

# Education, Children and Families Committee

**10.00am, Tuesday, 15 December 2020**

## Child Poverty Update

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Note the progress of actions to mitigate/reduce child poverty arising from ongoing work across Schools and Lifelong Learning including an update on holiday hunger;
  - 1.1.2 Agree the 2019/20 Local Child Poverty Action Report, prepared in partnership with NHS colleagues;
  - 1.1.3 Note the approval by Policy and Sustainability of a cross-council work programme to take forward Edinburgh Poverty Commission calls to action to end all forms of poverty in Edinburgh;
  - 1.1.4 Agree that short updates on actions to address child poverty in Edinburgh are included in future business bulletins to this committee.
  - 1.1.5 Agree that future reports on Child Poverty to this Committee will focus on progress with the Local Child Poverty Action Report, for which there is a statutory duty.

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# Report

## Child Poverty Update

### 2. Executive Summary

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- 2.1 This report provides an update for the Education, Children and Families Committee on actions underway to tackle child poverty. In doing so, the report provides a specific update on those actions developed and delivered by Schools and Lifelong Learning with partners, and updates members on ongoing work to reduce holiday hunger in Edinburgh.
- 2.2 The report notes the approval on 1 December by Policy and Sustainability Committee of a comprehensive Council wide delivery plan in response to calls for action made by the Edinburgh Poverty Commission. In doing so, the report notes the areas of that plan which relate specifically to child poverty and actions for delivery by Education, Communities and Families services.
- 2.3 For a more comprehensive view, an appendix to the report recaps the responsibilities for Local Government and Health Boards arising from the Child Poverty (Scotland) Act. These include requirements to prepare a joint annual report (the Local Child Poverty Action Report) describing existing and new planned actions to reduce and mitigate the effects of child poverty.
- 2.4 To meet these requirements, the includes for approval a draft of the City of Edinburgh Local Child Poverty Action Report for 2019/20.

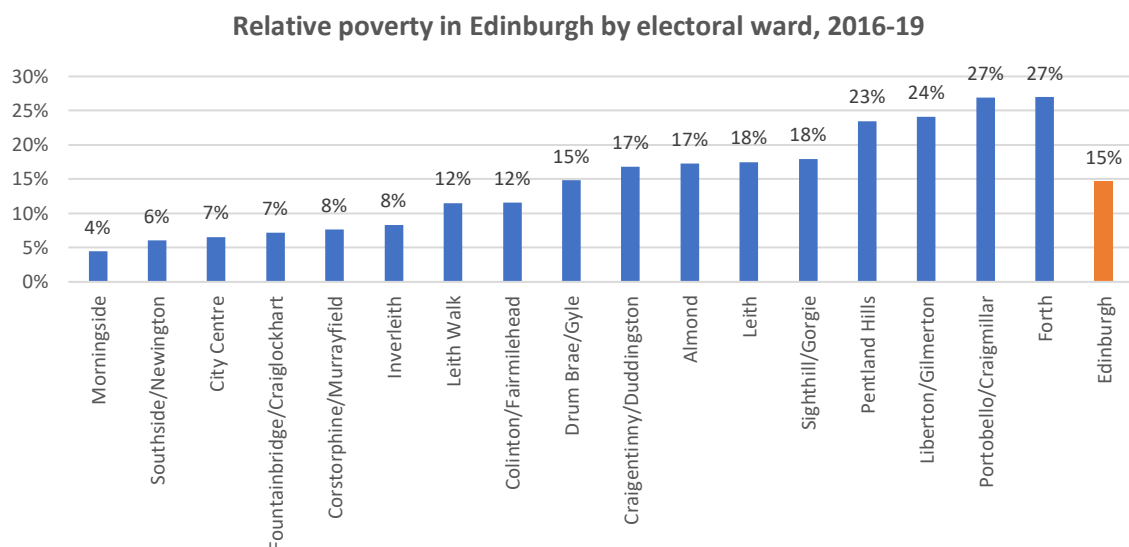
### 3. Background

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- 3.1 Edinburgh is an affluent city. Average incomes are 27% higher than the Scotland average. Unemployment rates are lower than those of any other major UK city. Employment rates are high and average wages are higher than those of most other areas in the UK. Despite this economic success, however, significant levels of poverty exist in Edinburgh.
- 3.2 There are no official Scottish Government estimates for measuring poverty at the local authority level in Scotland. This year, however, DWP and HMRC have begun publication of an experimental data series providing estimates of local child poverty. Using this data as a starting point, the Edinburgh Poverty Commission estimated that a total of 76,700 people in Edinburgh were living in poverty in 2016-19 after housing costs. This equates to 15% of the total population of the city – lower than

the Scottish average of 19%, but still high considering the affluence and economic success the city has enjoyed over recent years.

- 3.3 Poverty rates in Edinburgh vary considerably between different areas of the city, with rates of up to 27% recorded in some electoral wards, and as low as 3% in others. This pattern of inequality is replicated across all four of the locality areas which make up the city – North West, North East, South East, and South West. Every locality contains areas of high poverty. Most localities contain areas of relatively low poverty.
- 3.4 This spatial pattern of poverty is replicated by modelling of local child poverty rates. Overall, this analysis estimates that 18% of all children in Edinburgh live in relative poverty after housing costs. This is almost 1 in 5 children across the city and is estimated at approximately 14,600 children.



Source: Edinburgh Poverty Commission, [Poverty in Edinburgh: Data and Evidence, September 2020](#)

## 4. Main report

### Council response to Edinburgh Poverty Commission findings

- 4.1 The final report of the Edinburgh Poverty Commission was published on 30th September 2020. This report gave a clear call to action to the city to aim to end poverty in Edinburgh by 2030, and a framework of 55 actions needed to meet this objective.
- 4.2 On 6th October and 1st December, the Policy and Sustainability Committee approved reports outlining the Council's response to the Commission's call to action. These included:
  - 4.2.1 Agreement that the Council will commit to working towards the aim of ending poverty in Edinburgh by 2030 as defined by the four targets set by the Commission aiming that by 2030:
    - 4.2.1.1 No-one in Edinburgh needs to go without basic essentials they need to eat, keep clean, stay warm and dry;

- 4.2.1.2 Fewer than one in ten people, including fewer than one in ten children, are living in relative poverty in Edinburgh at any given time;
- 4.2.1.3 No-one in Edinburgh lives in persistent poverty; and
- 4.2.1.4 No-one in Edinburgh experiences stigma due to their income.
- 4.2.2 Agreement that the Council will work with a new End Poverty Edinburgh citizen group to ensure that the voices of people with experience of poverty continue to inform the way the Council plans and delivers services, and
- 4.2.3 Agreement of a new City of Edinburgh Council, End Poverty Edinburgh Delivery Plan, 2020-30.
- 4.3 This delivery plan includes actions for implementation by all Council services to meet the commission calls to action for fair work, a decent home, income security, opportunities to progress, connections and belonging, health and wellbeing, and the transformation of services to ensure that support available for people in or at risk of poverty is less complex to navigate, and more humane and more compassionate to experience.
- 4.4 Within this framework of actions, the plan highlights the critical role of education, communities, and families services, noting priorities for:
  - 4.4.1 Extension into other council services of the successful approaches pioneered in schools by the 1in5 programme
  - 4.4.2 Continuation of critical services to address holiday hunger and isolation, such as Discover
  - 4.4.3 Further development of people-centred income maximisation, family and household support services embedded in local communities (as exhibited by the Maximise! approach)
  - 4.4.4 Continuing the delivery and development of core existing plans and strategies aiming to ensure pupils thrive at school and close the attainment gap, including – Edinburgh Children Services Plan, Education Improvement Plan 2020-23 and the Edinburgh Learns Equity Framework
  - 4.4.5 Development and delivery of the Learning 4 Life Programme, as part of the Council Adaptation and Renewal Plan, aiming to create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued.

### **Local Child Poverty Action Reporting**

- 4.5 In making its final report, the Edinburgh Poverty Commission recommended that progress towards delivery of its call to action should be reported by the Council in the annual Local Child Poverty Action Plans it has an existing statutory duty to produce.
- 4.6 The Child Poverty (Scotland) Act places a duty on local authorities and health boards to jointly prepare an annual Local Child Poverty Action Report (LCPAR) on actions to reduce the impact of child poverty. The legislation states that these

reports must aim to provide a strategic forward look, as well as an account of progress to date, and should:

- 4.6.1 "Describe any measures taken in the area of the local authority during the reporting year...for the purpose of contributing to the meeting of [national] child poverty targets.", and
- 4.6.2 Set out information on measures that the local authority plans to take to contribute to the meeting of the [national] child poverty reduction targets.
- 4.7 The first City of Edinburgh Local Child Poverty Action Report was published by City of Edinburgh Council and NHS Lothian in June 2019, with feedback provided by the Improvement Service earlier this year. In response to Covid-19 related service disruptions, in Spring 2020 the Scottish Government agreed that LCPARs for the year 2019/20 could be delayed until the end of 2020. Following this extension, Appendix 1 to this report presents a draft City of Edinburgh LCPAR for 2019/20.
- 4.8 This report has been jointly prepared by City of Edinburgh and NHS Lothian colleagues working together through the Edinburgh Child Poverty Officer Group. This group (formed from a merger of the former Child Poverty Action Unit and the Strategic Outcome 4, Equity Group) have been meeting weekly since Spring 2020 to:
  - 4.8.1 maintain momentum and ensure the actions undertaken by services as a result of Covid-19 was reflected and reported in the LCPAR
  - 4.8.2 align the work on Child Poverty with the Edinburgh Poverty Commission's recommendations and the Council's response to these
  - 4.8.3 align Child Poverty work with the Adaptation and Renewal Programmes, specifically Poverty and Prevention and Edinburgh learns for Life, both part of the Life Chances Workstream.
- 4.9 Towards this, the draft report provided in Appendix 1 provides:
  - 4.9.1 An overview of actions taken to address Child Poverty and improve partnership working during 2019/20
  - 4.9.2 An assessment of latest data and trends on child poverty in Edinburgh, and
  - 4.9.3 An overview of planned partnership actions and priorities for 2020/21, incorporating Council and Partner responses to the Edinburgh Poverty Commission calls to action.

### **Progress on action to reduce Child Poverty**

- 4.10 The full overview of actions to reduce Child Poverty undertaken during 2019/20 is provided in Appendix 1 to this report. The remainder of this paper provides detailed updates on key elements of the report, with specific focus on actions undertaken through Schools and Lifelong Learning, including:
  - 4.10.1 Holiday hunger
  - 4.10.2 Free School Meals during holidays and while self-isolating

#### 4.10.3 Discover!

#### 4.10.4 1 in 5: Raising awareness of child poverty

#### 4.10.5 Maximise! and

#### 4.10.6 Community access to sanitary protection

- 4.11 Alongside these updates, work to address child poverty in schools is led by Edinburgh Learns, details of which are contained within Edinburgh Learns Equity update also considered by Committee at this meeting.

#### ***Holiday Hunger in Edinburgh (Councillor Arthur's Motion of 8 October 2019)***

- 4.12 Councillor Arthur's Motion of 8th October 2019 requested an update on the ongoing work to reduce holiday hunger in Edinburgh. This includes progress on the feasibility of the Council doing more to tackle holiday hunger either alone or via increased partnership working.
- 4.13 Officers from Lifelong Learning met with staff from Jack Kane Community Centre, the Venchie, Magdalene Community Centre and Sandy's Community Centre, facilitated by EVOC. The purpose was to look at how Discover! and community programmes could work together and share relevant information about programmes and plans.
- 4.14 The group agreed that each had a role to play in delivering holiday programmes and that an important role for Discover! is to help bridge between schools, the holidays, and community provision.

#### ***Free School Meals during holidays and while isolating***

- 4.15 Free school meals payments made during school closures/school holidays/first week of term (23 March 2020 to 14 August 2020) totalled £1,547,833.00 for 6,637 children.
- 4.16 A further 6,519 free school meals payments were made for the October holiday (19 October 2020 to 26 October 2020). An additional 934 children are eligible for payment, and further information is required before payment can be made and contact has been made with the parents to progress these claims. A reminder was issued on 24 November.

	Awards to 30 September 2019	Awards to 30 September 2020	Awards to 27 November 2020
Free School Meals	6,403	7,571	8,116
Clothing Grants	5,737	6,540	7,382

- 4.17 It was recently confirmed that children and young people who self-isolating and are entitled to free school meals should receive the meal/payment in lieu of payment. Discussions are underway to ensure the process for identifying FME self-isolating children are robust.

### ***Discover! (holiday hunger and fun learning activities) pre-Covid***

- 4.18 A citywide full year evaluation for Discover! from Christmas 2019 to January 2020 is available at Appendix 2. In Discover! February 2020, the following Hubs ran over three days and welcomed increasing numbers of participants as follows:
- |   |     |
|---|-----|
| 4.18.1 North East (Portobello High School):   | 85  |
| 4.18.2 South East (Gracemount Primary School) | 96  |
| 4.18.3 North West (Craigroyston)              | 82  |
| 4.18.4 South West (WHEC)                      | 138 |
- 4.19 A robust citywide evaluation of Discover! over a full year revealed positive impacts with Discover! found to be meeting all its aims. An unexpected finding was the level of social isolation and the positive effects of attending Discover! There is evidence that:
- 4.19.1 food and financial anxiety are alleviated during the holidays,
  - 4.19.2 the quality of fun, learning activities and trips is high and valued for children and parents/carers alike
  - 4.19.3 Discover! is making a difference for families who are socially isolated, living in poverty and with additional support needs, poor mental health and caring responsibilities.
  - 4.19.4 Consistently feedback reflects positively on how supportive, helpful and kind the staff are. This is shown to be building trusted relationships between staff and families, between families and is helping improve relationships within families.

### ***Discover! during and post lockdown***

- 4.20 As a result of Covid-19 lockdown, the Easter Discover! programme was cancelled. All Discover! families were given a payment to cover the meals they would have had for each day Discover! would have taken place.
- 4.21 Lifelong Learning officers phoned Discover! families offering appropriate support or sign-posting and making onward referrals if needed. In addition, a Google calendar of daily free online activities was shared with the families.
- 4.22 The Summer Discover! programme moved fully on-line, 5 days a week every week of the holiday. A programme of live streamed, pre-recorded events and activity links was shared with all the Discover! families. Families were supported to safely join a secure Facebook group with Lifelong Learning staff and partners acting as moderators as well as developing a programme of activity. Each week was themed to link to a different country, ensuring diversity and learning, linked through the activities.
- 4.23 All 362 Discover! families received a direct payment to their bank accounts (205), or supermarket vouchers if they did not have a bank account (157) for the 3 days each week where they would have attended a Discover hub

- 4.24 169 families joined the Facebook Group and of them 125 signed up to receive a weekly Discover! in a Box, meaning over 600 boxes in total were sent to families over the summer. The boxes contained fresh ingredients and utensils ensuring the families could participate in the live-streamed cooking workshops and the daily food and cooking programme. Edinburgh Community Food contributed significantly with workshops, food education activities, practical support and funding. The boxes also contained art materials and sport resources so families could participate in the daily events and activities on-line. In addition the boxes contained a small gift, books and sanitary products, as well as advice and information leaflets.
- 4.25 The feedback from families was extremely positive and the Discover! October programme built on this and on the strong partnership with Edinburgh Community Food.
- 4.26 For October, Lifelong Learning Officers identified families with no access to IT and made referrals to People Know How, securing 27 devices for families. A successful application to Connecting Scotland for up to 75 more devices will ensure more families are able to participate. Digital champions are currently being identified to support families who are not confident using IT.
- 4.27 Schools were asked from August to recommend new families for Discover! October and the number of recommended families has nearly doubled since the summer.
- 4.28 259 families engaged in the Discover! October Facebook Group (up by 90 from the summer), again enjoying daily activities, links to resources, live cooking, art and sport workshops, home energy advice and with direct payments, sanitary products and other information. 185 families received Discover in a Box with fresh food, utensils and other resources., all linked to the week's programme, which was themed around autumn. Not all families could be accommodated at October and they are being prioritised for Christmas and new year.
- 4.29 The partnership with Edinburgh Community Food continues to strengthen with the Group actively contributing to planning as well as the delivery of Discover!
- 4.30 An overview of Discover! can be found at Appendix 3 with pictures and quotes, indicating the impact and level of engagement and social and cultural capital being developed.

### ***1 in 5 Raising Awareness of Child Poverty***

- 4.31 On 9 December 2019, a 1 in 5 Raising Awareness of Child Poverty: Training Event was attended by around 80 social work staff from several practice teams. The 1 in 5 training for schools was adapted to be relevant for social work practitioners with additional and relevant research updates and information included. The training event was designed to ensure social workers consider the impact of poverty on behaviour and thinking. Work is currently underway to develop a Top Tips for Social Workers on poverty proofing practise
- 4.32 On 22 January, 1 in 5 Raising Awareness of Child Poverty: Train the Trainer session was delivered for the South East Improvement Collaborative (SEIC) at the Quaker Meeting House. Twenty education staff attended, which included the



Attainment Advisors for each of the SEIC areas and staff from schools in the SEIC. The feedback from the sessions is currently being collated, and a follow-up evaluation is planned.

- 4.33 1 in 5 Raising Awareness of Child Poverty is currently being adapted by Health Promotion Practitioners in NHS Lothian to be delivered to key health staff including Health Visitors and Speech and Language Therapists.
- 4.34 Since lockdown Since lockdown 1 in 5 has provided information to schools on support such as Home Energy Scotland, Welfare Advice and Social Security Scotland. 1 in 5 is currently running a series of online Seminars. Over 50 attended the first which was the standard 1 in 5 Awareness Raising Sessions. Over 150 people have registered for the next two seminars, the first of which is on Family Homelessness. The second focusses on Digital Inclusion and the Digital Champions initiative (part of the devices to Discover! families and families experiencing homelessness) will be launched.
- 4.35 The Lifelong Learning Health and Wellbeing Strategic team has undertaken work during lockdown to identify the number of children and young people in families living in temporary accommodation. The team has identified that currently over 2,000 children and young people are classified as homeless and are living in temporary accommodation with their families. An additional 63 young people (16/17 year olds) who are on their own. This is greater than the number of children currently in care.
- 4.36 The Health and Wellbeing Team proposed a plan of support and a mechanism to bridge the gap between housing department and education. This will ensure schools are made aware of which school aged children are affected and therefore be in a position to support them in their welfare concerns or education.
- 4.37 The next step, following a 1 in 5: Raising Awareness of Child Poverty seminar in October was a 1 in 5 Seminar looking at Family Homelessness in Edinburgh, held on Teams on 25th November. A third 1 in 5 Seminar on Digital Inclusion was held on 9th December, again on Teams.

### ***Maximise!***

- 4.38 Maximise! provides relational and intensive advice, employability and family support in 19 schools across the city (four school clusters). The team has grown from three in the South-East of the city in 2018-19 to thirteen across the city in 2019/20. There is an Advice Worker, Employability Worker, and Family Wellbeing Worker based locally in each cluster. Maximise! is child-centred, family-focused, and trauma-informed. This requires integrated practice and team management across CHAI and Children 1st which underpins how Maximise! works.
- 4.39 Schools participating in Maximise! in 2019-2020 were:

#### *South-East: Liberton Cluster*

- 4.39.1.1 (Liberton High School, Liberton, Gilmerton, Craigour Park, Prestonfield and Gracemount Primary Schools)

*North-East: Leith Cluster*

- 4.39.1.2 Leith Academy, Lorne, Leith Hermitage Park and Craigentinny Primary Schools

*North-West: Craigroyston Cluster*

- 4.39.1.3 Craigroyston Community High School, Craigroyston, Pirniehill and Forthview Primary Schools

*South-West: Wester Hailes Cluster*

- 4.39.1.4 Wester Hailes, Education Centre, Clovenstone, Canal View PS and Sighthill Primary Schools

**Maximise Covid Response**

- 4.40 During lockdown a Research Fellow from University of Edinburgh based in Capital City Partnership analysed the Maximise! team's Covid response activities and made the following findings:
- 4.40.1 Several families that were considered high risk, who at the outset triggered anxiety for frontline staff, fared much better than expected. This led them to respect and learn from expressions of resilience and strengths that they can encourage throughout future transitions.
  - 4.40.2 Other families emerged with significant needs who have not come to the attention of support services before. This lead Maximise! to recognise gaps in service delivery and design and develop more opportunities for families to express need.
  - 4.40.3 The greater autonomy in frontline practice has been positive in meeting the needs of families during COVID-19.
  - 4.40.4 Community-orientated culture and ease of access to support is vital going forward.
  - 4.40.5 Maximise was successful in partnering with other projects in order to alleviate some of the stressors associated with lockdown:
    - 4.40.5.1 42 digital devices secured for families, enabling school work, job searching, college learning and reducing social isolation.
    - 4.40.5.2 £5322,00 additional financial gains for families via Aberlour's Urgent Assistance Fund.
    - 4.40.5.3 Furniture and essentials secured for families - one family supported to furnish child's room.
    - 4.40.5.4 Activity jars for families enabling the chance to bond and have some fun.
    - 4.40.5.5 Family days out - tickets to theatre shows and cinema supplied to families.
    - 4.40.5.6 Support with food, bills and fuel.

- 4.40.5.7 Partnership with Maison Bleue and Choices for Change Project in South West Edinburgh - 100 high needs families identified and 7,200 meals provided to these families between June - August 2020.

### ***Community Access to Sanitary Protection***

- 4.41 Prior to lockdown, the Community Access to Sanitary Protection Implementation Plan progressed well as planned, led by Lifelong Learning, Hey Girls! and Fairshare.
- 4.42 All community centres, early years centres and libraries received display shelving and a quarterly orders of products. Individual products were made available in toilets with packs of products available to collect from accessible public areas.
- 4.43 A launch took place on the 25th February at Gate 55, attended by Councillor. Alison Dickie. The launch helped raise awareness that sanitary products are free and available from a range of public and community venues. The launch also raised awareness of the education aspects of the Implementation Plan.
- 4.44 20 staff from Libraries, Early Years and Community Centres attended a Train the Trainer session delivered by Hey Girls! to ensure staff can deliver educational sessions. Staff feedback from the Hey Girls Train the Trainer was very positive.
- 4.45 All Hey Girls products are free from plastics and many are re-usable and more sustainable. The education element of the Implementation Plan is to ensure communities are aware not just of where to access free products, but also of the environmental impact and the range of products available.
- 4.46 Since lockdown the number of products in venues has decreased and is increasing again in line with the re-opening of venues, libraries, community centres and other council and cultural venues.

## **5. Next Steps**

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- 5.1 It is proposed that as next steps for this report:
- 5.1.1 The draft Local Child Poverty Action Plan presented in Appendix 1 is published and sent to Scottish Government in line with the provisions of the Child Poverty (Scotland) Act (2017).
- 5.1.2 Officers continue to work with NHS Lothian and other partners in implementation and monitoring of actions to address child poverty, and to prepare the next annual Local Child Poverty Action report 2020/21 for consideration by committee in Autumn 2021.
- 5.1.3 In advance and alongside this report, regular updates on actions to address child poverty are included in business bulletins to this committee.
- 5.1.4 Discover! will continue to be delivered in school holidays and its impact will continue to be monitored.
- 5.1.5 1 in 5 and Maximise! continue to develop and deliver actions to raise awareness of child poverty and maximise income for families living in poverty.

5.1.6 Schools and Lifelong Learning will contribute to Poverty and Prevention and Edinburgh Learns for Life plans.

## 6. Financial impact

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- 6.1 The majority of actions included in this plan can be taken forward within existing agreed budgets. Full costs and benefits for any areas identified as requiring further investment will be developed and assessed as part of the Council's annual budget process.

## 7. Stakeholder/Community Impact

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- 7.1 Actions in this delivery plan have been developed in response to the work of the Edinburgh Poverty Commission. This work drew on two years of inquiry and engagement with citizens, community groups, and organisations across the city, including over 100 evidence sessions, 4 online calls for evidence, and the gathering of insights from over 1,000 people.
- 7.2 Initiatives and programmes such as 1 in 5: Raising Awareness of Child Poverty, Maximise! and Discover! have and continue to engage with communities and families living in poverty, for example through focus groups and mentoring.
- 7.3 Actions have been designed and developed in response to this evidence with a clear objective to end poverty in Edinburgh.

## 8. Background reading/external references

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- 8.1 [City of Edinburgh Council, June 2018](#)
- 8.2 [A Just Capital: Actions to End Poverty in Edinburgh, the final report of the Edinburgh Poverty Commission](#)
- 8.3 [Policy and Sustainability Committee, October 2020](#)
- 8.4 [Policy and Sustainability Committee, December 2020](#)
- 8.5 [Every Child Every Chance – The Tackling Child Poverty Delivery plan 2018 – 22, Scottish Government, March 2018:](#)
- 8.6 [Scottish Government Guidance on Child Poverty Action Reports](#)

## 9. Appendices

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- Appendix 1 – 2019/20 Draft City of Edinburgh Local Child poverty Action Report (LCPAR)
- Appendix 2 **Discover!** Citywide Evaluation (one year)
- Appendix 3 Overview of **Discover!** - Slides
- Appendix 4 Improvement Service Feedback: Edinburgh and NHS Lothian's first LCPAR



# City of Edinburgh Local Child Poverty Action Report

City of Edinburgh Council & NHS Lothian

December 2020



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# Summary and key messages

This is the second annual Child Poverty Action Report for Edinburgh. It describes the partnership work to address child poverty carried out by the City of Edinburgh Council, NHS Lothian, the Capital City Partnership and the Third Sector. The period covered is April 2019 to the end of September 2020 and includes the response to the Covid-19 pandemic, which has been significant in informing future actions.

## Child Poverty in Edinburgh

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The period covered by this report has included one of the most challenging in history of this city, with major public health concerns accompanied by the economic and social disruptions caused by the Covid-19 pandemic. What has been clear is that while the impacts of this disruption have affected everyone in the city, those impacts have been strongest and most challenging to deal with for families who were already in or at risk of falling into poverty.

To date during 2020 Edinburgh has seen a trebling of the number of people claiming unemployment benefits, the largest rate of increase recorded by any local authority in Scotland. The number of workless households is also increasing, while the number of jobs in Edinburgh, Scotland's strongest labour market, is already falling – with the largest job losses evident in those sectors most relied upon by low income households.

These trends come at a time when poverty and child poverty was already high in Edinburgh. Even before the pandemic, estimates suggest that almost 80,000 people in Edinburgh were living in poverty, including almost 1 in 5 (or up to 18,000) children. Projections suggest that the ongoing impact of Covid-19 and associated recession could conservatively lead to overall poverty numbers rising by an additional 4,500 people by Spring 2021.

## Edinburgh's response

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In the face of this rising tide of poverty, the City of Edinburgh has taken significant steps to help people in poverty keep their heads above water. During 2019/20:

- The City of Edinburgh Council has made significant investments in affordable house building with a record 1,443 affordable homes built in 2019/20 - 25% more than in 2018/19 addressing one of the most common drivers of poverty for families.
- The city's employability support programmes engaged with 3,145 people during 2019/20 to help people into work or learning.
- 3,400 school pupils in Edinburgh attended breakfast clubs during 2019/20, while over 4000 children attend out of school care every day, enabling parents to work and study.

- Edinburgh advice service providers – including the Advice Shop, Maximise!, Citizen's Advice Edinburgh, CHAI and Kindred - generated £18.75 million for people on low incomes in 2019-20.
- Changeworks' energy advice service supported 2,100 tenants with 168 young families between 2018 and 2020, generating a total of £423,000 financial savings through support including energy advice, referral for grants and income maximisation, billing advocacy and tariff/ supplier switch.
- The Discover! programme worked with 186 families during the school holidays to reduce food and financial anxiety and provide fun family learning to help close the poverty related attainment gap.

From Spring 2020 onwards, partners also mobilised across the city to respond to Covid-19, protecting vulnerable citizens, supporting people and families suddenly facing poverty and unemployment, and making sure that pupils continue to have opportunities to learn. Specific actions include:

- The Council channelled free school meal payments in cash to all families who were receiving them - totalling £1,547,833 - while promotion campaigns resulted in a 100% increase in free school meal take up.
- Crisis support including financial advice, the delivery of food and medicine, was co-ordinated between Council services, Volunteer Edinburgh and EVOC. During the period to November 2020, EVOC oversaw the distribution of funds to over 30 organisations, providing the equivalent of 25,000 weeks of shopping or prepared meals to people across Edinburgh.
- Scottish Welfare Fund teams processed over 8000 applications for crisis fund support, an 76% increase when compared with the same period in 2019.
- During summer of 2020 Council contact centres made 12,000 outbound welfare calls to support shielded populations in the city, and handled 11,000 incoming calls providing guidance and support for vulnerable citizens
- The Council's Critical Response Centres ensured appropriate face to face services were available throughout lockdown, with 6,000 citizens making use of these critical services
- The Covid19 Jobs Support portal was set up to provide employers and people who are facing job losses in the Edinburgh and South East Scotland City Deal area with information on job vacancies, links to local services including welfare rights – so far it has advertised 2,096 vacancies, and
- The city participated in the Connecting Scotland programme, targeting those most in need of digital support by providing iPads, Chromebooks and support to develop digital skills for people who are digitally excluded and on low incomes. 545 people in Edinburgh received a digital device, connectivity and 6 months of one to one support through this programme.

## End Poverty in Edinburgh by 2030

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As well as delivering these critical services, 2020 has also been a year of major progress in the way Edinburgh plans and develops its response to poverty in this city.



In June 2020, the Council approved and published a report, produced in partnership with NHS Health Scotland and three other local authorities, on the feasibility of conducting Citizen's Basic Income trials in Scotland. This was the most comprehensive report of its type ever produced in the UK and puts Scotland, and Edinburgh, at the forefront of discussions to reform and improve the social security system in the UK.

In September 2020, the [Edinburgh Poverty Commission](#) completed its final report following the most extensive process of inquiry into poverty, its causes, and solutions ever undertaken in a Scottish local authority area. The report presented a challenge to the city and a framework of changes needed to **end poverty in Edinburgh by 2030**. The framework identifies six calls for action – fair work, a decent home, income security, opportunities to progress, connections and belonging, health and wellbeing - and one cultural challenge to remove stigma and improve the experience people in the city have when seeking help to escape from poverty.

In response to the Commission findings, in October City of Edinburgh Council became the first UK Local Authority to make a formal commitment to working to 'end poverty' by 2030, with specific, quantifiable targets to be delivered in the next decade. These include targets to make sure that by 2030, Edinburgh is a city in which:

- **Fewer than one in ten children and fewer than one in ten adults are living in relative poverty at any given time.** Meeting this target means removing 2,100 people, including 800 children out of poverty every year over the next ten years.
- **No one has to go without the basic essentials they need to eat, keep clean and safe, and stay warm and dry.** To meet this target the city needs aim to remove 7,000-9,000 people in Edinburgh out of destitution, or 580-750 people per annum over ten years.
- **No-one lives in persistent poverty.** To meet this target the city needs aim to remove 9,970 from persistent poverty, or some 1,000 people per annum over ten years.
- **No one feels stigmatised, abandoned, or treated with less respect by the city as a result of their income or their wealth**

## Next Steps

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During 2020/21 City partners are committed to continuing work to meet crisis needs, and to put in place the long term measures needed to meet these challenging targets.

In doing so, the city's approach will continue to focus on increasing incomes for families, reducing costs, and seeking to make the experience of seeking help more humane, more compassionate, and easier to navigate. This approach is underpinned by children's rights, as described in United Nations Convention on the Rights of the Child (UNCRC); Getting it Right for Every Child (GIRFEC); the Edinburgh Wellbeing Outcomes to ensure that every child is Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible

and Included (SHANARRI); and partners' Corporate Parenting roles in working together to meet the needs of looked after children, young people and care leavers.

Alongside continuing implementation and development of core services such as those cited above, key priorities for city partners over the next twelve months include:

- Continuing the work needed to develop shared partnership responses needed to implement all 7 calls to action made by the **Edinburgh Poverty Commission**
- With City of Edinburgh Council as lead, develop a **new operating model for people-facing services in the city** aimed at improving the day to day experience of people seeking support in the city, and achieving long term reduction of service demand through early intervention.
- Supporting the launch and development of a new citizen led group – **End Poverty Edinburgh** – to embed the voices of citizens in the design and implementation of actions to end poverty in Edinburgh
- Meeting with Scottish and UK Governments to discuss and seek the changes in **social security policy, and housing investment** needed to fully implement the Edinburgh Poverty Commission calls to action.
- Delivering the **Edinburgh Learns 4 Life programme**, aiming to create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued; and to create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty
- Improving support for children whose **families are in temporary accommodation**, who face disruption to their schooling and often experience anxiety and depression, through a co-ordinated set of actions
- Working across Edinburgh Partnership to expand existing services and deliver into all city communities embedded advice and support programmes modelled on the successful **Maximise!** service
- Expanding the **Discover!** programme, supporting families to reduce food anxiety, help close the poverty related attainment gap, build skills, develop social and cultural capital and address social isolation.
- Building on the **1 in 5 programme**, to improve awareness of poverty and embed a poverty-proofing approach across all partners and throughout organisations, and
- Delivery of a new **Edinburgh Guarantee for All** programme, working in partnership with private sector stakeholders, to guarantee an appropriate training, mentoring, or work opportunity for any unemployed resident in Edinburgh.

# Introduction

## Local Child Poverty Action Reports

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The Child Poverty (Scotland) Act 2017 sets in legislation specific targets to reduce child poverty in Scotland such that by 2030:

- Less than 10% of children are in relative poverty
- Less than 5% of children are in absolute poverty
- Less than 5% of children are in combined low income and material deprivation, and
- Less than 5% of children are in persistent poverty

The legislation also places a duty on local authorities and health boards to jointly prepare an annual Local Child Poverty Action Report (LCPAR) on actions taken in their areas to reduce the impact of child poverty.

The legislation states that these reports must aim to provide a strategic forward look, as well as an account of progress to date, and should:

- "Describe any measures taken in the area of the local authority during the reporting year...for the purpose of contributing to the meeting of [national] child poverty targets.", and
- Set out information on measures that the local authority plans to take to contribute to the meeting of the [national] child poverty reduction targets.

The first City of Edinburgh Local Child Poverty Action Report was published by City of Edinburgh Council and NHS Lothian in June 2019, with feedback provided by the Improvement Service earlier this year. Building on that feedback, this report has been prepared by City of Edinburgh Council, NHS Lothian, Capital City Partnership and other partners to provide an overview of actions undertaken and planned during 2019/20 to reduce child poverty in Edinburgh.

## Governance and Reporting

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Efforts to end poverty are a key priority for all public agencies in Edinburgh.

Since October 2019 reducing poverty and improving sustainability and wellbeing have been adopted as the three core priorities underpinning the City of Edinburgh Council's business plan and budget setting process.

The [Edinburgh Partnership Community Plan for 2018-28](#) focuses on poverty and inequality as the two key priorities for partnership action in the city.

In keeping with these priorities, during 2019/20 both City of Edinburgh Council and Edinburgh Partnership co-sponsored and supported the work of the independent Edinburgh Poverty Commission, with a

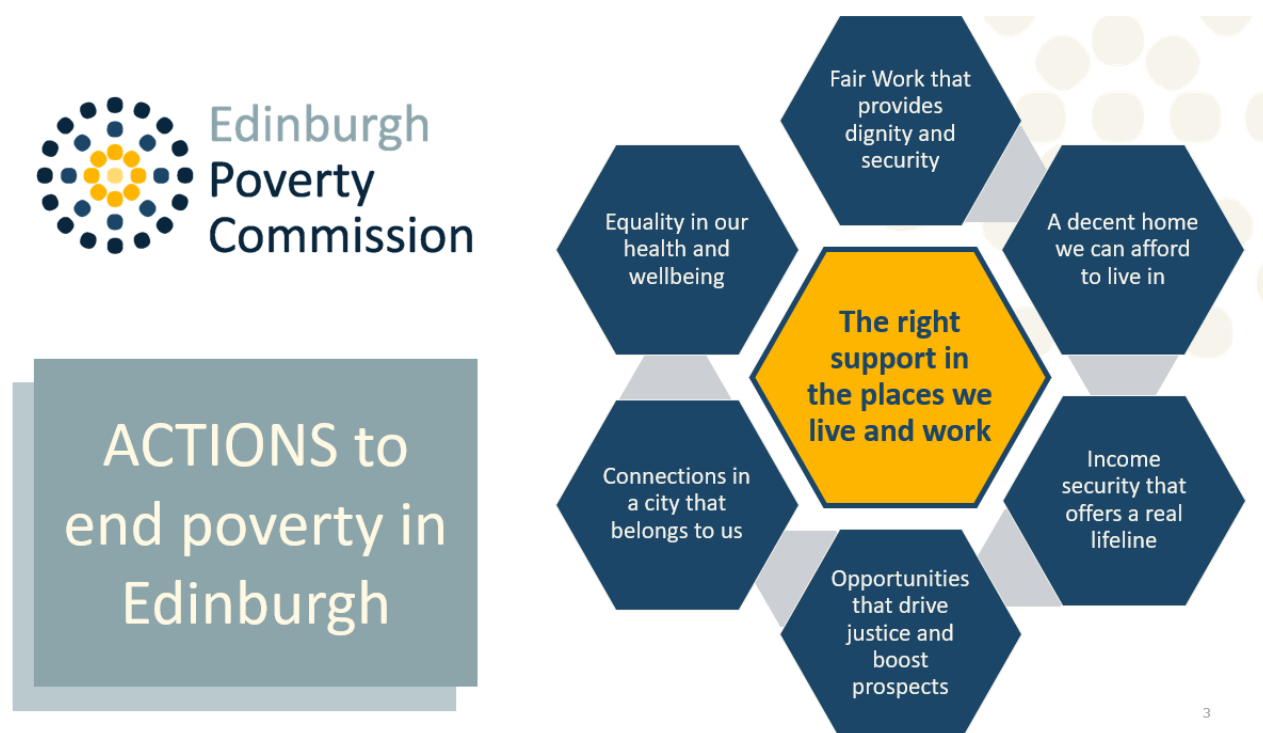
commitment that its findings would drive the future poverty reduction policy in the city through implementation of the Council Business Plan and the Edinburgh Partnership Community Plan.

The final report of the Edinburgh Poverty Commission – [A Just Capital: Actions to end poverty in Edinburgh](#) - was published in September 2020. Following the most extensive process of inquiry into poverty, its causes, consequences, and solutions ever undertaken in a Scottish local authority, the report presents a call to action to the city and a framework of changes needed to end poverty in Edinburgh by 2030.

The key message from the Commission's report is that poverty in Edinburgh is real and damaging, but it can be solved.

The report identifies six areas for action – fair work, a decent home, income security, opportunities to progress, connections and belonging, health and wellbeing - and one cultural challenge serving as a lens through which each action should be approached.

On this last element, the Commission notes that “to end poverty in the city, the single biggest transformation Edinburgh could achieve would be to make the experience of seeking help less painful, less complex, more humane, and more compassionate.” In doing so, the report calls for “the design and delivery of a new relationship-based way of working for all public services in Edinburgh.”



In taking forward the Commission's call to action, in [December 2020 City of Edinburgh Council](#) agreed to:

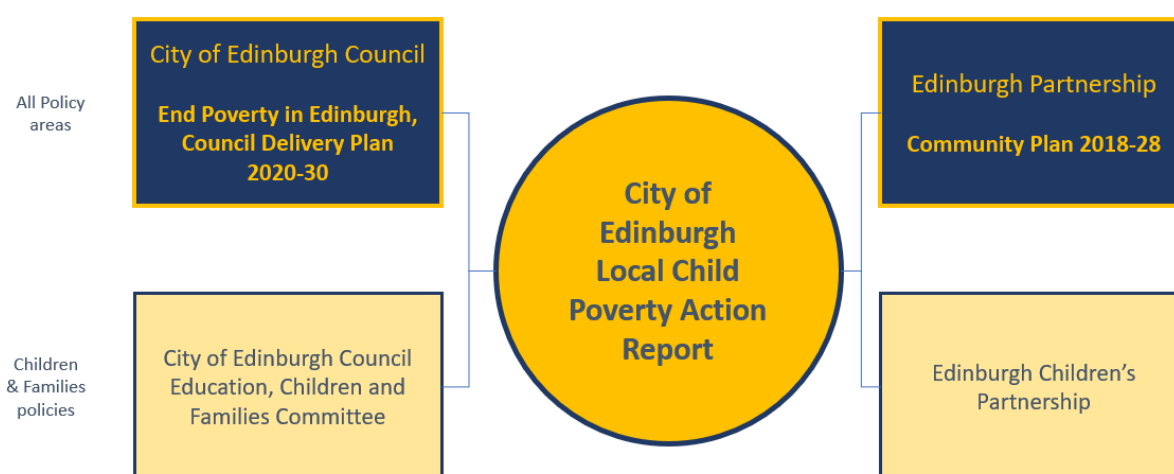
- Work towards the Commission's aim of ending poverty in Edinburgh by 2030

- To work with a new group – End Poverty Edinburgh – comprised of citizens with experience of poverty and their allies to make sure the voices of people in poverty are heard in the design and development of actions to end poverty, and
- To deliver a new End Poverty in Edinburgh Plan, comprising 44 discrete actions for delivery by Council services over the next decade.

In doing so, the Council also agreed to adopt the Commissions' four targets for ending poverty in such that by 2030 Edinburgh should be a city in which:

- **Fewer than one in ten children and fewer than one in ten adults are living in relative poverty at any given time.** Meeting this target means removing 2,100 people, including 800 children out of poverty every year over the next ten years.
- **No one has to go without the basic essentials they need to eat, keep clean and safe, and stay warm and dry.** To meet this target the city needs aim to remove 7,000-9,000 people in Edinburgh out of destitution, or 580-750 people per annum over ten years.
- **No-one lives in persistent poverty.** To meet this target the city needs aim to remove 9,970 from persistent poverty, or some 1,000 people per annum over ten years.
- **No one feels stigmatised, abandoned, or treated with less respect by the city as a result of their income or their wealth.**

Following this Council approval, a key priority for the first 6 months of 2021 includes embedding the work of the commission in all Edinburgh Partnership actions to address poverty. Key elements include the embedding of actions within in the Local Outcome Improvement Plan and other key partnership plans.



## Scope and contents

The report covers the period April 2019 to the end of September 2020 and includes the response to the Covid-19 pandemic, which has been significant in informing future actions. Throughout this period, this report focuses on actions taken to reduce, prevent or mitigate child poverty and its effects.

The report comprises four chapters covering

- **Data and trends** – analysis of latest available data on child poverty and its drivers in Edinburgh
- **Increasing incomes** – actions taken to improve parents access to employment and fair work, improve access and take up of benefits for families who are struggling to get by, build resilience by meeting families' needs, and improve pupil attainment and learning, and
- **Reduce costs** – actions taken to provide warm and affordable family homes, reduce holiday hunger and the cost of the school day, reduce the cost of essential every day supplies, and improve access to affordable childcare, and
- **Next steps** – priority next steps for delivery during 2020/21.

### Children's Rights

The views and needs of children and young people need to be at the centre of all policy, planning and delivery of services that affect them. Children's rights need to be respected in line with the United Nations Convention on the Rights of the Child (UNCRC). The work we do is underpinned by the principles of Getting it Right for Every Child (GIRFEC), the Edinburgh Wellbeing Outcomes to ensure that every child is Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI) and partners' Corporate Parenting roles in working together to meet the needs of looked after children, young people and care leavers.

[The United Nations Convention for the Rights of the Child](#) (UNCRC) applies to all young people under the age of 18 and has four main principles:

Non-discrimination (article 2): All children have rights, regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Devotion to the best interests of the child (article 3): The child's best interests must be a primary consideration in all decisions affecting her or him.

The right to life, survival and development (article 6): All children have a right to life, and to survive and develop – physically, mentally, spiritually, morally, psychologically and socially – to their full potential.

Respect for the views of the child (article 12): children have the right to express themselves freely on matters that affect them, and to have their views taken seriously.

The Scottish Government launched its consultation on how to fully implement the UNCRC into Scot's law, making it clear that legislation to fully incorporate will follow. Given this, a focus for child poverty work featured in each Local Child Poverty Action Report will be to ensure that, strategically and operationally, services under the governance of partners apply, adapt and champion the principles of the UNCRC. With this in mind, services in Edinburgh will continue to embed children and young people's rights in line with the UNCRC, as exemplified by the What kind of Edinburgh? programme, **1 in 5** (raising awareness and understanding of child poverty and examining the cost of the school day), **Maximise!** (increasing family income and support) and food programmes (e.g. **Discover!**).

Partners recognise that certain groups of individuals or families are at a greater risk of poverty or disadvantage, for example, because of disability, ethnic group, and being in one of the six priority family types described in 'Every Child, Every Chance'. The planning and development of services and supports takes these specific needs into account, as is reflected throughout the report.

### What Kind of Edinburgh

The City of Edinburgh Council's Lifelong Learning Young Edinburgh Action Team, NHS Lothian and Children's Parliament worked in partnership to bring together children and young people from across Edinburgh to influence how adults plan and run the city's services. Using a rights-based approach, the aim of the project was to embed children and young people's participation in the planning and delivery of services, and to ensure that children and young people feel involved, valued and their views acted upon.

The final session enabled participants to identify key messages:

- We want to be safe
- We want fairness in our schools and communities
- We want LOVE, kindness and respect
- We want adults to be honest
- We want to be happy
- We want to know our rights

The key messages from What kind of Edinburgh? formed the basis of our engagement for the Children's Services Plan 2020-23. Children and young people, parents and carers, and staff were asked to prioritise

# Data and Trends

The Edinburgh Poverty Commission published a full analysis of data and trends relating to poverty and child poverty in Edinburgh as part of its final report in September 2020. This paper, and full data sets and references, can be found at [www.edinburghpovertycommission.org.uk](http://www.edinburghpovertycommission.org.uk).

Overall, the data shows a picture of a city in which:

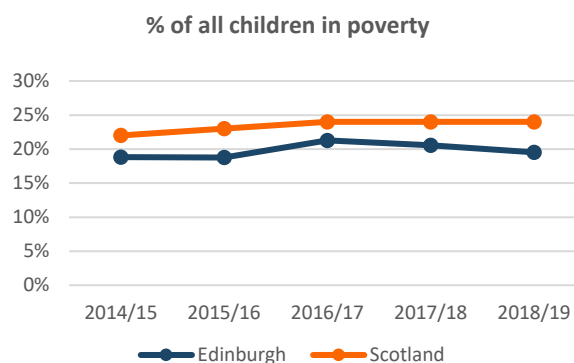
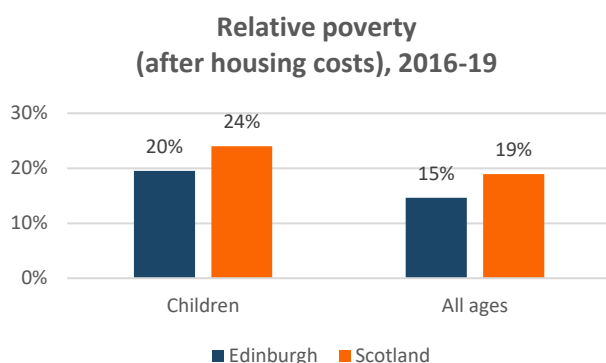
- Poverty rates are high and relatively steady in recent years, despite a strong local economy
- High levels of employment and earnings in the past decade have masked high levels of low pay, and low quality work, and
- The impact of the covid recession is already having a significant impact on jobs and livelihoods with rapid increases in benefit claimants and crisis fund applications.

## Poverty and child poverty rates

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- An estimated 77,600 people were in poverty in Edinburgh in the year prior to the coronavirus outbreak, including almost one in five of all children.
- 65% of all children in poverty live in a family where adults are in paid employment. People live in poverty in every area of this city - almost two thirds of people on very low incomes live in areas out with those parts of Edinburgh commonly described as 'deprived' or 'disadvantaged'
- Over three quarters of people in poverty live in social or private rented accommodation and housing costs in Edinburgh are a key driver of high poverty rates in the city. Edinburgh Poverty Commission estimates suggest that 15,600 people in this city would not be living in poverty if Edinburgh's housing costs were closer with the Scottish average.
- Child poverty rates in Edinburgh have remained relatively unchanged in recent years, but are anticipated to rise sharply during early 2021, while long term trends suggest a continued steady increase throughout the next decade. Resolution Foundation analysis suggests, for instance, that 6 million households across the UK could lose over £1,000 per annum, and the number of people living in relative poverty could rise by more than 1 million people by spring of 2021 . On a conservative estimate (based on share of population), these models imply that an additional 4,500 people could fall into relative poverty in Edinburgh by April 2021, representing a 1 percentage point increase in the city's overall poverty rate.

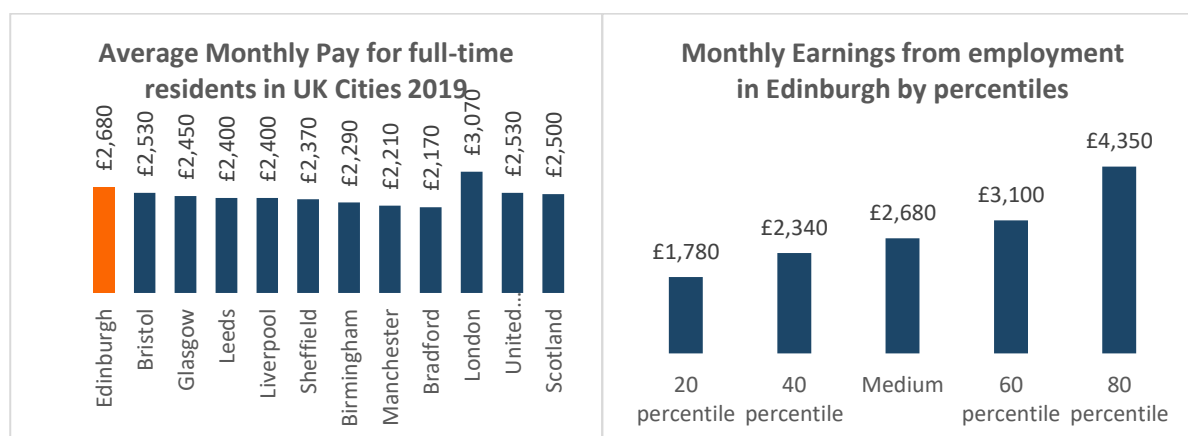




Sources: Scottish Government; End Child Poverty Coalition

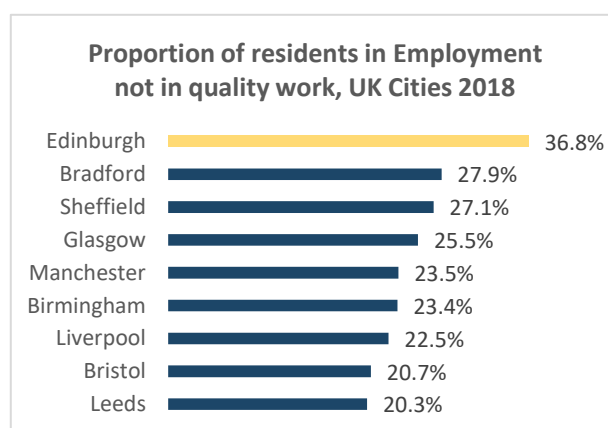
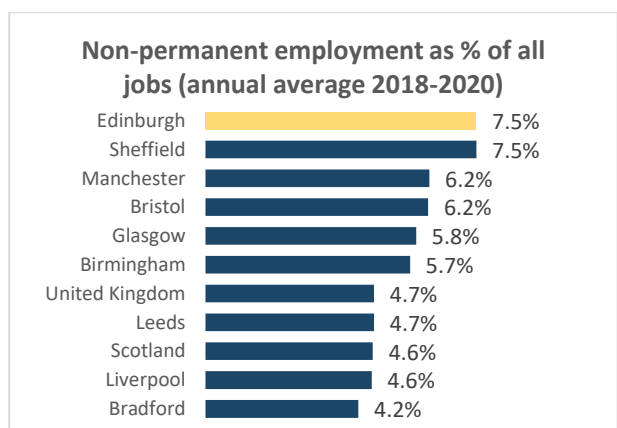
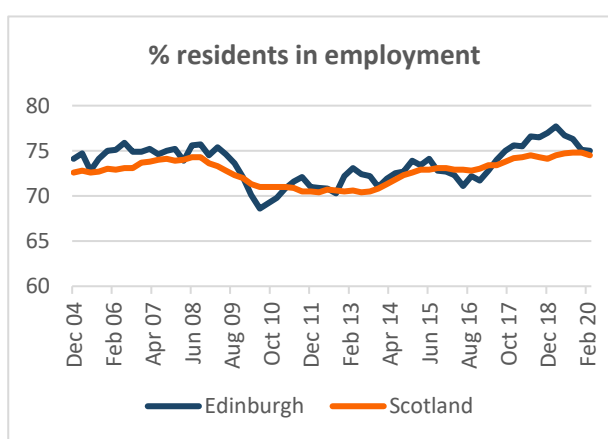
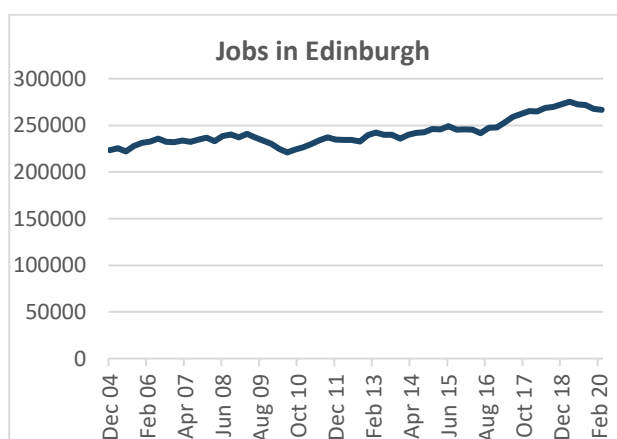
## Earnings from Employment

- On average, Edinburgh is a high employment, high wage economy. Median earnings from employment in Edinburgh in 2019 were higher than in any other major UK city outside London.
- But not all workers benefit from high wages. Data show wide levels of inequality in pay levels, with the lowest paid 20% of all workers earning a third less than the median, and 60% less than the highest paid 20%.
- This inequality is seen also in hourly pay levels. The lowest paid 10% of workers in Edinburgh earn on average an hourly rate of only £8.62, fully 68p per hour below the Living Wage level set by the Scottish Living Wage Foundation.
- Overall an estimated 38,650 workers were estimated to be working for wages below the Living Wage level in Edinburgh in 2019, almost 60% of whom were women.



Workers paid at hourly rates below Living Wage Foundation levels, Edinburgh, 2019	
	No workers
Women paid under £9.30ph	22,600
Men paid under £9.30ph	16,050
Total paid under £9.30ph	38,650
Source: Annual Survey of Hours and Earnings 2019	

- Pre-Covid, an estimated 266,600 jobs were located in Edinburgh – a figure which had shown steady growth of almost 20% over the past decade. Throughout this period, the city has recorded employment rates at or above the Scottish average, with an estimated 75% of all residents in employment as at March 2020.
- Other datasets, however, demonstrate the precariousness of some jobs in the city. Some 7.5% of all jobs in Edinburgh are described as ‘non-permanent’, indicating jobs which are seasonal, casual, zero-hour contracts, or temporary/fixed term employment. This is a level of non-permanence well above the Scottish average, and above the level recorded by most other major cities in the UK.
- At the same time, almost 37% of all residents in Edinburgh were described in a recent Office for National Statistics release as being ‘not in quality jobs’. This is a composite measure, bringing together the number of employees who are not working the number of hours they would like, working for low pay, or not working under the contract conditions they are looking for. On this measure the proportion of Edinburgh workers who are not able to find work that meets their needs is significantly higher than any other major UK city, excluding London.

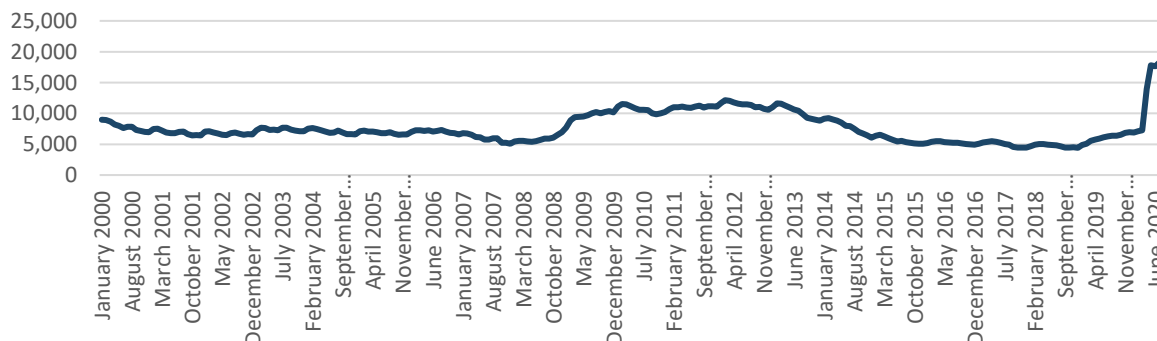


Source: Annual Population Survey

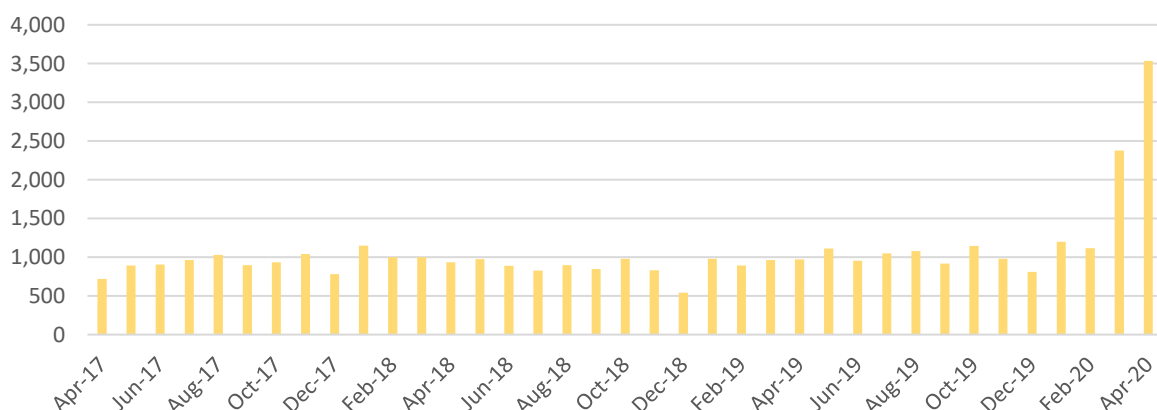
## Out of work benefits claimants and crisis funds

- Pre-Covid Edinburgh recorded one of the lowest claimant rates for out of work benefits in Scotland. During the past few months, however, claimant rates have risen dramatically. By August 2020 some 19,100 people in Edinburgh were claiming out of work benefits due to unemployment, an increase from only 6,400 claimants during the same month in 2019. This represents a trebling of the number of unemployed benefits claimants in Edinburgh over the past 12 months, a faster rate of growth than any other area in Scotland.
- The same period has also seen rapid increase in eligibility for and use of important crisis funds such as the Scottish Welfare Fund. In April 2020 over 3,500 applications to Scottish Welfare Fund were made by Edinburgh residents, more than three times the highest level recorded in any month during the past three years.
- Across the UK, DWP data shows that an estimated £8.1bn of available key income related benefits were not taken up by eligible families in 2017/18. No official estimates are available for this data at local authority level but, using share of population and/or Edinburgh's share of UK Housing Benefits claimants as a guide, it is likely that Edinburgh residents account for some £70-80m of these unclaimed benefits.

Edinburgh Claimant Count Change Over Time



Approved Social Welfare Fund applications in Edinburgh April 2017 to April 2020



Sources: ONS Claimant Count, City of Edinburgh Council

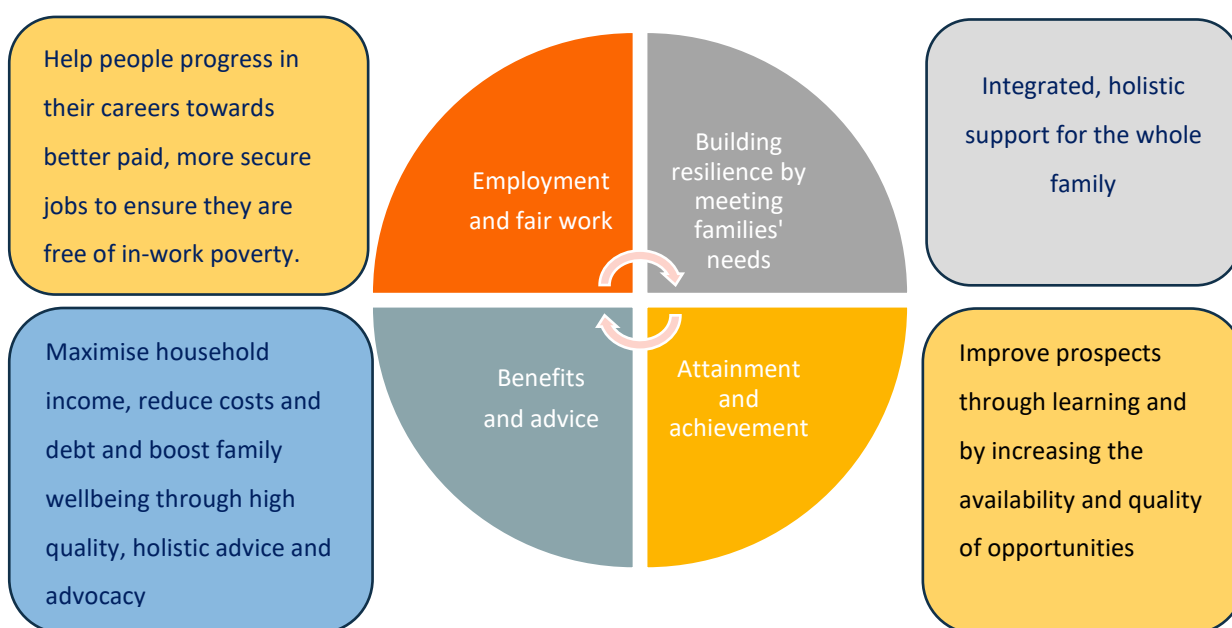
# Increasing incomes

*My depression comes from not having enough or able to give my kids not what they want but what they need. I battle every day to ensure my kids are loved, but do they know they are loved when all they hear is 'sorry we can't do that today' or 'you can't have that today'. I do not want the choices I have had to make in their life affect their health, education, or wellbeing all because I just simply didn't have the money!"* Edinburgh Poverty Commission contributor.

## Our approach

The majority of people living in poverty in Edinburgh are of working age, in employment, living in rental accommodation, with the highest rates experienced by families with children.

Our approach seeks to increase income now, through help with employment and benefits, and for the next generation, through increased attainment in education and through wider opportunities to build resilience, confidence and experience.



## Key activities during 2019/20

### Employment

Employability services help people to get, keep and progress in a job, underpinned by the Joined up for Jobs Strategy. These are mostly open to all, but some are specifically for parents and provide additional support with affordable child-care and flexible working patterns. Many of the employability services provide people with a 'one stop shop', with support and advice for benefits built in.

Edinburgh's employability support is targeted on people who have significant barriers to work such as having a disability or mental health problem or being in recovery from alcohol or drug use. Our services are open to and welcoming of parents but not necessarily targeted at them. An overview of the employability system and services for key client groups can be found here (Appendix 1).

Examples of services include [All in Edinburgh](#) which supports people with disabilities and long-term health conditions with employment and welfare rights. Many people who use this service have complex benefits arrangements including Personal Independence Payments and Access to Work. **The Works**, a small-scale service run by NHS Lothian, supports people with mental health problems.

The [Next Step](#) programme, started in April 2019, supports unemployed and low-income families across the city, and partners with [Citizen's Advice Edinburgh](#) and [One Parent Families Scotland](#). Third Sector grants support smaller client-focussed services for particular client groups such as young people and people leaving prison. [LinkNet](#) works specifically with BAME communities, which are known to be at increased risk of being out of work or in poorly paid jobs. The [No-one Left Behind](#) initiative provides a more extended range of support to young parents, with help to develop personal, social skills and parenting skills as well as support for employment.

Smaller organisations are also supported to help their clients to get essential financial support and the [Joined up for Jobs](#) forum has recently partnered with [Turn2Us](#) and [Edinburgh Trust](#) to do this. Joined up for Jobs is also working with [Social Security Scotland](#) to make sure that people can access the Best Start payment and Job Start payment.

- Joined up for Job's integration with jobcentres means that newly unemployed families get direct referral to the services that can best support their needs
- 3,145 people engaged with employability support in 2019-20, 1,457 (46%) were parents, 164 were lone parents and 17% were from Black and Minority Ethnic groups
- In 19-20, there were 80 job outcomes for parents through **Joined up for Jobs Services**
- **The All in Edinburgh** team took 434 new enquiries resulting in total financial gains for service users of £621,109 over the year (**equating to around £1,400 per enquiry**)
- **The Next Step** service supported 113 to find a job, 51% of which were paid the living wage

## Benefits and advice services

Edinburgh's advice services offer a wide range of support including financial health checks, income maximisation, welfare rights, housing issues, debt management, crisis situations, budgeting and advocacy and representation. While the services serve the whole community, some projects are targeted at parents. An important step this year has been to make access for families easier, by providing it in places that they already go to such as schools and GP practices.

The Council's [Advice Shop](#) offers a city-wide welfare rights service. Three advice agencies: **Citizens Advice Edinburgh** (CAE), [Community Help and Advice Initiative](#) (CHAI) and [Granton Information Centre](#) (GIC) deliver a coordinated advice service across the city, operating from GP practices, the two major hospitals, the four drug and alcohol recovery hubs and, for the first time, in the mental health centres. This extensive coverage ensures that people can get support in a range of services that they would be using for their physical or mental health, or for help with substance misuse. Appendix 2 has details of the number of people supported and the income generated during the year.

Specific initiatives include help with completing Universal Credit applications through CAE's [Help to Claim service](#), in partnership with Jobcentre Plus; advice and employability support through CHAI's new **Wester Hailes Connects** project; and the **Edinburgh Housing Advice Partnership**, led by CHAI, provides court representation to Council tenants, a homelessness prevention service and tenancy sustainment in parts of the city. **Kindred** at Edinburgh's Royal Hospital for Sick Children (RHSC) provides an advice and advocacy service supporting parents of children with complex needs.

Between them, the Advice Shop, *Maximise!*, Citizen's Advice Edinburgh, CHAI and Kindred generated **£18.75** million for people in 2019-20

### Case study

Mark was in temporary accommodation, living apart from his two children and suffered from mental health problems. An Employment Coordinator from **All in Edinburgh** worked with Mark to support him with his housing, coping with his anxiety, to get a job and to see his children more.

*Mark says: I eventually managed to find a job through support which gave me a massive confidence boost! It also came at the perfect time for me after moving into my new house! Beginning of June I managed to find a new full time job working as a Safety Marshall on a building site, the money is fantastic and my life has literally changed forever, I have now eliminated my mental health issues and am happier and healthier than I have ever been! I also can have my little girls staying over every weekend which is absolutely amazing! And, I can provide for them as I couldn't have done before.*

## Attainment and Achievement

Poverty and disadvantage including disability, mental health, being homeless and care experienced, can impact children's and young people's attainment and wider achievement in and through school. Poverty also negatively impacts on their opportunities to pursue hobbies and interests and take part in arts, sports, culture and leisure activities.

Education and learning play a crucial role in the route out of poverty. Our goal is to ensure that every child has the same opportunity to succeed, that the poverty-related attainment gap is closed and that pupils with protected characteristics do not face disadvantage. The Council's Education Improvement Plan 2020-23, the Children's Services Plan, the Lifelong Learning Service Plan and the [Edinburgh Learns Equity Framework](#) have these goals at their core.

Schools continue to use Scottish Attainment Challenge (SAC) funding and Pupil Equity Funding (PEF) to close poverty-related inequalities in literacy, numeracy and health and wellbeing. PEF has been used to support children with disabilities by investing in additional staffing in schools including family support workers and specialist teachers, as well as play therapists for identified children. Outdoor play facilities have been developed so that children living in poverty have access to experiential learning which their more affluent peers may access out of school. The actions to support children with disabilities have improved the engagement of parents with the school, helping to develop collaborative and supportive relationships with families, improvements in children's wellbeing and engagement in learning.

**1 in 5** Raising Awareness of Child Poverty and **Discover!** (programme addressing the cost of the school holiday) are two highly effective initiatives developed by the council's Lifelong Learning Service.

**1 in 5, Raising Awareness of Child Poverty** delivered workshops, seminars and conferences, held focus groups and developed a range of materials and Top Tips for school leaders and practitioners. These have been highly effective in helping schools take steps to reduce the cost of the school day and to raise awareness of child poverty in schools. The training was adapted for social work staff for an event in January 2019 to support them to consider the impact of poverty on behaviour and thinking.

The Gypsy/Traveller community have received targeted input for identified learners, and training on the culture and needs of the community has been provided for key staff.

A new online tracking system highlights poverty related attainment gaps, allowing schools to respond to these with targeted support and to develop targets for improvement – a good example of evidence-based action.

Schools are increasingly talking about data – in particular, the use of data to identify their “gap” and a growing number of schools recognise the need for all staff to engage widely with data to fully understand the school's context. We see an emerging use of data to set “STAN” (Specific, Timed, Aligned, Numeric) targets to narrow the poverty-related attainment gap.

Beyond formal learning, opportunities to gain knowledge, experience and resilience are important, but can be costly and out of reach to families living in poverty. To narrow this gap, a wide range of supports and initiatives are now in place, summarised below.

Youth work, delivered by Lifelong Learning staff in the Council and by a range of third sector youth work providers, can improve and manage the physical, mental and emotional wellbeing of children and young people, including developing resilience and optimism for the future. It is targeted service, rather than one open to everyone. Youth workers offer trusted, supportive relationships in both a one-to-one and group settings and deliver support and interventions to close the poverty-related attainment gap, both in schools and in the wider community. Universal youth work plays an important role in prevention and early intervention. Participation in almost all youth work is free of charge.

The Council's Arts and Creative Learning Team makes no charge to any school or pupil for arts and creative opportunities. The Youth Music Initiative (YMI) funds music programmes for pupils in secure units and projects using specialist technology for pupils in Special Schools. YMI reaches over 19,000 P2 – P6 pupils in all primary schools. To ensure that children living in poverty can access additional musical opportunities, a range of YMI projects is also targeted to children in schools identified as having high numbers living in low income households. YMI and the Council's Instrumental Music Service, have a focus on equity and progression pathways. Children and young people from across the socio-economic spectrum have opportunities to learn to play music, participate in bands, orchestras and choirs and sit national qualifications in music in all Edinburgh schools.

Other arts and creative programmes are offered free in targeted schools and communities through partnerships with festivals and organisations. The Dance Unit based at one of the city's Secondary Schools offers high quality specialist dance education to talented pupils from all socio-economic backgrounds.



A [national evaluation](#) was released in October 2020 of the impact of youth work on attainment and featured good practice from Edinburgh, the [Excel project in Craigmillar](#).

The Excel project is a partnership between the City of Edinburgh Council, Jack Kane Community Centre and St Francis Roman Catholic Primary School. The project aims to deliver both excellence in terms of ensuring children and families acquire a broad range of skills and capacities, whilst delivering equity, so that every child thrives and has the best opportunity to succeed regardless of their social circumstances or additional needs. The activities offered through the Excel programme are designed to enable and equip children and families to improve their wellbeing and to improve learning and development outcomes. Participating children, aged 8-12, have access to educational activities during school break and lunchtimes, targeted group work and enhanced transition support in P7. 193 children took part in the programme during 2019-20 and:

- 97% showed improvements in learning engagement
- 73% developed new skills
- 43% showed improvements in health and wellbeing
- 36% improved their literacy and numeracy
- 14% showed improvements in school attendance

The Council's Sport and Outdoor Learning Unit aims to increase regular access for targeted groups to high-quality sport, physical activity and outdoor learning with a wide range of initiatives. Examples include the **Ignite** locality programme at Brunstane Primary School, providing free swimming, volleyball and tennis with the aim of supporting transition to secondary school, as well as engagement with the community and families through activities such as fitness workshops. There is free access to Active Schools extra-curricular activity programmes across Edinburgh and teachers refer pupils who are disengaged, inactive and from areas of deprivation who they think would benefit most from getting active. Targeted free provision has been provided to Syrian refugees, including climbing and swimming sessions, and opportunities through the [Duke of Edinburgh Award](#) scheme have also been targeted at young people who are disadvantaged or where take up is low, for example, BAME girls.

- **Free access to Active Schools** extra-curricular activity across Edinburgh (April 2019 - June 2020) to 16,605 primary school pupils, 3,862(23%) pupils were from areas of deprivation (SIMD deciles 1-3)
- **Duke of Edinburgh Award** – increased involvement of disadvantaged young people with 348 completing during 2019-20 – a 56% increase on the previous year.

A range of film and moving image education projects, many with progression pathways and industry links aim to develop knowledge, skills and experience. These programmes are largely targeted at young people living in areas of multiple deprivation, lone parent, large, and young parent families, and BAME young people. [Cashback for Creativity](#) is a filmmaking project attended by young people living in deprived areas,

at risk of offending or school exclusion, with the opportunity to gain Arts Award accreditation. The [Edinburgh City Film Education Programme](#) included *Our Edinburgh* delivering filmmaking on the theme of Social Justice to nearly 300 pupils and 18 teachers across primary, secondary and special schools and *Your Take* virtual filmmaking learning programme in response to Covid-19. The [BFI Film Academy's Edinburgh Programme](#) provided opportunities for young people aged 16 to 19 to gain a BFI Screen Skills Preparing to Work in Film Industry qualification, with bursaries and support to access online courses available, as well as help to apply. [Moving Image Arts](#) provided young people aged 16 to 21 with year-long Moving Image Arts AS Level courses.

- **Cashback for Creativity:** 159 young people developed through filmmaking projects, from SIMD 1 & 2, at risk of offending or risk of school exclusion. 100 % developed confidence to progress onto new opportunities or reengage with education. 16% gained Arts Award accreditation
- **BFI Film Academy Edinburgh** programme 2019 & 2020 courses: 42 young people aged 16 to 19 developed over 4 months each, all gain English Level (Nat 5) BFI Screen Skills Preparing to Work in Film Industry qualification; 10% of successful applicants were from SIMD 1,2 and an additional 15% receiving free school meals

## Meeting the needs of the whole family

**Maximise!** takes a holistic approach to supporting families which is core to the overall strategy. It is a family advice and support project working with low-income or disadvantaged families to alleviate hardship, improve employability, strengthen relationships and reduce the school attainment gap. A key development this year has been the roll out to five Early Years Centres across the city. These centres provide early learning and childcare places for babies and children age between 0-5 years. The early years staff work alongside the **Maximise!** team which consists of a family wellbeing and project worker, an employability support worker and an advice worker. **Maximise!** has provided advice, employability and family support in 20 schools with their staff team increasing from 3 to 13.

Recent impact reports on **Maximise!** show a total of **£670k** additional income generated for 380 parents supported in 2019/20 at a Social Return of £35 for every £1 invested.

**WHAT WORKS: Maximise!**

*The Maximise! team is one of the best examples we have encountered during our inquiry of a project finding innovative ways to collaborate across sectors, to break down barriers, and to help struggling families in Edinburgh improve financial resilience and health and wellbeing.*

**Maximise!** is a Family Advice and Support Project delivered in partnership by Children 1st and CHAI (Community Help and Advice Initiative) and supported by NHS Lothian, the City of Edinburgh Council and Capital City Partnership.

- *Based in targeted schools across Edinburgh, the model is made up of integrated teams of staff offering advice on benefits, debt or housing problems, employability and family wellbeing support.*

## Responding to Covid-19

Job losses have been a major impact of the pandemic encountered so far in Edinburgh. Responses include [Covid19 Jobs Support](#), a portal for employers and people who are facing job losses in the Edinburgh and South East Scotland City Deal area. It includes information on job vacancies, links to local services including welfare rights support and links to PACE<sup>1</sup> activity and Business Development support for employers.

**Covid19 Jobs Support** has now been live for 6 months and has had around 20,000 unique visitors, 103,000 site views with 2,096 vacancies advertised

The City of Edinburgh Council channelled free school meal payments in cash to all families who were receiving them and in June, with the support of the Scottish Government, continued to make those payments during school holidays. Cash payments were given for clothing grants where these were applied for and all foodbank requests via the Scottish Welfare Fund were provided with a cash payment in place of a food parcel.

The Council made 6,647 Free School Meal payments directly to families during school closures and the holidays totalling £1,547,833

<sup>1</sup> PACE: Partnership Response for Continuing Employment - <https://www.skillsdevelopmentscotland.co.uk/what-we-do/employability-skills/partnership-action-for-continuing-employment-pace/> statutory orgs supporting employers with large-scale redundancies  
City of Edinburgh Local Child Poverty Action Report 2019/20

*Kindred's Hospital Team Manager, describes supporting a family during the pandemic lockdown  
Communication, financial support & residency*

As English is not her first language, Arthur's mum, Rafaela, communicates mainly through email and text, using Google translate. Kindred staff met up with Rafaela as necessary with an Interpreter and the medical team and have also used a translation service to exchange important information quickly. Kindred secured essential funding to help with all the additional costs of being at the hospital. Covid-19 put additional strain on this family as Dad lost his income. The family were supported to apply for benefits that they are entitled to including DLA, Child benefit and a Blue Badge for Arthur. The family's situation is complex regarding residency and they required support to liaise with different agencies including the Ethnic Minorities law centre and the Citizens Advice Bureau.

*Finding the right home.... & more funding*

The family were initially in a rented room within a house and this was very stressful for them so they were supported to secure their own tenancy; they are currently in temporary adapted accommodation with Link Housing. However, they are also bidding for a permanent property to meet Arthur's needs in the longer term. Kindred has worked closely with Discharge Liaison, Link Housing, and specialist EEA Housing officer and the council around ensuring housing benefits, council tax and energy bills are all assessed properly for this family. The Consultants have continued to provide updated medical letters to support applications and in liaison with Social work.

*...and a buggy!*

Finally, Kindred helped secure funding to get Arthur's buggy. Arthur had his first walk outside the hospital in his buggy and he was so excited and really happy with his new experience as were his parents. Hopefully he will be home safely with his family in the not too distant future.

Most advice services in Edinburgh saw a rise in enquiries, especially around employment/income and housing. Responses included seeking financial support for families – for example, **Maximise!** applied for urgent assistance funds to ensure families could pay for fuel, buy clothing for the family and access food and furniture. Additional funds allowed families to access family activities, baby food, nappies, homework materials, and other essentials including access to digital equipment to relieve stress and tension at home.

Schools have developed plans to respond to the immediate and longer-term impact of Covid-19 on education, attainment and wider achievement, to maintain the progress that has been made in narrowing the poverty-related attainment gap. Plans focus on children and young people living in poverty and deprivation and in particular, those being supported by Attainment Scotland Fund (PEF and SAC) and include targeted catch-up provision. The plans are built around data and evidence, including the lack of digital devices.

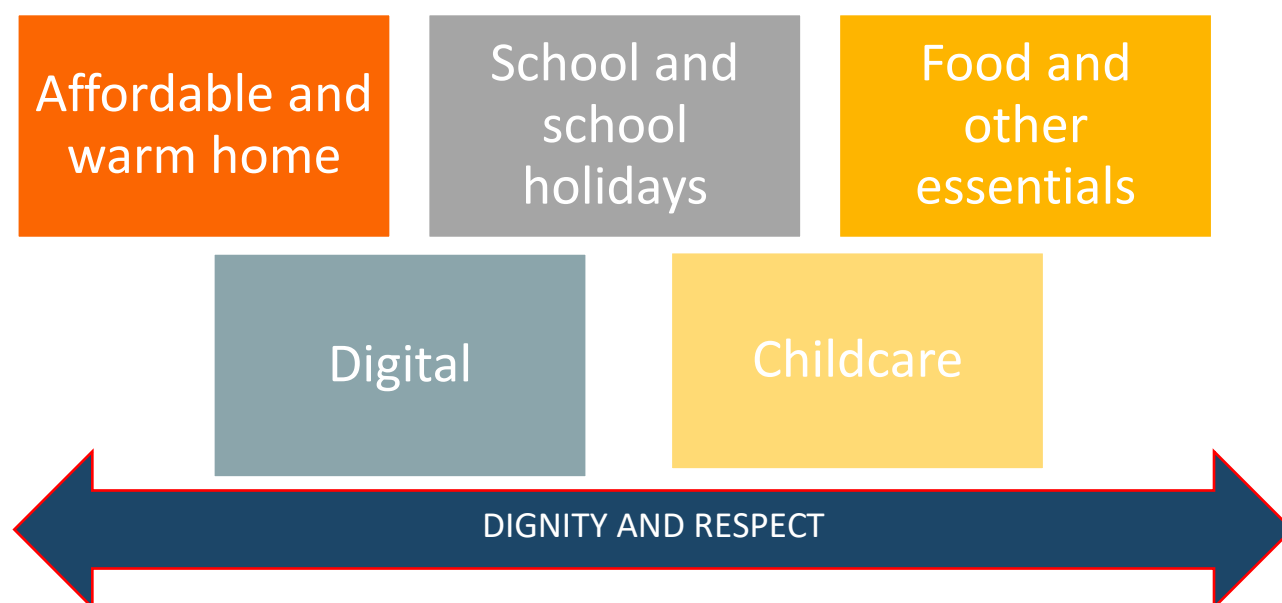
# Reducing Costs

*At times it feels as though there were letters home every week asking for this or that. Yes then there's the pressure for trading cards and items like penny boards etc that affects them (children) and the finances.*

Parent in **1 in 5** focus group, from **1 in 5**, *Raising Awareness of Child Poverty*

## Our approach

Actions are framed around the main types of costs to families, as illustrated below, underpinned by the principle of treating people with dignity and understanding. The **1 in 5** approach is central. Developed in Edinburgh, **1 in 5** began in August 2015 and aims to raise awareness and understanding of child poverty and its impact on educational outcomes. The programme works to raise understanding of poverty among staff and encourage ways of 'poverty proofing' services (i.e. reduce or eliminate the cost of access for core services). It is recognised as an [example of good practice](#) and is increasingly being embedded in Edinburgh as a way of building a positive and respectful foundation for tackling poverty.



## Activities during 2019-20

### Warm and affordable home

Edinburgh is a growing city and one of the most highly pressured housing markets in the country. The latest Housing Need and Demand Assessment states there is demand for between 38,000 and 46,000 new homes in Edinburgh over ten years and that over 60% of these homes need to be affordable. The lack of affordable housing is one of the biggest drivers of poverty in the city, with almost one in three of the city's households

in poverty solely as a result of high housing costs. There is no pathway to ending poverty in Edinburgh without resolving the city's housing crisis.

Increasing the supply of affordable homes is key. The Council has committed to building at least 10,000 social and affordable homes by 2022 and is making good progress with a record 1,443 affordable homes built in 2019/20, 25% more than in 2018/19.

Significant progress has been made in preventing homelessness through a range of supports introduced including the establishment of a private sector rental team, which works to support people to remain in their private rented property where it is safe to do so and Edinburgh Help to Rent run by Crisis, helping people to get a flat through providing a rent deposit guarantee bond; a new post in the Advice Shop to deliver training and support on income maximisation and welfare rights to frontline staff across sectors, building their capacity to support people threatened with homelessness; and specific teams dedicated to young people, helping them to remain at home, where it is safe to do so, or to find and retain alternative accommodation.

The costs of heating a home can also be significant. [Home Energy Scotland](#) and [Changeworks](#) are key partners in supporting households to live in warm homes and save money through advice on energy efficiency in the home, and referrals to other services offering support with affordable warmth, benefit and tax checks, supplier switching and funding support for a range of efficiency measures.

1. Changeworks' energy advice service supported 2,100 tenants with 168 young families between 2018 and 2020, generating a total of **£423,000<sup>1</sup>** financial savings through support including energy advice, referral for grants and income maximisation, billing advocacy and tariff/ supplier switch.
2. Home Energy Scotland engaged with 8,617 households in Edinburgh.
  - a. 284 referrals to Warmer Homes Scotland
  - b. 219 referrals to Home Energy Efficiency Scotland: Area Based Schemes
  - c. 126 referrals to directly to Warm Home Discount supplier schemes for the most vulnerable customer groups
  - d. 147 Energy Carer visits to households
  - e. 93 referrals to local affordable warmth services

**Home Energy Scotland**

Ms Clark called the Home Energy Scotland advice line after receiving information from her child's school about the support that Home Energy Scotland could give to families to reduce their energy bills and make their home warmer.

Ms Clark was privately renting her home and finding her energy bills expensive. She spoke to a Home Energy Scotland advisor, who gave her advice on comparing energy suppliers, dealing with condensation, and told her about Warm Home Discount, which is a payment of £140 that some energy suppliers offer to eligible customers, and, judging that Ms Clark would qualify, encouraged her to apply.

During a follow up call from Home Energy Scotland, Ms Clark reported *"I did get it. I went away and looked into it and it helped loads."* And that the payment of £140 had been credited to her electricity account in February. *"It couldn't have come at a better time, and I actually passed the information on to a friend and she got it as well."*

**School and school holidays**

The **1 in 5** approach underpins the actions to reduce the cost of living, focusing on schools. It involves a commitment to ensuring that any cost under the direct control of the local authority are affordable. **1 in 5** supports schools to take actions which will reduce the cost of the school day for low income families, including uniforms (with grants available), stationery and trips.

Following **1 in 5** sessions, 80-90% of staff in schools were more aware of poverty and its impacts and felt more able to make changes necessary to tackle stigma and reduce the cost of services.

During 2019-20, the Council launched automation of free school meals and continued to develop **Discover!** in partnership with Edinburgh Community Food. The **Discover!** programme aims to reduce the cost of the school holidays with children living in poverty being recommended by schools to the programme. It works with families during the school holidays and its aims are reducing food and financial anxiety, fun family learning to help close the poverty related attainment gap; improving health and wellbeing and reducing social isolation. It also offers a range of support and advice services including CHAI, Home Energy Scotland and Skills Development Scotland.

The number of recommendations to **Discover!** has grown steadily. Feedback from families consistently refers to the difference it is making in terms of food anxiety, fun, high quality learning activities, helping improve family relationships and access to services that help reduce household spending.

Other developments include making application for benefits easier and more streamlined for people, for example, accepting new Universal Credit claims as applications for Council Tax Reduction.

The **Discover!** programme provides support over the holidays with food, cooking skills, income maximisation support, fun learning and trips.

186 families have participated in the programme since December 2019 and during the summer of 2020, **Discover! Online** and **Discover! in a Box** made 631 deliveries over the 6-week period

*Hi guys, thank you so much for our awesome box this morning! I know everyone has a story but honestly, I couldn't be more grateful. I've just become a single mummy about to transfer on to universal credit. The whole 5 week wait thing has been stressing me out monumentally, wondering how we're going to manage so to get a huge food box delivered this morning has actually made me cry! It's just one less week of worry and that, for me, is massive. Thank you so, so much!*

## Day to day essentials

Food and period products are among the obvious things that families need to spend money on. Leisure activities are important too, helping to support physical and mental wellbeing.

Opportunities for affordable leisure are provided through targeted initiatives as well as those open to everyone. They include [Open all Hours](#) project (coached activities for £1 on Friday nights with qualified youth workers); [Looked After and Active](#) and **You Can** programmes (for care experienced people), [Positive Destinations](#) (for young people who are not in education, employment or training) and [Active Mums](#). An [Outdoor Learning Map](#) project was launched earlier this year, involving a number of schools with the aim of supporting families to find affordable outdoor learning.

Breakfast clubs are a way of making sure that children have something to eat before the start of the day. There is now a breakfast club in each of the Council's 89 primary schools, attended by 3,400 children across the city. These are provided by the Council, private and third sector organisations. Some are free to all and some charge but provide free places for families where a need has been identified.

Actions to address period poverty continue with products made available in all community centres, libraries and early years centres as well as in schools, with each school making products available in a non-stigmatised way and that best suits their school.



## Affordable childcare

For parents in-work, returning to work or studying, subsidised places for nursery and afterschool care, with built-in employability support has been provided by [North Edinburgh Childcare](#), [Kidzcare](#), [Childcare Connections](#) and [Smile Childcare](#) since April 1<sup>st</sup>, 2019. In addition to the breakfast clubs mentioned above, 84 primary schools offer access to other Out of School Care (After School Club and holiday care).

1. Over 4000 children attend out of school care every day, enabling parents to work and study.
2. Over 200 of the lowest income working families in the city get access to subsidised childcare nursery and out of school care to help them sustain work

## Responding to Covid-19

Responses to the pandemic from organisations and communities have been flexible and creative. For example, the Council made payments directly to families in lieu of free school meals and **Discover!** provided 366 eligible families with cash or a voucher for local supermarket to cover food and expenses for the 6 days they would have attended over the holidays.

The **Discover!** programme moved on-line in Summer 2020 and worked proactively with families to support online engagement. This included phoning all 390+ families, offering support and help with joining the online group, making referrals to People Know How for devices and ensuring the trusted relationships with staff and delivery partners were maintained online. **Discover!** provided devices for 27 families through People Know How and a successful application to Connecting Scotland is ensuring all families recommended to **Discover!** can be supported to engage online and to develop much needed digital skills and confidence. **Discover!** online provided families with a weekly box throughout the Summer and October holidays, containing fresh ingredients, utensils, recipes, art material and sport resources. The Facebook group streamed workshops in dance, music, sport, cooking and home energy advice with 1 to1 advice sessions also offered.

The Covid-19 pandemic has highlighted some significant gaps in the support people need, including advice and benefits, and the extent of digital exclusion – people who do not have access to devices or the internet to do their schoolwork or to find information and resources. The Scottish Government provided funding of £911k for laptops or tablets and connectivity for disadvantaged pupils. While all eligible applicants in Edinburgh received an allocation, the volume of requests was higher than could be met from the funding available. Responses to the needs of specific groups included provision of digital devices to Roma families to address digital exclusion during school closures.

Home Energy Scotland continued to support households and referred people with pre-payment meters to sources of emergency top-up funding. They worked with NHS Lothian in the delivery of advice to

households receiving flu vaccinations via three drive through/walk through sites in Edinburgh. The sites were identified via SIMD data to inform attendance aimed at households who either worry about fuel bills or find their home hard to heat.

During the pandemic, 545 individuals received a digital device, connectivity and 6 months of one to one support from a digital champion; additional devices were used to support a group working with the Traveller Community.

# Next Steps

Activity to increase income, across employability, benefits, attainment, wider achievement and opportunities, and family supports, and to reduce costs – before and during Covid-19 - reflects a solid foundation of partnership work, with innovative and effective practice emerging around providing integrated support to make it easy for families to get the help they need.

The priorities and actions for the coming year are shaped by:

- the impact of Covid-19 with job losses and employment insecurity at an unprecedented scale and opportunities scarcer, and the learning that the response to the pandemic has generated
- the recommendations of the Edinburgh Poverty Commission – shaping culture, practice and the shape of services: embedding dignity, understanding and respect into the heart of the response, providing holistic support in places like schools and GP practices so that they are easy to reach and stigma-free
- evidence and learning from existing initiative and practice.

Many actions needed to drive forward this agenda are already agreed and outlined in the recently published City of Edinburgh Council End Poverty in Edinburgh Delivery Plan for 2020-30. A key priority for the first six months of 2021 will be further work with partner agencies across the city to develop a genuine citywide, cross service plan for delivery of actions to end poverty in Edinburgh. This plan will form the basis of actions across the city for the next decade, and will be monitored and reported on through Edinburgh's next Local Child Poverty Delivery Action Report, planned for publication in Autumn 2021.

Notwithstanding these future planning developments, key priorities for progress during 2020/21 include:

## Employment

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1. Launch and deliver a new **Edinburgh Guarantee for All** programme, working in partnership with private sector stakeholders, to guarantee an appropriate training, mentoring, or work opportunity for any unemployed resident in Edinburgh
2. Deliver support for **recently unemployed people** into sectors where there are current vacancies, including in early years care, social care and public sector jobs. A recent successful pilot saw 80% of participants move into work (Capital City Partnership in partnership with City of Edinburgh Council and Department of Work and Pensions)
3. Deliver the **No One Left Behind Edinburgh's Employer Recruitment Incentive** (EERI) helps people of all ages with the greatest barriers to employment get jobs and stay in jobs. Employers from smaller companies and third sector organisations can apply for up to £6k to help with the costs of

recruiting and employing someone. This was relaunched in October, with priority given to the following groups:

- a person with a disability
  - a care experienced young person
  - a carer of an older person
  - someone with a conviction (including CPOs)
  - someone living in a single adult household with dependent children
  - a person above 54 years of age
4. Continue to help **employability services** to increase the number of flexible and childcare-friendly jobs (Capital City Partnership working with Timewise).
  5. Continue to support parents into **fair work and sustainable long-term employment**. Four projects will start in January 2021 with a total investment of £500,000 from the Edinburgh Parental Support Grant. These will offer key-worker support to families to access and sustain roles in digital, childcare, social care and self-employment. Parents who are carers of disabled children, lone parents, women and those from a BAME background will be included, with a specific pilot to support BAME parents to access higher-level data roles. Overall, the programme aims to engage with 360 parents who are unemployed or in low income employment, lifting them and their families out of poverty.
  6. Enhance the Maximise! programme by developing dedicated support for young people with Care Experience and pathways to education, training and employment.

## Benefits, advice and family support

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7. Roll out projects which provide proactive, high impact support to maximise household income
  - Work with Edinburgh Partnership to expand existing services and deliver into all city communities embedded support programmes modelled on the successful **Maximise!** service
  - Projects already identified in health settings include: working with health visitors to provide financial advice and support to expecting families and families with babies and young children; a hospital-based service at the Royal Hospital for Sick Children in Edinburgh for those families who may struggle to engage with community-based services (CHAI); a review and potential expansion of joint work with NHS Lothian's Midwifery and Health Visitors team to meet a gap in South East Edinburgh (GIC); explore options to embed advice within Thrive, Edinburgh's strategy for improving mental health and wellbeing.
  - Deliver expansion of a programme modelled on the successful **Maximise!** service across schools.
  - Embed the Early Years **Maximise!** approach through the **Intensive Family Support Service** (IFSS), developed across six City Deal local authority areas (Edinburgh, East, Mid and West

Lothian, Fife and the Scottish Borders) and started in Edinburgh in July 2020. IFSS focusses mainly on lone parent, low-income households and takes a “whole family” approach to support people experiencing longstanding worklessness and poverty. It will support adults to provide a better environment and better prospects for every member of the family.

8. Continue to streamline support provided by the Council by increasing the use of single financial assessment of free school meals and clothing grants as far as possible when assessing Housing Benefit and/or Council Tax reduction eligibility.

## Attainment

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1. **Edinburgh Learns 4 Life** is one of the workstreams in the Council’s Adaptation and Renewal Programme and will be central to improving attainment over the next five years. The existing vision for education in Edinburgh is: the best teaching and learning for all. Our revised vision specifically acknowledges the inequalities that exist, particularly those borne from poverty:
2. *A fairer, healthier, greener future for everyone, where learning for life happens at home, in school, in the wider community, and in the workplace.*
3. Recognising that many learning and career pathways are still seen as better than others, we will have two projects in Granton and Wester Hailes, working with the school communities, and their partners to define curriculum rationales which will then lead to clear, equitable pathways into further education and the world of work. We are also continuing with all previous actions around improving the quality of teachers’ and support staff’s skills.
4. Specific commitments to improve attainment for 2020-23 include:
  - Developing Professional Learning with a focus on *Leadership for Equity* to build expertise, practices and skills in leading improvements aimed at achieving equity
  - Target PEF on staffing and digital devices to allow schools to continue to address poverty-related barriers, including inequity of digital access and reducing the cost of the school day
  - Continue to work towards targets for closing the poverty-related attainment gap in literacy and English, and numeracy and maths
  - Focusing on priority groups of care experienced learners and those living in SIMD Quintile 1, implement actions to track and monitor attendance and attainment, as set out in the local authority Education Improvement Plan 2020-23
5. Improve support for children whose families are in temporary accommodation, who face disruption to their schooling and often experience anxiety and depression, through a co-ordinated set of actions:
  - Implement a new process to ensure that regular information is shared between Housing and Education within the Council, so that children in temporary accommodation and their families

can be supported with healthcare needs, nursery and school attendance, free school meals, school uniform grants, assistance with travelling to school and help with benefit applications.

- Develop and deliver training to pastoral staff in all schools as part of the **1 in 5** programme, responding to the evidence of high levels of school absence as well as anxiety and depression among children in temporary accommodation, to increase awareness and understanding of the impacts of being in temporary accommodation on education and wellbeing.

## Reducing costs to families

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6. Continue the progress to build **affordable homes** across the city and continue work to maximise the use of existing properties by considering actions to address the loss of capacity in the Private Rented Sector through short term lets
7. Continue to develop and implement a holistic approach to [preventing homelessness](#)
8. Increase partnership to maximise support available to reduce the cost of heating and increase reach using digital delivery of events and innovative models such as Flu Drive Throughs
9. Through strong leadership, build on the **1 in 5** programme to embed a poverty-proofing approach across all partners and throughout organisations, recognising the role of the full range of frontline staff; taking an integrated approach to support learning and build effective partnership working; and consider further development of the programme e.g. by including a trauma informed approach.
10. Expand the **Discover!** programme, supporting families to reduce food anxiety, help close the poverty related attainment gap, build skills, develop social and cultural capital and address social isolation. Demand already exceeds current capacity. Extend **Discover!** to S1 – S2 pupils to support transitions from Primary to secondary school, particularly over the summer holiday between P7 – S1.
11. The **Digital Learning and Teaching** workstream is part of the Council's Adaptation and Renewal Programme, seeking to ensure that pupils have devices and connectivity to support their learning. A business case is being developed and will include options for providing a device for each pupil from P6 through to S6 and an agreed approach to supporting pupils without connectivity at home.
12. **Transport:** explore with Young Scot how to reduce the cost of transport for young people and align with Scottish Government activity ([Scottish Government consultation on the free bus travel for young people aged under 19 years](#), from 26 October to 7 December 2020)

## General actions

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13. **Build the evidence base** for effectiveness:
  - Monitor the impact of **Maximise!** by developing data collection measures that capture impacts relating to families. A strategic group has been formed in Edinburgh involving key advice

agencies including Home Energy Scotland to develop strategy and data recording methods to ensure that the impact of the work for vulnerable families is evidenced

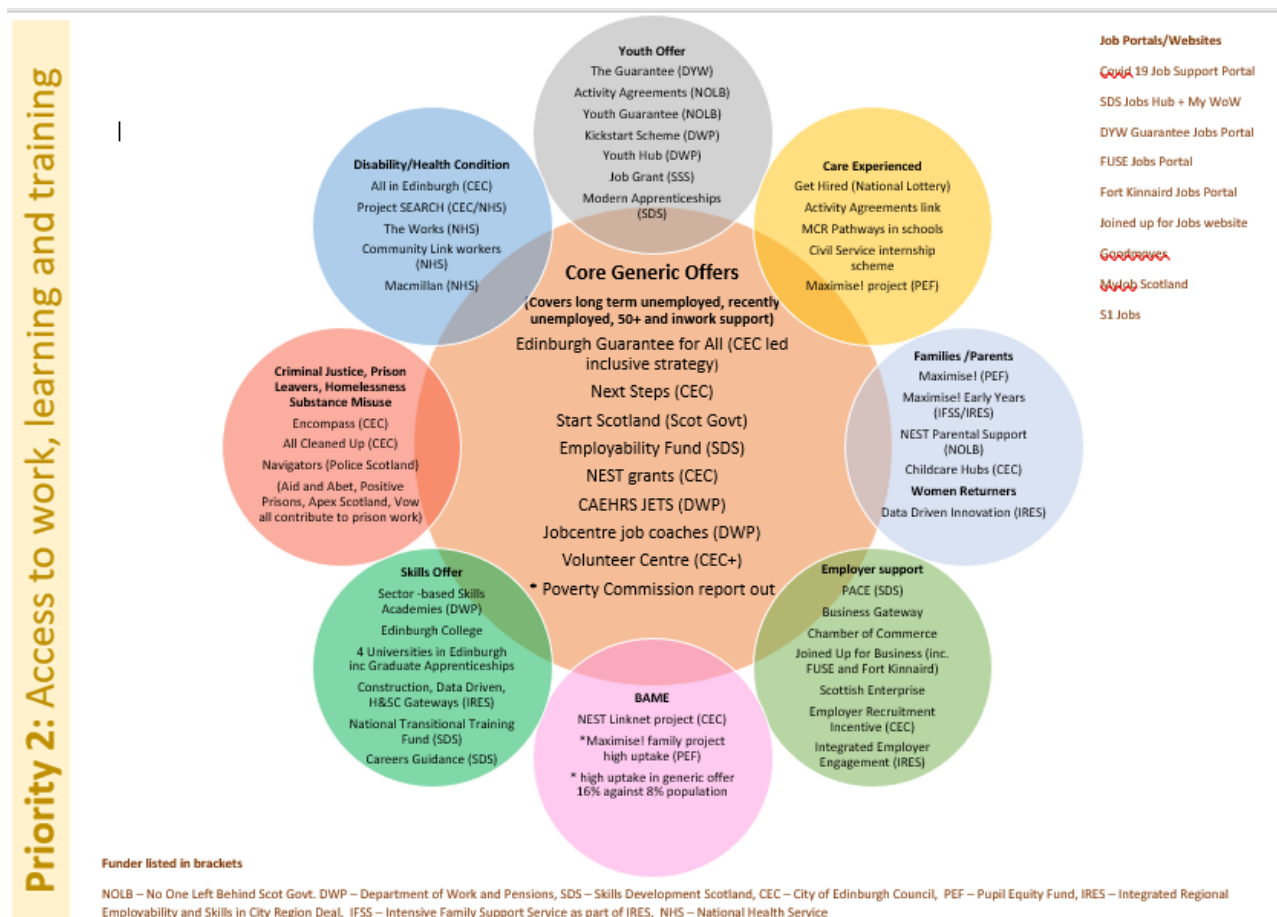
- Research on how best to support families to gain and sustain employment (Capital City Partnership and Edinburgh University) focusing on the Intensive Family Support and **Maximise!** and using a Community of Practice, including keyworkers and families themselves to develop and design the service. It will also include the development of a data collection and monitoring framework for advice services so that nature, scale and impact of their work with families can be assessed.
- Develop approaches to show how **Discover!** is positively impact children during school as well as during the school holidays

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# Appendix 1: Overview of Employability Supports and targets



## Employability Programme targets, 2020/21

	PSEF		ESES CRD – IFS*	
	20/21	21/22	20/21	21/22
New engagements – unemployed parents	65	153	27	51
New engagements – employed parents	67	115	27	51
No. progressions to work (education/training)	58	130	14	38
No. progressions in work (improved hours/wages)	39	86	0	0
No. Job Outcomes	33	61	0	5

\*Edinburgh and South East Scotland City Regional Deal, Intensive Family Support Service is an 8 year project numbers/targets are low in the first phase as families are engaged and start to work with the service

# Appendix 2: Benefit and Advice Services Data

## Summary

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- During lockdown, Carers claiming the **Carer's Allowance Supplement** received an extra payment of £230.10 in June 2020 in recognition of the extra burden placed on carers during the COVID-19 crisis. The number of carers receiving **Carer's Allowance Supplement** payments is 4,565 and over 2 million is awarded to eligible carers in Edinburgh every year.
- In Edinburgh, 90 applications have been made to the **Young Carer Grant**. Sixty of these were eligible with a total value of £16,846.00 being paid to young carers in Edinburgh.
- 8,138 **Discretionary Housing Payments** were made in 2019-20 with a total of £6,056,630.81 awarded. Applicants to the Discretionary Housing Payments were 56% female and 44% male.
- **The Scottish Welfare Fund** supplied a total of £258,283 in crisis grants and £659,065 in community care grants. Again, applicants were majority female with 51% female applicants and 49% male applicants.
- **The Advice Shop** supported a total of £10.1 million in financial gains for people. This includes £85,000 in Child Tax Credit and £25,000 in Child Benefit.
- **Maximise!** supported 381 people to gain a total of £667,975 (around £1,750 each)
- **Citizens Advice Edinburgh:**
  - *GP Practice Advice* project achieved £482,210 for 116 people (average of just over £4,000 per person) - 4% of families engaged cared for a child with a disability, 13% for children without a disability. 1% had 3 or more dependent children and 8% were in single parent families
  - the *Help to Claim* project supported 1,301 people, achieving £877,226 (an average of around £670); 11% of those supported were single parent families.
- Kindred supported 326 families in Lothian and accessed £649,485 for families (just under £2,000 per family): 93 disability living allowance applications, including 11 supported at Tribunal 7 families were rehoused, 17 were assisted with housing adaptation, 42 were assisted with information on housing, 22 were assisted with support regarding a placing request to special school (or special class), 5 parents were assisted to ASN Tribunal, 69 were supported in discussions with their child's consultant, 83 were assisted in discussions with the child's specialist nurse, 32 were supported in discussions with CAMHS, 48 assisted to get at Blue Badge via local authority, 6 assisted with Guardianship, 105 referred to other specialist voluntary organisations, 33 supported regarding transport issues, 23 supported with a Section 23 assessment and 29 assisted with Self Directed Support.

## Granton Information Centre

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Worked with a total of 2231 clients:

- 504 of those supported were lone parents with dependent children
- 282 were couples with dependent children.

## Maximise!

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Supported 381 clients:

- 197 families are lone parents
- 153 larger families (3 children or more)
- 97 Black and Minority Ethnic Families
- 28 families with a child under 1 year

- 37 families with care experience

From the families engaged with **Maximise!**

- 381 individuals received advice support
- 569 advice appointments were attended
- 77 families engaged with housing advice/tenancy sustainment and 12 were supported through the appeal/tribunal process.

A total amount of £667,975.00 were secured for families.

Early analysis of the project suggests that every £1 invested returns a social and economic benefit of between £30 and £39. The Maximise! Impact Report for 2019-20 is available here:

<https://maximise.site/wp-content/uploads/2020/10/Maximise-Impact-Report-2019-20-Final.pdf>

## CHAI

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### Advice Service

Worked with 2191 individuals, 3948 appointments were attended:

- 6438 advice issues were dealt with
- 170 appeals tribunal with a 74% success rate

The Advice Service had a total amount of £5,972,930 in financial gains.

**EIJB funded service:** Worked with 1,139 individuals. In the GP practices, 920 appointments were attended, with £543,362 raised in financial gains for clients.

### Recovery hubs

- 402 individuals advised, resulting in £1,500,894 in financial gains
- Co-located support in mental health centres (first year):
- 123 individuals advised, with £172,254 in financial gains.

**Wester Hailes Connect project:** supported 6 people to move along the Strategic Skills

Employability Pipeline, with one client finding a job and one undertaking vocational training. Advice was provided to 15 people, raising £35,395 in financial gains.

**Edinburgh Housing Advice Partnership:** represented 537 individuals at 958 court hearings.

**The Homeless Prevention Project:** supported 70 clients; helped to sustain 171 at two specific sites (Melville and Almond) and achieved £143,000 in financial gains.



# Citywide Evaluation: 2019

## *Discover!* the impact



# Discover

City of Edinburgh Council  
Schools and Lifelong Learning

# Discover contents of this report

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## Discover how *Discover!* was evaluated

### INTRODUCTION

This report is drawn from consistent evaluation carried out over a full year of *Discover!* from Christmas 2018/19, through February, Easter, Summer and October 2019 holidays. It covers feedback from parents/carers and a few quotes from children are included.

The report summarises the citywide findings, using information collated from across all four localities. Detailed evaluations for each holiday in each locality are available on request by contacting: [discover@edinburgh.gov.uk](mailto:discover@edinburgh.gov.uk)

Findings from the evaluation of *Discover!* Christmas 2019/20 reinforced the whole year findings and no new trends are emerging. Christmas 2019/20 figures are not included in this report.

Regular staff feedback is also gathered. At the end of each day of delivery, the staff group meets and gives feedback to the Hub Lead; things that worked well, things that could be developed and ideas for improvement. This information is then considered by the Lifelong Learning Strategic team responsible for *Discover!* and is used to inform programme planning which is taken forward by the Planning Group and overseen by the Steering Group.

After most school holidays a Practice Sharing session for staff has been organised where experiences, suggestions and ideas are discussed. This is also used to inform planning and staff feedback is always balanced against the feedback from parents/carers and children. A survey monkey for all staff involved in the delivery of *Discover!* has been developed. It links to the same questions that parents/carers were asked and all questions are aligned with the aims and intended outcomes of *Discover!*

### Evaluation methodology

The evaluation methodology was trialled in during the Christmas 2018/19 holiday. Some questions were then amended, and the evaluation has been consistent and robust from February 2019. Some graphs in this report do not contain information relating to Christmas 2018/19 because some questions were only asked consistently from February 2019 onwards.

- Training and support was provided for staff teams to help carry out evaluation. This ensures an impartial approach to the process, and to engage sensitively with people. Evaluation teams were made up of a diverse range of Lifelong Learning staff and included NHS colleagues.
- The evaluation teams visited each *Discover!* Hub each holiday, using a questionnaire to gather feedback from parents/carers and children. The questions are linked to the aims and intended outcomes of *Discover!* helping Lifelong Learning understand what difference *Discover!* is making for families living in poverty.

## Discover GIRFEC and Children's Rights

### UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

The UNCRC was agreed by governments across the world in 1989. It contains 54 articles that cover all aspects of a child's life, and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. Of specific relevance regarding **Discover!** are the following:

**Article 15:** *Every child has the right to meet with other children and to join groups and organisation, as long as this does not stop other people from enjoying their rights*

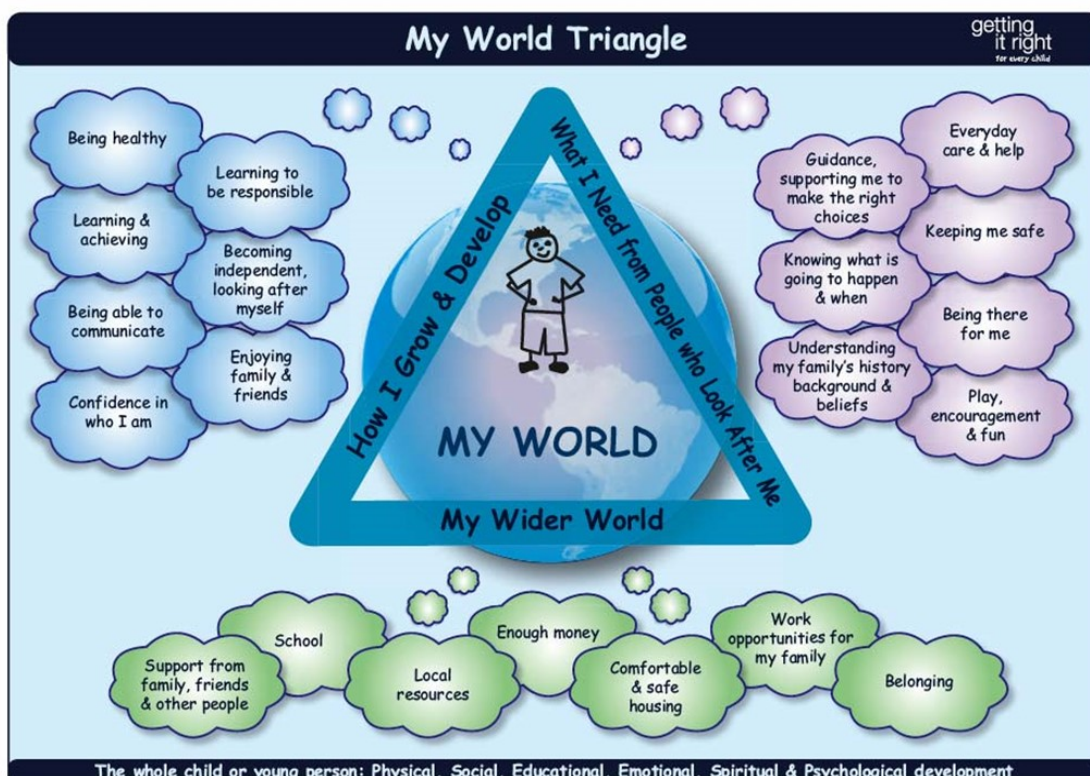
**Article 27:** *Every child has the right to a standard of living that is good enough to meet their physical and mental needs. Governments must help families who cannot afford to provide this*

**Article 29:** *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment*

**Article 31:** *Every child has the right to relax, play and take part in a wide range of cultural and artistic activities*

### GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

GIRFEC is the key approach to supporting children and young people in Scotland.



The child at the centre is the ethos that **Discover!** has adopted and aims to embed through each holiday programme.

My World Triangle (left) also supports GIRFEC as an assessment tool, helping consider which needs are being met.

# Discover Curriculum for Excellence

## curriculum for excellence

The curriculum is the **totality of experiences** which are planned for children and young people through their education, **wherever they are being educated**. It includes the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning; and **opportunities for personal achievement**.

### successful learners

#### with:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

#### and able to:

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations.

### confident individuals

#### with:

- self-respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs
- ambition

#### and able to:

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity.

**To enable all young people to become:**

### responsible citizens

#### with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

#### and able to:

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues.

### effective contributors

#### with:

- an enterprising attitude
- resilience
- self-reliance

#### and able to:

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking and new contexts
- create and develop
- solve problems.



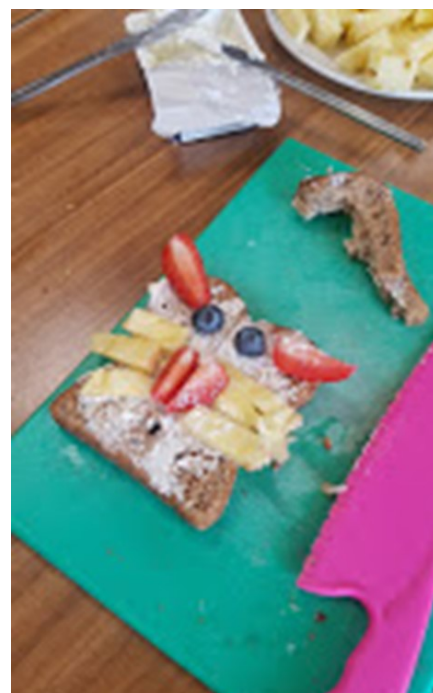
## Discover the reality of poverty in Edinburgh

Despite being an affluent city, nearly 1 in 4 children in Edinburgh are living in poverty. In one electoral ward, child poverty is as high as 39% of the population and does not fall below 11% in any ward of the city. The impact of poverty on children's overall outcomes is well documented. With child poverty predicted to continue to increase, there is real need and impetus to take steps to tackle this rise and reduce the impact of child poverty. (at time of writing)

The new Child Poverty (Scotland) Act 2017 has identified the three main drivers of child poverty and sets out four statutory, ambitious, income-based targets (all after housing costs) to be achieved by 2030.

During school holidays, some families struggle with the additional cost of meals and activities, meaning many children return to school undernourished, less ready to learn, often inactive and more socially isolated. This, coupled with less structure and routine can reinforce existing health and education inequalities and undermines the impact of term time curricular, Free School Meals, breakfast clubs, after school clubs and other initiatives designed to reduce the impact of poverty. Learning loss over holiday periods is often noted by teachers, particularly for those children who are living in households affected by poverty related issues.

In response, Lifelong Learning developed **Discover!**, an initiative which builds on the success of *1 in 5: Raising Awareness of Child Poverty*. **Discover!** works closely with schools, social work and other professionals to identify the families most likely to benefit from the meals, cooking, financial support and fun learning activities on offer during the school holiday period.



*'In a nutshell, my sanity. I'm a single mum and the holidays are particularly hard. A lot of people I know go away. There's so much additional support to help us at **Discover!** Yesterday the Uniform Bank was here, it was amazing. When we're in the house, bills go up. I've got three children. Everyone puts their prices up during the school holidays. It's horrendous and difficult if you're facing difficult circumstances.'*



***Discover!* has three main Aims:**

- To reduce food and financial stress over the holiday periods
- To contribute to narrowing the poverty related attainment and achievement gap
- To reduce social isolation for children and families

***Discover!* is aligned with and contributes directly to:**

- Children's Services Plan
- Lifelong Learning Service Plan
- Education Authority Improvement Plan
- Locality Improvement Plans and Local Outcome Improvement Plan
- South East Improvement Collaborative (SEIC) Equity Workstream (Parental Engagement)
- Local Child Poverty Action Reports
- Supporting Parents and Carers Strategy 2017 - 2020
- Edinburgh Learns (Equity) Framework

***Discover!* impacts on all 3 drivers of poverty which are:**

- Cost of living
- Income from employment
- Income from social security and benefits in kind



## Discover *Discover!*

***Discover!*** is delivered in four Hubs, each one a school, in all four localities in Edinburgh. It is generally on the Tuesday, Wednesday and Thursday of all holidays and there is usually a trip on one day of each week. ***Discover!*** is strategically managed on a citywide basis by the Schools and Lifelong Learning Creativity, Health and Wellbeing team. It draws on the expertise of a wide range of staff and partners, including:

- Pupil Support Assistants (PSA)
- Lifelong Learning Development Officers (LLDO), Strategic team and Locality teams
- Lifelong Learning Strategic Development Officers
- Part time / sessional Youth Work staff
- various specialists, freelancers and a range of partners



The Lifelong Learning Creativity, Health and Wellbeing Teams holds strategic oversight. A proactive multi-disciplinary Planning Group meets every 3 weeks to plan and organise the programme, food, staffing, partner contributions, venues, trips and transport.



## Discover *Discover!*

Children and families are not referred to ***Discover!*** rather they are advised that they may find it beneficial and a recommendation is made to the Lifelong Learning Strategic Creativity, Health and Wellbeing Team.



Recommendations to ***Discover!*** are most usually made by schools. Recommendations are also received from social workers, Lifelong Learning Officers and Family and Household Support Workers. Third Sector organisations can also recommend families.

Parents and carers must attend with their children. ***Discover!*** is offered during all school holidays including February and Christmas. Breakfast and a hot lunch is provided every day and based on evidence of greatest impact and least stigma, opportunities to learn new skills in sport, STEM, music, art, science, cooking etc. form the programme. There are also lun educational trips (for example to the museum, zoo, Castle, Dynamic Earth etc) for families to enjoy together, again with breakfast and a packed lunch.

Alongside these activities, support services such as Maximise/CHAI, Skills Development Scotland (SDS), the Council's Transaction Team and Home Energy Scotland provide advice and support on a range of services, including practical help with accessing benefits and completing grant forms.

There is also a range opportunities to support wellbeing and help reduce stress offered at each ***Discover!*** Hub, some for parents, some for children and some for families to do together. They variously include yoga, relaxation, hair and nail treatments, massage and diet advice. During the Christmas holidays, Take and Make Bags are given to all participants containing all the ingredients and recipes for at least 2 meals which the families could make at home over the Christmas and New Year holiday.

The supportive staff and imaginative, high quality programme provides valuable opportunities for families helping create memories, reduce social isolation, connect people with community activi-



## Discover the profile of participant families

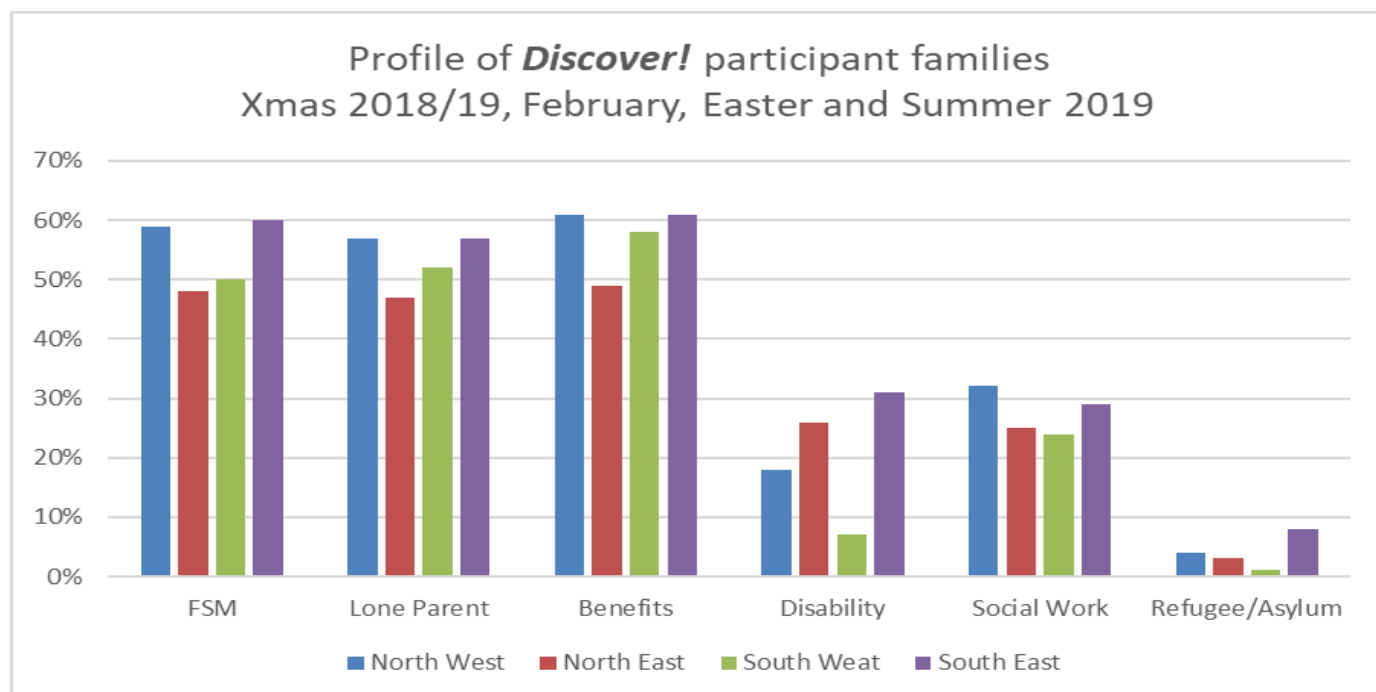
Due to high numbers attending in Summer 2019, the Lifelong Learning strategic team did not actively seek new families for October 2019, although some new recommendations continue to be made each holiday on the strength of word of mouth.

The number of families attending over several holidays has increased with many saying that **Discover!** is important to help with holiday costs and provides motivation to get out the house.

*I can have fun here, I can enjoy life, it's important to have fun, adults don't have fun like children do. I learned new skills from a rugby professional yesterday. I worked hard, I had sweat pouring down my fore-*

'An unexpected finding from the evaluation is just how important the family dimension of **Discover!** is, and how many families are socially isolated. The family centred and holistic approach to **Discover!** starkly reveals just how tightly inter-related financial poverty, mental and physical ill-health, low confidence and social isolation are. The impact of poverty on children's educational and health outcomes is well-documented. **Discover!** makes a contribution to children's attainment and achievement by working closely with schools, working with the family and ensuring that as many opportunities, support and information are available in the same place for families who will most benefit; all at no cost to the families.

The chart below shows the criteria for being recommended to **Discover!** and the participant family profile by criteria for each locality. Most participants meet several criteria. However the information relies on the recommendation forms being accurately completed and some recommendation forms do not contain all relevant information.



NB – October 2019 not included above

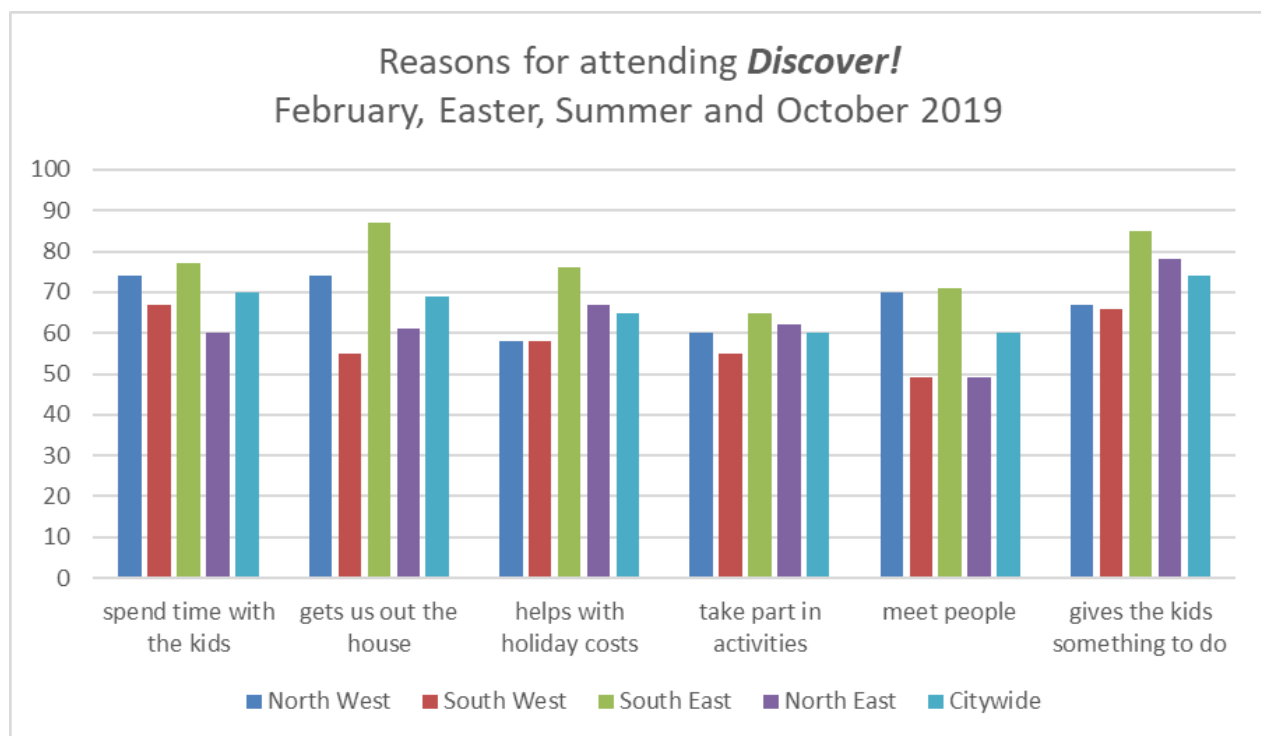




## Discover people's reasons for attending

Participants were asked about their reasons for attending **Discover!**

Families were selected at random and asked to contribute to the evaluation questionnaire at each holiday. Many, but not every family contributed. The graph below shows the responses gathered.



NB: Christmas 2018/19 not included above

### Some of the things parents and carers said:

*Spending time with the kids. Tried family cooking in the house, they help with the dinner now but the ipad wins so cooking here is better. Looking for a family cooking class.'*

*'Coming to **Discover!** helps my youngest (P1) with separation anxiety. He can see that I'm still here, but his confidence is growing to go and take part in activities and play with new friends.'*

*'If we weren't at **Discover!** I would have struggled. I find it difficult to go for days out and entertain the kids. Bills only get paid once we have been fed.'*

*'My child has a wee brother and they quarrel. It gives my child some me time and breathing space. At the end of the day he's tired. It keeps the school routine in place. He needs and likes routine. He looks forward to **Discover!** He would have struggled without it as the holidays mess with his routine.'*

*'We come to **Discover!** to shorten the holiday, to do something and save money - not to have to worry about money so much.'*

*'Learning to spend time with the kids, being more patient with them—away from the pressures of work, without phones etc.'*



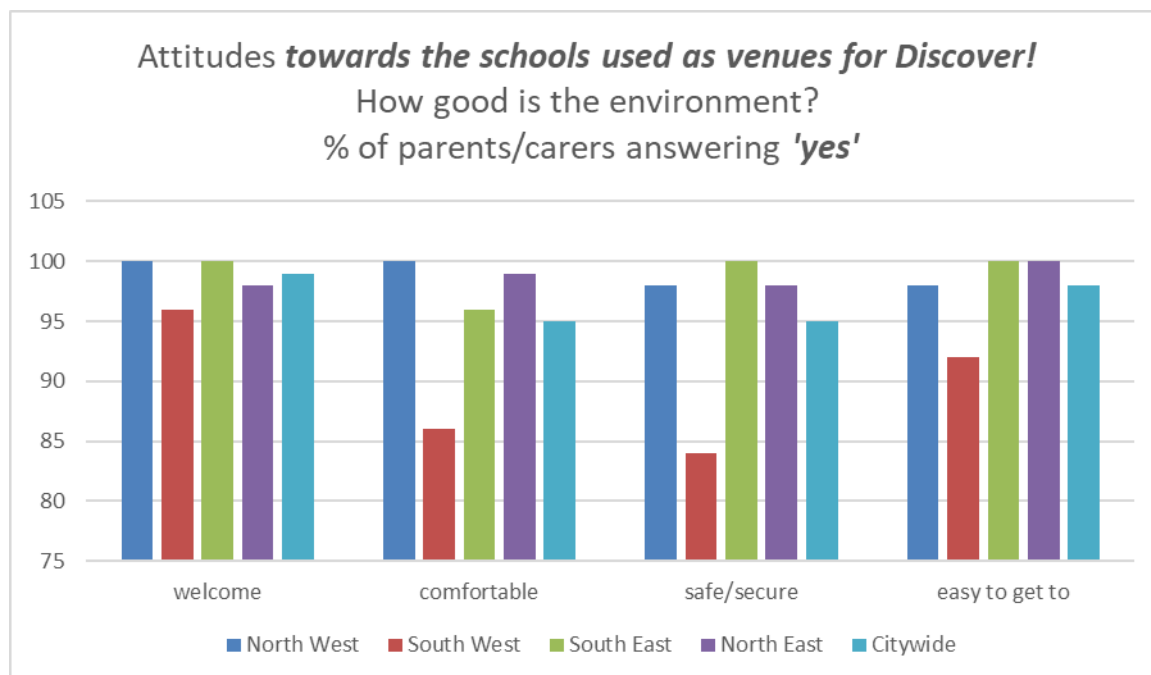
## Discover why it takes place in schools

### Practical

- schools and school buildings are at the heart of communities
- good physical spaces and facilities in and out of doors for activities and meeting people
- kitchens, serving areas and dining rooms where meals are served and families gather
- classrooms where family cooking sessions can take place
- PSAs, Youth Music Initiative tutors and Active Schools are involved in the delivery, helping build links between learning and activities in and out of school
- supports school transitions and breaks down barriers

### Perception

- build confidence among parents who may have a negative perception of or association with school: who rarely go to into their child's school or usually go to school to attend meetings about behaviour or other issues
- support transitions into primary school from pre-school and/or into secondary from primary
- offer routine, fun learning experiences and build good memories among families
- highlight schools as places where families living in poverty can seek support and information, develop skills and learn new things



*'It is safe and secure for the older ones but maybe less so the younger ones.'*

*'It's a big open building and kids can explore.'*

*'It's easy to get to by bus.'*

*'I really lets us have a life in the holidays. Thank you all!'*



## **Discover** the drivers of poverty and if **Discover!** is making a difference

**The three drivers of poverty are:**

### **COST OF LIVING**

**Parents and Carers at Discover said:**

*'The bus tickets have been really helpful to get us here, they really benefitted us.'*

*'Home Energy helped me with the temperature chart and gave me advice at the last **Discover!** My gas bill has reduced by around £7 a month.'*

*'My child would want to go to the museum in the holidays, that would mean transport costs and food and drink when we are out - it gets really expensive. When you are here it is all provided - it's brilliant.'*

*'I saved money on the Uniform Bank. I got shorts for my ten year old and shirts and trousers for my 12 year old. I also saved on sanitary products from Hey Girls!'*

*'At the February **Discover!** Home Energy helped by giving me information on an energy compare website. This has helped me reduce my energy bills.'*

*'Home Energy Scotland helped me to get a cheaper electricity/gas tariff. It has helped me save a lot, it's halved my bills from £165 - £60. They helped re-set my meter as it was timed to come on twice a day. Now it's timed for once a day and it has reduced my bills.'*

### **INCOME FROM EMPLOYMENT**

**Parents and Carers at Discover said:**

*'Really useful future careers advice was given for my older child. I wasn't aware of the opportunities available.'*

*'I found out about midwifery courses.'*

*I can't work at the moment. I got advice on employment. I have refugee status.'*

### **INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND**

**Parents and Carers at Discover said:**

*Maximise have helped me through an appeal for my child for DLA. I have the pack now so am meeting her next week to complete the application. I first came into contact with Maximise at the October **Discover!**, they have helped me with a number of things. My child has a disability and they helped with grants for resources and equipment. The application was successful.'*

*'CHAI and Maximise have helped me budget and reorganise my universal credit. I can see what money I have once I have budgeted.'*

*'I got help with the equipment grant, this will help buy a bed for my two year old.'*

*'it was great to have the information for parents along, we can speak to them here without having to call the Council, I am at risk of losing my house my social worker is moving me to another city. I am very unhappy' (refugee/asylum seeking family awaiting status)*



## **Discover** if financial stress is reduced during school holidays

### Aim 1: To reduce food and financial insecurity over the holiday period



**Food insecurity** is defined as *'those who are worried about not having enough food for themselves and their families'* Dignity: Ending Hunger Together in Scotland, June 2016.

***Discover!*** provides breakfast and lunch each day for all participants as well as children and family cooking sessions delivered by Edinburgh Community Food. In addition there are Take and Make recipe and ingredient bags available for families to take home. Additional input from Edinburgh Community Food is supported by Aberdeen Standard.

***Discover!*** aims to take some of the burden of the **cost of the school holidays** and provide advice and help with household finances, to parents and carers who have lived experience of poverty. Support and advice on income maximisation, benefits, home energy efficiency, small grants, housing issues and employability skills have all formed part of the ***Discover!*** offer. Almost all parents/carers who responded to this question, considered the support services on offer to be **'good' or 'excellent'**.

***Discover!*** works with CHAI, Maximise and Skills Development Scotland, the School Uniform Bank, Home Energy Scotland, Hey Girls (period products) and the council's Transactions Team to help reduce financial stress and increase income for participating families.

## **Discover** if it helps reduce food insecurity over the school holidays

### Aim 1: To reduce food (and financial) insecurity over the holiday period

**Discover!** aims to address some of the issues raised by families who live with **food insecurity**, which means being without reliable access to enough affordable nutritious food. For families most affected by poverty, mealtimes are particularly important and **Discover!** has successfully brought families together to share a good quality, nutritious breakfast and lunch.

Lunches (including packed lunches on trips days) are provided by CEC kitchens, Mitie and Crosswells (all following healthy eating guidelines). Breakfasts are usually provided by Lifelong Learning Officers working at **Discover!** (also following healthy guidelines), and depending on the venue, by the school kitchen.



**Working** with Edinburgh Community Food, **Discover!** also offers sessions in which families learn to cook healthy meals and experience the joy of cooking and eating together. The food cooked at

*'Helps with the cost of meals. Gives us new skills like the cookery class, we can then make the recipes at home.'*

*'Learning to cook a stir fry and spicy rice.'*

*'Really enjoyed the cooking.'*

*'Spending time cooking together means that I trust my child more – they know what to do.'*

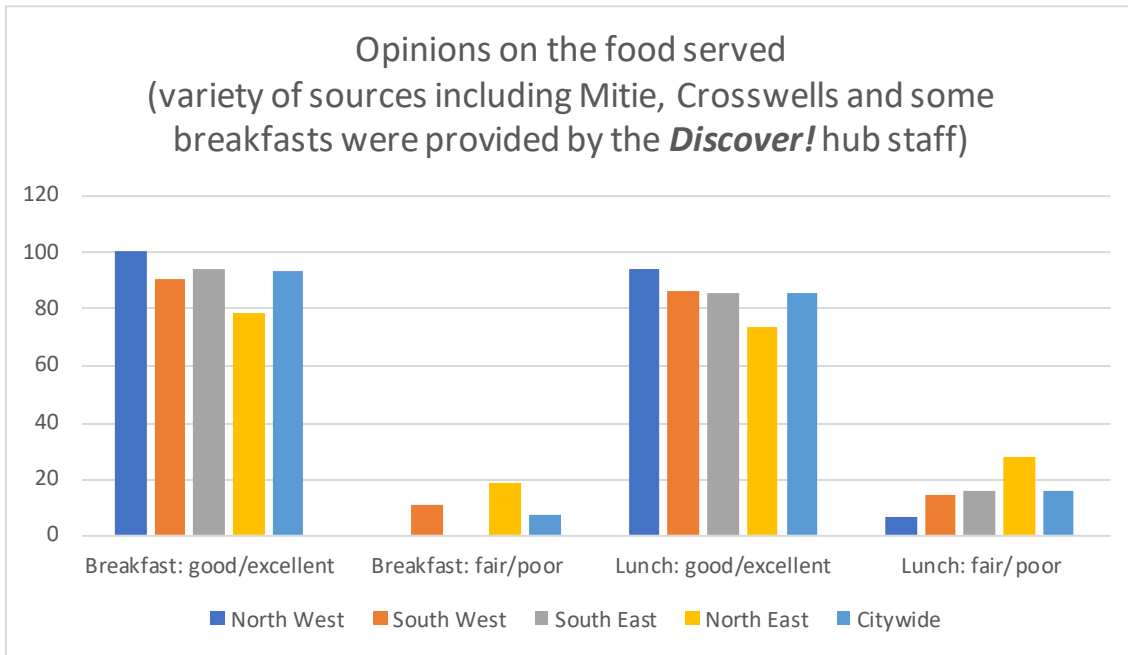
*'Bond with my kids, more confident to let them help cook at home.'*

*'Great, quality time with the cookery, we love doing it. My child was delighted, he wants his picture taken and now he wants to help at home with the cooking.'*



## Discover what participants think about the food provided

Families were asked for their opinions on the food provided at breakfast and lunch times. Comments varied widely about the same meals, often based on personal taste.



### Parents and carers told us about the meals that were served.

*The best thing was getting something nice to eat – it was nice food'*  
*'The food was healthy, vegetarian and culturally appropriate'*  
*'At times the lunches were cold, they were arriving too early'*  
*'Not much flavour due to lack of salt'*  
*'Not enough selection'*  
*'There's a variety of food'*  
*'Lots of variety with the lunches – really moved on from my days of school lunches''*  
*'Plenty of choice'*

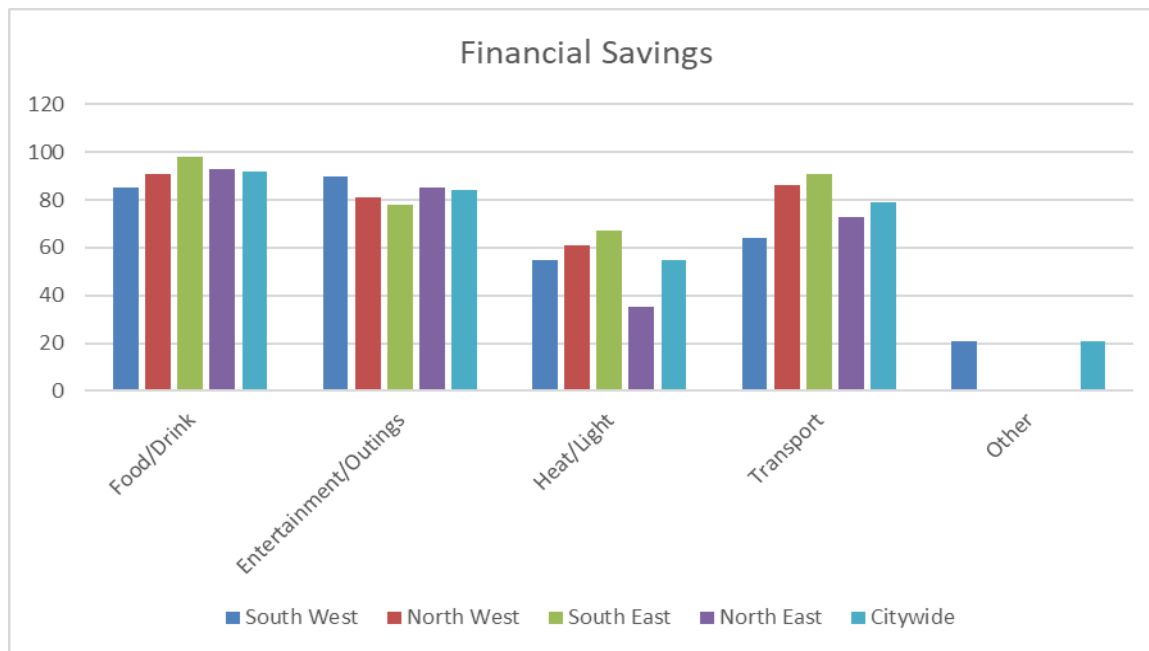
### The feedback on cookery workshops at **Discover!** is overwhelmingly positive among children and adults alike.

*'Cooking activities are great!'*  
*'cooking the food together was good and then eating the food together at night.'*



## **Discover** if financial stress is reduced during school holidays

Families were asked to comment on where they felt they had saved money as a result of attending **Discover!** Heating and lighting is lower as the holidays also covered spring and summer months. All families agreed that **Discover!** does save them money during the holidays.



*'My child would want to go to the museum in the holidays - that would mean transport costs and food and drink we we're out - it gets really expensive. When you come her it's all provided - it's brilliant'*

*'It's helped save money so I can use it for the boys at the weekend or for clothes/school uniform.'*

*I don't go on trips out the local area, I'm on benefits and can't afford it. **Discover!** is great as it gets him out the local area, which is great as its giving him memories.'*

*'I have a disability so my child would be stuck in the house. I wouldn't be able to take him on the types of trips offered by **Discover!** it's too expensive. When we visited the zoo, I stayed on with my child for two extra hours. We used the bus ticket to get as back home. It was great. Normally we would go on low-cost activities, parks, museums, library etc.'*

Families also benefit from advice and information helping them maximise income from benefits and reduce household costs such as heating and food shopping. Support for grants for specific items is also available. CHAI and Maximise are regularly mentioned by parents and carers as having provided concrete support and advice. Hey Girls for free sanitary products, and the Schools Uniform Bank also provide useful financial support for families.

*I share a bed with my child. I don't want to be homeless. The Council [Transactions Team] has given me advice about this—private let, help with deposit, furniture, helped me look at my finances.'*





## Discover how much money families are saving



*'Because I have four kids I can spend £50 on a trip but I can't usually as gas and electricity is more important. Sometimes I just need to get them out the house and spend money I don't have. Sometimes I give the kids £5 just to get them out my face. I can't afford it but I need the space. I can't stay in the house, staying in with four kids drives me demented.'*

*'I got advice about free school meals and help with the school wear fact sheet.'*

*'I have save around £70 plus because of the items I received plus the transport is provided.'*

## **Discover** if there is an impact on achievement

### Aim 2: To help narrow the poverty related attainment and achievement gap

**Discover!** aims to help to help narrow the poverty related attainment/achievement gap and achieve better outcomes for disadvantaged learners. High quality, fun learning experiences are offered as part of the programme. All the families recommended to **Discover!** have lived experience of poverty, almost all parents/carers have other caring responsibilities, mental and/or physical health issues and many experience social isolation. Almost all participating families have at least one child who has a diagnosis, anxiety, low self esteem, is a carer or is looked after.



*'Keeping a routine makes going back to school easier.'*

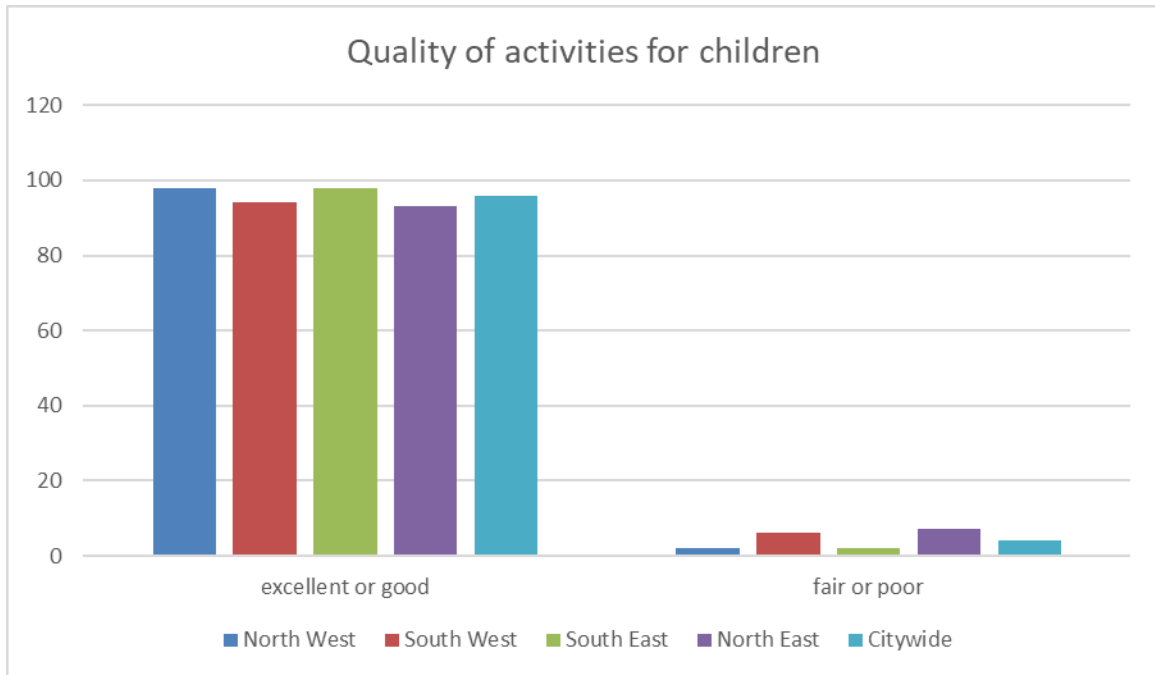
At **Discover!** families attend together although do not always do the same activities together. This helps build confidence in a safe environment, supports family learning and gives members of the same family different yet shared experiences to talk about and share. Activities are carefully chosen and quality assured. Links with existing school based activities such as Youth Music Initiative and Active Schools help bridge learning in and out of school. In lots of the activities including cookery classes, elements of literacy and numeracy are taught. Storytelling helps develop listening and talking, with fun educational books and games available for all ages. PSAs from local schools are employed during the holidays to support the children not only at **Discover!**, but also back in school.

Some schools have recommended **Discover!** as part of Child Planning Meetings. Formal evaluation with schools has not yet been carried out, but anecdotal reports are of the children returning to school after the holidays more engaged, well fed and with stories to tell and share.



## **Discover** if there is an impact on achievement

The activities offered at **Discover!** are consistent across all four Hubs and are quality assured by Lifelong Learning Strategic Officers



All the **Discover!** trips are fun and educational helping develop confidence and skills for learning, life and work. They include learning and having fun in the outdoors, and learning about heritage, history, culture and science. The children and parents/carers participating in **Discover!** easily identify their achievements, their increasing confidence and social skills.

*'Originally I was recommended **Discover!** (February 2019). I come now because my child loves coming. It helps keep his routine and helps when he goes back to school. It's free and we go on nice trips too.'*

*'I found out about more activities like music and swimming here at **Discover!** My son goes to Sounds Like Friday now and he is playing the guitar. This occupies him, he is enjoying it very well - he is improving.'*

*'My son is autistic so giving him a structured day during the holidays really helps.'*







## **Discover** what learning is taking place and how good it is

### **And some comments from parents/carers are:**

*'Both me and my wee boy were both proud that he learned to ride a bike at Bikeability without stabilisers. It's a big milestone.'*

*'Good variety of activities and staff check with the children that they have understood, been consulted and are enjoying things. It was good, very well organised. Everyone is very friendly.'*

*'It helped with my child's social skills, learning new things every day and how to do things properly.'*

*'Getting out the house reduces stress and there are less arguments. Doing activities with them, i.e. science activity helps us to bond.'*

*'Kids had fun, learned and did loads of new stuff they've not done before. Good for mental health. First time I've been out as I suffer from PTSD.'*

*'The children behave better, they are focussed on the activities and not arguing as much, even when we get home we talk about what we've been doing. They're excited to share their stories.'*

*'It's helped my child with additional support needs. It relieves stress and gives me time to have one to one with them. This helps my youngest child to be less clingy. I'm hoping he will be more independent. I can see his independence growing each day.'*

*'Quality time with the children. The storytelling sessions. When we go home we tell the stories back, we all play together and have discussions about the day and what we have done.'*

*'Boosting the children's confidence. I have two boys, 2 and 10 years. With the instruments, he is enjoying it so much (10 year old). He would like one day to perform and for people to watch and listen.'*

*'**Discover!** offers us the chance to find out about Scotland's culture, history etc. We went to visit the castle and the zoo. I couldn't afford these places.'*







## **Discover** what learning is taking place and how good it is



### **Some of the things that the children said:**

*'I enjoyed the ukulele and art because my mum was good at it, it was good to see her play.'*

*'If there's something you haven't tried before, you should try it – I tried music (ukulele) and enjoyed it!'*

*'It's the best thing in my life – it's the first time I've chopped vegetables'*

*'I learned not to judge people because of their problems' and 'don't be shy, I learned it's ok – I don't need to be shy, I learned that'*

*Abd from a parent,*

*'Discover is getting better every time, the activities and support services are improving: school uniform and Hey Girls, Trips every week and better quality trips. The trips are interesting and educational for all ages, even the adults. I've been coming since October 2018.'*



## **Discover** how it's helping reduce social isolation

### **Aim 3: To help social isolation**

To help address pernicious issues associated with social isolation such as poor mental health, **Discover!** has had some success in bringing families together developing friendships and family relationships, helping to build social and cultural capital. The evidence that **Discover!** is having such an impact on social isolation is re-assuring, although the scale of isolation is revealed as far greater than was initially anticipated. A key strength of **Discover!** is that nurturing relationships, high quality and holistic nature of activities, and services offered coupled with excellent staff, is making a real impact on parental, and therefore children's social isolation.

A key recent development has been to introduce families to local activities offered by third sector organisations and Lifelong Learning service. Families are beginning to report either having taken up an activity during the term while children are back at school, or the intention to do so. Making new friends and enjoying the company of familiar faces in similar circumstances, while at **Discover!** appears to be making a difference.

*'Coming to **Discover!** has helped my English' (child)*

*'I've been in the house for months, I get really anxious leaving the house and have poor health and depression' (adult)*

*'I am a grandparent-carer for two children and **Discover!** helps me feel less lonely. I can ask advice from fellow parents and the children can mix with younger people instead of their grandparents all week.'*



*'My child's confidence is growing, she is very shy, school is helping with this. The staff are great at Discover! there's always someone on hand to help. I can see my daughter at Discover! and how she is coming along. I can encourage her when I see her struggling.'*

*'It's given my child good memories. Last night at 10pm, my child who is 6 years old was still talking about what she had been doing that day and planning what she would do tomorrow.'*

*'My child enjoys music and sports. He met the guitar tutor here and now plays guitar (Sounds Like Friday). My two year old is feeling more independent and moves around her more confidently.'*





## Discover what families would be doing without it

When families are recommended to Discover, they are asked about what, if any, activities they attend in the community and particularly if they attend any community holiday provision.

Almost all recommendation forms say none, although it is recognised that this may not be fully accurate.

As part of the evaluation process during **Discover!**, and linked to the aim of reducing social isolation, parents and carers are asked what they would be doing during the holiday if not attending **Discover!** Most responses support that original recommendation form, saying they would be doing very little, due to cost. Below is a selection of quotes showing the most common responses from parents.



*'This is a lifesaver for me, without this I would be very isolated, I literally only go to three people's houses'*

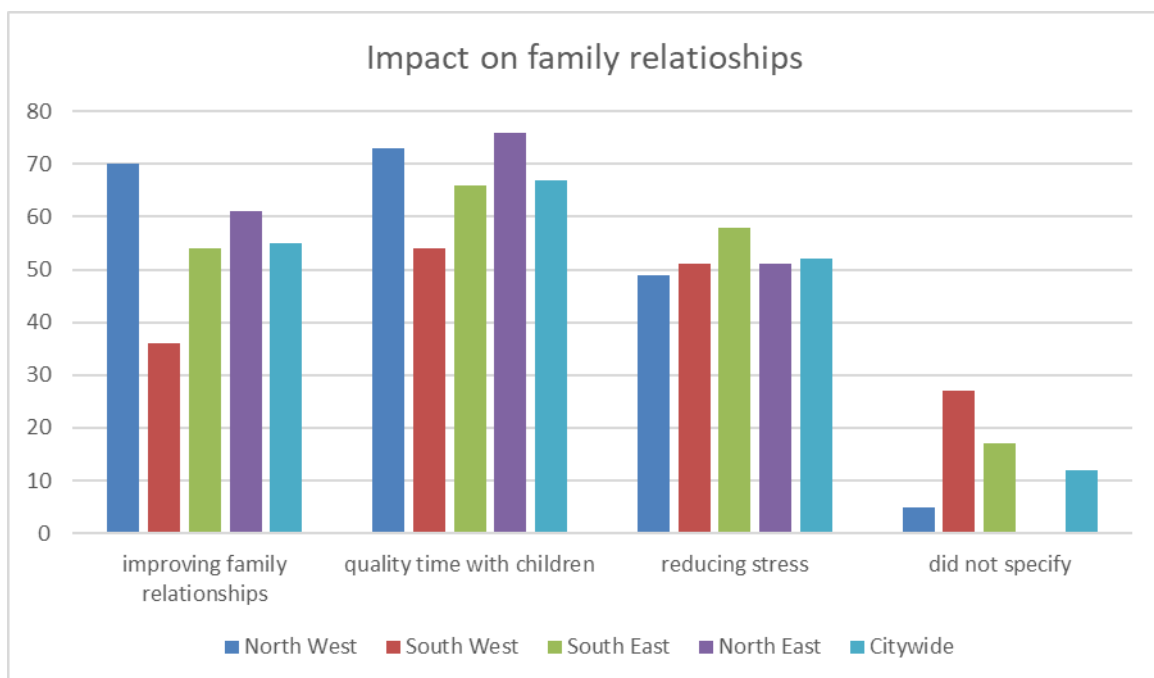
Xxx



## Discover how family relationships are improved

Parents and carers were asked if attending **Discover!** helped improve family relationships. In 2 localities all parents/carers over all holidays agreed 100% that, yes it does. In the other two localities, almost all parents/carers agreed relationships were improved.

Parents and carers were then asked to explain a bit more. The most consistent response across all four localities was that **Discover!** helped reduce stress, with spending quality time with the children the next most consistent impact.



*'I'm currently on a detox programme and its good to get support from the staff. I am enjoying better relationships with the kids than ever before.'*





## Discover the impact on family relationships



*'I like that we can be together [parents and children] unlike other holiday clubs.'*



The impact of parental involvement in their children's learning is well known and parental engagement in learning is an education priority, closely linked to narrowing the poverty related attainment and achievement gap.....





## Discover

how it's helping tackle the links between poverty, social isolation and mental health



*'I've been in the house for months. I get really anxious leaving the house. I have poor health and have depression. We don't have any money to do stuff and I'm bringing up two children on my own. I'm helping with my sister's children - she doesn't keep well either. This [Discover] burns the children's energy. I don't have money to take them places, aye you can feed the ducks and go to the park but it's not as exciting for them.'*

*'I've tried to get into Craigtinny at the holidays a few times but it's always full, so I think this is great. I suffer from depression, I use a food bank too. My health is bad and I was recently diagnosed with diabetes and nearly died. I struggle with anxiety and depression.'*

*'We are very isolated because of my son's behaviour. This is the only way we can meet people or do activities.'*

*'The kids don't live with me, they live with my mum [LAC arrangement]. **Discover!** lets me have quality time with my children. The main reason I come here is to spend time with the children. They are at the age where they want to do things by themselves but **Discover!** brings us together: my daughters say, "mummy I want to do the story time with you, you come too".'*

*'I am a grandparent-carer for two children and Discover! helps me feel less lonely. I can ask advice from fellow parents and the children can mix with younger people instead of their grandparents all week.'*

*'I'm with my daughter 24 hours a day during the holidays. This gives us the chance to spend time with people and make friends. I lack confidence to approach people.'*



## **Discover** the impact of *Discover!*

*'This is such an amazing offer, thanks and well done. True 'making a difference' work. We've put it out to all parents and I've more than a few in mind who I'll be strongly encouraging to attend!'*

**primary Head Teacher**

*'Creative use of specialist staff i.e. musicians came into communal area to play. Created a lovely atmosphere'*

*'Good interaction from children in activities. Resources were used well, particularly construction'*

*'Great to have increased numbers day on day including adults who rarely ever engage'*

**Discover staff: PSA and Youth Workers**

*'I am writing to you as I have some feedback connected to the **Discover!** sessions that I thought you might appreciate and find useful for any evaluation you are doing.*

*I just began work at Colinton Primary School in my C1st role. I walked into the P1 class and sat down to tell a story. This wee voice piped up. "I know you".*

*"X", I said, delighted to see him again.*

*He attended the WHEC session with his mum X and his gran. Remember they were the family who had befriended the other family through the programme.*

*His gran has told me that day that he was being assessed for ASD and they were pretty sure of the diagnosis. I remember thinking how well he did focussing for quite an extended period of time.*

*Anyway, when I left the class his mum was in the hallway to pick him up early. Again she recognized me. She told me that since hearing the star apple story, the family have been cutting his apples ever since to show the star in the middle and that way he is eating them! Another big win!*

*It made my day, in fact it made my week.'*

**Storyteller at Discover**

*'I wanted to highlight a success story I have had since [**Discover!**] on 28<sup>th</sup> December 2019 at Oxfangs PS. I spoke at some length to one of the parents who attended that day.*

*The lady was having issues with her housing and was keen to move to a more secure and appropriate tenancy due to her son's health conditions.*

*She has since secured a Discretionary Housing payment for a deposit and removal costs and secured a new tenancy with a garden. She applied for DHP herself and I referred her to Foursquare who assisted with tenancy support. She has moved into the new tenancy since then.'*

**CEC Transactions Team**

# Discover

The aims of **Discover!** are to:

- help reduce holiday food and financial anxiety
- contribute to reducing the poverty related attainment and achievement gap
- promote healthy eating, wellbeing and reduce social isolation

## Appendix 3



Meals and Food boxes  
Direct payments to families' bank accounts  
Cookery and baking workshops  
Recipe cards, ingredients and utensils  
Food and nutrition  
Benefits and household budget/savings advice  
Careers advice



Fun themed learning activities  
Resources and materials  
Digital skills  
Tutorials and workshops  
Literacy and numeracy  
Trips and Visits



Social and cultural capacity  
Dance and physical activity  
Relaxation and stress reduction  
Parent/carers mentoring programme  
Relationships and connections

**developing skills and resilience**  
**building social and cultural capital**



# Discover moved online



Discover in Hubs  
and Trips cancelled  
Payment made to  
families bank  
accounts  
Google calendar of  
activities emailed to  
all families  
Phone calls to  
families



Facebook Live  
Group established  
Partnership with  
Edinburgh  
Community Food  
strengthened  
Payments to families  
Discover in a box –  
food, resources, art  
and sport materials



Facebook Live group  
Many new  
recommendations  
from schools  
Strengthening focus  
on catch up learning  
Devices to families  
and beginning to  
identify digital  
champions

**developing skills and resilience  
building social and cultural capital**

# Discover

moved online

Hi guys, thank you so much for our awesome box this morning!  
I know everyone has a story but honestly, I couldn't be more grateful, I've just become a single mummy about to transfer on to universal credit, the whole 5 week wait thing has been stressing me out monumentally, wondering how we're going to manage so to get a huge food box delivered this morning has actually made me cry!  
It's just one less week of worry and that, for me, is massive.  
Thank you so, so much! ❤️

Easter  
2020

Discover in Hubs and Trips cancelled  
Payment made to families bank accounts  
Google calendar of activities emailed to all families  
Phone calls to families

Summer  
2020

Facebook Live Group established  
Partnership with Edinburgh Community Food strengthened  
Payments to families  
Discover in a box – food, resources, art and sport materials

October  
2020

Facebook Live group  
Many new recommendations from schools  
Strengthening focus on catch up learning  
Devices to families and beginning to identify digital champions

developing skills and resilience  
building social and cultural capital

I just wanted to feedback a couple of chats I had with parents when I was phoning round about the October Discover programme.....

## **Mum 1**

Mum suffers severe anxiety due to challenging life experiences. Anxiety often inhibits her from participating in organised family activities. The provision of online Discover programme during the summer enabled mum and family to participate in activities that they would not normally do in a group setting.

Mum's confidence has increased, as she felt that she was spending quality time doing fun things with family. Mum also said that she felt more confident to join 'the real thing' when the time comes.

## **Mum 2**

Mum and family (3 children) have previously attended in NW. However, online provision has suited family better due to 2 of children having ASD. Mum fed back that flexibility of online programme met needs of family. Option of doing activities live, or later when more convenient, worked really well. Mum said Discover online gave structure to the family's days during the holidays.

Mum also commented on how good and varied the programme was and how much work was put in to the planning!





# Discover Facebook

Thanks for the Discover box! The recipe sheets were SO good. My youngest and I had a morning in the kitchen cooking, (yes, in our pyjamas 😊) We made the fishcakes, and pear and ginger pudding. Both went down a treat tonight! Thanks again.



[View insights](#) 166 post reach >  
6 3 comments

Like Comment

Discover for Families  
Looks great 🍌 we're so glad you've enjoyed making the recipes! 😊 ECF team 🍌  
Like · Reply · Commented on by [redacted] · 2 w 1

Discover for Families  
Hello, can I have permission to use your quote in a blog

## engagement

nearly doubled from summer

**185** boxes

**259** members on FB group

**80+** new active participants

*October week*

**165** Posts

**648** Comments

**1639** Reactions

## activities

**205 – 215** active daily members

Live streamed workshops: eg. cookery, dance, yoga, music, sport

Posted activities: eg. outdoor nature art / games, Education Scotland resources

One to one advice sessions on home energy, savings etc

## demand

No new recommendations sought for summer

Too many for October to accommodate

Increasing provision of food and activity boxes from **185** to **250** for Xmas/New Year

**developing skills and resilience**  
**building social and cultural capital**

# Discover Facebook



## Children and young people

Increase in number of recommendations

Planning to expand to S1 – S2

Increasing focus on learning gaps including possible 1:1 catch up (with supply teachers) as identified schools and parents/carers

## Parents and carers

16 parents signed up to become parent/carer mentors for new families

15 parents now attending an online 'Raising children with Confidence course'

## Staff and partners

2 QIEOs joined Planning group

Very strong partnerships including with Edinburgh Community Food and Home Energy Scotland

Colleagues and delivery partners totally committed and working online

**developing skills and resilience  
building social and cultural capital**

# Discover

*Overall just an amazing help financially and practically. Incredibly thoughtful and well planned and so much fun for my son and I. Can't pick a favourite activity we loved everything and learnt a lot last time*

*The boxes were amazing I was surprised the content surpassed my expectations and made everything so easy. I had to shield myself and my son during lockdown and getting out and about isn't always easy anyway so having everything we needed to participate was the most thoughtful thing anyone could do for us. I'm emotional as I type this as everything was incredible and we appreciated it very much.*

*Gave us a focus during the day which we otherwise wouldn't have, cooked together, exercised together and I know that wouldn't have happened without this as we scheduled our days around this. Helped me massively with my anxiety of having the kids all holidays so thank you.*

*I'm very isolated due to my health and disability and my son was too when school was off lockdown was hard and the programme running online was good for us to connect with people*

*I didn't chat much with people I have anxiety but I watched lots on the fab page and will be more confident to chat when it runs again I feel*

*The transitioning program helped my daughter to gain confidence in going to S1 and the referral for school uniform helped as well*

*Helped with routine which we struggled with in lockdown*

*People are really kind and dedicate to the project*



# Discover

Thanks very much for all the craft supplies and ideas we love them



[View insights](#)

145 post reach >

You and 8 others

1 comment

This is a win even my teenagers came ou his room by the smell and asked can I try it



This is new label which my son put it on his wee office tray. We both read one extremely important document for our yearly coming big event. Strongly recommend. Thanks for all stuff sent to us. Enjoy and love.



[View insights](#)

168 post reach >

You and 4 others

2 comments

Like

Comment



**Discover for Families**

Such amazing organisation skills - I think we have found our new Discover admin volunteer! The Bonfire and Firework Activity Pack is a really good fun way to remember how to stay safe at this time of year.

Like · Reply · Commented on by **Alan Stewart** · 1 w



**Jack Zhang** · Author



## Appendix 4

### Edinburgh – Draft feedback on year one LCPAR

**SUMMARY:** It is clear that a huge amount is happening in City of Edinburgh to tackle poverty and child poverty in particular. The Local Child Poverty Action Report demonstrates commitment and joint working across a wide range of relevant strategic partners.

There is a huge amount of good and interesting practice going on in Edinburgh, including numerous interesting initiatives that other areas would no doubt be interested in learning more about, such as;

- the intention to provide access to welfare rights and practical support for families and young people themselves in the new Royal Hospital for Sick Children in Edinburgh.
- The 'Maximise' Programme funded by Edinburgh Health and Social Care Partnership, Children 1st and Community Health and Advice Initiative (CHAI). The project tackles poverty by improving families' financial resilience, health and wellbeing and the attainment of children and young people. Funding has now been secured to deliver Maximise! in one cluster in each locality.
- The alignment of Free School Meal and School Clothing Grant eligibility
- Subsidised childcare (0-12yrs) for eligible parents in work, returning to work or studying from high SIMD areas. [I'd be really interested in learning a bit more about this. It's certainly one of the most innovative commitments I've seen around childcare]
- 1 in 5 has done an enormous amount to raise awareness of and address the impact of child poverty in schools.

In terms of the report, other strengths include:

- New structures to ensure cross-sectoral, cross-partner approach to tackling poverty and child poverty in Edinburgh, namely the Child Poverty Unit and the Edinburgh Poverty Commission.
- A thorough needs assessment drawing on a wide range of sources which shows a clear understanding of poverty in Edinburgh as it relates to the three key drivers. This includes the view of people with lived experience collected through the Edinburgh Poverty Commission.
- Clear effort to reflect the wide range of strategic commitments that have been made by a wider range of local bodies including the CPP, the Children's Partnership and third sector networks.

Areas that might benefit from further consideration include the following:

- An extensive section in the report detail relevant partnerships and governance arrangements relevant to tackling child poverty. This includes significant commitments from the third sector, the council and NHS Lothian. A subsequent section on Governance and Planning highlights links with the LOIP, the coalition's political commitments, the CPP, the HSCP and Edinburgh Children's Partnership. While these sections highlight the priority attached to child poverty by all the relevant organisations and partnerships, it can be difficult to discern a clear and cohesive shared approach or shared priorities.
- The majority (though by no means all) of the actions detailed in the table and subsequent case studies relate to education or children's services. Moving forward it might be useful to draw out what is being done or what could be done in relation to other policy areas – particularly those identified as barriers to families in Edinburgh, such as the cost of housing, the availability of employment and employability services. Some of this work may stem from the findings of the Edinburgh Poverty Commission.

- It is unclear in relation to some of the interventions described what the particular reach is in terms of families with children. Edinburgh's report, for instance, makes note of employability as relevant, including in as an action in the table on page 28. It would be useful to drill down into what is being done to ensure these services are accessible by and relevant to low income families with children – and how we know the impact they are having on those families.
- It is difficult to set local child poverty reduction targets with any confidence. However, setting targets / objectives over which local partners have more control (uptake of childcare, uptake of advice amongst families, employees receiving the living wage, affordable housing for families, reduction in arrears etc.) and which are likely to contribute to a long term reduction in child poverty might be useful in terms of ensuring a clear direction of travel and clear shared objective for partners.

**The following analysis draws on characteristics described in the LCPAR Feedback Framework to provide constructive feedback on Edinburgh's LCPAR.**

### **3. Jointly produced with the NHS / 4. Evidence of collaborative approach with local partners**

3.1 The report highlights that innovative ways of working have been introduced to ensure a multi-partner, multi-disciplinary approach to tackling child poverty in Edinburgh, not least through the establishment of the Edinburgh Poverty Commission and the Child Poverty Unit.

3.2 Furthermore, an extensive section in the report detail relevant partnerships and governance arrangements relevant to tackling child poverty. This includes significant commitments from the third sector, the council and NHS Lothian. A subsequent section on Governance and Planning highlights links with the LOIP, the coalition's political commitments, the CPP, the HSCP and Edinburgh Children's Partnership

3.3 While these sections highlight the priority attached to child poverty by all the relevant organisations and partnerships, it can be difficult to discern a clear and cohesive shared approach or shared priorities. Or indeed where work may overlap or duplicate.

3.4 How to present the work of such a wide range of partners will be a challenge in any large authority area, with many partners working on many projects. One approach might be to consider how the various organisations' commitments relate to the three key drivers of poverty. This might help to identify shared priorities, opportunities for joint working and also gaps and priorities for future work.

E.g. South Lanarkshire, which reports the actions of local partners under the headings of the three key drivers of child poverty. South Lanarkshire has a section on each of the three key drivers with includes a needs assessment, overview of current action in relation to that driver (from a wide range of partners) and gaps and priorities going forward. See page 12 onwards

[file:///C:/Users/mcculloch.hanna/Downloads/190619\\_Agenda\\_Item\\_6\\_CP\\_Board\\_Local\\_Child\\_Poverty\\_Action\\_Report\\_Appendix\\_1%20\(5\).pdf](file:///C:/Users/mcculloch.hanna/Downloads/190619_Agenda_Item_6_CP_Board_Local_Child_Poverty_Action_Report_Appendix_1%20(5).pdf)

3.5 Likewise, the actions of all the various partners are presented in the narrative of the report but not subsequently included in the table of actions. Examples of this include

- The fact that the council and health board are living wage employer, committed to ensuring staff can access financial advice and support
- Work within the housing directorate to address the cost of living
- Recognition on the part of Directors and Heads of Service that actions to reduce poverty must be priorities.

3.6 Including these actions in the table (or as part of a clearer narrative about what is happening in relation to each of the key drivers as suggested above) would help to draw out, for example, who is accountable for those action, when they will be delivered, how their impact will be assessed and why it is believed that they will have an impact on *child* poverty in particular.

3.7 Given the numerous organisations and partnerships involved in the LCPAR, it might also be useful to include a diagram to give a clearer understanding of lines of communication and accountability.

In South Lanarkshire for example, the group tasked with tackling child poverty is not associated with a particular LOIP outcome. Instead it sits above the outcome groups to ensure child poverty is considered across all areas of work.

**Figure 4: Governance structure around tackling child poverty**



## 5. Evidence of wider collaborative approach with those with lived experience

5.1 Evident involvement with people with lived experience through Edinburgh's Poverty Commission. There is also a commitment to embed this in future work which is really positive. A question to consider going forward is the extent to which parents with children have been involved. There might also be scope to consider whether proactive steps can be taken to involve families belonging to the priority groups to ensure their experiences and the barriers they may face are reflected in future reports.

## 6. Relevant legislation has been referenced and links have been drawn with the Fairer Scotland Duty, Children and Young People Act, Education Act etc.

6.1 The report highlights the relevance of numerous local strategies and priorities. There may also be a value in drawing out links with other relevant statutory duties. For example, what can be done to ensure the Fairer Scotland assessments contribute to a reduction in child poverty? Likewise, are

there ways to encourage the spending of PEF in ways that contribute to the local strategic priorities for tackling child poverty (as expressed in the LCPAR).

6.3 A few examples of this which might be of interest.

- [In East Lothian work](#) has been done to ensure equality impact assessment, Fairer Scotland Duty and the child poverty act are considered together, with child poverty as an express part of the local integrated impact assessment.(Page 15)
- [Falkirk Pg 40](#) – which commits to “*Identify opportunities to align PEF funding with Child Poverty (Scotland) Act priorities.*” [as discussed, this is something that has been achieved to some extent in relation to Edinburgh’s Maximise programme]

**8. Draws upon a clear understanding of: the needs of families experiencing poverty, including both an understanding of the levels and distribution of child poverty and it’s key drivers.**

8. The LCPAR draws upon a clear understanding of: - the reach and impact of current services and policies and how far these go toward i) reducing/preventing child poverty and ii) meeting the needs of families experiencing poverty

8.1 The LCPAR lays out a clear picture of where child poverty is located in Edinburgh drawing upon a wide range of data sources. The report also highlights the particular barriers that families in Edinburgh face in relation to the three key drivers of poverty. It will be important in future reports to give more consideration to what is being done locally to address the barriers identified in the needs assessment.

8.2. While the Edinburgh’s report is extensive it might also be interesting to look at sources used in other local reports. South Lanarkshire’s data sources are attached to the covering email.

**9. The report covers activity undertaken in the period from 1 April 2018 to 31 March 2019 as well as proposed future actions.**

9.1 It might be useful to have a clearer distinction drawn between activities which are ongoing including when they are funded / committed to until) and those which are planned for the future.

**10. There is evidence that partners are thinking creatively and acting corporately to utilise a wide range of policy levers to tackle child poverty**

10.1 The report clearly demonstrates that Edinburgh is considering a wide range of policy levers in its response to child poverty.

10.2 A few aspects that might be considered in relation to future reports are:

- The majority (though not all) of the actions detailed in the table and subsequent case studies relate to education or children’s services (though initiatives such as Maximise and 1 in 5 clearly involve a wider range of services and policy areas). Moving forward it might be useful to consider what is being done or what could be done in relation to other policy areas – particularly those identified as barriers to families in Edinburgh, such as the cost of housing, the availability of childcare, employment and employability services. Some of this work may stem from the findings of the Edinburgh Poverty Commission.
- It is unclear in relation to some of the interventions described what the particular reach is in terms of families with children. What steps have been taken – or could be taken - to ensure services are accessed by children and families? Edinburgh’s report, for instance,

makes note of employability as relevant, including in as an action in the table on page 28. It would be useful to drill down into why employability services are relevant to child poverty – and what is being done to ensure these services are accessible by and relevant to low income families with children.

10.3 For example, in [Renfrewshire's report](#) there is a lot of detail about how employability services are directed towards parents at risk of poverty/in poverty:

- Employability in Renfrewshire (page 10) *“Activity includes participating in toddlers groups, Primary 1 Inductions and parent’s evenings in schools where there are likely to be parents looking for work. The team also work with volunteer groups across the area to highlight the benefits of registering with Invest. Additionally, they arrange coffee mornings to tell more people about how Invest can help them, encouraging people to engage in a more relaxed setting. This year, 118 clients who are part of a household with dependent children registered for employability support with Invest. Of these 98% lived in a lone parent household. These clients may have additional barriers – 27% of those registered have long term physical health conditions, 9% are from minority ethnic households.”*

10.5 The vast majority of action in the report are aligned with the three key drivers. It might be helpful to arrange actions in the table under the three drivers (i.e. all cost of living action in a table together, all income from social security actions in a table together). Currently numerous similar or overlapping actions are spread throughout the report which can make it difficult to get a clear understanding of what is being delivered [and therefore where potential gaps might lie].

## **12. Equalities and priority groups**

12.1 Minimum mention of priority groups – although there is a commitment to focus more on this going forward. National partners would be happy to advise / discuss.

## **13. New and/or improved actions**

13.1 The report makes important commitments around its future priorities including implementation of the Edinburgh Poverty Commission’s report and ensuring there is strategic leadership to co-ordinate a response. There are further commitments to ensuring a coordinated approach and identifying and addressing gaps.

13.2 In future reports it would be good to see specific and timed commitments around future actions.

## **14. Outcomes / targets**

14.1 While there are clear structures for governance and oversight, there are not clearly stated targets / indicators etc. This is true of many year 1 LCPARs. Given the lack of local reliable data on rates of child poverty (and the wide range of external factors that influence rates of child poverty) it may not be feasible or desirable to have specific child poverty reduction targets. Setting targets over which you have more control (uptake of childcare, uptake of advice amongst families, employees receiving the living wage, affordable housing for families, reduction in arrears etc.) and which are likely to contribute to a long term reduction in child poverty might be useful in terms of ensuring a clear direction of travel and clear objective for partners.

14.3 E.g. West Lothian also has a ‘Poverty Scorecard’ which includes indicators and targets for future years (though few of these relate directly to families with children this is something that might be

achieved in future years.) [https://www.westlothian.gov.uk/media/30074/Anti-Poverty-Scorecard-2018---2023/pdf/Anti-Poverty\\_Scorecard\\_2018-2023.pdf](https://www.westlothian.gov.uk/media/30074/Anti-Poverty-Scorecard-2018---2023/pdf/Anti-Poverty_Scorecard_2018-2023.pdf)

14.4 In the absence of local indicators it will be especially important to make sure the impact of individual interventions, services etc. is monitored and/or evaluated. This is an area that is covered in a bit more depth in the [LCPAR Guidance](#).

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