



Department  
for Education

## HAF 2025-26 Local Authority Annual Report

The annual report provides you with the opportunity to give an overview of the Holiday Activities and Food (HAF) 2025-26 programme in your local authority (LA) and to reflect on the delivery and impact of your HAF provision.

Your report should include:

- an overview of the HAF programme linking to [HAF guidance](#)
- a foreword (Optional)
- the overall funding from DfE that you have spent on the HAF programme
- the proportion of HAF funding that was spent on administration and a breakdown of how this was spent
- how many unique children you have reached in each holiday period, and reference to any half term provision you may have ran
- the proportion of primary age and secondary age children who have participated in your programme
- the number of children with SEND or additional needs who have participated in your programme
- information on the families and carers you have engaged with through the food education, signposting and referrals aspect of your programme
- which organisations are represented on your established governance mechanisms for HAF and such steering groups.
- which organisations you have worked with in delivering the programme
- any additional match funding you have received from organisations and or other government bodies that you have used on the HAF programme
- key Contact Details (Optional)
- You may choose to add your list of providers into the report. Please ensure you still send your full list of providers to the HAF Team

Please also include:

- feedback from participants, their families or carers
- results of any surveys
- case studies or particular highlights
- how you have promoted the programme and celebrated it through the media and social media
- any evaluations of your HAF programme (please provide links in your annual report)

The report for the 2025-2026 HAF programme should be submitted to DfE by 30<sup>th</sup> June 2026.

While LAs have flexibility in how they format and present their annual report, we have provided this document as a guide to help you structure your report. This is an optional template to use; you are welcome to produce your own report as you deem appropriate. Please complete and submit to [haf.programme@education.gov.uk](mailto:haf.programme@education.gov.uk) by 30<sup>th</sup> June 2026. When submitting your report please include a link to the relevant webpage you post it to.

## Section 1 - LA details

*Which local authority is this report about?*

City of London

## Section 2 – Highlights

*In this section, you might cover how much funding you received and how it was spent and how many children you've worked with across the year. You might also include how many sessions you've delivered and which organisations you've worked with and provide details about who contributes to your established governance mechanisms such as steering groups and what the key strategies and themes have been for 2025-2026.*

We received £25,000 HAF funding and this was spent on four 4hr sessions at Easter, sixteen 4hr sessions in the Summer and four 4hr sessions at Christmas. We do not use any of the grant funding to cover administration costs.

The Easter programme reached 32 individual children. The Summer programme reached 54 individual children, and the Christmas programme reached 34 individual children. These children are mostly of primary school age, as we do not have any secondary schools located within the borough.

The main provider we worked with was KABS (Kids Activities and Bootcamps). We also worked with Care to Dance.

Our steering group is made up of the HAF Co-ordinator, the Head of Commissioning, The Early Help Manager and the Virtual School Head and Deputy Head. We also meet periodically with the Headteacher of the Aldgate Primary School.

### **Section 3 – Children and families feedback**

*Please provide links to social media activity/videos as well as testimonials or feedback that you have received about your 2025-26 HAF Programme*

Parents expressed gratitude for the respite provided, particularly noting the benefit for families experiencing overcrowded living conditions. Families valued the programme's flexibility, especially where children were accommodated despite not being registered in advance due to last-minute changes in circumstances.

### **Section 4 - Food**

*In this section you might cover: Did you provide children and young people with at least one nutritious meal a day? Did you work in any partnerships to provide food? What were the children and young people's attitudes to the food you provided?*

During each session, the children were provided with a nutritious meal. The food was provided by KABs, who were running the HAF programme and prepared by KABs and City of London staff.

The food was provided was a buffet-style lunch, taking allergies and dietary requirements (halal, gluten/lactose free etc.) into account.

The children enjoyed the food and were free to choose from a number of options. We find this works much than brining in an external provider to cater hot meals, which are not enjoyed as much by the children and do not offer as much choice.

### **Section 5 – Nutritional Education and the promotion of healthy living/lifestyles**

*In this section, you might cover: Did your programme deliver activities to educate participants about nutrition? Did you involve parents, carers and other family members in training and advice sessions on nutrition and eating a balanced diet? If yes, how? Do the children and families you worked with now have a better understanding of nutrition and food budgeting? Did their attitudes change over the period of the programme?*

Whilst nutritious food was provided for the children, we did not run sessions specifically around education on nutrition and eating a balanced diet. We plan to incorporate this into the Summer HAF Programme.

## Section 6 – Enriching Activities

*In this section, you might cover: What enrichment activities did you provide? And why did you focus on those? How did your programme provide opportunities for children and young people to develop and consolidate their skills and knowledge and try out new experiences? What was the impact?*

KABS:

Throughout our HAF delivery in the City of London, KABS provided a wide range of enriching activities designed to support the personal, social, and emotional development of children and young people, alongside giving them meaningful new experiences.

Our programme combined:

- Team-building and problem-solving challenges
- Creative activities (arts, design, and themed projects)
- Life skills sessions (communication, confidence, resilience, decision-making)
- Mindfulness and wellbeing workshops
- Outdoor learning experiences, including forest-style activities where possible
- Food education and nutrition awareness, linked to daily meal provision

We focus on these areas because many of the young people we work with may have limited access to structured enrichment opportunities outside of school. Our aim is to create a safe, engaging environment where children can build confidence, develop key life skills, and feel a sense of belonging.

Sessions are designed to allow children to:

- Try new activities in a low-pressure setting
- Develop teamwork and communication skills
- Build resilience through challenges and reflection
- Express themselves creatively and socially

Impact:

We consistently see improvements in confidence, engagement, and social interaction, particularly among quieter or more vulnerable children. Many participants who initially

struggle to engage become more involved over time, forming positive relationships with peers and staff. Feedback from both children and parents highlights increased confidence, improved behaviour, and a stronger willingness to try new things.

## Section 7 – Physical Activities

*In this section, you might cover: What range of physical activities did you incorporate into your programme? And why did you focus on these? How did you ensure the physical activities you delivered were engaging and inclusive? Did you have any particular successes or highlights?*

KABS:

Physical activity is a core part of our HAF delivery, and we provide a broad and inclusive range of options to ensure all children can take part and enjoy being active.

Our offer includes:

Multi-sports sessions (football, dodgeball, basketball, athletics-style games)  
Fitness-based activities (circuits, team challenges, obstacle courses)  
Structured games focused on teamwork and inclusion  
Active play and movement-based sessions designed for all ability levels

We prioritise these activities to:

Improve physical health and wellbeing  
Encourage positive habits around movement and activity  
Provide a constructive outlet for energy, particularly during holiday periods

To ensure inclusivity, all sessions are:

Adaptable for different abilities, including SEND needs  
Focused on participation over competition  
Delivered using positive reinforcement and encouragement  
Structured to allow every child to experience success

Successes and highlights:

One of the key strengths of our programme is our ability to engage children who are typically less active. Through our approach, we regularly see increased participation from those who may not usually take part in sport.

Our team-based activities and challenges have been particularly successful in:

Building confidence in physical ability  
Improving teamwork and peer relationships  
Creating a positive association with being active

Children often leave sessions more motivated, more confident, and more willing to take part in physical activity both during and beyond the programme.

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Care to Dance, whose team is made up of a unique combination of dancers, social workers, personal advisors and other trauma-informed specialists, also ran dance sessions at the Christmas HAF, which were incredibly popular with the children.

## **Section 8 – Special Educational Needs & Disabilities (SEND)**

*In this section, you might cover: What provision did you offer for children with Special Educational Needs & Disabilities? Did you offer bespoke provision for these children and young people? How did you ensure that all of the providers you worked with met the needs of children and families and followed inclusive practices? Do you have strong examples that you could share?*

We offered bespoke 1:1 provision for children with Special Educational Needs & Disabilities in 2025/26. The 1:1 Family Support Workers were provided by Fenix Recruitment Services.

At Christmas, three children with SEND were booked onto the HAF programme. We therefore commissioned 1:1 support workers for each of these children. Each support worker was booked for five hours on each of the four days of the HAF, which equates to a total of 60 hours of specialist support booked and charged. Unfortunately, of the 3 children booked on for all 4 days, only 2 children attended. One for 2 days and one for 1 day. This means that of the 60 hours of support paid for, only 15 hours of this paid for support were utilised for the intended purpose.

At Easter, five children with complex SEND attended the HAF programme, which is a record for the City HAF. As these children all have complex needs, they generally did not join in with the main activities provided by KABs but took part in separate activities with the Support Workers in quieter areas of the venue.

We are working with the provider to look at developing some activities which would be more inclusive for our children with complex SEND.

## Section 9 – Marketing and Communication

*In this section, you should provide details about how you have communicated with families, schools, providers, and others about your HAF programme. You might include social media engagement, your advertising and marketing strategy, plans to engage with families that have not accessed HAF before etc.*

We produced leaflets advertising the HAF programme and sent them out to eligible families. The leaflets contained a QR code which linked to the Microsoft Forms booking system. At Easter, we also emailed the leaflet to City of London residents via a corporate mailout. This approach led to some children who have not previously attended the HAF, taking part at Easter. This is because the FSM eligibility information we have is for children who attend a City school, but we have many City of London resident children who attend school just outside of the City. We therefore do not have access to their information to invite them to the City HAF. Including the marketing in a general residents mailout, meant that we were able to reach more families than using school eligibility data alone.

We also advertise the HAF on the City of London Family Information Services website, in the 'What's On' pages.

## Section 10 – Partnerships/ Use of Resources

*Please use this section to outline any additional funding, support, resources, or provisions received to support or enhance your programme. If you have received any additional funding (e.g government, corporate, charitable), you may wish to include a detailed breakdown of how much you have received stating the organisation. You should also explain how your HAF programme aligns with other programmes or initiatives, how existing or readily accessible local authority spaces (such as schools) have been used to maximise value for money, and note any freebies, discounts, or deals secured and how these have been used.*

We did not receive any additional funding for the HAF in 2025/26. The HAF teamwork closely with the Virtual School and the Social Care and Early Help teams to make sure

the programme is aligned with other initiatives taking place within the City. We use local authority spaces, such as the Aldgate School and Portsoken Community Centre to minimise cost.

## Section 11 – Key Reflections/ Forward Plans

*In this section, you should provide details about what the key reflections that you have for your programme in 2025-2026 and any plans you have for the future. This can include things that have given pause for thought, things you may do differently going forwards, new things you wish to include and things you may wish to not continue going forward. This can be both at a local level and those relevant nationwide.*

Taking on board what we have learned in 2025/26, for the 2026/27 year, we plan to include education on food and nutrition as part of the programme. We also aim to reach more City of London resident children than in previous years, working closely with Early Help to improve communication with the local community.

We also hope to secure additional funding to enable us to deliver an even more comprehensive programme.

## Section 12 – (Optional) Key Contact Information

*In this section, you may wish to add any key contact information*

Joanna Osborne, HAF Co-ordinator - [joanna.osborne@cityoflondon.gov.uk](mailto:joanna.osborne@cityoflondon.gov.uk)

Keisha Nurse, Early Help Manager – [Keisha.nurse@cityoflondon.gov.uk](mailto:Keisha.nurse@cityoflondon.gov.uk)

Tommy Cashen, Director of KABS – [hello@kabs-fitness.co.uk](mailto:hello@kabs-fitness.co.uk)

## Section 13 – Any other information

*In this section, you should include any other information about your HAF programme that you want to share*

The annual report will be published on the City of London public website, within the Family Information Services pages:

[Welcome to City of London's Family Information Service - City of London Family Information Service](#)

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