

# Poverty Proofing the School Day Report and Action Plan

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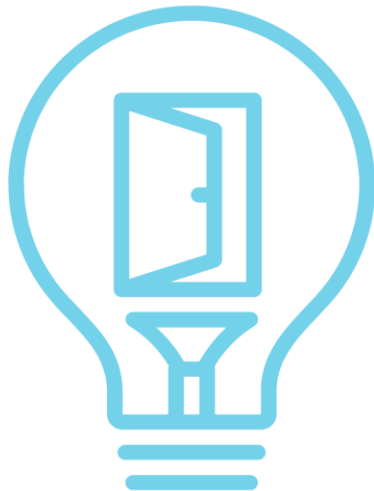
Archibald First School  
March 2023



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# Introduction

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# Summary of Archibald First School

## What is working well?

1. **Pupil Voice:** Many children are aware that there is a school council. Some spoke of the impact that the school council has had in making changes in school.
2. **Pupil Support:** The majority of pupils are aware that they can speak to staff in school if they are struggling with work. Some reported that if they want to talk about their feelings with staff, they will have a listening ear.
3. **Rewards, Behaviour and Attendance:** The consistent approach to behaviour in school can provide pupils with a clear understanding of what to expect. This can help those who require this structure to make good decisions about their behaviour no matter the start to the day they have had.

## What are the key issues pupils face?

1. **Additional Opportunities:** Some children spoke of feeling like they have missed out due to the costs of some trips and clubs. A few parents commented on the pressure felt to provide 'voluntary' payments.
2. **Celebrations:** A few children spoke of peers bringing in gifts for staff in school and sweets on their birthdays. Some spoke of conversations in class that they have had comparing holidays or activities done over the weekend.
3. **Food:** A few children spoke of feeling restricted by needing to pick either packed lunch or school dinner for a full half term. Others reported that sometimes they do not like the choice of meals and can feel hungry in the afternoon.

## Key Recommendations

1. Ensure that families are aware that payments for trips and clubs can be supported for a small number of cases by school.
2. Endeavour to ensure that celebrations in school do not highlight differences between pupils financial situation. Keep payments online so it is not possible to notice who has and hasn't paid.
3. Consider making changes to allow children to move between school dinners and packed lunches more frequently. *There is currently a two week notice period in place.*

# Background

## Methodology

The findings represent a summary of what people told us. Children North East staff spoke to all pupils at **Archibald First School**. We explored what is poverty in a UK context; do they know who experiences poverty in their school? And if so how do they know? The researcher examined the school day from start to finish unpicking all policies and practices within the school. They attended after school club, had lunch with pupils and observed pupils through their day to day interactions within school. See findings below for more detailed analysis of the pupils' responses.

We also spoke with **school staff, governors** and collated surveys from **parents, staff and governors**.

## School name

Pupils at **Archibald First School** spoke positively about a range of aspects of their school - their teachers, the curriculum and the inclusive approach the school takes towards its local community.

Many children in school feel valued and understood by staff. Some made comments about what is important to the staff at school.

**"We are important to school"**

Some children were asked to describe their school, they said;

**"this school is really inviting"**

**"The teachers are all really nice"**

Our School is: *big, wonderful, fun, nice, caring, welcoming..*

## How to read the findings

We have highlighted things that the school is doing well and should be continued as well as areas to explore. All of the points raised in the action plan are practical steps that the school can take to reduce the unintentional stigma and discrimination that pupils and families from poorer backgrounds may inadvertently face.

Some of the actions can be taken with immediate effect with little or no impact on time and resources. Some will require further investigation and thought about the best way to implement them.

We have indicated throughout the report what level of priority each area is as a way to help schools decide where to start when prioritising actions.



High Priority



Medium Priority



Low priority

The levels are based on: number of 'areas to explore' for each topic, the importance of each action within the topic, the number of pupils/ families affected and the urgency in which actions need to be addressed. The ranking system is a guide – it offers an indication as to where it may be best for the school to start when prioritising their actions. It is not a grading system.

The table below shows the vocabulary that we use in this report to indicate the percentage of students to whom we spoke who shared the same views and opinions. While this table is intended to approximate the scale of each issue, the views of every single student are important.

Words	Frequency
Most, the majority, a significant number, in the main, all, frequently, often, a large number	75-100%
Many, a number, a lot of, numerous, quite a few, generally, regularly	50-75%
Some, several, sometimes	25-50%
A few, occasionally, a small number, on occasion	0-25%

What are the key  
issues pupils face?

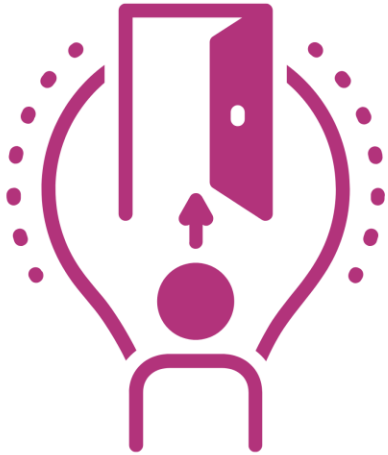
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# Additional Opportunities



## In this theme

We explored the curriculum beyond the academic, vocational and technical and discussed with pupils the artistic, musical, sporting and cultural opportunities available at their school. We sought to understand how the school ensures that there is equality of opportunity for all pupils to take part in a wide, rich set of experiences which provides them with the cultural capital they need to succeed in life. We sought to understand if all pupils benefit from these experiences and if there are any barriers for disadvantaged pupils.



More quotes from pupils on additional opportunities can be found [here](#) >

## What is working well?

Many children in school spoke of the variety of trips they have been able to go on since they have been at Archibald First School. Some of these trips include; **Gurdwara, Hindu temple, Beamish, Hancock museum and many more.**

**"We went to a Gurdwara this morning, we had a tour, they gave us some food and we heard some music."**

As well as some wonderful trips out providing additional and out of the ordinary experiences, some children spoke of the different people who have been into school. These experiences both on trips and with visitors provide children with rich experiences that are harder to access for poorer families.

Visitors; **Greek workshop, Durham University, someone visited and we learned about Easter celebrations.**

**"We have had so many visitors to school, we had someone from Newcastle music academy and someone who does drama"**

**"They give us educational experiences it helps us to learn"**

Some children spoke about the walk, bike or scooter to school competition. It is clear that children are aware that they can take part if they walk, bike or scooter – so all can join in.

**"We are part of this competition against other schools about getting to school in creative and energetic ways"**



# Additional Opportunities



## What is working well?

A small number of children reported that they are aware of the cost of the more pricey residential trips already, giving families plenty of time to plan ahead for these costs.

**"My brother has already got the letter about the trip next year so we have ages to think about it and pay for him to go."**

When speaking with children, many spoke of the variety of clubs they can attend at school. Although these come at a cost, some children are not aware of how much a club costs due to the payments being online. Due to this, staff can make discretionary exemptions so that disadvantaged pupils can attend. Some parents appreciate that these clubs are at a reduced cost compared to enrolling their child in a club outside of school.

**"Code club, football, art club, cooking, guitar, trumpet and French."**

**"The only reason I haven't been able to go to a club is that I already had gymnastics after school outside of school."**

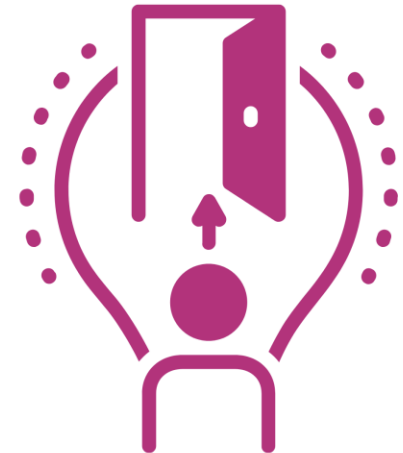
**"We try and encourage children to attend clubs for free if we feel they will benefit." (Staff)**

A small number of children spoke of the beach trip that they have been on, this is a wonderful experience beyond educational visits. If there are any children who have not had this experience outside of school, they will experience it with their friends instead.

**"We go on a beach trip every year!"**

Some children are aware that the school will keep the cost of trips as low as possible by finding alternatives to expensive transport. The school is well placed to be able to do this, as well as promoting healthy habits with children walking to visits where possible.

**"School will pay for coaches if we need to get somewhere, if not we will walk there."**



More quotes from pupils on additional opportunities can be found [here](#) >



## What is working well?

In Key Stage 2, children spoke of being able to take part in cycling proficiency. Many children spoke of being able to share or borrow their friends bike to take part. This will allow more children to take part in bikability, however it does rely on children being comfortable with borrowing someone else's bike. Some spoke of being able to use balance bikes in year two and made the connection to their access to cycling proficiency later in school.

**"We do bikability in year 4."**

**"If your friend didn't bring a bike, you could let your friend borrow it and have a go for bikability."**

**"We did it the first time in year 2, we did it with balance bikes, they had enough balance bikes for everyone."**

When speaking to children about their goals and aspirations for their lives, many had a clear idea of where they are headed. It is wonderful that so many children are aware of the potential that they possess. Some also reported that their teacher had shown an interest and asked them questions about their aspirations, helping to raise their expectations.

The range of aspiration included; **architect, footballer, sportsman, police detective, swimmer, doctor, teacher, gymnast, tennis player and more.**

**"He could be an explorer if he likes geography"**

**"I want to do rope access – they paint flats and fix the outside of them and things"**

**"I want to be a mechanic because that's what my dad does"**

**"Our teachers ask; what inspired you to want to do that, what languages will you want to learn when you're older?"**





# Additional Opportunities



## What we heard or noticed

**Cost of trips:** A small number of children in the older years spoke of the cost of the overnight trip on offer. A few comments that they felt that most families in school can pay for this trip

**"The residential is like £200 to £300"**

**"No I think we all have enough money to go to be honest. My mummy has already paid it."**

**"X's parent don't have much money, and he didn't go to Robin Wood"**

In contrast to some of the comments above, a small number of children commented that they felt that the children who are not planning on going on the trip, it is due to not being able to afford it.

**"If some people cant afford It they can stay at school"**

**"I'm not going, I don't want to"**

**Trip payments:** A small number of children reported that they **"always have to pay"** for school trips. This is a perception that children in school have which could echo conversations at home with families feeling pressured to pay for trips when they may have more pressing costs to attend to. In regards to the residential trip, many children were unaware that their family could pay for the trip in instalments – while it is appropriate that children are not involved in the details of trip payments, it may support families feeling more comfortable with making the payments if children have this knowledge.

**"You can just pay it all at once I think."**

## Practical solutions

Consider fundraising to reduce the cost of trips for families. This could be undertaken by the PTFA. There are some links to help with this below:

[Fundraising ideas for school to help pay for trips](#)

[Additional fundraising ideas](#)

[Bag pack to raise funds for trips](#)

Consider making it clear to children and families who they can approach at school if their child wishes to attend but cost is a barrier. This could be a named member of staff or a neutral email address e.g. [support@archibaldfirstschool.org.uk](mailto:support@archibaldfirstschool.org.uk).

Make sure that trips about letters clearly state that no child will be left behind for a trip. Highlight who to contact at the school if they have questions or need to discuss setting up payment agreements.

Ensure that there is a clear message delivered by teachers that no children will be left behind because of not being able to pay for a school trip.



# Additional Opportunities



## What we heard or noticed

**Pre-ordered Souvenirs:** Children who have attended a residential reported that they could pre-order souvenirs from the residential location. This will highlight directly whose parents have ordered them a souvenir and who hasn't.

**"For Robin wood, our parents could pre-order souvenirs."**

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**Spending money on trips:** A few children spoke about being able to take spending money on school trips. While some said that there was a limit to how much they were allowed to take, this number will not have been consistent for all children.

**"We could take spending money to Beamish"**

**"You could buy stuff from the sweet shop or at the fun fair"**

**"It was annoying we could only take £5, so we couldn't afford some of the nicer things at the trip"**

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**School Photos:** A small number of children mentioned that school photos are taken in school and handed out in the classroom. This can highlight who has bought a photo and who hasn't.

**"We get our photos taken every year, some people get them some people don't"**

**"They are handed out in the classroom"**

## Practical solutions

On residential visits consider setting a limit on spending money and be explicit about this cost when initially informing parents of the trip details.

Some schools have included the spending money in the overall cost so families aren't faced with any hidden costs and so that all pupils have the same amount of spending money which can be distributed by teachers at the beginning of the visit. Alternatively, providing time to reflect on the trip and create a piece of writing or art based on the trip that they can take home to cherish the memories.

*During feedback it was mentioned that school could provide all pupils with the same souvenir from the school visit upon their return to school so that all receive the same. This has been actioned for the residential next year,*

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Consider having photos collected from a central location such as the office so it is not so obvious who has and hasn't bought photos.



# Additional Opportunities



## What we heard or noticed

**Clubs:** When discussing extra-curricular clubs, some children are aware that they are not able to participate in clubs due to the cost.

**"You have to pay for all of them"**

**"My mummy said it is too expensive and we need to think about what we are spending our money on"**

**"I didn't know about any of those clubs until just now (music and sports)"**

**Personalised mugs and tea towels:** Some children reported that in the past they have been able to create an image to be put on mugs or tea towels for family to buy.

**"At Christmas we draw a picture and our parents can buy it on mugs or tea towels"**

**"Sometimes for Christmas or Easter you can buy a picture you drew on a mug or a tea towel for Christmas gifts"**

**"Yeah and at mothers day, fathers day and valentines I think"**

## Practical solutions

Explore ways to provide a wider range of free clubs, some schools have allocated a small proportion of staff directed time to run an after-school club which has lowered the costs for families. Cost may currently be a barrier for some families.

Consider the need for this option in school.

Similar to school photos, ensure that items are collected from a central location rather than handed out in classrooms as this will highlight to pupils whose parents have purchased items.

*The PTFA are also looking at this, finding a way to provide all children with a card with their design on.*

# Bullying



## In this theme

We explored pupil's understanding of bullying as well as whether or not bullying as a result of poverty takes place within the school. We also discussed from a pupil perspective how quickly, consistently and effectively the school addresses bullying if it does occur.



More quotes from pupils on bullying can be found [here](#) >

## What is working well?

Across the school there is a good understanding of what bullying is and how school deals with incidents. Some children are aware that there are multiple types of bullying and how it will affect individuals.

**"means that someone is being mean to you"**

**"I think there are different types of bullying, cyber...physical..."**

**"People say rude words to you and you are affected by it"**

**"A bully will hit repeatedly"**

**"When you're mean to someone over and over, they might say something bad"**

Many children also spoke of the way that school supports and raises awareness of bullying. This has the potential to open up conversations with children about bullying, reducing the stigma around reporting issues.

**"We do anti-bullying week – we wore odd socks so everyone could do it"**

A small number of children reported on what the school will do to help in the face of an incident. There seems to be a strong belief in the anti-bullying policy among children and staff.

**"You can tell the teacher and the person will get told off"**

**"They get consequences, they might go to the office"**



# Bullying



## What we heard or noticed

**Comments about circumstance:** A very small number of children reported that they have heard comments in school about different children's homes or living situations.

**"Yes some people make fun of other people like because they live in a small house and they might be poor."**

**Comments about appearance:** A few children mentioned that they have experienced or witnessed comments around children's appearance. While some of these comments are unrelated to signs and stigma around disadvantage, it is something to keep an eye on.

**"They might get comments about what they look like and their religion maybe."**

**"Yeah that boy says horrible stuff."**

**Financial disparities:** When speaking about if they can tell who has less money, some children are aware of the outward signs of disadvantage. Some commented on the items they may not have the same access to, while others have noticed differences in lived experiences.

**"They might not have fancy watches or things"**

**"They might not have the best school uniforms"**

**"When we went to the panto I said 'what other pantos have you been to?'  
And they said none"**

## Practical solutions

Raise awareness around material possessions and explore the impact of poverty within PSHE lessons as well as assembly themes.

Encourage staff to speak to children about the impact that negative comments about possessions and image can have on someone else's self esteem. Promote positive wellbeing practices that support good self-esteem. This will in turn promote resilience and allow children to feel confident to respond well to negative comments, or to report to an adult.

<https://biglifejournal.com/blogs/blog/self-confidence-building-activities>



## In this theme

We explored how occasions such as holidays, the end of the school year and Christmas are celebrated in school. We also looked at how key events within the school calendar are marked, exploring whether there are any barriers for poorer pupils.



More quotes from pupils on celebrations can be found [here](#) >

## What is working well?

The majority of children spoke about the different things that are celebrated in school. One child said **“we celebrate on someone's birthday or if someone does something really good”**. This is positive as it is inclusive of all children, with all having the chance to be celebrated in school.

A small number of children specified the different ways that school celebrate at Christmas and the end of the year.

**“At Christmas we have parties”**

**“At the end of the year, we always have a water fight”**

**“School advent calendar, every day someone gets to open one”**

When speaking about Christmas and the end of the year, some children spoke of bringing in cards and gifts that they had made, rather than shop bought items for their teachers.

**“I always give my teacher cards that I have made”**

**“I give my teacher presents but always that I have made and not spent money on, she still likes them”**

It is positive that school discos have just one cost to them, rather than sales of sweets or drinks once inside the event. This will allow more children to attend without the pressure of bringing spending money with them.

**“When there is a dicso, we can pay for a ticket, then all the sweets are free”**





## What we heard or noticed

**Sweets for Birthdays:** Many children spoke of bringing sweets in for their birthday, with some bringing in additional items too. Not everyone is able to do this and so may feel upset if they cannot take part.

"We bring in sweets for our birthday" "I never get to do that"

"They might feel sad if they cant bring some in"

"I bring cupcakes or lollies"

"Some people bring in party bags"

**Handing out invites:** Some children reported that they are able to hand out invitations for parties in school. For some this can be difficult if they do not receive an invite, know they cannot attend or are unable to invite peers to a party for their party.

"Yeah we can hand out party invites at school"

"I am not allowed to go to them (EAL)"

**Gifts for Teachers:** A large number of pupils spoke about bringing presents in to give to staff around Christmas and the end of the year. Some children will not be able to do this and can mean that they feel left out or guilty about this.

"At the end of the school year we give them alcohol"

"I bought my teacher a mug"

## Practical solutions

Ask families not to bring in sweets for birthdays. Ensure that there is a consistent approach to celebrating birthdays across the school. *This is now in place for academic year 2023/24.*

Consider replacing sweets or cakes in school with a new tradition. Some schools have had success with a 'birthday hat' that children get to wear on their birthday or 'birthday spins' on the teachers chair. While others have opted for a handmade card being made by all pupils on transition day, then on a child's birthday they get to choose a card out of the set.

Ask parents to consider keeping invitation distribution outside of the classroom. By doing so those who do not get invited will be less aware, as well as those who cannot attend.

Dissuade the gift giving culture in the school. Consider different ways in which families and children can show their appreciation for their teacher.

Ensure if presents are going to be brought in that they are taken to a central location and not the classrooms.



# Celebrations



## What we heard or noticed

**Celebrating religious holidays:** A very small number of children reported that some religious holidays are not celebrated in school. While Christmas is widely celebrated in school, some other religious holidays may not have the same emphasis on them.

**"We celebrate Eid, Ramadan...no, no, no, not in school"**

**"At Christmas school has parties, but we don't go because we don't celebrate that" (EAL)**

**"We learn about it but we don't really do that much"**

**Writing about holidays:** A small number of children spoke of being asked to write about what they have done through the holidays in the past. For some this can be difficult, even without a class discussion of their holidays, writing about it or drawing it can initiate conversations for comparison with peers.

**"Yes, we write down what we did in the holiday in our morning books"**

**"We have drawn what we did in the summer"**

## Practical solutions

The school has spoken to children from different religions and encouraged them to share their experiences with other children.

**"Mrs Turner said that someone might come round and tell the classes about Ramadan."**

Consider exploring with children, what more can be done to celebrate the different religious holidays.

**"We have learnt about them, and Holi and Diwali too!"**

Ensure that staff are reminded just before a holiday about the effects that being asked to share about holiday plans can have on children.

Could you work with staff to create a bank of questions that don't identify or exclude for example: *Who did you spend time with? What are you most excited about learning at school this year?*

Continue to ensure that staff do not ask children to do any formal writing about holidays.

# Charity, Fundraising and Community



## In this theme

We explored how the school provides opportunities for pupils to engage with society and make a positive contribution to their wider community. We also looked specifically at fundraising activities and if there are any barriers for pupils engaging in these opportunities.



## What is working well?

When speaking to children in school about the idea of charity and community, many were keen to talk about the ways that they have supported not just charities but also their local community.

**"We made Christmas cards for the elderly."**

**"We donated seeds to make our school look really pretty."**

Around autumn time there were donation boxes outside and then an assembly about harvest festival. This was done in a way which celebrated and shared information but did not highlight who had and hadn't brought in items.

**"We raised donations for the food kitchen we all brought food in like canned goods."**

Some children spoke of the various charities that they have learned about in school. Many were able to talk about the purpose of the charities, rather than having a focus on how much they have raised for the charities.

**"We know about lots of different charities; Childline, Cancer Research, St Oswalds Hospice, Daft as a brush"**

A few children also reported that they do not need to donate on charity days. It is positive that some children are reporting not feeling pressured to donate money.

**"If we don't donate any money, they wouldn't really care – its not really a big deal."**



# Charity, Fundraising and Community



## What we heard or noticed

**Non-uniform days:** Many children reported that there are many non-uniform days at school. Some said that they struggled to know what to wear for non-uniform days, showing an awareness of needing to wear something to 'fit in'.

"We have so many non-uniform days."

"We can get them as rewards for the team points."

"I worry about what to wear on non-uniform days!" (echoed by rest of group)

"it just feels weird sometimes."

"I have to make sure I wear something that matches."

**Food collection:** At times children have been asked to bring in items rather than a monetary donation for charity. A small number reported that these had been collated in the hall. For those who may be using food banks or struggling financially, this can be a troubling sight.

"They collect the food in the hall there was loads!"

## Practical solutions

Consider the need for non-uniform days at school. If they are to support a charity, consider alternative ways to celebrate and learn about the charity. The focus could be on campaigning rather than raising funds and then families and pupils could be directed to the relevant charities donation page if they wished, but this would prevent money from being collected in school. Some schools have moved to things such as 'odd socks day' or 'back to front day' where school uniform is worn in a different way to normal so all can participate.

Alternative fundraising activities could include: bag packs, a stall selling items within the community, writing letters to local businesses. Pupils could also put on a small performance and ask for donations from the local community.

Consider the need for food collections. If food collections will carry on ensure that food is collected in a discreet way.

Communicate with pupils about where the food goes, who it benefits and highlight how families can access food banks if they need to.



# Charity, Fundraising and Community



## What we heard or noticed

**Remembrance day:** Some children spoke about being able to buy additional items around remembrance day. These items incur a fixed cost rather than a donation for the paper poppies. This can place pressure on families to provide money for these items.

**"You can buy poppies and slap bands and things"**

**"We bring in money for poppies and we do two minutes silence"**

## Practical solutions

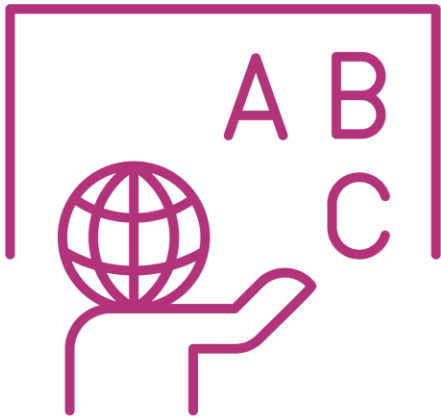
Ensure that the reason behind the remembrance day is discussed more than the purchasing of a poppy. Try to remove options other than the paper poppies. Could the children make a poppy badge or paint one rather than accessing the bought ones, so money is raised and all children can be included in the symbolism.

# Curriculum and Ability Groups



## In this theme

We sought to explore the school's curriculum intent with a focus on how the school ensures that disadvantaged pupils have access to a broad curriculum. This included looking at how ability setting is used within the school.



## What is working well?

Some children spoke of being sat on specific tables or in groups for lessons in the past, however many said this is no longer the case.  
**"We always sit on the same table, we used to be in different classes for maths and things now we don't."**

Children in Year 3 reported that they took part in 'Secret Agent Training'. This helped to remove any tension or stress that children could potentially feel when they are faced with their SATs. For children who are living in already tense environments, this light-hearted approach reduces the potential additional strain.  
**"We did secret work and we couldn't tell the rest of the school"**

A few children in older years spoke of attending swimming lessons through school. It is positive that the school has found a way to provide these with no cost to families. By walking to the pool, there is no cost of transport and lesson costs are covered by the school.  
**"We all do swimming lessons for two full weeks."  
"We walk to the pool and no we did not have to pay."  
"I do swimming lessons outside of school but I can't swim yet, but I am excited to learn more when we go."**

# Curriculum and Ability Groups



## What is working well?

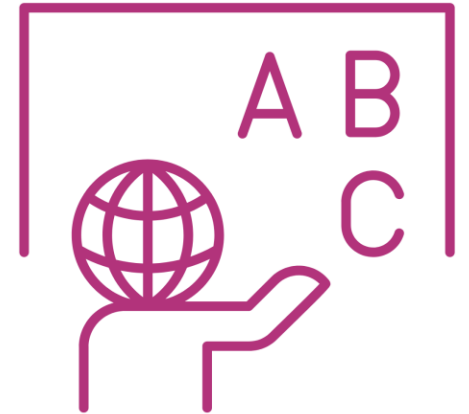
All children in school have the same access to music lessons in school. The instruments that children can learn within lesson, they will do across two years so they are likely to make progress across this time as well as embedding the core skills needed for playing music. Many children also spoke about singing in school, with many enjoying this aspect of school.

**"Yeah we have learnt musician instruments; glockenspiel and Ukulele"**

**"We do loads of singing too"**

There is a choice for additional music tuition that comes at an additional cost to families.

**"You can learn trumpet and guitar but you have to pay"**





# Curriculum and Ability Groups



## What we heard or noticed

**Ability grouping:** It is a vital part of lessons to differentiate work for different groups of pupils. However, a small number of children commented on the different groupings in their lessons and being aware of the different levels of difficulty of work.

**"Purple table.. Some people don't because they have trouble, so they get different work"**

**"four do harder and one does easier stuff, 2 people do certain different work"**

**"They're lucky, because they get more help and easier work"**

**Peripatetic music lessons:** Some children are aware that they do not have access to peripatetic music lessons due to the cost associated with them.

**"Not everyone learns those because you have to sign up and pay money."**

## Practical solutions

Consider the different names and language used around the different tables and groups. Ensure that staff are aware of the impact that different descriptions of work can impact self-esteem and confidence.

Monitor which children are sitting on which tables, if disadvantaged pupils are disproportionately sat on the 'lower tables' this could indicate an area in which those disadvantaged pupils need more support.

*It was discussed in feedback sometimes it is hard to edit the work in a way that doesn't make it obvious which level they have.*

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Consider exploring options to allow more pupils, specifically disadvantaged pupils to access additional music lessons in school.

[Andrew Lloyd Webber Foundation](#)

[UM UK Sound foundation](#)

[Music for all](#) – music funding application page

[Music for Schools – Music for Schools Foundation \(mfsf.org.uk\)](https://www.mfsf.org.uk)





## In this theme

We explored how pupils access food over the course of the school day including breakfast, break time, lunchtime and out of school visits. We examined how discretely Free School Meals are administered, how debt is tackled as well as the quality of the lunchtime experience for pupils.



More quotes from pupils on food can be found [here](#) >

## What is working well?

The majority of children either are not aware how school meals are paid for, or they know they are paid online and no cash comes into school via children. This is positive as it eliminates the ability to be able to tell who has and hasn't paid for their school meals.

**"I am pretty sure my mum just pays online, I don't really know"**  
**"My parents pay with money from their jobs on an app"**

When asked 'what would happen if your parents haven't paid for your meals?' some children said **"yeah you would still get lunch, they're really nice our school they would give you food then maybe just as you to pay another day."**

Many children spoke of enjoying the meals they receive in school. This is positive as it can encourage children to take up their Free School Meal (FSM) if eligible. A few children reported that even if the main option isn't to their taste, most days they can get a jacket potato.

**"I love the school dinners"**

Some of the many favourites; **pizza, omelette, pasta, sandwich, fish fingers and mince and dumplings.**

**"You can get a jacket potato almost every day"**



## What is working well?

A real positive in school relating to food is that children are able to choose when they go in to get their school dinner, this supports children in having autonomy of when they choose to eat, as well as eating earlier if they have a club to attend. As well as being able to sit with whoever they want irrelevant to whether they have school meals or packed lunch. **"Lunchtimes are fun, we get to eat lunch and play"**

**"We get to choose when we go in to have our lunch; straight away, in the middle or towards the end of lunch, if we have a club we go in for lunch early"**

**"I don't like much food so I have a packed lunch"**

When looking at portion sizes, many children said they feel that portion sizes are suitable for their age and appetite, with staff listening to the children and how much they would like where possible. Staff are also aware of which children may have a need for larger portions and subtly provide that where possible. For those who are feeling hungrier or want additional veg, the majority know that they can access the salad bar.

**"If we don't have enough lunch on our plate we can go to the salad bar and add extra bread or pasta or salad"**

**"You can tell them how much you want" (You can get up to two pieces of bread)**

It is positive practice that children make their school meal choices based on images of the food they will receive. This will support pupils who have recently joined the school from another country, or even another school, as well as those who may not have come across the meals provided in school outside of school. Some children commented that even they misplace the coloured band of their meal choice, they will be provided with a school meal.

**"There is a photo with a coloured box round and then you get a band with that colour and that's how they know what you're having"**

**"Even if you lose your band they would give you food don't worry"**

A large number of children are aware of the breakfast club supporting children and families by accepting children into school early and providing breakfast. While there is a cost to attend breakfast club, the money is taken for this online and some children have a perception that it doesn't cost their families too much.

**"There is a breakfast club for if your parents are both working and you need to be here early, its not lots of money our parents pay for breakfast club online"**

Many children in Key Stage One spoke of having access to fruit and milk at break.

**"We get milk and fruit at break time, sometimes we get the left overs at the end of the day"**



## What we heard or noticed

**Choice of lunch:** Many children reported that when they pick to take up a school meal, they have that option for that whole half term – this is the same for if they choose to have a packed lunch.

**"You have packed lunch all the time until the next holiday."**

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**FSM Packed lunch:** Many children are aware that school provides packed lunches for some pupils. However, not all know why they receive them. It is assumed by some that they are provided when a child forgets their home packed lunch.

**"We have to bring our own packed lunch the only people who get them from school are the ones who forgot theirs."**

## Practical solutions

*At present children or their families need to give two weeks notice to change between packed lunch or school dinners.*

Discuss with the catering team the potential for children to have more flexibility to change options. This could take some major adjustments in the admin around school meals, but in time it becomes easier.

Some schools have success with this, as it supports parents in relying on a school meal if they don't have the food in to make up a packed lunch. It also allows children to take up a FSM (if eligible) on days that they like the food, and have a packed lunch on others.

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Revise the wording on letters regarding lunches on trips- provide lunches for all pupils as standard so that those receiving a Free School Meal are not identifiable to their peers.

This could be supported with parents having the option to 'top up' the school packed lunch with an additional snack for their child.

Discuss the promotion of school packed lunches with the catering team. The school council could be involved in working with the catering team to develop a school packed lunch option that is more popular with pupils.



## What we heard or noticed

**Hunger:** A small number of children, when asked commented that they feel hungry later in the day.

**"Sometimes I feel hungry in the afternoon."**

## Practical solutions

*KS1 can get a snack in the afternoon if they want to and all children can bring your own healthy snack and fruit too.*

Explore ways of regularly providing Key Stage Two children with a snack at break time free of charge. Some schools have used a token system where all pupils have been given a token to get a snack at break time, some pupils have paid for their tokens, and others have been given them for free.

Other schools have given each year group one piece of fruit per day, eg. Year Six on Monday, Year Five on Tuesday. Approach local business in order to ask if they can support the provision of fruit for pupils in Key Stage Two.

Check that portions are suitable for the age group they are made for. Endeavour to check in with children in different year groups regularly to check how they feel about the portion sizes (and other elements of the school meals).



## In this theme

We explored how homework is administered, what resources and materials pupils need at home to complete homework, and the various ways in which the school supports pupils.



More quotes from pupils on homework can be found [here](#) >

## What is working well?

Many children reported that they don't receive an arduous amount of homework to complete each week. **"We mostly get maths and spellings to practice."** This is positive as it doesn't require a large input from families to support children in completing a large amount of homework.

When asked what happens if they do not complete their homework, the majority of children said that **"it isn't too strict"**. This was reflected in conversations with staff.

**"We don't have a really strict policy." (Staff)**

**"If you don't have a chance that's okay, not all of us have time on the weekends."**

Some children have the opinion that the only negative impact from not doing their homework is the impact on their own success.

**"If you don't do your homework you might just lose on your spelling test"**

A small number of children spoke about being able to control the difficulty of their homework as they can choose the level of challenge. This supports children to complete what they can without relying on parental support.

**"We can choose how hard our work is there are too, there are challenges"**

Some children reported that they can sign their own reading diaries when they read at home. This is positive as it allows those who do not read with an adult at home, to still record their progress.

**"We can sign our reading diaries ourselves"**



# Homework



## What we heard or noticed

**Projects:** A large number of children spoke about the projects that they are given for homework. Some said that these are completed at home about topic work in school. When completed they are presented in the classroom in front of peers.

**"You don't have to, but they like you to"**

**"I have made like a rag with the Greek alphabet on"**

**"We're going to show them next week"**

**"Some of us haven't made it yet"**

**Show and Tell:** When speaking about 'show and tell', many children explained that they do not bring items from home to show, this is positive. However, they are able to show and share their projects completed as homework. For some this can highlight their ability or lack of to complete and show this work.

**"We only show our projects"**

**"I never do my projects, some people don't have time or the things"**

**"You can just post it on seesaw if you just want your teacher to see"**

**"I don't do them, but I get upset because I don't get to share what I know or my knowledge"**

## Practical solutions

Encourage teachers to consider the resources that will be required when completing homework tasks and consider ways to support families in accessing the required resources. Some schools have had a central store of resources that pupils can help themselves to- could this be facilitated in **Archibald First School**.

When setting model making or creative homework staff should ensure that the same resources are provided to all pupils.

*The projects given are open ended where children can draw, make, write etc. so in nature they should allow for children to pick the level that they engage with them.*

A solution could be to ask children to pick member of staff to show their work to on a one to one basis.

When picking work for children to share with the class, consider asking children to volunteer to show something they have done in school that they are proud of from that week.



# Homework



## What we heard or noticed

**Printing:** A small number of children reported printing homework off at home.

**"We print our homework at home"**

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**Reading rewards:** Reading is celebrated in school, with many children commenting on their love of reading. Some children spoke of receiving reading rewards if they read five times, the perception held by some is that they cannot fill in their reading record themselves.

**"If you read five times you get a stamp and you can get a free book it doesn't count when you read in school"**

**"My parents don't read with me"**

**"Every time you read you get a team point"**

## Practical solutions

*In feedback it was discussed that children are given a homework book to use and the homework is designed to write into book. So there should be no need to print it out and stick it in.*

Maybe remind parents of this fact and ask teachers to show children again how they can do the work without printing anything out. This will remove the pressure that some feel to print the work each week.

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*It was discussed in feedback that reading rewards could be made more clear to children as to how they are handed out, and they can record their reading themselves.*

Explore the impact of rewards which publically show which pupils have and haven't read on those families where it may be more difficult for reading to take place on a regular basis.

Other schools have tried: Allowing pupils to fill in their own reading diaries in Key Stage Two so that pupils are not reliant upon family members or carers being available to sign their diary to receive a reward.

*Reading rewards are already given to children who have tried their best or made an improvement.*

# Leadership and Governance



## In this theme

We explored with leaders, staff and governors their awareness and understanding of issues relating to poverty; including their accountability in relation to Pupil Premium and what actions they have taken to address social disadvantage within their local context. This included an exploration of the school's curriculum intent.



## What is working well?

The majority of staff at Archibald First School are already demonstrating a good understanding and openness to talk to their children about issues associated with financial difficulties. This will be further supported with Poverty Proofing© Training booked for later this year.

**"The staff here are great at knowing which kids might be struggling and will ask subtly if they can help" (Head teacher)**

Some observations by staff have resulted in some of the initiatives that are in place already. This is positive as they have been developed in response to a need and so could be a real support to all families not just those who are struggling financially.

**"The biggest thing we see is children coming in hungry having not had breakfast or attending school with clothes with holes in" (Staff)**  
*School has a breakfast club and uniform provision.*





# Leadership and Governance



## What we heard or noticed

**Living wage foundation:** The school is not currently a member of the Living Wage Foundation.

## Practical solutions

Consider becoming an accredited member of the Living Wage Foundation. Further information can be found at: [www.livingwage.org.uk](http://www.livingwage.org.uk).

# Pupil Support



## In this theme

We looked at what pastoral support is available for pupils, how pupils access support, and what impact it has. We explored how the school supports the development of pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.



## What is working well?

A large number of pupils reported that they feel that they can ask their teacher for help. This extends beyond support in finding the answers in their lessons, with some saying they will talk to their teacher if they are worried about something. This is positive in relation to Poverty Proofing© as this open communication can help to encourage children to talk to staff about issues they may be facing that school can support with.

**"You can ask for help."**

**"I can tell my teacher if I am really worried."**

A few children reported that if they need support at break or lunch times they can find the playground pals. Some said their role is to help with the breaks, while others said they are there to cheer people up. It is clear this is a role that those who undertake it embrace and enjoy and younger children look up to for support.

**"You can tell who the playground pals are they wear high vis – they cheer you up"**



# Pupil Support



## What we heard or noticed

**Non-disclosure:** A very small number of children commented that they do not tend to tell staff in school if they are worried or upset.

**"I don't have anyone who understands what I am trying to say."**

**"Sometimes I think its my problems and I should deal with it, I am worried I will get told off."**

**"I keep it to myself except my friends."**

**"I don't actually know where the box is" (about the worry box in their class)**

## Practical solutions

Consider other ways that children are able to speak about their feelings whilst in school. Some schools have trained 'Pupil Ambassadors.'

[Anna Freud National Centre for Children and Families](#)

[Free community education workshops for young people \(redcross.org.uk\)](#)

Some schools have had success in implementing 'tell me boxes' in which any child can put in a note or drawing of anything they want their teacher to know. This removes the stigma of the traditional worry boxes and allows children to tell their teacher about any news in their life not just negatives. They can then be followed up by the teacher at an appropriate time.

Consider if it is possible to include a time in the morning for all pupils to let the teacher know how they are feeling. This could be a display in the classroom where pupils move their name to indicate how they are feeling.

Some schools have an opportunity for all pupils to regularly speak to a teacher or TA during registration time to discuss both positive things and worries.

Use a circle time to explore pupil's feelings within each class on a daily or weekly basis.

# Pupil Voice



## In this theme

We explored what meaningful opportunities the school provides for all pupils, including those who are disadvantaged, to debate and discuss issues, to share their views beliefs and opinions, and to be actively involved in school life.



## What is working well?

A large number of children in school are aware of the school council and the role it plays in communicating pupils opinions to leaders in school.

**"We have important meetings they do ideas to make the school better."**

**"They organise events."**

It is great to see that some pupils in school acknowledge the influence that the school council can, and has had in school. A few are aware the exact things that have been changed by school in response to pupil voice and there is a perception among some that **"if it's easy they [the school] change it straight away"**.

A number of children are aware of the process of becoming a School Council representative. However, this is not the only responsibility that is available to children in school. For those who are not comfortable with speaking publicly, they can become a 'planet protector' or help with the 'OPAL' equipment.

**"They give a good reason and there is a vote"**

**"Planet protection, litter picks, keep grounds clean"**

**"They get OPAL equipment, some people are responsible for it and help tidy it up"**



## In this theme

We explored whether pupils need additional resources to fully take part in the school day, and how the school supports pupils who cannot afford the resources required to engage with all lessons.



## What is working well?

The majority of children are aware that they do not need to bring anything in to school in order to take part in lessons. All the resources needed for their core lessons are provided. This means that children do not bring in pencil cases or pens from home, which traditionally provides a platform for comparison between belongings.

**"School has everything we need, so we don't need pencil cases!"**

Many children reported that they are not allowed to bring in items from home for break or lunch time. It was specified that the main things they are not allowed in school are trading cards. This is positive Poverty Proofing© practice as this can create a culture of comparing, trading and ultimately can end up with children losing out on valuable cards and falling out with friends.

**"Not allowed to bring Pokémon cards or football cards."**

When children are asked to bring in items such as cardboard or recycling for art and DT projects, many said that some people in their class will bring extra and they can share or the teacher will make sure that there are some they can use.

**"You can share if you forgot or the teacher will bring spare ones."**



## What we heard or noticed

**Water Bottles:** The majority of children in school bring in a water bottle. Some are aware of the different brands or styles of water bottles. This can place pressure on families to provide these items.

**"Air ups are so good, I am getting one in 6 days."**

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**Items from home:** A small number of children reported that they bring in items from home to play with in school. Some of these are in the form of keyrings and fidget toys.

**"Key rings and Rubiks cubes."**

## Practical solutions

Ensure that all pupils can access the water fountains in school or that cups are available if they have not brought in a water bottle from home. Some schools provide water bottles for all pupils and do not allow them to be taken home. Consider if this is something that could be introduced at **Archibald First School**. If school water bottles were provided it would also curtail some of the current discussions which are taking place amongst pupils in relation to the branding of water bottles

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Curtail the bringing in of toys. Many children know they are not meant to bring in items from home but a few still bring them in. Some pupils may feel excluded from friendship groups if they do not have trading cards or toys to join in with games.

# Rewards, Behaviour and Attendance



## In this theme

We explored whether children from poorer backgrounds are rewarded or punished differently from other children. We looked at the consistency of the delivery of the rewards and sanctions system and how this impacts on pupils' experiences of the school day. We investigated what intelligent, fair and effective action the school takes to support pupils who are struggling with their attendance and behaviour.



## What is working well?

At Archibald First school, many children have a clear understanding of the behaviour policy in school. Some spoke of working hard in order to gain team points, team balls or star of the day.

**"You can get team points or a star of the day"**

**"Lots of team points means team balls"**

When speaking about how negative behaviour is dealt with in school, some children explained that **"you just get told off"**. This is positive as it can be catered to the situation and the child. Staff have the autonomy to handle situations as they feel best, with quiet conversations about changing behaviour being most common. In more extreme circumstances, staff move to measures to curb the behaviour.

**"Sometimes only if you're really bad your name goes on the board"**

**"They might tell your parents at home time"**

This behaviour policy is reflected with staff outside following the same structure of praising good behaviour and talking to children about poor choices they have made.

**"At lunch time, staff outside do it"**



# Rewards, Behaviour and Attendance



## What we heard or noticed

**Attendance:** Many children in school are aware of the attendance rewards that they can receive in school. A few children reported that they could see what each others attendance percentage is.

**"I didn't get a certificate...you had like 90% though"**

**"I got x, you got x, if it is 95% or lower you don't get a certificate – we had it on the board and we could see – if its lower then I might feel sorry for them"**

## Practical solutions

As individual attendance awards consider a lottery style process whereby all names that get over 96% are entered into a prize draw each week or term. This also allows for individuals to be put in where they have shown great improvement. A random prize draw is a great way of rewarding attendance as it does not draw attention to individual pupils who may be struggling with attendance.

Consider sending attendance reports home to parents via text or email rather than certificates. That way parents still receive the acknowledgement and can share that with children at home, while not singling out those who have not achieved above 95%.

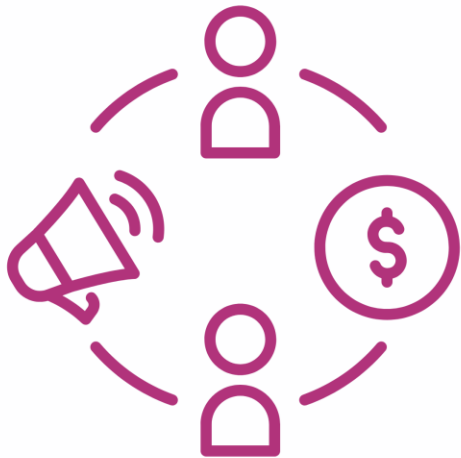


# Support to Families and Parents



## In this theme

We discussed how school-related costs affect families. We sought to understand from a parent's perspective the ways in which the school already effectively supports families as well as exploring areas where this support could be improved.



## What is working well?

A number of parents commented on the various ways that the school support families by reducing costs.

**“Continue to allow non branded uniform and encourage second hand sales/swaps Continue to offer free fruit and veg snacks Lower the cost of breakfast/after school club.” (Parent)**

One parent spoke specifically about the removal of dress up days to support parents in not needing to provide costumes that would only be used once or twice.

**“Didn't dress up for world book day which is a good think I think.” (Parent)**

A large number of parents commented about being able to ‘pay it forward’. Some wish that they could contribute to a central fund to support others who cannot afford to pay. Could the school embrace this and promote all payments as voluntary with a suggested contribution for fixed expenses such as trips, there could also be an option for parents to donate additional funds to the school to support others.

**“I am happy to pay for non-core activity. I think there should be provision for parents who struggle and would happily pay more to support this.” (Parent)**



# Support to Families and Parents



## What we heard or noticed

**Letters/wording:** A small number of parents commented that the wording on letters or the communication around payments can on occasion can feel like payments are mandatory. Payments are added to all accounts so this feels to some that they need to pay.

**“When we receive a letter asking us to pay e.g. for a school trip, it makes it clear that if not enough parents contribute then the trip might not go ahead. If I was on a low income I would find the wording and tone uncomfortable and embarrassing.” (Parents)**

**“Families entitled to free school meals shouldn’t have trips and activities put on their account to pay. Attempt to find more cost efficient trips/activities. Offer help with school uniforms.”(Parent)**

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*With a number of parents speaking English as an additional language, here are some helpful resources that could help with communication and support for them.*

## Practical solutions

Consider looking into how staff and parents can develop and improve partnerships: [About | Parent Partnerships](#)  
This could also be improved by all staff attending the Poverty Proofing© training. It was discussed in feedback that this will be opened up to admin staff, governors and the PTFA to attend so that they can be mindful of barriers in school related practices.

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See suggested links for support on best practice for this  
[Top 10 best practices for empowering schools to support EAL families \(part 1\)- Operoo](#)  
[Top 10 best practices for empowering schools to support EAL families \(part 2\)- Operoo](#)  
[EAL Programme - The Bell Foundation \(bell-foundation.org.uk\)](#)



## In this theme

We sought to understand the way in which school uniform and PE kits is supplied, how much it costs, and the expectations that the school has in regards to uniform and PE kits. We also investigated how the school supports families with uniform costs.



## What is working well?

In school, there is plenty of spare uniform, this is something that a few pupils are aware of. Some said that they can borrow uniform if they have forgotten or cannot find an item of their uniform.

**"You can get a new one from school until you find your old one"**

When there are performances in school, many children reported that school has provided some or all of the elements of the costumes needed.

**"They got us halos and wings"**

Some children spoke of wearing their PE kit on the days that they have PE. This is positive as it means children have a reduced number of days in full uniform, meaning they need less of it.

**"We come in in our PE kit on PE day."**



# Uniform



## What we heard or noticed

**Uniform:** A very small number of children spoke of wearing old clothing or some that belongs to siblings, rather than replacing it when it has holes in.

**"I'm wearing age 5-6 because the ones my size had holes in."**

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**Badges on uniform:** When discussing if children *needed* to have a badge on their school jumper, some said that they believed they were meant to have a badge on their jumper. A small number of children reported that they do not wear a jumper with a badge, but most of their peers do.

**"Most people do [have a badge] but I have a plain one."**

## Practical solutions

Continue to ask pupils to donate good quality second hand uniform at the end of the year. Explore if there is a place within the community where the school can collect a stock of spare uniform for parents to help themselves to. Alternatively spare uniform could be made available at parent's events, sometimes allowing parents to make a small monetary donation for the uniform lessens the stigma associated with it.

Support around how to implement effective pre-loved uniform provision can be found here: [Developing pre-loved uniform provision](#)  
[Second Hand Uniform Marketplace | Uniformd](#)  
[Uniforms\\_Cost\\_Guide\\_For\\_Schools\\_Aug22.pdf \(children-ne.org.uk\)](#)

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*It was discussed during feedback that nobody is ever called out on whether they have a badge or not. In the past the school has done a consultation with parents about the need for a badge, with poor response. Consider talking to school council around the perceptions children have to further explore if this is an issue for some pupils.*

[Uniforms\\_Cost\\_Guide\\_For\\_Schools\\_Aug22.pdf \(children-ne.org.uk\)](#)  
Support around designing school uniform policies can be found here: [Developing a school uniform policy](#)

# Additional information

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# Parent Survey Overview

As part of our work we sent out a survey regarding school costs to parents and carers. We received XX responses, and this slide presents an overview of the feedback.

**“I know that school hold on to clothing and footwear for the residential trip for those who cannot afford to get it- I am sure that many parents would be happy to contribute to this. The school is in an affluent area but obviously there are some families in financial hardship and I believe that the school are aware of those who need support and offer it. I think it is a shame that a wider range of instrumental lessons are not offered at lower cost to widen access, but I recognise that this would require significant government funding and is not possible in the current climate.”**

**“Support with subsidized trips, not hosting monthly bake sales, after school clubs can be expensive (art club £9 per session), having to pay £1 for a wellness day and then being asked to provide water guns etc. for it.”**

**“When we receive a letter asking us to pay e.g. for a school trip, it makes it clear that if not enough parents contribute then the trip might not go ahead. If I was on a low income I would find the wording and tone uncomfortable and embarrassing”**

**“Families entitled to free school meals shouldn’t have trips and activities put on their account to pay. Attempt to find more cost efficient trips/activities. Offer help with school uniforms.”**

**“Financial matters are always dealt with discreetly and compassionately.”**

**“Have regular second hand uniform easily available to make a donation towards or swap with items you already have.”**

**“Continue to allow non branded uniform and encourage second hand sales/swaps Continue to offer free fruit and veg snacks Lower the cost of breakfast/after school club”**

**“Reconsider badged uniform policy. Not assume access to technology when issuing reading books and homework.”**

**“Stop offering so many lunch time and after school clubs. Those who can’t afford to do them will feel left out. Try a free lunchtime club perhaps? Refrain from inviting in ‘professionals’ that we must pay to teach our children. Do not change to school logo uniform. Provide water proof trousers etc. for forest school”**

## Parent Survey Overview (continued)

8%

of families who filled in the online survey had children entitled to Free School Meals

43%

of families would feel 'quite or very uncomfortable' approaching the school for financial help

65%

of families are aware of who to contact in school for help with paying for things

13%

of families stated that they have struggled with school-related costs

80%

of families think the school give enough notice for payments

45%

of families 'don't know' if there is financial support available from school

60%

'don't know' if school signposts to additional support, outside of school

51%

of families felt that the school has a 'good or better' understanding of financial issues families face

63%








of families stated that the school 'usually or always' provides good support for those with financial difficulties








57%

of families feel that the school is 'always' a welcoming place, regardless of financial background

# Appendix 1

This is an overview of your school. Each individual school also works within its own local and regional context, and typically has additional factors to consider such as ethnicity, rurality, and school composition. It is important to stress that all of the actions identified in this report are important and should be carefully considered by the school. Those that have been labelled 'low priority' are important recommendations which should not be disregarded.

Area	Priority
 Additional Opportunities	<b>High</b>
 Bullying	<b>Low</b>
 Celebrations	<b>High</b>
 Charity, Fundraising and Community	<b>Medium</b>
 Curriculum and Ability Groups	<b>Low</b>
 Food	<b>Medium</b>
 Homework	<b>Medium</b>

Area	Priority
 Leadership and Governance	<b>Low</b>
 Pupil Support	<b>Low</b>
 Pupil Voice	<b>N/A</b>
 Resources	<b>Low</b>
 Rewards, Behaviour and Attendance	<b>Low</b>
 Support to Parents and Families	<b>Low</b>
 Uniform	<b>Low</b>



# Appendix 2

## What is poverty?

Government statistics from March 2021 show that there are approximately 3.9 million children living in poverty in the UK today. This is around 27% of all children in the United Kingdom. In the North East of England this number is even higher, with 38% of all children in the region living in poverty, the highest rate of child poverty in the UK. This is not set to improve, as forecasts suggest that by 2026/7, 33% of children in the UK will be living in poverty, rates not seen since the 1990s. In schools, poverty is often equated with FSM but we know many children in poverty are not eligible for FSM. We use a broader definition of poverty that seeks to understand the ways in which poverty is experienced in school and how it restricts children and young people's opportunities to flourish.

A more useful definition of poverty, and one that Poverty Proofing© has adopted, is therefore:

**"Individuals, families and groups in the population can be said to be in poverty when they lack the resources to obtain the types of diet, participate in the activities, and have the living conditions and amenities which are customary, or at least widely encouraged and approved, in the societies to which they belong. Their resources are so seriously below those commanded by the average individual or family that they are, in effect, excluded from ordinary patterns, customs and activities."**

*Peter Townsend*

The full appendix can be found [on our website](#). This appendix is meant to be read in conjunction with the UK Cost of the School Day report and action plan. In it, we cover the following topics:

- What is poverty?
- How does poverty affect different socio-demographic groups?
- Poverty and education
- Poverty Proofing© and Ofsted
- The consequences of poverty on health, housing, education and employment

We also provide a list of references you can consult for further reading about any of these topics.

# About Us

## Children North East

Children North East want all babies, children and young people to be happy and healthy, and to grow up feeling safe and loved, resilient to the challenges they may face, and valued and confident.

We have a strong children's rights ethos and believe that real, lasting social change is achieved when those who are experiencing or have experienced issues lead that change. We work both directly with babies, children and young people, and in their families, schools and communities, delivering services, support and interventions that provide a platform to work through issues, take action and provide tools for individuals and communities to reach their full potential.



## Poverty Proofing the School Day

Poverty Proofing© the School Day is a project developed by Children North East. The project provides a toolkit to Poverty Proof© the school day, to reduce stigma and remove barriers to learning and to assist schools in exploring the most effective way to spend school funding provided for those eligible for Free School Meals. Poverty Proofing© the School Day consists of an audit for each individual school, questioning pupils, staff, parents and governors.

The result is an action plan tailored to each individual school to address any stigmatising policies or practices. There is then the opportunity to be awarded an accreditation following a review visit. We also offer training to staff and governors on poverty and its impact on education.

**Thank you Archibald First School and their pupils for participating in Poverty Proofing the School Day**

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