): 4, 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• All post-primary schools must provide education in Home Economics (HE) to pupils at Key Stage 3, which has been a statutory requirement since September 2010.• HE contains three key concepts, one of which is Healthy Eating. Within this key concept, schools have a statutory requirement to ensure pupils have opportunities to:<ul style="list-style-type: none">– develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals;– develop practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes;– investigate the impact of storage, preparation and cooking on food; and– Explore ways to achieve a healthy diet.• The Council for the Curriculum, Examinations and Assessment (CCEA) has developed a range of teaching resources and guidance to support HE/Healthy Eating. These can be accessed on CCEA's website.	<ul style="list-style-type: none">• Home Economics is compulsory for all pupils in Years 8-10 therefore all pupils in these years groups are taught about healthy eating as part of the Home Economics curriculum.• A range of teaching resources and guidance to support healthy eating are available via CCEA's website. In addition, existing resources on food have been collated into a Fronter room within the C2k ICT Managed Service. Teachers can become a member of this room so as to have access to the resources. To date there are currently 436 members of the room.

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- Circular 2013/21 – Healthy Food for Healthy Outcomes Food in Schools Policy – was issued to all schools in September 2013.
- The resources sub-group of the Food in Schools Forum has gathered existing resources together on the food @myschool room C2K platform (ICT Managed Service for all grant-aided schools in NI) which is available for use by teachers in delivering the curriculum at all levels. This has simplified access to resources rather than creating new ones.

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.

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OUTCOME: Children in Poverty are Healthy

ACTION 3.13: Deliver training to school children in relation to walking and cycling skills to encourage active and safe travel.

LEAD DEPARTMENT: Department for Infrastructure

REPORTING PERIOD: 2018/19

LINKED TO DRAFT PfG OUTCOME(S): 4

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Active School Travel Programme (ASTP)</p> <p>The ASTP works with schools to encourage and promote children to travel more actively to school (cycling, walking, scooting, skating or a park and ride/stride/scoot journey). The programme, delivered by Sustrans in NI on behalf of the Department for Infrastructure (DfI) and the Public Health Agency (PHA), hopes to positively change behaviours.</p> <ul style="list-style-type: none"> • No of pupils undertaking National Standard Cycle Training (levels 1&2) - 825 • No of promotional activities carried out such as bike/scooter maintenance, bling your bike sessions, cycling and scooter skills, and safety awareness - 1,737 • No of participants in promotional activities (one individual can undertake multiple activities) – 85,813 • Total Contract spend £450,000. 	<p>ASTP</p> <ul style="list-style-type: none"> • 100% of schools completing 3 year programme since 2016/17. • 49% improvement of pupils actively travelling at end of year compared to start of year. • 86% uptake by pupils for National Cycle Training (NCT) • 100% of budget spent • 93% of attendees obtained level 1 & 2 NCT.

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IS ANYONE BETTER OFF?

Increase in the number of pupils walking to school	370	Increase in the proportion of pupils walking to school	4%
Increase in the number of pupils cycling to school	450	Increase in the proportion of pupils cycling to school	3%
Decrease in the number of pupils being driven to school	2,950	Decrease in the proportion of pupils being driven to school	17%

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OUTCOME: Children in Poverty are Healthy

ACTION 3.14: Implement the Sports Programme in schools which aims to provide a specialist coaching support to primary schools to deliver the Key Stage 2 Physical Education Curriculum.

LEAD DEPARTMENT: Department of Education

REPORTING PERIOD: 1 April 2019 - 31 December 2019

LINKED TO DRAFT PFG OUTCOME(S): 4, 12

<p>HOW MUCH DID WE DO?</p> <p>During the 2019/20 financial year, coaches from the GAA and IFA aim to deliver a minimum of 7,200 Physical Education sessions (minimum of 45 minute and a maximum of one hour) to a minimum of 24,000 pupils in at least 288 primary schools across NI to deliver the Key Stage 2 Physical Education (PE) Curriculum.</p>	<p>HOW WELL DID WE DO IT?</p> <p>As the programme has been revised and this is the first year of the new implementation of the new programme there is no empirical evidence for analysis. However the annual reports from the GAA and IFA for the previous year indicate that pupils' confidence, fundamental movement and their physical literacy skills continued to improve through participation in the Curriculum Sports Programme.</p> <p>Up to 31 December 2019 around 72,000 pupils received coaching lesson across 238 schools.</p>
<p>IS ANYONE BETTER OFF?</p> <p>The programme has been revised for 2019/2020 and so there is no evidence presently available for the current year. The previous Curriculum Sports Programme used a sample-based approach to identify its impact, with the GAA and IFA coaches carrying out a series of skills and physical tests in order to determine improvements made by pupils throughout the school year. The results of these tests, which are included in the annual evaluation reports submitted to the Department of Education, show that good progress has been made in the development of pupils' physical literacy skills. An independent evaluation of the programme will be carried out on behalf of the IFA/GAA and published in the Spring.</p>	

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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 the skills and confidence of primary schools teachers in delivering the PE curriculum.

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OUTCOME: Children in Poverty are Healthy

ACTION 3.15: 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

REPORTING PERIOD3: September 2018 – December 2019

LINKED TO DRAFT PFG OUTCOME(S): 4

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>ARTiculate is a young people and well-being programme which was launched in the autumn of 2016 and ran until September 2019. The programme is delivered by the Arts Council for NI with funding from the Public Health Agency and the National Lottery. The programme invited annual applications from across NI to develop programmes for young people that focus on empowerment, building resilience and providing support which promotes positive mental health and emotional well-being. In the period 2016 to 2019 the programme funded 49 projects involving 2,839 young people or an average of 58 young people per project. Each funded project engaged with vulnerable young people and targeted those at higher risk of suicide or self-harm. Funded projects within the programme were artist-led and delivered using a range of artforms including music, visual arts, performing arts, literature and digital arts. The programme aimed to put the voice of young people at the centre with many of the funded projects providing young people themselves with control over the content and direction.</p>	<p>An independent evaluation team was appointed in 2017 to measure and report upon the pilot programmes outcomes. The evaluation does not seek to demonstrate clinical outcomes, instead it seeks to demonstrate 'proof of concept'. In the majority of cases participants were involved in project design. This ensured a strong sense of ownership, improving participant retention and individual level outcomes. Only professional artists, with experience of working with vulnerable young people were engaged. The quality of the artistic 'product' was fundamental to the programme. Introductory sessions held at the beginning of Year 2 enabled arts organisations to engage with delivery agencies. This created new partnerships, exposing more young people to the arts.</p>

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IS ANYONE BETTER OFF?

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

Participant qualitative evidence supports these outcomes:

"I think I have learned to be the happy person that I want to be."

"I certainly talk more now. I'm not afraid to express my feelings as long as I feel safe."

"Writing poems, I had never done that before, but it is so therapeutic, that I still do it for myself."

"I think I could see now if a friend was having mental health problems."

Quantitative evidence indicates improvements in a range of personal attributes and behaviours:

- ✓ 80% say they now understand better the importance of feeling good about themselves.
- ✓ 81% say the project has helped them find out where to get help and support if they are feeling down, sad, unhappy or upset in anyway.
- ✓ 78% are more interested in creative arts after taking part in the project.
- ✓ 77% are more confident in expressing themselves following the project.
- ✓ 68% say they are now more likely to talk about their feelings.
- ✓ 69% say they are more likely to talk about it if they feel down.
- ✓ 69% said taking part in the project had helped them reduce their stress levels.
- ✓ 83% said their self-confidence had improved and have more belief in themselves because of the project.

The Programme is being independently evaluated and the final report is due February 2020.

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OUTCOME: Children in Poverty are Healthy

ACTION 3.16: Support uptake and prevalence of breastfeeding.

LEAD DEPARTMENT: Department of Health

REPORTING PERIOD: January 2019 - June 2019

LINKED TO DRAFT PfG OUTCOME(S): 4

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• 1004 Breastfeeding Welcome Here Scheme business and council facilities signed.• 7 Baby Friendly Initiative Stage 3 and Gold awards maintained and reaccredited. Support to implement Neonatal Standards is in place.• 4 breastfeeding peer support training programmes delivered.• Community Pharmacists signed up to the Breastfeeding Welcome Here Scheme (BWHS) and involved in signposting women to breastfeeding support.	<ul style="list-style-type: none">• 50% increase in membership of the BWHS since the PIC in January 2018.• 100% births in a Baby Friendly Initiative (BFI) accredited maternity service.<ul style="list-style-type: none">- 75% of health visiting services- Gold award in Norther Health & Social Care Trust (NHSCT) across maternity and health visiting- First Neonatal Stage 1 award in NHSCT.• 19% (37 out of 190) increase in number of voluntary peer supporters.• 5% (27 out of 533) of Pharmacies are members of the BWHS. <p>A breastfeeding standard has been agreed for Health Plus Pharmacies.</p>

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IS ANYONE BETTER OFF?

Prevalence of breastfeeding (any) (%)

	2013	2014	2015	2016	2017
Discharge	45.1	45.6	45.1	46.1	47.0
Primary	33.5	35.1	35.3	36.0	37.0
6 weeks	26.4	27.6	28.0	28.9	29.8
3 months	19.9	21.3	21.8	23.2	24.2
6 months	10.8	12.5	14.1	15.4	17.1
12 months	5.2	6.5	8.1	9.0	10.5

Source: CHS; Live births to NI residents

Breastfeeding at discharge (any) (%)

	CHS	NIMATS
2019p (Jan-Jun)	-	49.9p
2018p	48.3p	48.8
2017	47.0	47.5

p=provisional

Source: CHS; Live births. NIMATS: Live births to NI resident mothers; 'live' status at discharge, excludes home births and infants who died in the delivery suite.

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

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

LEAD DEPARTMENT: Department of Justice

REPORTING PERIOD: 1 April 2018 – 31 March 2019 (last full year data available)

LINKED TO DRAFT PFG OUTCOME(S): 7

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>A programme entitled 'Priority Youth Intervention (PYI)' provided a funding stream to support initiatives bringing young people and older people together to help address local anti-social behaviour (ASB). PYI ended in 2016/17. Since then, a reducing number of PCSPs have developed specific intergenerational projects to meet local needs.</p> <p>In 2018/19 Armagh, Banbridge and Craigavon PCSP developed an intergenerational programme to challenge negative stereotypes and increase positive relationships between different generations.</p> <p>Projects across 7 locations were delivered</p> <p>(Lurgan, Keady x 2, Portadown, Tullysaran, Poyntzpass and Magheralin).</p> <p>197 participants took part across the 7 venues.</p>	<p>46 intergenerational sessions were successfully delivered involving schools, men's sheds and after-schools clubs.</p> <p>100% (197) of participants surveyed expressed satisfaction with activities undertaken.</p>

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IS ANYONE BETTER OFF?

100% (197) of participants surveyed reported improved awareness/knowledge/understanding of the issues around youth-generated ASB and the effects on older people.

Young people involved also reported enhanced life skills as a result of being shown basic carpentry techniques to create planters, bird boxes, shelving units and frames. They also took part in craft classes and learned about gardening.

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

ACTION 4.2: Provide specific support in rural communities.

LEAD DEPARTMENT: Department of Agriculture, Environment & Rural Affairs

REPORTING PERIOD: 1 April 2019 – 31 January 2020

LINKED TO DRAFT PfG OUTCOME(S): 1, 3, 4, 5, 6, 7, 9, 10, 11

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>2019/20 - £6.5m capital and resource budget invested in the Tackling Rural Poverty and Social Isolation (TRPSI) Programme which aims to address poverty, social isolation and health and well-being issues in rural areas through a range of statutory and community and voluntary organisations working in partnership to design and implement measures which tackle the needs of vulnerable rural dwellers.</p> <p>Resource funded initiatives supported in 2019/20 include: The Assisted Rural Travel Scheme (ARTS), the Farm Family Health Checks Programme, Rural Community Development, the Rural Support Charity, the Social Farming Support Service, Employability schemes and Health and Well-Being projects.</p> <p>The TRPSI Programme also funds capital projects such as: the enhancement of rural recreation facilities including Forest Park trails and facilities in collaboration with Forest Service, the Rural Micro Capital Grant Scheme which supports over 710 community and voluntary sector projects to address localised poverty and</p>	<p>100% of the 2019/20 TRPSI (Tackling Rural Poverty and Social Isolation) budget invested in providing support in rural communities across NI.</p>

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isolation issues and a pilot scheme to increase the sustainability of small rural businesses is also underway.

IS ANYONE BETTER OFF?

60,381 rural beneficiaries benefit from TRPSI initiatives in 2019/20.

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

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

LEAD DEPARTMENT: Department for Infrastructure

REPORTING PERIOD: 2018/19

LINKED TO DRAFT PfG OUTCOME(S): 4

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Practical Child Pedestrian Safety Training</p> <p>Dfl aims to equip a new generation of children with road safety knowledge and skills and encourage more people to use sustainable means of travel. Walking to and from school would be an opportunity to work towards both these aims and increase the physical activity working towards the 60 minutes a day recommended for children by the Chief Medical Officer. However, it is important that children have the skills to carry out this activity safely.</p> <ul style="list-style-type: none">• 40 schools participated on the scheme• 1421 pupils participated on the scheme <p>Cycling Proficiency Scheme (CPS)</p> <p>The CPS has operated in NI schools for over 45 years, training more than 450,000 pupils. It aims to help to develop children's</p>	<p>Practical Child Pedestrian Safety Training</p> <ul style="list-style-type: none">• 100% of schools signed up for led walks.• 68% schools completed led walks. <p>Cycling Proficiency Scheme</p> <ul style="list-style-type: none">• 94% of children attained the CPS standard.• 96% of children wore helmets during training.• 100% teachers received required training.• 35% of schools participating in the scheme were urban.• 65% of schools participating in the scheme were rural.

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skills, increase their confidence as a cyclist and identify risks they may come across on the roads.

- 348 schools participated in the Scheme
- 98 of these schools were in areas targeting social need
- 165 new teachers were trained
- 6,021 children attained the CPS standard.
- 6,215 children wore helmets during training
- £53,300 budget spent

IS ANYONE BETTER OFF?

Practical Child Pedestrian Safety Training

10.5% of Pupils showed an increased knowledge of pedestrian safety issues after this training, compared to before. (Before teaching commences, all children complete a Road Safety quiz. Children then complete a further quiz at the end of training to allow before/after comparisons in pedestrian safety knowledge.)

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

Cycling Proficiency Scheme

- After training 96% children said their cycling safety had increased.

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- Before training 39% of children wore a safety helmet---after training this rose to 78%.
- Before training 7% of children carried out a safety check---after training this rose to 50%.
- Before training 15% of children wore bright/reflective clothing in daytime---after training this rose to 51%.
- Before training 34% of children wore bright/reflective clothing at night-time---after training this rose to 71%.
- Before training 21% of children cycled 1m from the kerb---after training this rose to 79%.
- Before training 23% of children looked over their shoulder before signalling or moving---after training this rose to 90%.

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

ACTION 4.4: Through the Social Investment Fund (SIF), 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

REPORTING PERIOD: April 2019 – January 2020

LINKED TO DRAFT PfG OUTCOME(S): 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Fully committed funding to a total of 65 projects; 46 capital making improvements to 107 premises; and 19 revenue focused primarily on employment/training, education and early intervention support in deprived areas. (An overview of all projects with funding committed is available on the departmental website).</p> <p>To date over 45,000 people have benefitted from SIF revenue projects. Over 5,000 people are engaged in employment/training projects; over 28,000 are engaged in early intervention projects and over 12,000 are engaged in projects focused on education. 18 revenue projects have now completed delivery. Construction is complete on 34 capital projects (91 premises).</p> <p>In terms of SIF capital projects types of improvements made to premises range from small scale improvements including replacement boilers, refurbishment of disabled toilets, window and door repairs, new flooring, new kitchens and new heating systems,</p>	<p>Individual project data is available for the better off measure but given that projects are at varying stages of delivery, this cannot be aggregated at this stage to determine programme level data.</p> <p>Individual project data suggests good participant satisfaction rates across the suite of projects which are operational.</p>

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to make them Disability Discrimination Action (DDA) complaint to larger scale improvements including extensions and new builds. These improvements will address dereliction and increase community services in disadvantaged areas across the 9 SIF zones.

IS ANYONE BETTER OFF?

Of these 65 projects, 64 have commenced; 64 of these are operational with 52 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.

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

ACTION 4.5: Increasing the social housing stock to improve access to suitable social housing.

LEAD DEPARTMENT: Department for Communities

REPORTING PERIOD: 2018/19

LINKED TO DRAFT PfG OUTCOME(S): 8, 11

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<ul style="list-style-type: none">• Social housing in NI is delivered through the Social Housing Development Programme (SHDP) in a tri-partite arrangement between the Department for Communities (DfC), the NI Housing Executive (NIHE) and Registered Housing Associations (HA).• NIHE is responsible for the assembly and day to day management of the SHDP, which is a three year rolling programme of planned social housing schemes based on the identification and analysis of housing need by geographical area. The SHDP contains a range of housing types for housing families including homes for specific needs. However the number of homes to be provided in each programme year is governed by the amount of funding available from central government through DfC.• Registered HA's are invited on an annual basis to submit new schemes to NIHE to meet their identified need and new schemes are added to the SHDP on that basis.• This current PfG period commenced in 2016 through to 2021 and while the Department would seek to deliver an	<ul style="list-style-type: none">• In 2017/18 a total of 1,759 units were delivered against a target of 1,750 units.• In 2018/19 a total of 1,786 units were delivered against a target of 1,850 units.

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average target of 2,000 units per year this is constrained by the budget available.

- In 2016/17 and 2017/18 a total of 3,363 units have been delivered.

IS ANYONE BETTER OFF?

The SHDP (PfG) target related to units starts. This is when the housing associations have signed a contract to start to build new houses. Completion of these new homes may not be realised (depending on the scale of the scheme) for some 18-24 months.

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

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

LEAD DEPARTMENT: Department for Communities

REPORTING PERIOD: 1 April 2019 – 31 March 2020

LINKED TO DRAFT PfG OUTCOME(S): 1, 3, 4, 5, 6, 7, 8, 9, 10, 12

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>The Neighbourhood Renewal Programme supports a range of projects across 36 Neighbourhood Renewal Areas with a revenue budget of around £18m. Including:</p> <ul style="list-style-type: none">• 42 projects with interventions designed to address social issues such as low educational attainment and poor attendance;• 23 projects to address economic issues such as lack of skills and employability and 14 childcare projects primarily aimed to address worklessness;• 39 projects to promote physical renewal to help create attractive, safe, sustainable environments;• 120 projects to promote community renewal, including advice services, developing confident communities that are able and committed to improving the quality of life;• 51 projects with interventions designed to address social issues such as health inequalities;• 5 projects to promote community safety to help create safe environments.	<p>An investment of around £2.5m across 42 projects to improve educational attainment.</p> <p>Tackling barriers to learning:</p> <ul style="list-style-type: none">• 200 pupils whose attendance is measurably improved;• 300 pupils whose attainment is measurably improved;• Around 150 pupils whose behaviour is measurably improved; and• 1,650 engaged in parenting programmes. <p>Improving Attainment in Literacy and Numeracy</p> <ul style="list-style-type: none">• 900 pupils directly benefitting from educational projects. <p>Closing the Gap Performance:</p> <ul style="list-style-type: none">• 880 pupils directly benefitting from educational projects. <p>Youth Services:</p> <ul style="list-style-type: none">• Circa 11,000 pupils directly benefitting from youth projects.

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Extended Services:

- 3450 pupils directly benefitting from projects.

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

- Improving of skills;
- Adult education; and
- Mentoring projects.

Investing around £4.6m across 26 physical projects to:

- Develop and improve community facilities;
- Develop and improve sporting/play facilities;
- Assist with maintenance of existing facilities; and
- Support fit-outs and provision of information technology.

Investment of £6.8m to help empower communities and improve inter and cross community relations;

- Around 11,000 people participating in community relations projects;
- 11,500 people participating in community bonding projects that seek to develop trust and improve the quality of relationships within communities;
- Over 2000 people volunteering for community development activities;
- Around 6300 people receiving training in community development skills/capacity building; and
- 4,800 people involved in projects that promote shared space.

Investing £2.7m across 51 projects to address health inequalities:

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

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

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

Investing £1.5m across 26 youth projects:

- 11,200 young people benefitting from youth projects.

IS ANYONE BETTER OFF?

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

As a result of the 22 projects and 8 childcare projects aimed at addressing worklessness, 150 residents were supported into employment.

Support provided for 26 physical renewal projects which have developed or enhanced infrastructure including community facilities, has enabled the provision of a broad range of community services, whilst the improvements to the physical environment make the Neighbourhood Renewal Areas more attractive in which to live and to invest with 32,000 people using new or improved community facilities.

As a result of a range of community renewal projects, 6,400 people have received training that seeks to improve their capacity and ability to impact positively on their communities and to improve their own skills base. Significant investment in encouraging more people to become involved in a range of volunteering activities and in projects that promote inter and cross community relations has also taken place which contribute to building community capacity and cohesion.

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

ACTION 4.7: Provide tenancy support and temporary accommodation, where necessary, for young mothers.

LEAD DEPARTMENT: Department for Communities

REPORTING PERIOD: September 2019 - January 2020

LINKED TO DRAFT PfG OUTCOME(S): 8

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>There are 31 Supporting People schemes specifically for Homeless families, with a total annual contract value of £4.2m.</p> <p>Supporting People provider organisations have been engaged through our work on the implementation of the Supporting People Plan 2019/20, to review homeless family accommodation services.</p> <p>Homeless family schemes to be reconfigured to floating support have been identified.</p>	<p>Supporting People services for homeless families continue to meet quality standards, managed through a framework of contract/performance management.</p>
IS ANYONE BETTER OFF? <ul style="list-style-type: none">• There are currently 832 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 1,248 service users will be supported for the year 2019/20.• Subject to approvals, the reconfiguration of homeless family accommodation services, through the implementation of the Supporting People Plan 2019/20, will increase the total number of Floating Support places in Belfast.• 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.	

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- 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.

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

ACTION 4.8: 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.

LEAD DEPARTMENT: Department of Health

REPORTING PERIOD: April 2019 to March 2020

LINKED TO DRAFT PFG OUTCOME(S): 4

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p><u>Ards and North Down Borough Council</u></p> <ul style="list-style-type: none">• BeeSafe- 1898 P7 pupils (from 48 schools) have been registered to attend 'Bee Safe' (March 2020) - a proactive, multiagency community safety initiative to promote safety, develop community awareness and help prepare pupils for the transition to secondary level education. Participation at Bee Safe events teach pupils how to react in dangerous situations, make a contribution to crime prevention, avoid becoming the victims of crime, understand the role of emergency services and also develop good relationships with various authorities.• Summer scheme's - 4 general home safety talks and interactive games sessions were carried out to summer schemes to raise awareness on home safety and to learn through play highlighting risks in the home and how to prevent accidents. Age range from 4 – 11 years targeting 95 school children.	<p><u>Ards and North Down Borough Council</u></p> <ul style="list-style-type: none">• This year's event will take place in March 2020. Last year's feedback from the teachers highlighted that 100% of the schools said Bee Safe was a worthwhile event and were happy with the information received prior to the event. 83% rated the home accident prevention content as excellent and 14% as good. <p><u>Lisburn and Castlereagh Borough Council</u></p> <ul style="list-style-type: none">• BeeSafe - 100% of teachers thought that Beesafe was worthwhile. Comments included: "very informative and relevant for P7 children, kids were engaged throughout" "lots of useful and interesting information". Of the 28 that responded, 98% rated the home accident prevention content as excellent and 2% as good. The relevance was rated 88% excellent and 12% good.• Summer scheme's - The summer scheme leaders feel this is a useful interactive session to carry out with the children and hope to carry similar sessions out this summer.

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<p><u>Lisburn and Castlereagh Borough Council</u></p> <ul style="list-style-type: none">• BeeSafe - 1280 P7 pupils (from 28 schools) attended Bee Safe with seven scenarios delivered by PSNI, NI Electricity (NIE), TRUST, Lisburn and Castlereagh City Council (LCCC) Waste Management, NI Fire and Rescue Service (NIFRS), Translink and Lisburn & Castlereagh Home Safety Team.• Summer scheme's - 2 general home safety talks and interactive games sessions were carried out to summer schemes to raise awareness on home safety and to learn through play, highlighting risks in the home and how to prevent accidents. Age range from age 4 – 11 years targeting 22 school children. <p><u>Down (of Newry Mourne & Down Council)</u></p> <ul style="list-style-type: none">• Summer scheme's - 1 general home safety talk and interactive games session was carried out at the Patrician Centre Summer Scheme in Downpatrick to Primary School Age children (12 attended). <p><u>Belfast City Council</u></p> <ul style="list-style-type: none">• RADAR/BeeSafe¹⁰ - 725 students from 16 schools visited the RADAR centre <p><u>Mid Ulster Council</u></p> <ul style="list-style-type: none">• Two Bee Safe events were held in the Mid Ulster district in early 2020. Over 1,100 primary 6 and primary 7 pupils from 50 local primary schools attended these.	<p><u>Down (of Newry Mourne & Down Council)</u></p> <ul style="list-style-type: none">• No information available. <p><u>Belfast City Council</u></p> <ul style="list-style-type: none">• <i>RADAR/BeeSafe</i> - All feedback received was positive. <p><u>Mid Ulster Council</u></p> <ul style="list-style-type: none">• The children took part in a range of interactive sessions and had the opportunity to hear information about Fire Safety, Internet Safety, Farm Safety, Road Safety, Water Safety, Electrical Safety, Bus Safety and Mental Health. 100% of the teachers attending rated the scenarios / presentations as either good / excellent. The feedback from the school teachers and pupils was positive and the event has continued to get full attendance year after year with one teacher outlining <i>"I find this event to be one of the most informative and enjoyable events for my P7 pupils. They are receiving wonderful safety advice which will help keep them safe"</i>. <p><u>Antrim & Newtownabbey Council</u></p> <ul style="list-style-type: none">• 1903 (Primary 7) children participated in the HAP sessions. Post event evaluations - Teacher feedback: 100% were satisfied with programme and 100% felt that Bee Safe was worthwhile. 96% rated the HAP content good or excellent. 94% rated its relevance as good or excellent. 90% rated the HAP presentation good or excellent.
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¹⁰ Due to RADAR closing in December Belfast CC have had to cancel the schools that were scheduled to attend in Q4. There is no capacity to deliver alternative safety programmes (i.e. BeeSafe programme) to primary school children in Belfast after closure of the RADAR centre. Thus it is anticipated that there will be a null response from Belfast City Council on this outcome in the future.

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Antrim & Newtownabbey Council

- Antrim & Newtownabbey Borough Council - Bee Safe 2019. Home Accident Prevention (HAP) content delivered at two venues (Antrim & Newtownabbey) over a number of days to Primary 7 pupils from across the borough (all schools in borough invited to attend). PowerPoint visual aid and 'bingo' format was employed to engage the pupils and stimulate discussion about making home situations safer.

Fermanagh & Omagh District Council

- Road Traffic Collision (RTC) Reconstruction for post primary schools to promote safer driving - RTC demo at Enniskillen Royal Grammar School (ERGS) 22 November 2019 (152 participants)
- Ditch the Dark event Road safety awareness event - St Columbans Primary School, Belcoo 25 October 2019. 108 participants (pupils, parents, teachers) walked to school from Cottage Meadow.
- Roads Policing and the Policing and Community Safety Partnerships (PCSP) hold a 'kids court' - 4 fire safety awareness talks delivered to 6 post primary schools in the lead up to Hallowe'en. Delivered by the PCSP, NIFRS and PSNI. (106 participants)

Derry & Strabane District Council

- YES Programme - P6 pupils from 30 primary schools participated in Youth Educated in Safety (YES) Programme delivered by Shantallow Community Resident's Association (SCRA). The programme addressed issues such as Anti-Social Behaviour (ASB),

Fermanagh & Omagh District Council

- Of the 30 participants surveyed 100% reported satisfaction with the activity. Multi agency approach with PCSP, PSNI, NI Ambulance Service (NIAS), NIFRS.
- Everybody asked to wear hi vis. Presentation from PCSP and PSNI Neighbourhood Team to pupils on road safety.
- Of the 52 surveyed 100% reported satisfaction with the activity.
- Of the 41 surveyed 100% reported satisfaction with the activity.

Derry & Strabane District Council

- YES Project was delivered in partnership with NIFRS, PSNI, Community Safety Wardens, Foyle Search and Rescue, Council's Environmental Health and Good Relations Team, Community Restorative Justice, Education Authority and the On Street Initiative.

Healthy Places Transformation Funding (Western area)

- Interventions on going/not complete.

Newry & Mourne Council

- 880 P7 children.

Armagh, Banbridge and Craigavon

- Expected 1500 pupils from across the Borough.

SHSCT

- 72 parents/carers attended talks in the community
- Parent/carers feedback was excellent.

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Drug/Substance and Alcohol misuse, bullying, hoax calls, fire safety, internet safety, environmental issues, home safety, responsible pet ownership, water safety and good relations. Final session taking place in February 2020.

Healthy Places Transformation Funding (Western area)

- Moat Healthy Minds - Healthy Bodies project through Moat Primary School Parent and Teacher Friends Association. This includes 6 sessions of first aid x 3 hrs with 10 - 12 students per session.
- Lisnaskea Guide Association - 1 x First Aid session x 2.5 hrs for 38 Guides and Brownies but this is not in a school setting.
- Road Safety Course - Year 13 Students at Holy Cross School in Strabane.

Newry & Mourne Council

- Bee Safe event planned for end of January 2020 – 3 days in Newry, Lislea and Kilkeel for 880 school children teaching them how to keep safe and avoid potential dangerous situations. Children will actively take part in the following workshops; Home Accident Prevention; Take 5 Steps to Well-being; Internet Safety; Bus Safety; Fire Safety in the Home.

Armagh, Banbridge and Craigavon

- March 2020 Bee Safe event over 3 days – scenarios, workshops include: Home fire safety; PSNI road safety; Translink; Electricity safety; Home Accident Prevention.

Table showing the number of leaflets and resources provided to C&V groups and Trust staff in contact with parents/carers under 5's

Under 5's Topic	Leaflets / Posters	Resources
Gas safe	45	
Carbon monoxide poisoning	29	
Household poisonings	68	
Liquitabs	188	
Blind safety	631	Blind cord safety cleats / p-clips 404
Trampolines	103	
Water safety	238	
Nappy sacks	220	
Fingers trapped	54	Door jammers 774
Falls	80	
Burns and scalds	570	Microwave and oven catches 85
Hair straighteners	110	110 hair straightener pouches
Generic toddler safety leaflet	873	Furniture straps 134 Tv straps 90

* Evaluations still to be received for home safety training

Causeway Coast & Glens Council

- Young people who attend the Hazard House can see potential hazards for example toys lying around the rooms, potential trip hazards left on stairs, clothes drying over a fireplace, people who smoke or drink alcohol whilst under

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South Health and Social Care Trust (SHSCT)

- In 2019 10 home safety talks completed to parents at Sure Starts and community groups across SHSCT. Outcomes: Awareness raising literature provided; Home safety equipment distributed;
- In 2020 Royal Society for the Prevention of Accidents (ROSPA) child safety in the home training planned – 20 registered.* Home Start staff and volunteers will attend home safety for under 5's training – 15*

Causeway Coast & Glens Council

- During 2019/20 25 primary 2 children from a Primary School took the Hazard House tour. The Council facilitated Hazard House initiative raises awareness of home accident prevention and promotes home safety across the Northern area. This facility is aimed at young people to encourage them to be more safety aware around their own homes.
- Streetwise - Event held at 4 locations over 10 days. 1250 children from 52 schools across the Causeway Coast and Glens Borough took part.

the influence and how a potential fire could start, to other hazards such as mobile phone chargers being left on when phone is not being charged.

- Streetwise - Various bodies were involved with teaching and skill transfer at the events including Council's Home Safety Officer, PSNI Roads Policing, PSNI Neighbourhood Policing, NI Fire & Rescue Service, Health & Safety Executive (NI), Council Environmental Resource Officer, Northern Health & Social Care Trust (NHSCT) Health Visitors, St John Ambulance, Dogs Trust, Maritime & Coastguard Agency, Translink (Ulsterbus), Tesco, NI Electricity Networks, Cancer Focus and the Royal National Institute of Blind People (RNIB).

IS ANYONE BETTER OFF?

Ards and North Down Borough Council

- BeeSafe - 100% teachers said the participants had an increased awareness of risk and ASB behaviours but participant knowledge not directly measured.

Lisburn and Castlereagh Borough Council

- BeeSafe - 100% of teachers stated that the information provided would increase the students' knowledge on safety prior to moving on to secondary education.

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- Summer Scheme's - 100% of summer scheme leaders felt the children learnt from the home safety sessions and hope the children will take the messages home to parents and siblings.

Down (of Newry Mourne & Down Council)

- No information available

Belfast City Council

- RADAR/BeeSafe - 82% of pupils reported an increase in their knowledge of road safety; 83% reported an increase in fire safety; 74% reported an increase in home safety; 72% in bus safety; 53% in E-safety.

Mid Ulster Council

- Feedback from the first event indicated that 100% of the teachers felt their pupils had found the event useful and 100% felt their pupils had learned something new from it. Feedback comments included, "*We thoroughly enjoy this worthwhile event every year and we value it so much*" and "*it's great having access to all the different departments regarding safety messages*".

Antrim & Newtownabbey Council

- From post event evaluations 96% of pupils said that they have an increased knowledge of community and safety issues after attending Bee Safe.

Fermanagh & Omagh District Council

- Of the 30 participants surveyed 100% reported improved knowledge of road safety
- Of the 52 participants surveyed 100% reported improved knowledge of road safety
- Teacher feedback: "very informative and interactive event with age appropriate information on road safety. Great to see local policing team and start to build relationships".
- Of the 41 participants surveyed 100% reported improved knowledge of fire safety.

Derry & Strabane District Council

- 100% of pupils attending (approx. 2,100) increased their skills and knowledge.

Healthy Places Transformation Funding (Western area)

- Interventions on going/not complete.

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Newry & Mourne Council

- No information available.

Armagh, Banbridge and Craigavon

- No information available.

SHSCT

- 14 referrals made to home safety officers as a result of community awareness sessions.
- Home safety equipment provided to make the home environment safer.
- Home safety awareness for under 5's is increased across homes in the SHSCT area.

Causeway Coast & Glens Council

- Young people being able to identify potential issues within their own homes and helping to educate others on home safety.
- Streetwise / YES - the initiative promotes safety and prepares pupils for the transition to secondary school education. The interactive teaching methods give children the knowledge on how to prevent every day accidents and dangerous situations and how to deal with them in a timely and effective manner.

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OUTCOME: Children Live in Safe, Secure and Stable Environments

ACTION 4.9: Development of the Urban Villages Programme and 5 Urban Village areas.

LEAD DEPARTMENT: The Executive Office

REPORTING PERIOD: April 2018 – September 2019

LINKED TO DRAFT PfG OUTCOME(S): 7, 9, 10

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p><u>Revenue projects</u></p> <ul style="list-style-type: none">• 30,614 Number of project participants• 153,847 Number of event attendees• 504 Number of events delivered• 940 Number of training courses delivered• 797 Number of activities delivered• 554 Number of workshops delivered• 70 Number of programmes delivered• 626 Number of groups working collaboratively <p><u>Capital projects</u></p> <ul style="list-style-type: none">• 318,602 Number of users	<p><u>Revenue projects</u></p> <ul style="list-style-type: none">• 93% of participants completing project• 98% of activities delivered on time / in budget• 97% of participants reporting they were treated well• 96% of participants reporting the project helped them <p><u>Capital projects</u></p> <ul style="list-style-type: none">• 97% of participants reporting they were treated well• 94% of participants reporting the project helped them
IS ANYONE BETTER OFF?	
<p><u>Revenue projects</u></p> <ul style="list-style-type: none">• 94% of participants with increased knowledge / skills• 94% of participants with improved mental health and well-being• 97% of participants with improved sense of community belonging	

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- 55% of participants gaining a qualification
- 94% of participants reporting fostered relationships between and within communities
- 86% of participants with improved cultural awareness
- 94% of participants changed Attitude/Opinion
- 92% of participants changed Behaviour
- 49% of participants changed Circumstance
- 89% of participants met someone from a different background
- 80% of participants experienced the culture and traditions of different backgrounds
- 80% of participants feel more favourable towards people from a different background
- 88% of participants are more likely to take part in shared groups/activities with people from a different background
- 88% of participants feel more strongly that the culture and traditions of different backgrounds adds to the richness and diversity of society
- 79% of participants felt increased confidence in their ability to succeed in life – Self efficacy
- 36% of participants felt in greater control of the events that affect their lives – Locus of control
- 75% of participants showing improved well-being

Capital projects

- 95% of participants reporting they were offered a safe space
- 78% of participants reporting improved community pride
- 70% of participants reporting fostered relationships between and within communities
- 87% of participants reporting they were offered a shared space
- 100% of participants with improved mental health and well-being
- 92% of participants with improved sense of community belonging
- 72% of participants changed Attitude/Opinion
- 52% of participants changed Behaviour
- 90% of participants changed Circumstance

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

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OUTCOME: Children Live in Safe, Secure and Stable Environments

ACTION 4.10: 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

REPORTING PERIOD: 2018/19

LINKED TO DRAFT PFG OUTCOME(S): 8

<p>HOW MUCH DID WE DO?</p> <p>Funding for mortgage debt advice was combined with core funding for Housing Rights Service in 2017/18.</p> <p>In 2018/19, 684 new clients were assisted in relation to mortgage debt issues.</p> <p>The number of cases for preventing homelessness is included in the core figure at Action 4.12.</p>	<p>HOW WELL DID WE DO IT?</p> <p>The outcomes flowing from the provision of mortgage debt advice is now included in the core figures at Action 4.12.</p>
<p>IS ANYONE BETTER OFF?</p> <p>684 new clients were assisted in 2018/19. The homelessness prevention figure is included with core cases at Action 4.12.</p> <p>During 2018/19, 684 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.</p>	

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

ACTION 4.11: 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

REPORTING PERIOD: 2018/19

LINKED TO DRAFT PfG OUTCOME(S): 8

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>£855,000 core funding was available to Housing Rights from the Department for Communities for 2018/19. Core funding is used to provide a Housing Advice Service, support other frontline practitioners so advice is available locally and utilise evidence to identify issues and help improve housing legislation, policy and practice.</p> <p>The Housing Advice Service provides assistance regarding the prevention of homelessness, accessing accommodation, affordability and housing conditions.</p> <p>7,770 new clients were assisted during 2018/19 and homelessness prevented in 456 of these cases.</p> <p>Housing Rights received funding of £252,000 from the NIHE – Homeless Policy Unit and NIPS Resettlement Branch in 2019/20 for the Prisoner Release (£178,000) and Beyond the Gate (£74,000) Services. This funding is used to provide advice regarding the prevention of homelessness, accessing</p>	<p>During 2018/19, 7,770 clients were assisted with housing issues (including mortgage debt) and homelessness was prevented in 6% of cases (456).</p> <p>7,770 cases have been closed and a positive outcome has been recorded for 412.</p> <p>7,180 received one off advice for which no outcome is known.</p> <p>The first three quarterly returns of 2019/20 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 and NIPS Resettlement Branch.</p>

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accommodation, affordability and housing conditions to prisoners. This was achieved through the delivery of 220 sessions of direct advice across three NI prisons to 676 service users. This has been delivered in the first 9 months of 2019/20.

IS ANYONE BETTER OFF?

During 2018/19, 7,770 clients were assisted with their housing issues and homelessness was prevented in 6% of these cases.

A positive outcome has been recorded for 412 (70%) of 590 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.

220 sessions of direct advice services were delivered across three NI prisons to 676 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.

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

ACTION 4.12: Provide Tenancy Support Assessments for all new Housing Executive tenants including a financial health check and identification of other needs (debt advice, budgeting, daily living skills, mental illness, and addictions), signposting tenants to floating support services and other organisations to obtain the support required.

LEAD DEPARTMENT: Department for Communities

REPORTING PERIOD: April 2018 – March 2019

LINKED TO DRAFT PFG OUTCOME(S): 8

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>The Housing Executive has adopted a Housing Solutions and Support approach, a model which offers a range of interventions and includes elements of the tenancy support assessment.</p> <p>Customers, who contact the Housing Executive with housing issues, wishing to apply for housing, or presenting as homeless, are provided with Housing Solutions and Support. The approach is premised on staff gaining a thorough understanding of our customer's needs and working with them to deliver appropriately tailored housing solutions accompanied by suitable support where necessary. The Housing Solutions and Support approach has been fully operational in all NIHE Area Offices since March 2018.</p> <p>An integral part of the Housing Solutions and Support model is the provision of tenancy support activities to new NIHE tenants. These are tailored to the needs of the individual on a case-by-case basis and can include identifying the requirement for support with daily living skills, mental illness, or addictions; signposting tenants to</p>	<p>New job roles have been introduced to ensure the aforementioned approaches are effective. Training and induction programmes have been delivered to equip staff with the knowledge and skills necessary to administer support and sustainment activities.</p> <p>Updated training figures are as follows:</p> <ul style="list-style-type: none">• Housing Advisor training to date: 242 Housing Advisors trained (17 groups) – each Housing Advisor received 12 days functional training;• Patch Manager training to date: 257 trained (17 groups) – each Patch Manager receives 20 days functional training <p>New job roles and extra resources have been adopted to maximise the impact of the Financial Inclusion Strategy and to mitigate against Welfare Reform. These include:</p>

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floating support services* and other organisations to obtain the support required; and financial health checks now branded as 'Making Your Money Work' assessments under the Housing Executive's revised **Financial Inclusion Strategy**.

Amongst other aims, the Financial Inclusion Strategy also seeks to help tenants maximise their benefits, budget effectively and safely, and make the most of their ability to switch between utilities and save money. In April 2019 the Housing Executive established a partnership with Advice NI who provide in-depth financial and debt advice for customers identified as at risk of severe financial difficulties helping them maintain their tenancies long term.

The Housing Executive is further reinforcing existing tenancy support services through the introduction of a **revised Customer Support and Tenancy Sustainment Strategy** for 2019. The 3 year strategy provides for a range of innovative solutions which build upon and broaden the scope of existing processes. The strategy focuses particularly on early intervention, pre-tenancy information and assessment, and proactive and responsive in-tenancy support to ensure tenants are able to succeed in their tenancy in a manner which suits them.

It is not possible to quantify the number of tenancy support assessments given to new tenants as there is no single assessment process. It is part of the service that Patch Managers provide to any newly signed up tenant.

* Housing Executive staff may refer any customer, whether tenant or applicant, to a floating support service. There is no centralised floating support referral mechanism. Staff make referrals to the relevant service(s) based on the customer's specific needs. As such, we are unable to provide statistics in relation to floating support referrals.

- Three Financial Inclusion Managers (one per region) deployed as of January 2020.
- The recruitment of 23 additional Patch Managers trained and appointed to area offices as of September 2019.

'Making Your Money Work' assessments have been routinely used with incoming tenants since October 2019.

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IS ANYONE BETTER OFF?

- Customers are being supported at every stage of their journey by both a team of dedicated Housing Advisors—who oversee their case from first contact until they have found a permanent solution to their housing issue—and by Patch Managers who offer tailored in-tenancy support. This has ensured that where possible, customers are able to remain in their homes having been provided with the appropriate level of sustainment support.
- The implementation of the Housing Solutions and Support model provides a Tenancy Sustainment and Support approach for all customers contacting us; and all Housing Executive tenants. 'Making Your Money Work' assessments, benefit maximisation, partnership working, daily living support, signposting to external organisations, early intervention, pre-tenancy information and assessment, and proactive and responsive in-tenancy support have enabled Housing Executive customers to avail of a greater range of ways in which their housing issue might be quickly and successfully resolved.
- Customers receive a faster service that takes less time from end to end.
- Customers know who is dealing with their case at all times.
- Customers have a better understanding of their housing prospects and options available to them.
- Customers receive more intensive support to get them tenancy ready.
- Customers receive more intensive support to help them pay their rent and keep paying their rent.
- The total number of properties allocated by the Housing Executive in 2018/19 was 4948 and an organisational Key Performance Indicator (KPI) was introduced in 2017/18 with the aim of sustaining more than 86% of Housing Executive tenancies beyond their first year. The KPI was met throughout 2018/2019

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

ACTION 4.13: Work with key delivery partners to develop and roll out Early Intervention initiatives for children on the cusp of the Youth Justice system.

LEAD DEPARTMENT: Department of Justice

REPORTING PERIOD: April-December 2019 (Quarters 1-3)

LINKED TO DRAFT PfG OUTCOME(S): 7

HOW MUCH DID WE DO?

The Youth Justice Agency (YJA) has developed a range of Early Intervention initiatives to engage and support those children on the edges of the youth justice system to prevent them from being drawn into the system. Metrics on the two most significant developments are shown below. The first shows the number of referrals received from PSNI for children who have been given a Community Resolution Notice (CRN) by police for low-level offending. The second shows the number of interventions delivered to children in local communities identified as in, or on the cusp of, the justice system due to offending or anti-social behaviour. All interventions are aimed at diverting children from the formal justice system and supporting and educating them to address their issues without attracting a criminal record.

HOW WELL DID WE DO IT?

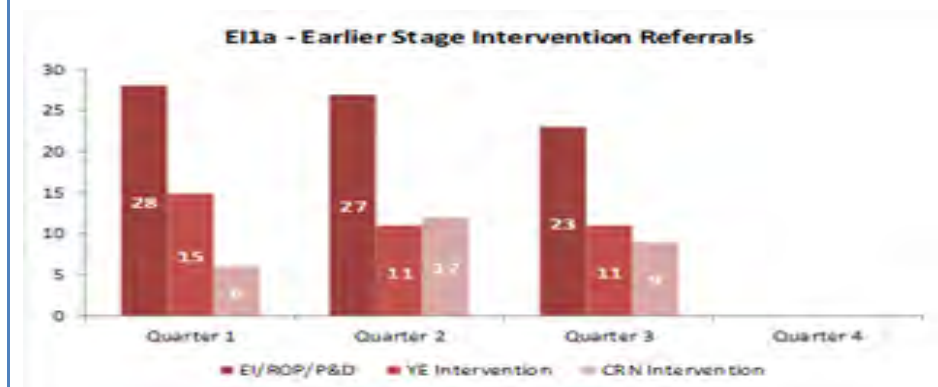


98.2% of CRN programmes were completed in the quarter.

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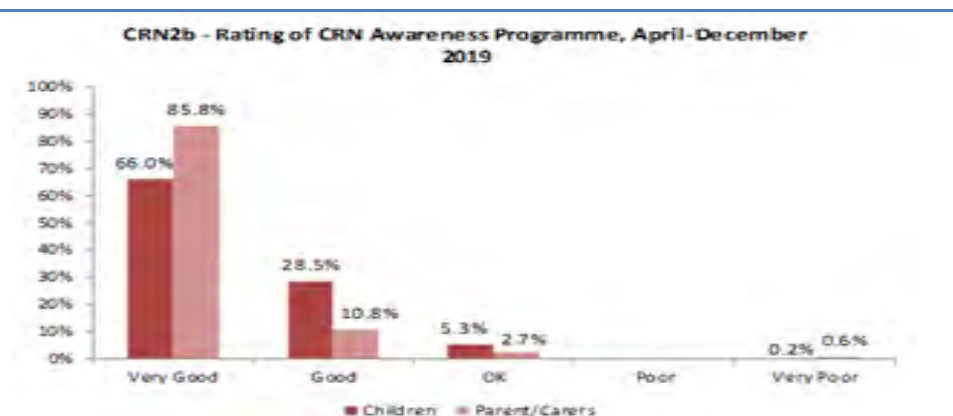


In 2019/20 YJS delivered 181 CRN interventions in Q1, 139 in Q2 and 206 in Q3, a total of 526 (a total of 397 were delivered in 2018/19).

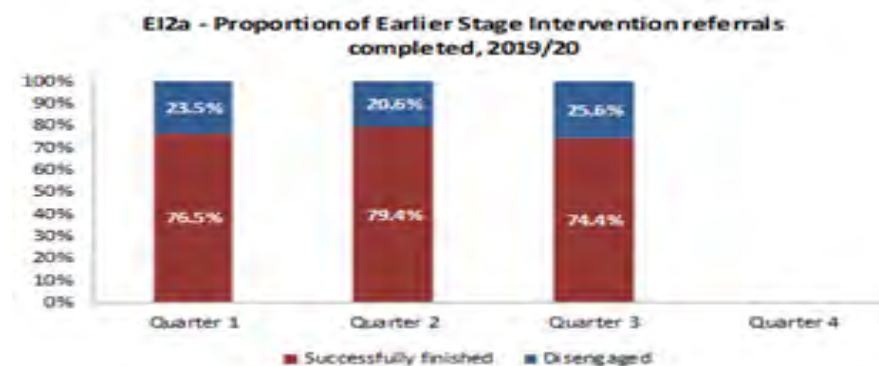


During Q3 of 2018/19, there were 43 Earlier Stage Intervention (ESI) referrals, bringing the total for the first 9 months of the financial year to 92.

There are 10 FTE (Full Time Equivalent) staff working on ESI.

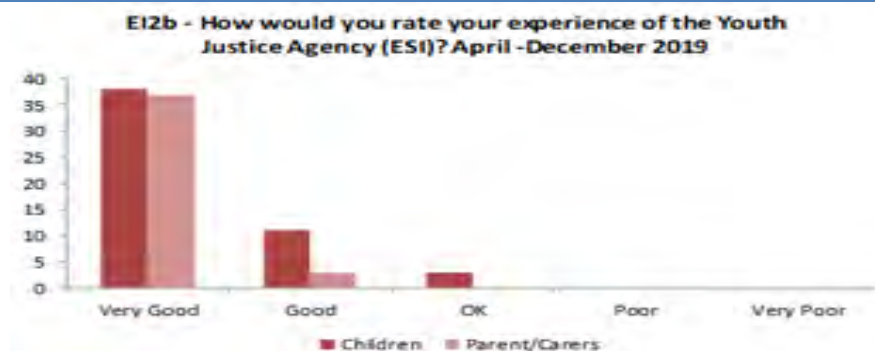


94.5% of Children and 96.7% of Parents/Carers who provided a response rated the CRN Awareness programme as either very good or good.



74.4% of ESI referrals were successfully finished in the quarter, a decrease of the previous two quarters (Q1, 76.5%; Q2, 79.4%)

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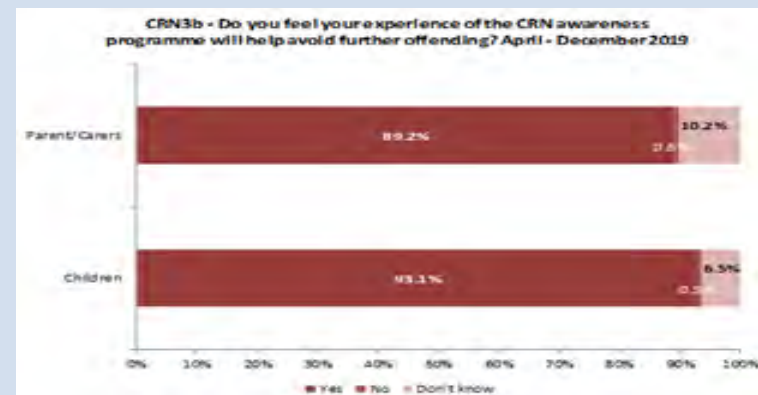


94.2% of Children and 100.0% of Parents/Carers who provided a response rated their experience of YJA as either very good or good.

IS ANYONE BETTER OFF?

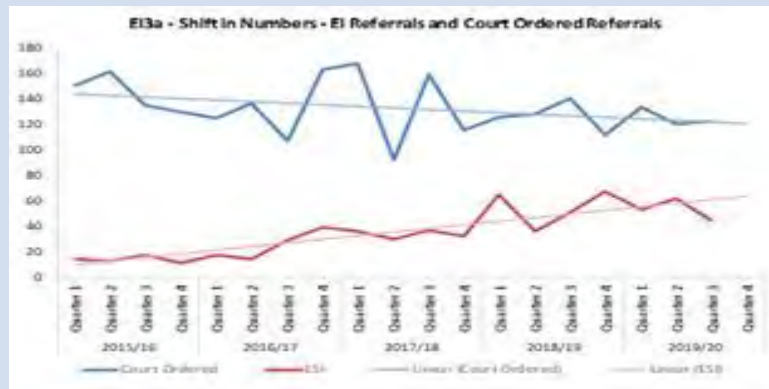


Numbers on CRN programmes being provided increased this Quarter with the roll out to all areas. This maintains the upward trend in provision.

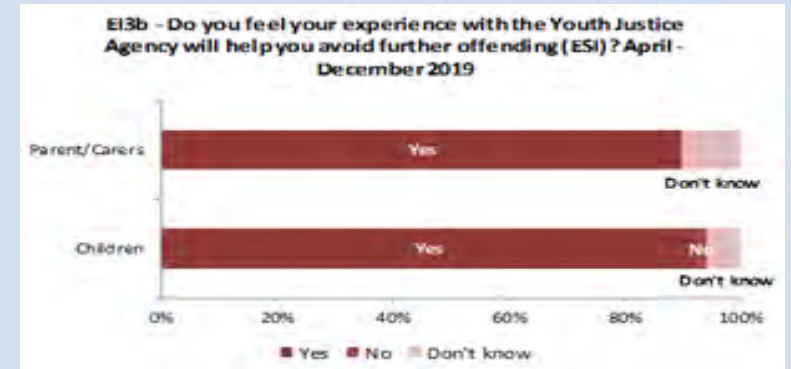


93.1% of Children and 89.2% of Parents/Carers who Provided a response felt that the CRN awareness Programme would help avoid further offending.

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Early Intervention Referrals have increased and Court Ordered referrals have decreased over the period.



90.01% of Parents/Carers and 92.3% of Children who provided a response feel that the experience with YJA will help avoid further offending.

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

ACTION 4.14: Deliver initiatives under the Tackling Paramilitarism Programme to assist children and young people under threat.

LEAD DEPARTMENT: Department of Justice

REPORTING PERIOD: April-December 2019 (Quarters 1-3)

LINKED TO DRAFT PfG OUTCOME(S): 7

HOW MUCH DID WE DO?	HOW WELL DID WE DO IT?
<p>Aspire Programme:</p> <p>The Aspire project commenced in 2017/18 as a new initiative. It works with marginalised young men (aged 16 to 30) who are most at risk from being involved in paramilitarism and criminality. The project is led by the Probation Board for NI (PBNI), working with NIACRO and the Voluntary and Community sector to prevent and reduce offending and to enable these young men to resist negative influences and develop their full capacity. This involves intensive interventions with a focus on personal development, health and wellbeing, opening up access to alternative social pathways, including employment, training and stable housing.</p> <p>From 01/10/19 – 31/12/19, 27 referrals were received from community teams and 13 by staff within the 3 prisons. 39 were referred to NIACRO for mentoring services (which has provided a wraparound service). There were also 5 re-referrals to mentoring services. 6 service users disengaged from mentoring services. 17 successfully completed the mentoring aspect of the programme.</p>	<p>Aspire Programme:</p> <p>Q3 continues to reflect referrals on young men made with multiple complex needs, mental health issues past adversities and suffering with Post Traumatic Stress Disorder (PTSD). Drug addiction with complex mental health needs poses many challenges for the young men and the team with no dual diagnosis services to address significant issues. Unfortunately, there have been 2 deaths in this quarter, both as a result of accidental overdoses. Access to GP and addiction services poses ongoing challenges as a result of lengthy waiting times. There is an increase in this quarter with referrals to the Rapid Response Team, addiction services delivered by Ascertain – 11 to date. This is a responsive service which provides immediate assessment and service delivery to service users who are in a state of crisis as a result of addiction. Positively with additional funding PBNI are in the process of securing a Mental Health Worker / Community Psychiatric Nurse (CPN) and an Addiction Worker to provide an immediate, responsive and effective service to Aspire service users which will promote a more collaborative approach aiming to</p>

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There have been 6 recalls during this period (a slight increase since the last quarter) and 2 are in breach (these are not all from the new referrals received this quarter). 2 service users have transferred to local community team post Aspire intervention and 3 service users have completed their period of supervision during this period. Unfortunately, there have been 2 service users who passed away following (accidental) overdose.

During this period referrals have been made to the following projects: 4 to Extern; Addiction services (27; 14 to Ascertain Rapid Response Service); 1 to CAT Tier 2 services; 3 to Community Mental Health Team; 5 to Working Well; 2 to Davina Arks; 2 to Relate; 2 to Housing; 1 to Families & Money Matters; 1 to Wave; 1 to Princes Trust and 1 to PBNI psychology.

Probation Officer and Probation Service Officers have delivered 1:1 interventions in relation to coping skills (7); Victim Awareness (7); drug education/substance misuse (2) and alcohol education (1). 6 referrals were made to PBNI Psychology.

Barnardo's parenting services - 6 referrals

Mentoring Services Only

11 referrals (inc 2 re-referrals) have been made for mentoring services who are not managed by the PBNI Aspire team, but who would be of a similar criteria. 2 left the service early and 5 successfully completed.

Issues remain the same regarding Universal Credit, photographic ID and GP's. There is a clear lack of consistency when registering with GP's as some GP's refuse new registrations without photographic ID. Similarly, this applies to opening a bank

link service users to local community resources for longer term support.

The Aspire Team alongside mentoring services, Barnardo's and RJ agencies continue to provide a flexible yet robust risk management approach. The service users are in the main prolific offenders and the recall rate is high due to relapse to drugs/poor coping and limited preparation/readiness in transition from custody to community.

Mentoring Services Only

Clients achieved 56 outcomes across a range of practical areas:

- Achieved more stable financial circumstances
- Improved engagement / aspiration in education / training
- Improved family contact
- Secured professional help for health / addictions
- Improved sense of well-being Improved confidence / independence

Non- statutory work/community engagement

Staff have had a number of clients opening up bank accounts, acquiring I.D. and registering with local G.P's. A high number of clients have successfully improved their financial situation in terms of benefit applications.

A number of clients are attending Community Addictions, DAISY and Dunlewey Services and are progressing successfully in drug reduction programmes on an outreach basis.

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account where some banks accept a letter from PBNI as proof of ID (because the service user has currently no photographic ID) and some refuse but will accept a letter from solicitors.

Non- statutory work/community engagement

There were 57 community engagement referrals to NIACRO since July 2019. These included 15 referrals from POST; 8 from Working Well; 2 from Housing Rights and 5 referrals received from Community Restorative Justice Ireland.

The Aspire Community Engagement Service continues to receive referrals from a variety of sources as indicated above. The Service continues to be dealing with chronic issues experienced by the young men. Historical trauma and complex family backgrounds are being exacerbated and highlighted by significant deterioration in mental health and increased levels of addiction. Access to appropriate services continues to be difficult with service users being told by statutory services that their needs are not serious enough to be considered for service delivery. Such responses from statutory services places additional pressure on the Aspire Community Engagement Service as the levels of risk increase.

Heroin addiction alongside use of prescription medication makes daily living for the young men very difficult. 2 service users have secured places in a rehabilitation facility in Downpatrick emphasising their strength and hope for a life beyond addiction. It is important to emphasise the hard work and dedication demonstrated by all project workers across NIACRO, CRJI and NI Alternatives.

PBNI in the future will pilot the delivery of the "Back On Track" programme targeted to assist young men explore issues of understanding self, masculinity, being grounded, relationships, solution focussed, health/drugs/alcohol, goal setting and community. This programme has been co-designed with staff from the Maltese Probation Service to compare and contrast significant issues cross – cultural and will be evaluated 6 months after the completion of the first programme. Programme commencement is planned for Q1 of the next business year. Further details will be provided in the next scorecard.

Funding of Youth Outreach workers:

- Satisfaction surveys targets will be completed in next quarter report for April 2019-March 2020.

Education & Support:

- From evaluations 62 participants stated the Circle of Courage model being very relevant to practice.
- 100% of participants stated they gained a greater understanding of trauma and its impact on young people's development.

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Daily Risk Assessment and Crisis Intervention are integral to the role of a project worker and their ability to prioritise and plan engagement. The service continues to develop strong relationships with service providers across the Statutory, Community and Voluntary sector. Links have been made with Girdwood Hub in North Belfast, which is a recreational facility providing sporting activities. There has been excellent participation across the programme with the young men thereby further developing the links and the self-esteem of the young men.

A strong focus moving forward will be the collaborative partnership working with our Restorative partners. An Aspire Team day has been planned for January 2020 involving all professional partners to look at the service delivery to date and plan forward. During reflections within formal and informal supervision it is clear that the project workers are so tailored in their engagement with individuals and families. It would be beneficial for further tailored training to really develop the skills set of the team. NIACRO staff and our Restorative Partners would highlight that the length of involvement (16 weeks) is not long enough to really instil or sustain new routines and patterns of behaviour for the clients hence why re-referrals occur.

Funding of Youth Outreach workers

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

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Across the 8 areas (October – December 2019):

- 1121 young people participated in START (Supporting Teenagers Away from Recurrent Trouble) programmes
- 973 (87%) progressed across DOJ outcomes

Education & Support:

- Circle of Courage is a model of positive youth development based on the universal principle that to be emotionally healthy all youth need a sense of belonging, mastery, independence and generosity. It provides the core goals for transforming trauma into resilience.

IS ANYONE BETTER OFF?

Aspire Programme:

- There was a slight increase from 4 to 6 recalls in this quarter with 4 recalls related to service users reoffending and 2 had taken themselves out of contact with PBNI. PBNI risk assessments concluded that they could not be safely managed in the community so recall was initiated to protect the public.
- An increased number of service users are currently attending addiction services and are involved in reflective discussion on triggers to relapse/harm reduction. A number of service users have successfully completed work with addiction services. Ascertain rapid response service has seen a more responsive approach to reaching out to service users at a time of crises. The role of PSO has also focussed on the delivery of 1:1 interventions to address alcohol/drug education exploring the physical and psychological harm of addictive behaviours.
- Positive engagement in Victim Awareness work/Anger Management and Coping Skills by service users– feedback from men reflect positive impact and developing insight into the triggers to their involvement in offending with a focus on developing self-management skills.
- Of the 5 service users that transferred to the local community/ended supervision 4 of the 5 reported improved relationships with family/felt safer living in their local community/had exercised control over their drinking and reduced drug usage/noted improvement in their self-confidence/were able to resist negative influences/set realistic goals/and considered they were very unlikely to reoffend. 4 of the 5 considered they had been supported in securing a better place to live. There remain gaps in service provision however, one service user reported “Aspire has not helped me address my mental health although they have

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supported me greatly". It is hoped that the introduction of a mental health worker / Community Psychiatric Nurse in Q1 of 2020 / 2021 will make a significant impact.

- 4 service users are currently in employment and 10 have been referred to employment/training based services evidencing increased stability.
- With support from mentoring services many service users have been able to access GPs to obtain prescribed medication/obtained ID and register with housing.

Funding of Youth Outreach workers:

EA Target Monitoring OBR across the 8 areas:

Quarter 3	Programmes	Started	Progress	
Individuals feel a sense of social connection and participate in society	24	913	809	88.61%
Individuals feel and act in accordance with a sense of personal responsibility	11	93	76	81.72%
Individuals have a sense of self-efficacy, hope for the future and of agency	12	70	59	84.29%
Lawfulness is spoken about	2	20	12	60.00%
Individuals are willing to abide by the law and have an expectation that others will do so	0	0	0	0.00%
There is a permeating respect for the rule of law	3	25	17	68.00%
	52	1121	973	86.80%

Education & Support:

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

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