



COFNOD O BENDERFYNIAD WEDI'I DDIRPRWYO GAN SWYDDOG
RECORD OF DELEGATED OFFICER DECISION

Penderfyniad Allweddol | Key Decision ✓

PWNC | SUBJECT: School Holiday Enrichment Programme, Summer 2021

DIBEN YR ADRODDIAD | PURPOSE OF THE REPORT:

In accordance with the Council's Scheme of Delegation, this report has been prepared to accompany the intended officer decision to seek approval to submit a completed funding application form in order to deliver the School Holiday Enrichment Programme over the summer holiday period of 2021 in fifteen schools, namely:

1. Craig-yr-Hesg Primary School
2. Darran Park Primary School
3. Glenboi Primary School
4. Hawthorn High School
5. Llanharan Primary School
6. Mountain Ash Comprehensive School
7. Penrhys Primary School
8. Penywaun Primary School
9. Perthcelyn Primary
10. Porth Community School
11. Tonyrefail Community School
12. Ynysboeth Primary School
13. Ysgol Nantgwyn
14. Ysgol Hen Felin
15. Ysgol Ty Coch

PENDERFYNIAD WEDI'I DDIRPRWYO | DELEGATED DECISION:

It was **AGREED:**

To submit a completed funding application form in order to deliver the School Holiday Enrichment Programme over the summer holiday period of 2021 in fifteen schools, namely:

1. Craig-yr-Hesg Primary School
2. Darran Park Primary School
3. Glenboi Primary School
4. Hawthorn High School
5. Llanharan Primary
6. Mountain Ash Comprehensive School
7. Penrhys Primary School

8. Penywaun Primary School
9. Perthcelyn Primary School
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13. Ysgol Nantgwyn
14. Ysgol Hen Felin
15. Ysgol Ty Coch

<i>Gaynor Davies</i>	Gaynor Davies	15.06.21
Llofnod y Prif Swyddog Chief Officer Signature	Enw (priflythrennau) Name (Print Name)	Dyddiad Date

Mae'r penderfyniad yn cael ei wneud yn unol ag Adran 15 o Ddeddf Llywodraeth Leol 2000 (Swyddogaethau'r Corff Gweithredol) ac yn y cylch gorchwyl sy wedi'i nodi yn Adran 5 o Ran 3 o Gyfansoddiad y Cyngor.

The decision is taken in accordance with Section 15 of the Local Government Act, 2000 (Executive Functions) and in the terms set out in Section 5 of Part 3 of the Council's Constitution.

YMGYNGHORI | CONSULTATION

Jan Rose

15.06.21

LLOFNOD YR AELOD YMGYNGHOROL O'R CABINET
CONSULTEE CABINET MEMBER SIGNATURE

DYDDIAD | DATE

Alan

15.06.21

CYFARWYDDWR Y GWASANAETHAU CYLLID A DIGIDOL
DIRECTOR OF FINANCE AND DIGITAL SERVICES

DYDDIAD | DATE

RHEOLAU'R WEITHDREFN GALW-I-MEWN | CALL IN PROCEDURE RULES.

A YW'R PENDERFYNIAD YN UN BRYN A HEB FOD YN DESTUN PROSES GALW-I-MEWN GAN Y PWYLLGOR TROSOLWG A CHRAFFU?:

IS THE DECISION DEEMED URGENT AND NOT SUBJECT TO CALL-IN BY THE OVERVIEW AND SCRUTINY COMMITTEE:

YDY | YES NAC YDY | NO

Rheswm dros fod yn fater brys | Reason for Urgency:

To allow for the timely delivery of the SHEP programme by the Summer.

Os yw'n cael ei ystyried yn fater brys - llofnod y Llywydd, y Dirprwy Lywydd neu Bennaeth y Gwasanaeth Cyflogedig yn cadarnhau cytundeb fod y penderfyniad arfaethedig yn rhesymol yn yr holl amgylchiadau iddo gael ei drin fel mater brys, yn unol â rheol gweithdrefn trosolwg a chraffu 17.2:

If deemed urgent - signature of Presiding Member or Deputy Presiding Member or Head of Paid Service confirming agreement that the proposed decision is reasonable in all the circumstances for it being treated as a matter of urgency, in accordance with the overview and scrutiny procedure rule 17.2:



.15.06.21.....

.....

(Llywydd | Presiding Member)

(Dyddiad | Date)

DS - Os yw hwn yn benderfyniad sy'n cael ei ail-ystyried yna does dim modd galw'r penderfyniad i mewn a bydd y penderfyniad yn dod i rym o'r dyddiad mae'r penderfyniad wedi'i lofnodi.

NB - If this is a reconsidered decision then the decision Cannot be Called In and the decision will take effect from the date the decision is signed.

AT DDEFNYDD Y SWYDDFA YN UNIG | FOR OFFICE USE ONLY

DYDDIADAU CYHOEDDI A GWEITHREDU | PUBLICATION & IMPLEMENTATION DATES

CYHOEDDI | PUBLICATION

Cyhoeddi ar Wefan y Cyngor | Publication on the Council's Website:- _____ 15.06.21 _____

DYDDIAD | DATE

GWEITHREDU'R PENDERFYNIAD | IMPLEMENTATION OF THE DECISION

Nodwch: Fydd y penderfyniad hwn ddim yn dod i rym nac yn cael ei weithredu'n llawn nes cyn pen 3 diwrnod gwaith ar ôl ei gyhoeddi. Nod hyn yw ei alluogi i gael ei "Alw i Mewn" yn unol â Rheol 17.1, Rheolau Gweithdrefn Trosolwg a Chraffu.

Note: This decision will not come into force and may not be implemented until the expiry of 3 clear working days after its publication to enable it to be the subject to the Call-In Procedure in Rule 17.1 of the Overview and Scrutiny Procedure Rules.

Yn amodol ar y drefn "Galw i Mewn", caiff y penderfyniad ei roi ar waith ar / Subject to Call In the implementation date will be

N/A

DYDDIAD / DATE

WEDI'I GYMERADWYO I'W GYHOEDDI: ✓ | APPROVED FOR PUBLICATION :✓

Rhagor o wybodaeth | Further Information:

Cyfadran Directorate:	Education and Inclusion Services
Enw'r Person Cyswllt Contact Name:	Non Morgan
Swydd Designation:	School Organisation and Governance Team Leader
Rhif Ffôn Telephone Number:	07769 164734



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

REPORT TO ACCOMPANY THE KEY OFFICER DELEGATED DECISION

SCHOOL HOLIDAY ENRICHMENT PROGRAMME 2021

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES

**Author(s): Miss Andrea Richards, Temporary Service Director for 21st Century Schools and Transformation
Miss Non Morgan, Senior Governor Support Manager**

1. PURPOSE OF THE REPORT

- 1.1 The purpose of the report is to seek approval to deliver the School Holiday Enrichment Programme (SHEP) (also known as the 'Food and Fun Programme') for the forthcoming school summer holiday period of 2021 in 13 mainstream schools and 2 special schools.

2. RECOMMENDATIONS

It is recommended:

- 2.1 To note the information contained within the Report.
- 2.2 To approve the 13 mainstream and 2 special school settings for the delivery of the SHEP programme in line with the initial WGLA offer of funding of £165k.
- 2.3 To note that, as advised by Welsh Government, the local authority will submit an additional claim for any COVID-19 specific or Additional Learning Needs (ALN) related costs, e.g., protective personal equipment (PPE), cleaning, hygiene and additional staffing.

3. REASONS FOR RECOMMENDATIONS

To receive approval to deliver the provision of the SHEP in those 15 identified schools outlined in this report over the summer holiday period of 2021.

4. BACKGROUND

- 4.1 The School Holiday Enrichment Programme (SHEP) is a school based programme that provides healthy meals, food and nutrition education,

physical activity and enrichment sessions to a number of schools in areas of our most socially deprived communities in the County Borough during the school summer holidays. Food and Fun is the brand identity used at a local level to promote schemes to children and families.

- 4.2 During the school holidays, when free breakfast in primary schools and free school meals are not available, some families struggle to afford or access food that provides a healthy diet. Although, throughout the COVID pandemic, Welsh Government has made a commitment to continue to support children who are eligible for free school meals throughout holiday periods until the end of the academic year. Unfortunately, there are some families just above the poverty threshold that are struggling financially, and additional children require support during these challenging times. These periods can be particularly challenging due to the social isolation and a lack of intellectual stimulation experienced, and additional enrichment activities can provide much needed extended learning and social interaction experiences for those experiencing hardship.
- 4.3 The Council has successfully engaged in the running of the SHEP for the last 4 years and some of the main benefits of the programme during these extremely challenging times includes:
- opportunities for children to engage in physical activity;
 - improvements in children's diets and eating habits;
 - opportunities for social interaction and to make new friendships in a fun filled environment;
 - extended learning and engagement opportunities within a school setting;
 - helping parents/carers to meet the additional costs of school holidays;
 - improving parents' health and well-being;
 - facilitating collaboration and partnership working between agencies;
 - involving children in decision making and collaborative opportunities; and
 - making better use of existing facilities and community engagement;
- 4.4 The Welsh Government has committed to fund SHEP in 2021 with £4.85m allocated in the budget. The Welsh Local Government Association (WLGA) will continue to coordinate the roll-out by working closely with local authorities and partner agencies. Welsh Government will fund **actual scheme** costs up to a maximum of £10,000 per cohort of up to 40 children. Each mainstream provision will be able to take a maximum cohort of 40 pupils, with a maximum of 20 pupils in special school settings. Places will be applied for via an on-line booking process and will be subject to availability and will be prioritised based on need.

Access to available staffing, including specialist staff in special school settings will inform capacity of provisions to meet need.

There will be an **additional** allocation of up to £1,000 per cohort for local authority coordination and administration. Schemes will also be able to claim for COVID-19 contingency costs, additional ALN costs and scheme extension costs beyond 12 days in the summer holidays, following school sign up and discussion with WLGA. There is also additional funding available for one-to-one support of ALN pupils and this will be claimed for separately if any identified needs are identified.

- 4.5 Subsequently, in March 2021, officers submitted a grant funding application to the Welsh Local Government Association (WLGA) to deliver the annual SHEP for 2021 to 15 schools. The 13 mainstream schools and 2 special schools were selected due to the high percentage of pupils who access Free School Meals in parts of the County Borough. In response to the application, WLGA confirmed funding approval of £165k.
- 4.6 The list of schools which can be seen in the table below were selected due to the high percentage of pupils who access Free School Meals and are some of our most socially deprived communities. Certain school sites were also selected due to the facilities available for community usage.

School	Free School Meal %
Craig-yr-Hesg Primary School (pupils from Glyncoch area)	42%
Darran Park Primary School (pupils from the wider Ferndale area)	21%
Glenboi Primary School	65%
Hawthorn High (pupils from Hawthorn Primary and wider Rhydfelin area)	34%
Llanharan Primary School	36%
Mountain Ash Comprehensive	32%
Penrhys Primary School	73%
Perthcelyn Primary School	42%
Penywaun Community Primary School (pupils from the Penywaun Community)	63%
Porth Community School (pupils from the wider Porth area)	26%
Tonyrefail Community School (pupils from the wider Tonyrefail Community)	25%
Ynysboeth Primary School	44%
Ysgol Nantgwyn (pupils from the wider Tonypandy area)	33%
Ysgol Hen Felin	54%
Ysgol Ty Coch	36%

4.7 DELIVERY OF SHEP

Working closely with the headteachers of the 13 mainstream schools and 2 special schools, all pupils aged 5–11 years in the primary schools, all-through schools and 7–19 years of age in the special schools will be invited to participate in the SHEP.

The SHEP will take place between the following dates/times:

Wednesday 21st July – Thursday 5th August 2021	between 09:30–13:15
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As part of this programme a number of activities will be organised for the pupils to participate in including:

- arts and craft activities;
- food and fun activities;
- sports activities; and
- focussed mental health (mindfulness) sessions.

5. **EQUALITY AND DIVERSITY IMPLICATIONS/SOCIO-ECONOMIC DUTY**

An equality impact assessment has been undertaken and can be seen in Appendix 1.

6. **WELSH LANGUAGE IMPLICATIONS**

A Welsh language impact assessment has been undertaken and is attached in Appendix 2.

7. **CONSULTATION/INVOLVEMENT**

No formal consultation exercises have been undertaken or are required, however schools are fully engaged and involved in the setting up of the holiday clubs in collaboration with various organisations such as the WLGA, Public Health Wales, Children’s Commissioner and Welsh Government.

8. **FINANCIAL IMPLICATION(S)**

- 8.1 It is anticipated that the total cost to deliver the SHEP in the 15 schools will be £178k. This is to be fully funded from SHEP grant, £165k being the confirmed grant and any additional COVID-19 related and ALN costs to be recovered in a subsequent claim to the WLGA.

9. **LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

There are no legal implications aligned to this report, however the legislation considered is the ‘Keeping Learners Safe’ - the role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002.

10. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT

- 10.1 The provision of the SHEP over the summer holiday period of 2021 links to the 'People' and 'Place' priorities within the Council's Corporate Plan and the 'Safety', 'Health and 'Prosperity' priorities within Rhondda Cynon Taf's Single Integrated Plan. The programme particularly supports our residents and communities who are vulnerable and ensuring the needs of children are considered in everything we do, as well as embodying the principles of the Wellbeing of Future Generations (Wales) Act 2015 and contributing towards achieving many of the seven wellbeing goals.

11. CONCLUSION

Clear links can be seen between the provision of the SHEP and the achievement of the Council's priorities. The provision of this programme will support some of our most vulnerable young people in the County Borough during these unprecedented times and provide much needed support during the school summer holidays.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

REPORT TO ACCOMPANY THE KEY OFFICER DELEGATED DECISION

**REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION
SERVICES**

Background Papers

Officer to contact:

Non Morgan, Senior Governor Support Manager

SCHOOL HOLIDAY ENRICHMENT PROGRAMME (SHEP)



APPENDIX 1 - EQUALITY IMPACT ASSESSMENT

All documents relating to this consultation are available on the 'Get Involved' page on the Council website

Mae'r ddogfen yma ar gael yn y Gymraeg / This document is available in Welsh.

Equality Impact Assessment Questionnaire

Directorate: Education and Inclusion Services

Service Area: 21st Century Schools

Responsible Officer: Non Morgan, School Organisation & Governance Team Leader

This is a live document and will be updated as the proposals progress. It is to be read alongside the Welsh Language Impact Assessment and the Cabinet Report as the information in all documents is related and the themes within them are cross-cutting.

1. Name of Project:

School Holiday Enrichment

The proposal is to:

To provide SHEP, which is a school-based education programme that provides food and nutrition education, physical activity, enrichment sessions and healthy meals to children in areas of social deprivation during the school summer holidays. Bwyd a Hwyl/Food and Fun is the brand identity used at local level to promote schemes to children and families.

- *“Working together to promote healthy living, positive well-being and improve engagement with education and the school during the summer holidays.”*

The Council will once again offer a summer activity programme at 15 locations across the County Borough during the school summer holidays.

2. Policy Aims – Consider why is the Proposal Needed:

How will the Council ensure the project works as intended?

Feedback will be requested from the pupils who attend and their parents / carers, post project.

Contribution to the Well-being of Future Generations Act (Wales) 2015

We consider that the SHEP proposal will contribute positively to all. These goals are:

1. A prosperous Wales.
2. A resilient Wales.
3. A healthier Wales.

4. A more equal Wales.
5. A Wales of cohesive communities.
6. A Wales of vibrant culture and thriving Welsh language.
7. A globally responsible Wales.

- **A prosperous Wales**
Improving nutritional and educational outcomes through a planned programme of activities.
- **A resilient Wales**
The programme will contribute towards a healthier lifestyle, with pupils encouraged to undertake more physical activities.
- **A healthier Wales**
The pupils who attend will receive fun nutritional information on a daily basis and will undertake at least one hour of physical activity.
- **A more equal Wales**
SHEP is accessible to the pupils that attend the nominated schools.
- **A Wales of cohesive communities**
The activities will provide an opportunity for children from a range of communities to come together and interact socially in a supportive environment.
- **A Wales of vibrant culture and thriving Welsh language**
There will be opportunities for children to access Welsh medium provision in some settings.
- **A globally responsible Wales**
There will be opportunities for children to take advantage of their natural environment as part of this programme.

In addition, an assessment of the proposals on The Wellbeing of Future Generations Act (2015) five ways of working is outlined in the table that follows:

Assessment of Proposals on The Proposals on The Wellbeing of Future Generations Act (2015) Five Ways of Working	
Long Term (The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs).	How does your project balance short term need with the long term and planning for the future?
	<p>The project is a twelve day programme, <i>“Working together to promote healthy living, positive well-being and improve engagement with education and the school during the summer holidays.”</i></p> <p>The programme has five outcomes:</p> <ol style="list-style-type: none"> 1. Improved mental health & wellbeing

	<ol style="list-style-type: none"> 2. School engagement and education attainment 3. Improved aspirations 4. Improved physical activity 5. Improved dietary behaviour <p>The long term vision for the Council is to provide the learners with nutritional education through fun and play. The project will also encourage learners to be physical active.</p>
<p><u>Prevention</u> (How acting to prevent problems occurring or getting worse may help public bodies meet their objectives).</p>	<p>How does your project put resources into preventing problems occurring or getting worse?</p> <p>SHEP is a school-based programme that provides healthy meals, food and nutrition education, physical activity and enrichment sessions to children in areas of social deprivation during the summer holidays.</p> <p>The main benefits are:</p> <ol style="list-style-type: none"> 1. The clubs make children more active 2. Improvements in children's diets 3. Making new friends and having fun 4. Learning and engagement with school 5. Helps parents meet the costs of school holidays 6. Improving parents' health and well-being 7. Parents learn new skills 8. Involves the whole family 9. Facilitates collaboration between agencies 10. Involves children in decision making 11. Makes better use of existing facilities 12. Encourages community engagement 13. Offers paid and voluntary employment 14. Signposts to other services
<p><u>Integration</u> (Considering how the public body's wellbeing objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies).</p>	<p>How does your project deliver economic, social, environmental and cultural outcomes together?</p> <p>During the school holidays, when Free Breakfast in Primary Schools and Free School Meals are not available, some families struggle to afford or access food that provides a healthy diet. Some children also experience social isolation and a lack of intellectual stimulation, normally provided by school or family enrichment activities, and this may contribute to widening the attainment gap.</p> <p>Food insecurity is a growing issue in Wales, and the UK as a whole. In 2016 the Public Policy Institute for Wales identified this as a major policy priority along with the under-use of school facilities to</p>

	<p>provide community-based services and the emotional wellbeing of primary school children.</p> <p>SHEP embodies the principles of the Well-being of Future Generations (Wales) Act 2015 and contributes towards achieving the well-being goals [GT1]. Public Service Boards can demonstrate sustainable development and realise a wide range of benefits by delivering SHEP in their local authority.</p>
<p><u>Collaboration</u> (Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its wellbeing objectives).</p>	<p>How does your project involve working together with partners (internal and external) to deliver wellbeing objectives?</p> <p>The SHEP project requires collaboration with Councillors, Local Health Boards, head teachers, school governors, agencies and parents. The Local Authority has a steering group and SHEP Coordinator.</p>
<p><u>Involvement</u> (The importance of involving people with an interest in achieving the well-being goals and ensuring that those people reflect the diversity of the area which the body serves).</p>	<p>How does your project involve stakeholders with an interest in achieving the wellbeing goals? How do those stakeholders reflect the diversity of the area?</p> <p>The SHEP co-ordinator is working with stakeholders from the LA and Local Health Board to deliver a fun and varied timetable of activities during the project. The SHEP steering group includes representatives from Leisure, Cwm Taf Health Board, Catering and Arts & Culture.</p>

Contribution to the Welsh in Education Strategic Plan

All Local Authorities in Wales must produce a Welsh in Education Strategic Plan (WESP). The WESP is a long-term language planning tool which sets the direction for the strategic planning, delivery and growth in Welsh medium and Welsh language education. Through the WESP, and effective strategic planning and investment. The Council aims to contribute significantly to achieving the vision of one million people in Wales being Welsh speakers by 2050 as set out in Cymraeg 2050. The Council's current WESP can be viewed and downloaded from the Council website via:

<https://www.rctcbc.gov.uk/EN/Council/WelshServices/Relateddocs/WelshinEducationStrategicPlan201720.pdf>

The new ten year WESP for the period between 2022 to 2032 is currently being written and will be subject to a statutory consultation process shortly.

Educational Considerations

Previous evaluation reports of SHEP have indicated:

- An improvement in the connection between parents and the school community;
- Increased engagement in the school routine;
- Children's improved relationships with school staff;
- Improvement in adherence to school rules and expectations;
- Pupils maintaining a routine throughout the summer;
- Improved access to ICT / learning resources;
- A reduction in children's school associated depressive symptoms; and
- Informal learning opportunities

Implications for Staff

Staff currently employed within RCT schools will be given the opportunity to support the project for the twelve days during the summer holiday period. Staff from Leisure, Governor Support, Catering and Culture and Arts will also support the project.

Implications for Pupils

The implications and outcomes have been listed in the 2019 evaluation report:

<https://www.wlga.wales/SharedFiles/Download.aspx?pageid=62&mid=665&fileid=2844>

The Council considers that there are no negative impacts of the project for pupils, parents/carers, staff or the local community, we consider these changes to have a positive impact for all.

Financial Implications

The Council has applied to the WLGA for funding. £10,000.00 per project. Additional funding is available for 1:1 support for pupils, additional staff in Special School settings and additional COVID related costs.

3. Who does this Proposal apply to?

Children and young people aged 5 to 11 years of age within the mainstream schools and pupils from 5-19 in the two special school settings.

4. Indicate if this is a New Proposal, Review or a Proposed Cessation:

Review.

5. Identifying Impacts

Identifying Impacts				
People/Issues to Consider	Impact Proposal will Have			If a + ve + or – ve – impact is identified, explain why.
	+ ve +	- ve -	Neutral (No Impact)	
Age (Young and Old)	Yes			Providing a summer programme that promotes health and wellbeing. Physical activities and enhanced activities will also be provided.
Disability (remember to consider the different types of disability)	Yes			The programme is accessible to all pupils including two special schools.
Gender			Yes	
Gender Reassignment			Yes	
Race			Yes	
Religion or Belief			Yes	
Sexual Orientation			Yes	
Welsh Language			Yes	
Parents/Carers	Yes			Feedback from previous projects has been positive, including an improved relationship with school staff, continued structure during the holiday period and informal learning opportunities.

6. What evidence is there to support your conclusions?

The evidence to support these conclusions is fully outlined in the SHEP evaluation report

<https://www.wlga.wales/SharedFiles/Download.aspx?pageid=62&mid=665&fileid=2844>

7. In areas where a negative impact has been identified are there any ways that the negative effect could be reduced or removed?

No negative impacts have been identified.

8. What involvement and consultation has been done in relation to this proposal and what are the results?

The SHEP co-ordinator has consulted with senior Council Officers regarding this proposal. The Cabinet Report will be discussed in June 2021

9. What arrangements have been put in place to review the actual impact of the proposal once it has been implemented?

Questionnaires will be sent to parents, carers and pupils at the end of the project. The impact will be reviewed following the results being collated.

10. What option have you chosen as a result of your impact assessment?

Continue to implement the project.

Please indicate and provide reasons for your decision.

The evidence to support these conclusions is fully supported by the SHEP outcomes from the previous three years.

11. Action Plan

Equality Impact Assessment Action Plan				
Action	Responsible Officers	Timescale for Actions	Timescale for Review	Measures to be Taken to Evaluate Effects of Actions
Consult with the Headteachers to implement the programme and engage staff / pupils	Non Morgan	June 2021	1 July 2021	Regular meetings to be held with all stakeholders
Plan the activity timetable / menu	SHEP working party	May – June 2021	1 July 2021	Regular meetings to be held with all stakeholders
Evaluate the project	Non Morgan	August 2021	August 2021	On-line questionnaire to be drafted and sent to pupils, parents and carers

12. Please outline below any negative impacts that have been identified in the Equality Impact Assessment Questionnaire and not addressed in the Equality Impact Assessment Action Plan.

None.

Please keep a copy of the Equality Impact Assessment Questionnaire and the Equality Impact Assessment Action Plan and send copies to:

Equality, Diversity and Social Justice Team
RCTCBC
The Pavilions
Clydach Vale
CF40 2XX

Email: equality@rhondda-cynon-taf.gov.uk

Signed: Gaynor Davies

Date: June 2021

Job Title: Director of Education and Inclusion Services

SCHOOL HOLIDAY ENRICHMENT PROGRAMME (SHEP)



APPENDIX 2: WELSH LANGUAGE IMPACT ASSESSMENT

All documents relating to this consultation are available on the 'Get Involved' page on the Council website.

Mae'r ddogfen yma ar gael yn y Gymraeg / This document is available in Welsh.

Welsh Language Impact Assessment

This Welsh Language Impact Assessment (WLIA) tool enables the Council to consider the principles and requirements of the Welsh Language Standards (No.1) Regulations 2015 to ensure compliance with the Welsh Language Measure 2011.

It is to be read alongside the Cabinet Report and the Equality Impact Assessment, as the information in all documents is related and the themes within them are cross-cutting.

STAGE 1 – Information Gathering

NOTE: As you complete this tool you will be asked for **evidence to support your views**. Please see guidance document for more information on data sources.

Proposal Name	School Holiday Enrichment Programme (SHEP)
Directorate/Department	Education and Inclusion Services – 21 st Century Schools Team
Service Director	Andrea Richards
Officer Completing the WLIA	Non Morgan – School Organisation & Governance Team Leader
Email	Non.r.morgan@rctcbc.gov.uk
Brief Description	<p>In summary, the proposal is to deliver the SHEP in 15 schools during the summer holiday period.</p> <p>SHEP is a school-based education programme that provides food and nutrition education, physical activity, enrichment sessions and healthy meals to children in areas of social deprivation during the school summer holidays. Bwyd a Hwyl/Food and Fun is the brand identity used at local level to promote schemes to children and families.</p> <p>The project is a twelve day programme, <i>“Working together to promote healthy living, positive well-being and improve engagement with education and the school during the summer holidays.”</i></p> <p>The programme has five outcomes:</p> <ol style="list-style-type: none"> 1. Improved mental health & wellbeing 2. School engagement and education attainment 3. Improved aspirations 4. Improved physical activity 5. Improved dietary behaviour <p>To achieve this proposal, the Council is seeking to provide the project in 15 schools</p>
Is it a policy/project that could affect service users or how	Yes.

services or functions are performed?																
What are the aims of the policy/project, and how do these relate to the Welsh language?	The aim of the project is to provide food and nutrition education, physical activity, enrichment sessions and healthy meals to children in areas of social deprivation during the school summer holidays. Pupils from Welsh medium schools will be able to access the projects and every effort will be made to recruit bi-lingual staff. School staff will be employed to support the projects and will be using bilingual phrases with pupils who attend e.g., bore day, prynhawn da. Where bi-lingual staff are appointed then these interactions will be conducted in accordance with language preferences where possible and appropriate to do so.															
Who will benefit? Could the policy/project affect Welsh language groups?	Pupils who attend Welsh medium primary schools and their parents / carers.															
Current linguist profile of the geographical area(s) concerned	<p>Every ten years the nation sets aside one day for the Census – a count of all people and households. The Census is a key source of information about the number of people who can speak Welsh.</p> <p>The 2011 Census¹ indicated that of the 225,555 residents living in the County Borough of Rhondda Cynon Taf, 12.3% (27,779) were able to speak Welsh, whilst the remaining 87.6% (197,776) were not able to speak Welsh. This can be compared to the all Wales figures that showed of the 2,955,841 residents living Wales, 19.0% (562,016) were able to speak Welsh, whilst the remaining 81.0% (2,393,825) were not able to speak Welsh.</p> <p>The Annual Population Survey² collects information about respondents' Welsh speaking ability and includes a question on how often people speak Welsh. It is updated quarterly, so is a more up-to-date source than the Census. The most recent Annual Population Survey, for the quarter ending September 2020, reported that 19.3% of respondents living in the County Borough of Rhondda Cynon Taf said they could speak Welsh, this is compared to all Wales percentage of 28.8% of respondents. This can be further broken down to the data contained in the table that follows.</p> <table border="1" data-bbox="414 1411 1556 1691"> <thead> <tr> <th colspan="3">Welsh Language Skills of Residents – (%)</th> </tr> <tr> <th></th> <th>County Borough of Rhondda Cynon Taf</th> <th>Wales</th> </tr> </thead> <tbody> <tr> <td>Can Read Welsh</td> <td>18.2%</td> <td>25.8%</td> </tr> <tr> <td>Can Write Welsh</td> <td>16.7%</td> <td>23.5%</td> </tr> <tr> <td>Can Understand Spoken Welsh</td> <td>23.5%</td> <td>33.0%</td> </tr> </tbody> </table> <p>The data demonstrates that in each Welsh language skill area, the 'all Wales' percentages are notably higher than the County Borough percentages. However, the current data shows a significant increase in the number of residents that can read, write, and understand spoken Welsh since the last census in 2011.</p>	Welsh Language Skills of Residents – (%)				County Borough of Rhondda Cynon Taf	Wales	Can Read Welsh	18.2%	25.8%	Can Write Welsh	16.7%	23.5%	Can Understand Spoken Welsh	23.5%	33.0%
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¹ [2011 Census](#)

² [Annual Population Survey](#)

When asked about their frequency of speaking Welsh, the table that follows shows a breakdown of responses of respondents living in the County Borough of Rhondda Cynon Taf compared to the all Wales responses.

Welsh Language Skills of Residents – (%)		
	County Borough of Rhondda Cynon Taf	Wales
Speak Welsh Daily	6.9%	16.2%
Speak Welsh Weekly	5.0%	4.8%
Use it Less Often	5.7%	6.2%

The data demonstrates that the percentage of respondents that speak Welsh daily is far lower for the County Borough than the all Wales percentage.

The Welsh Language Use Survey³ for the years 2013 to 2015, contains detailed information about Welsh speakers' fluency and their use of the Welsh language in a range of settings. When looking where respondents living in Wales learned to speak Welsh, the majority, 45.0%, learned to speak Welsh at home, followed by 26.0% who learned to speak Welsh at nursery school and primary school between the ages of 2 to 10 and 14.0% who learned to speak Welsh at secondary school at the age of 11 plus. The remaining 2.0% learned to speak Welsh in other settings, including at 'Welsh for Adults' courses.

Other relevant data or research

Which Welsh language groups are relevant to this policy/project who are the main stakeholders?

Welsh medium schools situated within the catchment of the schools hosting the projects.

Is the policy/project, or could the policy/project, promote the Welsh language more and/or the use of Welsh?

Yes, this project will promote the Welsh language using bilingual phrases, and more extensive use of the Welsh language will be used where appropriate and possible.

³ [Welsh Language Use Survey 2013 to 2015](#)

Stage 2 – Impact Assessment

In this section you need to consider the impact, the evidence and any action you are taking for improvement. This is to ensure that the opportunities for people who choose to live their lives and access services through the medium of Welsh are not inferior to what is afforded to those choosing to do so in English, in accordance with the requirement of the Welsh Language Measure 2011.

Will the proposed action affect any or all of the following?

	Yes	No	No impact / Negligible	Describe why it will have a positive/negative or negligible impact on the Welsh language.	What evidence do you have to support this view?	What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?
Use of Welsh	X			Staff will promote bilingualism throughout the project.	- The staff employed to support the projects are school based staff who already encourage the use of the Welsh language in all school settings.	- SHEP Co-ordinators to ensure the use of bilingual phrases throughout the projects and staff to encourage more extensive use of the Welsh language where required and/or possible.
Sustainability of Welsh speaking communities	X			Pupils who attend Welsh medium schools within the catchment of the projects will be encouraged to apply and attend. Bilingual staff will also be encouraged to apply for posts.	- The applications received from the Welsh medium schools	- Promote the application process and ensure that the projects are accessible to Welsh speaking learners and staff.
Numbers and/or percentages of Welsh speakers	X			This will be dependent on applications received.	- Applications received	- Promote the application process and access to the project.

Fluency and confidence of Welsh speakers and learners to use Welsh	X			Continuously promote the use of the Welsh language through phrases used	On-site visits undertaken by the SHEP Lead	- Outcome of visits
Transmission of Welsh at home / from one generation to the next			X	Children that speak Welsh will be able to share their experiences in the home context and with the wider family.	No direct evidence but children will be encouraged to share their experiences with wider families.	
Using Welsh in the workplace	X			Bilingualism to be promoted throughout the project	School based staff already using bilingual phrases in the day-to-day workplace. Welsh speaking candidates will be encouraged to apply for posts.	<ul style="list-style-type: none"> - Encouragement of participation to promote the use of Welsh. - Encouragement of applications from Welsh speaking staff.
Flow of Welsh speakers to and from traditional Welsh strongholds			X			
The net impact of the number and percentage of Welsh speakers in an area / or nationally			X			
Promoting the Welsh language in everyday life and its status.	X			See above (Numbers and/or percentages of Welsh speakers).	See above (Numbers and/or percentages of Welsh speakers).	- See above (Numbers and/or percentages of Welsh speakers).

Stage 3 – Welsh Language Standards Monitoring

Does the proposed decision adhere to our statutory responsibilities with regards the Welsh Language Standards generally and the Council's Compliance Notice?

Could the policy/project/action result in non-compliance with the Welsh Language Standards?

Does it affect service standards, e.g., how the body arranges contracts, grants, correspondence, IT systems or how we interact with the public?	N/A
In what ways might the policy/project negatively affect Operational Standards, including the use of Welsh within the organisation, the Welsh language skills of the workforce and the translation service?	N/A.
Does it encourage people to use Welsh at work?	Yes.
Could this policy/project promote Welsh medium education or opportunities to study through the medium of Welsh?	Yes.
Can this policy/project promote the status of Welsh or positive attitudes towards the language?	Yes.
Could this create opportunities to raise people's confidence to use Welsh or improve their skills to use Welsh more often or in more situations?	Yes.

Stage 4 - Strengthening the proposal/project

In view of any mitigating actions listed above, what practical changes/actions could help reduce or remove any negative impacts on the Welsh Language?

Special attention should be given to deciding who, when and where.

Effects that are positive for some groups could be detrimental to others - even among Welsh language groups. Consider the effects on different groups. For example, a proposal/project may be beneficial to Welsh learners, but not to Welsh speakers. Also consider is the measure necessary? Would it be possible to meet demand without any new developments? Could other existing provision be used? Where should the development be?

What are you going to do?	When are you going to do it?	Who is responsible?
Encourage pupils from Welsh medium primary schools to attend the projects	As part of the promotion of the projects and application process	SHEP steering group
Monitor the number of applications from Welsh medium primary schools	During the application process	Non Morgan