Tackling Poverty Locally Online Directory

Breakfast For All (Inverness)

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Part 4 - How-to Guide

This guide offers more detailed information and advice for those who may be interested in adopting or adapting the initiative in their local area.

This document comprises the following sections (click hyperlink to skip to that section)

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Title	Breakfast For All (Inverness).
Organisation	Northern Alliance, Highland Council.
Category	Emerging Local Practice.
Poverty Impact	Reduction., Mitigation.
Introduction to the Project	
Breakfast For All combats the barriers many pupils face throughout the school day. This initiative ensures all pupils are well-nourished for the school day by providing them with a selection of free toast, yoghurt, fresh fruit or cereal bars. By providing this service, pupils can start the day well-nourished which enables them to concentrate on their lessons. The project has shown that free breakfast for students improves school attendance and increases academic achievements, further demonstrating the link between nutrition and attainment in schools. Students can now concentrate on their lessons without having to worry about the costs of the school day.	

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Initial Idea

Who had the initial idea?
Derek Sawyer, who was a teacher at Charleston Academy at the time.
How did the idea for the project come about?
There was a concern from senior management at the school that lateness, energy and behaviour of pupils were linked to hunger and a lack of nutrition. This link was made by a small group of senior pupils who created a short survey of the views of the S1 cohort surrounding wellbeing and specifically breakfasts. The survey found that 42% of the cohort arrived at school hungry and 12% said they sometimes did. The data collected inspired a free breakfast trial initiative for S1 learners, which was used as a pilot study before it was rolled out to the entire school.
Were plans informed by any published reports / papers / research evidence or practice from elsewhere?
Derek became aware of Breakfast For All in 2021 following John McKendrick's published paper, *Pass Go for Grab-N-Go,* where he identified the wider role of free school meals in promoting food security and tackling child poverty. This was a huge driving force for the initiative as it also highlighted that breakfast provision encouraged school attendance and academic achievement. Derek has since read hundreds of papers on the relationship between hunger and educational attainment.
Was anyone else involved in developing the initial idea of the project?
Senior management at Charleston Academy, including the former teacher Derek Sawyer, and senior pupils of the school helped set up and run the initiative.
Were those with lived experience of poverty involved in developing the initial idea of the project?
Potentially, although unable to confirm. Derek worked with senior learners at Charleston Academy, some of whom may have had lived experience of poverty, to create a short survey on hunger at school. This survey enabled Derek to trial free breakfast for S1 pupils.

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Was funding required to support the development of the initial idea of the project?				
No			**Yes**	xxx

Please provide details of the funding that was used to support the development of the initial idea of the project.	
Which organisation provided funding?	Pupil Equity Funding (PEF) and the Northern Alliance.
How much was required?	N/A
What was the specific source of funding? (e.g., particular grant or policy)	N/A

Were specific resources – other than funding - needed when developing the initial idea of the project?				
No			**Yes**	xxx

Please provide details of the resources that were required when developing the initial idea of the project.	
Staff/Volunteer Time	N/A
Facilities / Workspace	N/A
Equipment	N/A
Local Knowledge	N/A
Food and Drink	Food provided to the pupils.

What, if any, barriers had to be overcome when developing the initial idea of the project?

Time for staff to research the initiative and plan the project was a barrier, although this did not hinder its development.

What, if anything, helped enable development of the initial idea of the project?

The senior pupils who supported Derek, including with the development of the survey, were helpful when developing the project.

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How long did it take between having the initial idea and starting the project?
The initial idea emerged after Derek read John McKendrick's paper in 2021 and the project started in September 2022. The planning for the project itself took 4–6 weeks.
Who made the decision to introduce the project?
Derek Sawyer with the support of senior management at Charleston Academy.

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Early Development – Pilot Project or Feasibility Study

Was there a pilot project or feasibility study?	
No	xxx
Yes, a pilot project	
Yes, a feasibility study	

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Accessing the Service and Engaging with Service Users

Is there a referral process?		
No	xxx
Yes	
Other than referral, how do potential clients come to know about the project?		
Students are made aware of the project through the school.		
What is the most common way through which users typically access the service?		
Access to the service is through the school.		
Do you take steps to keep in touch / reach out to service users?		
No	xxx
Yes	
N/A – The service users are the students coming to school every day.		

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Working with People with Lived Experience of Poverty

Are those with lived experience of poverty involved in <u>delivering</u> the project?		
	No	
	Yes	
Potentially, although unable to confirm. Senior learners, some of whom may have lived experience of poverty, help deliver the project.		
Are people with lived experience of poverty involved in <u>managing</u> the project or project governance?		
	No	xxx
	Yes	
Are people with lived experience of poverty involved <u>in any other aspect</u> of the project? *If so, please describe below*.		
	No	
	Yes	
Potentially, although unable to confirm. Senior learners, some of whom may have lived experience of poverty, helped in the initial stages of the project by helping Derek develop a survey. They also have focus groups and assemblies on the correlation between nutrition and attainment.		

[Return to Introduction](#)

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Leadership, Governance and Partnership Working

Who is responsible for managing the project?		
The Northern Alliance.		
Is this the only responsibility of the person managing the project?		
	Yes	
	No	xxx
No, the Northern Alliance is a Regional Improvement Collaborative who work on improving the educational and life chances of young people more generally in eight local authorities across Scotland.		
Is there a Project Steering or Advisory Group?		
	No	xxx
	Yes	
Are any other governance arrangements in place to review strategy and performance?		
	No	
	Yes	xxx
Because there is no steering group, the project follows education and nutrition policies developed by the Scottish Government and the Local Authority. Those involved with the project ensure it is aligned with broader educational and health goals. During the initial stages of the project, pupils were surveyed every four weeks to evaluate the effectiveness of the breakfast provision. Attendance, wellbeing check-ins and academic performance were also monitored.		

[Return to Introduction](#)

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Links to Wider Policies, Strategies and Statutory Requirements

In your opinion, is the project aligned with national and/or local anti-poverty strategies and priorities (e.g., local authority or health board priorities)?	
Don't know	
No	
Yes	xxx
Yes. The project is part of the Northern Alliance's broader strategy to tackle poverty across Scotland.	

Is the project part of any other strategy?	
Don't know	
No	
Yes	xxx
Yes. The project has been developed to reflect Article 24 of the UNCRC, which states that every child has the right to the best possible health. Governments must provide nutritious food to young people so they can stay healthy. This is reflected in the project, which offers free breakfast for all secondary students in Charleston Academy	

Is the project delivering a service that is a statutory commitment?	
No	
Yes	xxx
Yes. The Scottish Government is bound by the UNCRC, a legally binding international agreement, to provide nutritious meals young people. The Scottish Government has allocated PEF to support the project.	

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Funding

Has external funding been secured to support the work?		
	No	
	Yes	xxx
Please provide details of the external funding that was used secured to support this work?		
Which organisation/s provided funding?	The Scottish Government through PEF. The Greggs Foundation, Kellogg's, and Tesco.	
What was the specific funding stream/source/scheme?	PEF (Scottish Government).	
How much funding was secured?	N/A	
For how long has funding been secured?	N/A	
Is future funding from the same external source based on pre-agreed outcomes or outputs being delivered from this work?		
	No	xxx
	Yes	

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Staffing and Resources

Do existing staff from the host organisation contribute toward the work of this project as part of their broader work for the organisation?		
No		
Yes		xxx
Teachers, the senior leadership team, and office, canteen and janitorial staff are all paid school staff.		
Are volunteers involved in delivering the project?		
No		
Yes		xxx
Some senior learners and prefects volunteered to help develop and deliver the project.		
Are specific resources – other than staff/volunteer time and money - needed to support the delivery of the project?		
No		Yes	xxx
Please provide details of the resources that are required to deliver the project?		
Facilities / Workspace	School Canteens.	
Equipment	N/A	
Local Knowledge	N/A	
Food and Drink	Breakfast.	
Are any of the resources needed to deliver the project provided in-kind, rather than budgeted from project funds?		
No		
Yes		xxx
School facilities.		

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Were new IT systems, additional software, or upgrades existing software (databases, Apps) required to deliver this project?		
No	xxx
Yes	
Was additional training – for staff or volunteers - required to deliver this project?		
No	xxx
Yes	
There was no formal training. However, staff were informed of nutritional requirements and government guidelines regarding sugar and allergies, for example.		

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Monitoring and Evaluation

Is there baseline data to describe what things were like before the start of the project?	
No	
Yes	xxx
Derek drew on multiple papers on the link between food poverty and educational attainment, including John McKendrick's paper *Pass Go for Grab-N-Go.* He drew on other various pieces of evidence, such as *Estimating Impacts of a Breakfast in the Classroom Program on School Outcomes* (Anzam-Fransca, 2015). The Scottish Government, who provide the PEF, also have baseline data on food poverty.	
Is the difference that the project is making measured or monitored by the host organisation?	
Yes	xxx
No	
Who within the host organisation is responsible for monitoring the impact of the project?	
Senior pupils and project co-ordinator.	
How often is the impact of the project monitored or measured by the host organisation?	
Initially every four weeks.	
What methods, techniques or strategies are used by the host organisation to monitor the impact of the project?	
Short Google Forms surveys.	

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What information is collected by the host organisation about the project?					
Number of users	Yes	xxx	No	
Profile of users	Yes		No	xxx
Experience of users	Yes	xxx	No	
Anything else	Yes		No	xxx

Has the data that has been collected by the host organisation been used to adapt the way the project works?	
No	
Yes	xxx

Items were changed to meet the needs of our young people. For example, there was a change in the fruit initially offered and a change to cereal bars.

Has an external organisation been employed to formally evaluate the project?	
No	xxx
Yes	

Has the insight from the external organisation's evaluation been used to adapt the way the project works?	
No	
Yes	

Is there an intention to employ an external organisation to evaluate the impact of the project in the future?	
Don't know / no current plans	
No	xxx
Yes	

[Return to Introduction](#)

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Impact

To what extent have the aims of the project been achieved?	
Fully met	xxx
Making progress toward meeting Aims	
Not making progress	
Due to the evidence collected four weeks after the introduction of free school breakfasts, the aims of the project have been achieved. That being said, more must be done to ensure that it is rolled out across local authorities.	
What difference has the project made?	
Breakfast For All has reduced the number of students who said they were hungry when arriving at school. It has also increased concentration in class for pupils who had eaten free breakfasts and fostered interactions between pupils who were able to socialise throughout the breakfast.	
Have conditions or demand changed since the project was introduced?	
No	
Yes	xxx
The project has expanded to include the wider school community. As families in Scotland continue to struggle financially, the rate of pupils requiring free breakfast provision may increase.	
Has the project had the capacity to meet these changing conditions and demand?	
Yes	xxx
No	
Breakfast for All anticipates and welcomes the increase of pupils in need. It supports all pupils in the school community.	

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Has the project changed through time?		
	No	
	Yes	xxx
What changed	Scale: The number of students able to access the service has changed. In the first 6 weeks of the project, free breakfast was only offered to S1 pupils. Now it has been developed to ensure that all secondary pupils can access free breakfast.	
Why has it changed	These changes were made to ensure that the project was effective in tackling poverty. These changes allowed all secondary students to access the service and ensured that no student would be hungry at the beginning of the school day.	

Has the project had any unexpected or unintended outcomes?		
	No	
	Yes	xxx
While the project's primary aim is to ensure every pupil at Charleston Academy starts the school day well-nourished and ready to learn, a by-product of this is that it has fostered interactions between pupils who were able to socialise throughout the breakfast.		

In your opinion, is the project having an impact on tackling poverty?		
	No	
	Yes	xxx
The project has been effective in tackling poverty for Charleston Academy pupils as it has ensured that they have at least one nutritious meal during the school day. The project also hopes to roll this out across other local authorities to maximise its effectiveness.		

[Return to Introduction](#)

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Learning from Experience

What is working well?
The initiative is being well-used by secondary pupils in Charleston Academy.
What, if anything, is working less well?
Time and capacity are an issue for the project as more time, funding and staffing is required for the project to be more effective in tackling poverty.
What are the key learning points that you'd like to share with other practitioners?
Northern Alliance's CCITI model–Connect, Collaborate, Ideas/Innovation, Test & Try Out, Improvement/Impact–was particularly useful for the project's success. Derek and his colleagues utilised this methodology to develop and implement Breakfast For All.
Are there plans to develop or expand the project in the future?

	No	
	Yes	xxx

Creating more time and capacity to implement the same project in other local authorities.
How easily do you think this project could be replicated in another setting?
This project could be easily replicated in another setting if funding is available.

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