

# FERRYHILL PRIMARY SCHOOL

## 1 in 5 Poverty Action Report

### Context

More than 22% of children in Scotland (212,000) live in poverty and this is forecast to increase by 100,000 to over one in four children by 2020. In Edinburgh, the child poverty rate matches the national average and affects 1 in 5 pupils.

The impact of poverty on children's lives results in a wide gap in outcomes for standard of living, quality of life, health, opportunities and educational attainment.

Recent Scottish Government policy and investment has focused on closing the attainment gap between children from high and low income households in order to reduce current inequalities in educational outcomes. Schools must consider their policies and practices to ensure that financial difficulties are not barriers to children's right to learn and achieve.

### Scottish Index of Multiple Deprivation SIMD

This is the Scottish Government's official tool for identifying small area concentrations of multiple deprivation across all of Scotland in a consistent way.

- The SIMD identifies geographic areas not individuals.
- Geographic areas are identified using postcodes.
- Scotland is divided into small areas called datazones - 6505 in total.
- The datazone is the key small-area statistical geography in Scotland
- A datazone will typically contain around 350 households (500-1000 people)
- From the Scottish Government's wide-ranging data sources, the SIMD was created from data relating to multiple aspects of life in order to gain the fullest possible picture of deprivation across Scotland.
- Seven different aspects or domains were identified: Employment; Income; Health; Education, Skills and Training; Geographic Access to Services; Crime; Housing
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- The SIMD post code look-up converts postcodes into datazones along with their associated ranks, deciles and quintiles etc.
- The rank of that datazone in the SIMD is expressed as a decile for each pupil.
- A pupil with a decile of 1 lives in the 10 per cent most deprived datazones in Scotland.
- A pupil with a decile of 10 lives in the 10 per cent least deprived datazones in Scotland.
- This information is used to summarise the distribution of a school roll across deciles 1-10.
- The SIMD tells us where our pupils live and provides a contextual measure of multiple deprivation and sets it in a national context. It does not give information about the specific circumstances of the pupils themselves.

### Scottish Index of Multiple Deprivation (SIMD) Ferryhill Profile

Decile	1	2	3	4	5	6	7	8	9	10	Unknown	Total
No. of Pupils	16	68	183	89	1	1	0	0	0	0	3	361
% Pupils	4.43	18.84	50.69	24.65	0.28	0.28	0.00	0.00	0.00	0.00	0.83	100

Roll at September 2018

## **‘1 in 5’ Child Poverty Awareness Raising in Our School**

The 1 in 5 project is centred on a programme of work to raise awareness and understanding of child poverty and its impact on educational outcomes; explore the cost of the school day; and, examine the impact of poverty-related stigma.

The Head Teacher took part in the training session for schools and has led further work in this school which involved training and focus group sessions with staff, parents/carers in order to:

- Raise awareness of the impact of stigmatisation on children living in poverty;
- Identify and understand the range of costs involved in the school day from different perspectives;
- Make recommendations and propose actions for our school to take forward.

Staff participated in two workshops: Raising Awareness and Cost of the School Day. The Parent Council took part in a short presentation of Raising Awareness and then joined a wider group of parents for a combined session that looked at both Raising Awareness and Cost of the School Day. Feedback was taken and is explored in this report. Staff were consulted on the draft of this report.

One of the most powerful pieces of feedback received from staff and families has been the impact of the training and focus groups, both in terms of content and quality and how this has changed attitudes and perspectives. Many were surprised that as many as 1 in 5 children are living in poverty in Edinburgh and concerned about the implications of this on both a personal and public level. Staff feedback to the draft report highlighted how much work we have done to address the challenges children and families are facing.

We have not yet engaged with pupils to raise awareness and explore their thoughts and opinions. This work will be undertaken in session 2018-2019.

## **‘1 in 5’ Child Poverty Work at Ferryhill**

As a positive action school we are already aware of the impact of poverty on outcomes for children and receive additional funding for this purpose. For school session 2018-2019 we receive the sum of £99600 and broadly, we use this towards the costs of:

- A full time supernumerary teacher (without class) to work with groups and individuals to raise attainment in literacy, numeracy and STEM;
- Two full time Pupil Support Officers to support children and families;
- Additional Pupil Support Assistants to assist in teachers in raising attainment in literacy and numeracy;
- Resources to support our Breakfast Club, Rocket Club and nurture base;
- Resources to support vulnerable children.

## **School Uniforms**

In our school families are able to buy school-badged uniform from a choice of two suppliers in order to be able to benefit from cheaper deals. The school carries a stock of uniform on which we make no profit. This decision was taken some years ago to promote the wearing of school uniform and to reduce financial burdens for families. Uniforms already carrying school badges are optional rather than compulsory and we have kept our school uniform colours to those readily available in standard shops at a low price. We have a red sweatshirt for our Primary 7 class but the price of this is equivalent to all other school-badged sweatshirts.

Our Parent Council run a uniform exchange where donations of good quality uniform is exchanged or sold for 50p. The Pupil Support Officers recently ran a clothes swap shop where they collected donations of good quality clothing and footwear that could be swapped or taken by parents. These events are promoted to all parents and carers.

This year we sent every family an information sheet about clothing grants and we publicised this through our social media accounts together with 'quick find' links on the City of Edinburgh Council website.

## **Food & Drink**

We keep fruit, snack and milk for children who come in to school hungry. Our Principal Teacher ASN has made a link with a local supermarket for us to receive donations of snack and fruit on an occasional basis.

We offer a Breakfast Club which has been budgeted to provide free places for children identified to be in need. In conjunction with Drylaw Neighbourhood Centre we also provide free referred breakfast club places which includes mini-bus collection and youth workers. Our Rocket Breakfast Clubs provide additional free spaces for those children who would benefit from a supported start to the day. Staff and resources for this is supplied from Pupil Equity Fund.

Our school office staff support children and families who find challenges with the Parent Pay ordering system to ensure that all children are given a school lunch.

For any events in school requiring food, snack or drink, we make no charge and make use of either Pupil Equity Fund or school funds to finance these.

## **Curriculum materials and homework**

All staff have been made aware of the impact on families of costs for curriculum materials and homework. Whilst we encourage children to provide basic stationary such as pencil and rubber for school use, this is not essential as the school is adequately resourced for stationary for all curriculum areas.

Staff are mindful of the need for homework to be accessible for all and we would encourage parents to contact us should homework be causing undue stress or concern for any reason. Our homework policy will shortly be reviewed.

We encourage children to bring a change of clothing for PE but keep a stock of t-shirts, shorts and indoor footwear for those who forget or are unable to supply.

Curriculum areas such as ICT or those in STEM are often appealing to pupils. Given that over 50% of pupils do not go to University we ensure that no costs are passed onto pupils for participation in such subjects.

## **School Visits and Excursions**

For trips and excursions we keep costs as low as possible throughout the year. We actively seek out additional fundraising and sponsorship to assist with specific costs. We make use of Pupil Equity Fund or school funds to support families in need so that no pupil is excluded on account of cost.

In recent years we have undertaken a whole school visit to the pantomime in Dunfermline. We are committed to this because a number of our children would not experience a visit to the theatre, pantomime or journey out of Edinburgh. However, we use school funds and are supported by the Parent Council in significantly reducing the cost to all children. We also provide free places for children who might not be able to participate in a cost-event. The total cost of the pantomime visit last year was over £5000. 1/5 of the costs were donated by the Parent Council and almost 2/5 of the costs were met by the school.

Teachers are asked to be mindful of annual costs. All visits out of school are subject to approval of the Head Teacher who may reject a proposed visit on account of the impact of costs. We have ensured that visits are limited and spread throughout the course of the year. We are working towards visits and costs being identified at the start of the school year.

The Head Teacher carefully vets the large number of profit-making organisations asking for promotional materials to be distributed by the school and have a strict policy on what is given to pupils.

## **After School Activities**

This year we obtained funding to provide free places at active school clubs and this has been widely advertised. It has led to an uptake in the number of places being taken at active school clubs. We have worked with individuals and families to widen the uptake of free places.

We offer a range of clubs that are of no cost to children. We have been successful in obtaining funding and some staff willingly give of their time to offer free clubs. Examples of this include samba drumming, choir and ukulele.

## **Curriculum Entitlements**

Over the past year we have developed our framework for Curriculum Entitlements. These are the visits, events and activities we want to ensure all children experience in their time in our school. With challenges presented by poverty, it is clear that some children will not be given these opportunities unless these are given in school. We will give these opportunities whilst being mindful of the need for these to be free or low cost.

## **Events & Fundraising**

We limit the number of events and fundraising for which costs are passed onto pupils. For dress down/up days we promote donations with the expectation that not all families will want or be able to contribute. We have cancelled the annual book fair and replaced this with a free book swap event.

Whilst many families have chosen to spend large amounts of money, we have promoted our expectations that the end of school leaver prom should not incur costs for families. No costs are charged by the school and pupils can participate on a cost-free basis.

## **Benefit Advice & Support**

A key part of the Pupil Support Officers is to build relationships with parents- being there in the playground to welcome parents and children, having regular opportunities and events to invite parents in school in an informal, sociable way. That means then when they have difficulties of any kind, including financial problems, they feel more able to come and speak to about it. The Pupil Support Officers have also identified and helped parents to access benefits and funding opportunities. Our Pupil Support Officers are funded by Pupil Equity Funds.

This year we sent every family an information sheet about free school meals, free milk and clothing grants. We also publicised this through our social media accounts together with 'quick find' links on the City of Edinburgh Council website.

## **Nursery**

Many schools operate a snack and toy fund to which parents pay a weekly subscription. Costs vary from school to school. At Ferryhill we keep costs to a very minimum £1 per week to cover the price of food for snack only. Where families are unable to afford the weekly cost, we cover this ourselves and make no charge. Staff ensure that children have access to as much snack as they require when they are hungry.

As a school we pledge not to charge families for events and activities taking place in nursery and we have a strict cost limit on visits out of school by the children.

This year the nursery staff will work towards regular events where any parent can donate outgrown clothing for others and all parents can take what they need for free. We are also working on an information sheet to let parents and carers know what's available for free or low cost in the local community.

## **Staff Training**

Staff tell us that the awareness-raising training has significantly impacted on their practice. Some of this is highlighted below.

We have found ways of subsidising school visits. For instance, one teacher obtained financial support from a local business to sponsor the class visit. All teachers have been more mindful of the need to reduce costs or have cancelled planned visits due to costs.

We have loaned or given clothing to children for PE, residential visit, general wear.

We have been more careful in what homework has been given and we have provided resources for homework. For instance, for the homework task to build a castle, the teachers provided art resources to take home.

Staff report that they are even more observant of children's circumstances and have taken action to address issues when concerns arise about children being hungry, clean, warm, etc.

### Next Steps – Comments and Action Plan

Following the training sessions with staff and the parent workshops, a number of comments, suggestions and requests were made. We will undertake the following actions in the session 2018-2019.

Comment	Action Plan
Homework tasks requiring resources or ICT access, placing stress on families	Review Homework Policy to ensure homework does not depend on resources from home or access to ICT facilities that might not be available in the home.
Remove any perceived stigma of clothes swap, uniform exchange	Promote clothes swap and uniform exchange as a core aspect of our Eco Schools approach.
Lost or no longer required clothing	Clear and clean lost property every term with unclaimed property given to those who would benefit from it. Parent volunteers to wash outsized gym kit and other clothing at end of year and offer to parents at start of new year. Promote clothes swap and uniform exchange events for nursery and primary parents.
Costs and pressure of the P7 Quali	Promote our approach that the Quali should not be a costly event for parents.
Cost of school visits	Ensure balance of costs across the year, maximise use of local and/or free sites. Provide support for families who require it either with free places and/or option to pay in instalments.
Invite advice/benefits workers to advise parents on benefits available	Pupil Support Officers to investigate who is available and arrange information session in school. Nursery to produce information leaflet for parents on what we know to be available.
School photos are expensive	Investigate other providers
Asking for specific colour for Sports Day	This will not be requested in future
After school childcare price	Unfortunately this is beyond our control but we have now introduced free places in Active School Clubs and we have arranged a number of free out of school activities
Involvement of children	Engage children in poverty awareness raising

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Whilst many families have chosen to spend large amounts of money, we have promoted our expectations that the end of school leaver prom should not incur costs for families. No costs are charged by the school and pupils can participate on a cost-free basis.

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A key part of the Pupil Support Officers is to build relationships with parents- being there in the playground to welcome parents and children, having regular opportunities and events to invite parents in school in an informal, sociable way. That means then when they have difficulties of any kind, including financial problems, they feel more able to come and speak to about it. The Pupil Support Officers have also identified and helped parents to access benefits and funding opportunities. Our Pupil Support Officers are funded by Pupil Equity Funds.

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As a school we pledge not to charge families for events and activities taking place in nursery and we have a strict cost limit on visits out of school by the children.

This year the nursery staff will work towards regular events where any parent can donate outgrown clothing for others and all parents can take what they need for free. We are also working on an information sheet to let parents and carers know what's available for free or low cost in the local community.

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We have loaned or given clothing to children for PE, residential visit, general wear.

We have been more careful in what homework has been given and we have provided resources for homework. For instance, for the homework task to build a castle, the teachers provided art resources to take home.

Staff report that they are even more observant of children's circumstances and have taken action to address issues when concerns arise about children being hungry, clean, warm, etc.

### Next Steps – Comments and Action Plan

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Remove any perceived stigma of clothes swap, uniform exchange	Promote clothes swap and uniform exchange as a core aspect of our Eco Schools approach.
Lost or no longer required clothing	Clear and clean lost property every term with unclaimed property given to those who would benefit from it. Parent volunteers to wash outsized gym kit and other clothing at end of year and offer to parents at start of new year. Promote clothes swap and uniform exchange events for nursery and primary parents.
Costs and pressure of the P7 Quali	Promote our approach that the Quali should not be a costly event for parents.
Cost of school visits	Ensure balance of costs across the year, maximise use of local and/or free sites. Provide support for families who require it either with free places and/or option to pay in instalments.
Invite advice/benefits workers to advise parents on benefits available	Pupil Support Officers to investigate who is available and arrange information session in school. Nursery to produce information leaflet for parents on what we know to be available.
School photos are expensive	Investigate other providers
Asking for specific colour for Sports Day	This will not be requested in future
After school childcare price	Unfortunately this is beyond our control but we have now introduced free places in Active School Clubs and we have arranged a number of free out of school activities
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## 1 in 5 Poverty Action Report

### Context

More than 22% of children in Scotland (212,000) live in poverty and this is forecast to increase by 100,000 to over one in four children by 2020. In Edinburgh, the child poverty rate matches the national average and affects 1 in 5 pupils.

The impact of poverty on children's lives results in a wide gap in outcomes for standard of living, quality of life, health, opportunities and educational attainment.

Recent Scottish Government policy and investment has focused on closing the attainment gap between children from high and low income households in order to reduce current inequalities in educational outcomes. Schools must consider their policies and practices to ensure that financial difficulties are not barriers to children's right to learn and achieve.

### Scottish Index of Multiple Deprivation SIMD

This is the Scottish Government's official tool for identifying small area concentrations of multiple deprivation across all of Scotland in a consistent way.

- The SIMD identifies geographic areas not individuals.
- Geographic areas are identified using postcodes.
- Scotland is divided into small areas called datazones - 6505 in total.
- The datazone is the key small-area statistical geography in Scotland
- A datazone will typically contain around 350 households (500-1000 people)
- From the Scottish Government's wide-ranging data sources, the SIMD was created from data relating to multiple aspects of life in order to gain the fullest possible picture of deprivation across Scotland.
- Seven different aspects or domains were identified: Employment; Income; Health; Education, Skills and Training; Geographic Access to Services; Crime; Housing
- The SIMD is about places not people.
- The SIMD post code look-up converts postcodes into datazones along with their associated ranks, deciles and quintiles etc.
- The rank of that datazone in the SIMD is expressed as a decile for each pupil.
- A pupil with a decile of 1 lives in the 10 per cent most deprived datazones in Scotland.
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- This information is used to summarise the distribution of a school roll across deciles 1-10.
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Decile	1	2	3	4	5	6	7	8	9	10	Unknown	Total
No. of Pupils	16	68	183	89	1	1	0	0	0	0	3	361
% Pupils	4.43	18.84	50.69	24.65	0.28	0.28	0.00	0.00	0.00	0.00	0.83	100

Roll at September 2018

## **‘1 in 5’ Child Poverty Awareness Raising in Our School**

The 1 in 5 project is centred on a programme of work to raise awareness and understanding of child poverty and its impact on educational outcomes; explore the cost of the school day; and, examine the impact of poverty-related stigma.

The Head Teacher took part in the training session for schools and has led further work in this school which involved training and focus group sessions with staff, parents/carers in order to:

- Raise awareness of the impact of stigmatisation on children living in poverty;
- Identify and understand the range of costs involved in the school day from different perspectives;
- Make recommendations and propose actions for our school to take forward.

Staff participated in two workshops: Raising Awareness and Cost of the School Day. The Parent Council took part in a short presentation of Raising Awareness and then joined a wider group of parents for a combined session that looked at both Raising Awareness and Cost of the School Day. Feedback was taken and is explored in this report. Staff were consulted on the draft of this report.

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Lost or no longer required clothing	Clear and clean lost property every term with unclaimed property given to those who would benefit from it. Parent volunteers to wash outsized gym kit and other clothing at end of year and offer to parents at start of new year. Promote clothes swap and uniform exchange events for nursery and primary parents.
Costs and pressure of the P7 Quali	Promote our approach that the Quali should not be a costly event for parents.
Cost of school visits	Ensure balance of costs across the year, maximise use of local and/or free sites. Provide support for families who require it either with free places and/or option to pay in instalments.
Invite advice/benefits workers to advise parents on benefits available	Pupil Support Officers to investigate who is available and arrange information session in school. Nursery to produce information leaflet for parents on what we know to be available.
School photos are expensive	Investigate other providers
Asking for specific colour for Sports Day	This will not be requested in future
After school childcare price	Unfortunately this is beyond our control but we have now introduced free places in Active School Clubs and we have arranged a number of free out of school activities
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### Context

More than 22% of children in Scotland (212,000) live in poverty and this is forecast to increase by 100,000 to over one in four children by 2020. In Edinburgh, the child poverty rate matches the national average and affects 1 in 5 pupils.

The impact of poverty on children's lives results in a wide gap in outcomes for standard of living, quality of life, health, opportunities and educational attainment.

Recent Scottish Government policy and investment has focused on closing the attainment gap between children from high and low income households in order to reduce current inequalities in educational outcomes. Schools must consider their policies and practices to ensure that financial difficulties are not barriers to children's right to learn and achieve.

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- The SIMD identifies geographic areas not individuals.
- Geographic areas are identified using postcodes.
- Scotland is divided into small areas called datazones - 6505 in total.
- The datazone is the key small-area statistical geography in Scotland
- A datazone will typically contain around 350 households (500-1000 people)
- From the Scottish Government's wide-ranging data sources, the SIMD was created from data relating to multiple aspects of life in order to gain the fullest possible picture of deprivation across Scotland.
- Seven different aspects or domains were identified: Employment; Income; Health; Education, Skills and Training; Geographic Access to Services; Crime; Housing
- The SIMD is about places not people.
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- The rank of that datazone in the SIMD is expressed as a decile for each pupil.
- A pupil with a decile of 1 lives in the 10 per cent most deprived datazones in Scotland.
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- This information is used to summarise the distribution of a school roll across deciles 1-10.
- The SIMD tells us where our pupils live and provides a contextual measure of multiple deprivation and sets it in a national context. It does not give information about the specific circumstances of the pupils themselves.

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Decile	1	2	3	4	5	6	7	8	9	10	Unknown	Total
No. of Pupils	16	68	183	89	1	1	0	0	0	0	3	361
% Pupils	4.43	18.84	50.69	24.65	0.28	0.28	0.00	0.00	0.00	0.00	0.83	100

Roll at September 2018

## **‘1 in 5’ Child Poverty Awareness Raising in Our School**

The 1 in 5 project is centred on a programme of work to raise awareness and understanding of child poverty and its impact on educational outcomes; explore the cost of the school day; and, examine the impact of poverty-related stigma.

The Head Teacher took part in the training session for schools and has led further work in this school which involved training and focus group sessions with staff, parents/carers in order to:

- Raise awareness of the impact of stigmatisation on children living in poverty;
- Identify and understand the range of costs involved in the school day from different perspectives;
- Make recommendations and propose actions for our school to take forward.

Staff participated in two workshops: Raising Awareness and Cost of the School Day. The Parent Council took part in a short presentation of Raising Awareness and then joined a wider group of parents for a combined session that looked at both Raising Awareness and Cost of the School Day. Feedback was taken and is explored in this report. Staff were consulted on the draft of this report.

One of the most powerful pieces of feedback received from staff and families has been the impact of the training and focus groups, both in terms of content and quality and how this has changed attitudes and perspectives. Many were surprised that as many as 1 in 5 children are living in poverty in Edinburgh and concerned about the implications of this on both a personal and public level. Staff feedback to the draft report highlighted how much work we have done to address the challenges children and families are facing.

We have not yet engaged with pupils to raise awareness and explore their thoughts and opinions. This work will be undertaken in session 2018-2019.

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As a positive action school we are already aware of the impact of poverty on outcomes for children and receive additional funding for this purpose. For school session 2018-2019 we receive the sum of £99600 and broadly, we use this towards the costs of:

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In our school families are able to buy school-badged uniform from a choice of two suppliers in order to be able to benefit from cheaper deals. The school carries a stock of uniform on which we make no profit. This decision was taken some years ago to promote the wearing of school uniform and to reduce financial burdens for families. Uniforms already carrying school badges are optional rather than compulsory and we have kept our school uniform colours to those readily available in standard shops at a low price. We have a red sweatshirt for our Primary 7 class but the price of this is equivalent to all other school-badged sweatshirts.

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This year the nursery staff will work towards regular events where any parent can donate outgrown clothing for others and all parents can take what they need for free. We are also working on an information sheet to let parents and carers know what's available for free or low cost in the local community.

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Lost or no longer required clothing	Clear and clean lost property every term with unclaimed property given to those who would benefit from it. Parent volunteers to wash outsized gym kit and other clothing at end of year and offer to parents at start of new year. Promote clothes swap and uniform exchange events for nursery and primary parents.
Costs and pressure of the P7 Quali	Promote our approach that the Quali should not be a costly event for parents.
Cost of school visits	Ensure balance of costs across the year, maximise use of local and/or free sites. Provide support for families who require it either with free places and/or option to pay in instalments.
Invite advice/benefits workers to advise parents on benefits available	Pupil Support Officers to investigate who is available and arrange information session in school. Nursery to produce information leaflet for parents on what we know to be available.
School photos are expensive	Investigate other providers
Asking for specific colour for Sports Day	This will not be requested in future
After school childcare price	Unfortunately this is beyond our control but we have now introduced free places in Active School Clubs and we have arranged a number of free out of school activities
Involvement of children	Engage children in poverty awareness raising

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# FERRYHILL PRIMARY SCHOOL

## 1 in 5 Poverty Action Report

### Context

More than 22% of children in Scotland (212,000) live in poverty and this is forecast to increase by 100,000 to over one in four children by 2020. In Edinburgh, the child poverty rate matches the national average and affects 1 in 5 pupils.

The impact of poverty on children's lives results in a wide gap in outcomes for standard of living, quality of life, health, opportunities and educational attainment.

Recent Scottish Government policy and investment has focused on closing the attainment gap between children from high and low income households in order to reduce current inequalities in educational outcomes. Schools must consider their policies and practices to ensure that financial difficulties are not barriers to children's right to learn and achieve.

### Scottish Index of Multiple Deprivation SIMD

This is the Scottish Government's official tool for identifying small area concentrations of multiple deprivation across all of Scotland in a consistent way.

- The SIMD identifies geographic areas not individuals.
- Geographic areas are identified using postcodes.
- Scotland is divided into small areas called datazones - 6505 in total.
- The datazone is the key small-area statistical geography in Scotland
- A datazone will typically contain around 350 households (500-1000 people)
- From the Scottish Government's wide-ranging data sources, the SIMD was created from data relating to multiple aspects of life in order to gain the fullest possible picture of deprivation across Scotland.
- Seven different aspects or domains were identified: Employment; Income; Health; Education, Skills and Training; Geographic Access to Services; Crime; Housing
- The SIMD is about places not people.
- The SIMD post code look-up converts postcodes into datazones along with their associated ranks, deciles and quintiles etc.
- The rank of that datazone in the SIMD is expressed as a decile for each pupil.
- A pupil with a decile of 1 lives in the 10 per cent most deprived datazones in Scotland.
- A pupil with a decile of 10 lives in the 10 per cent least deprived datazones in Scotland.
- This information is used to summarise the distribution of a school roll across deciles 1-10.
- The SIMD tells us where our pupils live and provides a contextual measure of multiple deprivation and sets it in a national context. It does not give information about the specific circumstances of the pupils themselves.

### Scottish Index of Multiple Deprivation (SIMD) Ferryhill Profile

Decile	1	2	3	4	5	6	7	8	9	10	Unknown	Total
No. of Pupils	16	68	183	89	1	1	0	0	0	0	3	361
% Pupils	4.43	18.84	50.69	24.65	0.28	0.28	0.00	0.00	0.00	0.00	0.83	100

Roll at September 2018

## **‘1 in 5’ Child Poverty Awareness Raising in Our School**

The 1 in 5 project is centred on a programme of work to raise awareness and understanding of child poverty and its impact on educational outcomes; explore the cost of the school day; and, examine the impact of poverty-related stigma.

The Head Teacher took part in the training session for schools and has led further work in this school which involved training and focus group sessions with staff, parents/carers in order to:

- Raise awareness of the impact of stigmatisation on children living in poverty;
- Identify and understand the range of costs involved in the school day from different perspectives;
- Make recommendations and propose actions for our school to take forward.

Staff participated in two workshops: Raising Awareness and Cost of the School Day. The Parent Council took part in a short presentation of Raising Awareness and then joined a wider group of parents for a combined session that looked at both Raising Awareness and Cost of the School Day. Feedback was taken and is explored in this report. Staff were consulted on the draft of this report.

One of the most powerful pieces of feedback received from staff and families has been the impact of the training and focus groups, both in terms of content and quality and how this has changed attitudes and perspectives. Many were surprised that as many as 1 in 5 children are living in poverty in Edinburgh and concerned about the implications of this on both a personal and public level. Staff feedback to the draft report highlighted how much work we have done to address the challenges children and families are facing.

We have not yet engaged with pupils to raise awareness and explore their thoughts and opinions. This work will be undertaken in session 2018-2019.

## **‘1 in 5’ Child Poverty Work at Ferryhill**

As a positive action school we are already aware of the impact of poverty on outcomes for children and receive additional funding for this purpose. For school session 2018-2019 we receive the sum of £99600 and broadly, we use this towards the costs of:

- A full time supernumerary teacher (without class) to work with groups and individuals to raise attainment in literacy, numeracy and STEM;
- Two full time Pupil Support Officers to support children and families;
- Additional Pupil Support Assistants to assist in teachers in raising attainment in literacy and numeracy;
- Resources to support our Breakfast Club, Rocket Club and nurture base;
- Resources to support vulnerable children.

## **School Uniforms**

In our school families are able to buy school-badged uniform from a choice of two suppliers in order to be able to benefit from cheaper deals. The school carries a stock of uniform on which we make no profit. This decision was taken some years ago to promote the wearing of school uniform and to reduce financial burdens for families. Uniforms already carrying school badges are optional rather than compulsory and we have kept our school uniform colours to those readily available in standard shops at a low price. We have a red sweatshirt for our Primary 7 class but the price of this is equivalent to all other school-badged sweatshirts.

Our Parent Council run a uniform exchange where donations of good quality uniform is exchanged or sold for 50p. The Pupil Support Officers recently ran a clothes swap shop where they collected donations of good quality clothing and footwear that could be swapped or taken by parents. These events are promoted to all parents and carers.

This year we sent every family an information sheet about clothing grants and we publicised this through our social media accounts together with 'quick find' links on the City of Edinburgh Council website.

## **Food & Drink**

We keep fruit, snack and milk for children who come in to school hungry. Our Principal Teacher ASN has made a link with a local supermarket for us to receive donations of snack and fruit on an occasional basis.

We offer a Breakfast Club which has been budgeted to provide free places for children identified to be in need. In conjunction with Drylaw Neighbourhood Centre we also provide free referred breakfast club places which includes mini-bus collection and youth workers. Our Rocket Breakfast Clubs provide additional free spaces for those children who would benefit from a supported start to the day. Staff and resources for this is supplied from Pupil Equity Fund.

Our school office staff support children and families who find challenges with the Parent Pay ordering system to ensure that all children are given a school lunch.

For any events in school requiring food, snack or drink, we make no charge and make use of either Pupil Equity Fund or school funds to finance these.

## **Curriculum materials and homework**

All staff have been made aware of the impact on families of costs for curriculum materials and homework. Whilst we encourage children to provide basic stationary such as pencil and rubber for school use, this is not essential as the school is adequately resourced for stationary for all curriculum areas.

Staff are mindful of the need for homework to be accessible for all and we would encourage parents to contact us should homework be causing undue stress or concern for any reason. Our homework policy will shortly be reviewed.

We encourage children to bring a change of clothing for PE but keep a stock of t-shirts, shorts and indoor footwear for those who forget or are unable to supply.

Curriculum areas such as ICT or those in STEM are often appealing to pupils. Given that over 50% of pupils do not go to University we ensure that no costs are passed onto pupils for participation in such subjects.

## **School Visits and Excursions**

For trips and excursions we keep costs as low as possible throughout the year. We actively seek out additional fundraising and sponsorship to assist with specific costs. We make use of Pupil Equity Fund or school funds to support families in need so that no pupil is excluded on account of cost.

In recent years we have undertaken a whole school visit to the pantomime in Dunfermline. We are committed to this because a number of our children would not experience a visit to the theatre, pantomime or journey out of Edinburgh. However, we use school funds and are supported by the Parent Council in significantly reducing the cost to all children. We also provide free places for children who might not be able to participate in a cost-event. The total cost of the pantomime visit last year was over £5000. 1/5 of the costs were donated by the Parent Council and almost 2/5 of the costs were met by the school.

Teachers are asked to be mindful of annual costs. All visits out of school are subject to approval of the Head Teacher who may reject a proposed visit on account of the impact of costs. We have ensured that visits are limited and spread throughout the course of the year. We are working towards visits and costs being identified at the start of the school year.

The Head Teacher carefully vets the large number of profit-making organisations asking for promotional materials to be distributed by the school and have a strict policy on what is given to pupils.

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This year we obtained funding to provide free places at active school clubs and this has been widely advertised. It has led to an uptake in the number of places being taken at active school clubs. We have worked with individuals and families to widen the uptake of free places.

We offer a range of clubs that are of no cost to children. We have been successful in obtaining funding and some staff willingly give of their time to offer free clubs. Examples of this include samba drumming, choir and ukulele.

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Over the past year we have developed our framework for Curriculum Entitlements. These are the visits, events and activities we want to ensure all children experience in their time in our school. With challenges presented by poverty, it is clear that some children will not be given these opportunities unless these are given in school. We will give these opportunities whilst being mindful of the need for these to be free or low cost.

## **Events & Fundraising**

We limit the number of events and fundraising for which costs are passed onto pupils. For dress down/up days we promote donations with the expectation that not all families will want or be able to contribute. We have cancelled the annual book fair and replaced this with a free book swap event.

Whilst many families have chosen to spend large amounts of money, we have promoted our expectations that the end of school leaver prom should not incur costs for families. No costs are charged by the school and pupils can participate on a cost-free basis.

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# FERRYHILL PRIMARY SCHOOL

## 1 in 5 Poverty Action Report

### Context

More than 22% of children in Scotland (212,000) live in poverty and this is forecast to increase by 100,000 to over one in four children by 2020. In Edinburgh, the child poverty rate matches the national average and affects 1 in 5 pupils.

The impact of poverty on children's lives results in a wide gap in outcomes for standard of living, quality of life, health, opportunities and educational attainment.

Recent Scottish Government policy and investment has focused on closing the attainment gap between children from high and low income households in order to reduce current inequalities in educational outcomes. Schools must consider their policies and practices to ensure that financial difficulties are not barriers to children's right to learn and achieve.

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- The SIMD identifies geographic areas not individuals.
- Geographic areas are identified using postcodes.
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- The datazone is the key small-area statistical geography in Scotland
- A datazone will typically contain around 350 households (500-1000 people)
- From the Scottish Government's wide-ranging data sources, the SIMD was created from data relating to multiple aspects of life in order to gain the fullest possible picture of deprivation across Scotland.
- Seven different aspects or domains were identified: Employment; Income; Health; Education, Skills and Training; Geographic Access to Services; Crime; Housing
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- This information is used to summarise the distribution of a school roll across deciles 1-10.
- The SIMD tells us where our pupils live and provides a contextual measure of multiple deprivation and sets it in a national context. It does not give information about the specific circumstances of the pupils themselves.

### Scottish Index of Multiple Deprivation (SIMD) Ferryhill Profile

Decile	1	2	3	4	5	6	7	8	9	10	Unknown	Total
No. of Pupils	16	68	183	89	1	1	0	0	0	0	3	361
% Pupils	4.43	18.84	50.69	24.65	0.28	0.28	0.00	0.00	0.00	0.00	0.83	100

Roll at September 2018

## **‘1 in 5’ Child Poverty Awareness Raising in Our School**

The 1 in 5 project is centred on a programme of work to raise awareness and understanding of child poverty and its impact on educational outcomes; explore the cost of the school day; and, examine the impact of poverty-related stigma.

The Head Teacher took part in the training session for schools and has led further work in this school which involved training and focus group sessions with staff, parents/carers in order to:

- Raise awareness of the impact of stigmatisation on children living in poverty;
- Identify and understand the range of costs involved in the school day from different perspectives;
- Make recommendations and propose actions for our school to take forward.

Staff participated in two workshops: Raising Awareness and Cost of the School Day. The Parent Council took part in a short presentation of Raising Awareness and then joined a wider group of parents for a combined session that looked at both Raising Awareness and Cost of the School Day. Feedback was taken and is explored in this report. Staff were consulted on the draft of this report.

One of the most powerful pieces of feedback received from staff and families has been the impact of the training and focus groups, both in terms of content and quality and how this has changed attitudes and perspectives. Many were surprised that as many as 1 in 5 children are living in poverty in Edinburgh and concerned about the implications of this on both a personal and public level. Staff feedback to the draft report highlighted how much work we have done to address the challenges children and families are facing.

We have not yet engaged with pupils to raise awareness and explore their thoughts and opinions. This work will be undertaken in session 2018-2019.

## **‘1 in 5’ Child Poverty Work at Ferryhill**

As a positive action school we are already aware of the impact of poverty on outcomes for children and receive additional funding for this purpose. For school session 2018-2019 we receive the sum of £99600 and broadly, we use this towards the costs of:

- A full time supernumerary teacher (without class) to work with groups and individuals to raise attainment in literacy, numeracy and STEM;
- Two full time Pupil Support Officers to support children and families;
- Additional Pupil Support Assistants to assist in teachers in raising attainment in literacy and numeracy;
- Resources to support our Breakfast Club, Rocket Club and nurture base;
- Resources to support vulnerable children.

## **School Uniforms**

In our school families are able to buy school-badged uniform from a choice of two suppliers in order to be able to benefit from cheaper deals. The school carries a stock of uniform on which we make no profit. This decision was taken some years ago to promote the wearing of school uniform and to reduce financial burdens for families. Uniforms already carrying school badges are optional rather than compulsory and we have kept our school uniform colours to those readily available in standard shops at a low price. We have a red sweatshirt for our Primary 7 class but the price of this is equivalent to all other school-badged sweatshirts.

Our Parent Council run a uniform exchange where donations of good quality uniform is exchanged or sold for 50p. The Pupil Support Officers recently ran a clothes swap shop where they collected donations of good quality clothing and footwear that could be swapped or taken by parents. These events are promoted to all parents and carers.

This year we sent every family an information sheet about clothing grants and we publicised this through our social media accounts together with 'quick find' links on the City of Edinburgh Council website.

## **Food & Drink**

We keep fruit, snack and milk for children who come in to school hungry. Our Principal Teacher ASN has made a link with a local supermarket for us to receive donations of snack and fruit on an occasional basis.

We offer a Breakfast Club which has been budgeted to provide free places for children identified to be in need. In conjunction with Drylaw Neighbourhood Centre we also provide free referred breakfast club places which includes mini-bus collection and youth workers. Our Rocket Breakfast Clubs provide additional free spaces for those children who would benefit from a supported start to the day. Staff and resources for this is supplied from Pupil Equity Fund.

Our school office staff support children and families who find challenges with the Parent Pay ordering system to ensure that all children are given a school lunch.

For any events in school requiring food, snack or drink, we make no charge and make use of either Pupil Equity Fund or school funds to finance these.

## **Curriculum materials and homework**

All staff have been made aware of the impact on families of costs for curriculum materials and homework. Whilst we encourage children to provide basic stationary such as pencil and rubber for school use, this is not essential as the school is adequately resourced for stationary for all curriculum areas.

Staff are mindful of the need for homework to be accessible for all and we would encourage parents to contact us should homework be causing undue stress or concern for any reason. Our homework policy will shortly be reviewed.

We encourage children to bring a change of clothing for PE but keep a stock of t-shirts, shorts and indoor footwear for those who forget or are unable to supply.

Curriculum areas such as ICT or those in STEM are often appealing to pupils. Given that over 50% of pupils do not go to University we ensure that no costs are passed onto pupils for participation in such subjects.

## **School Visits and Excursions**

For trips and excursions we keep costs as low as possible throughout the year. We actively seek out additional fundraising and sponsorship to assist with specific costs. We make use of Pupil Equity Fund or school funds to support families in need so that no pupil is excluded on account of cost.

In recent years we have undertaken a whole school visit to the pantomime in Dunfermline. We are committed to this because a number of our children would not experience a visit to the theatre, pantomime or journey out of Edinburgh. However, we use school funds and are supported by the Parent Council in significantly reducing the cost to all children. We also provide free places for children who might not be able to participate in a cost-event. The total cost of the pantomime visit last year was over £5000. 1/5 of the costs were donated by the Parent Council and almost 2/5 of the costs were met by the school.

Teachers are asked to be mindful of annual costs. All visits out of school are subject to approval of the Head Teacher who may reject a proposed visit on account of the impact of costs. We have ensured that visits are limited and spread throughout the course of the year. We are working towards visits and costs being identified at the start of the school year.

The Head Teacher carefully vets the large number of profit-making organisations asking for promotional materials to be distributed by the school and have a strict policy on what is given to pupils.

## **After School Activities**

This year we obtained funding to provide free places at active school clubs and this has been widely advertised. It has led to an uptake in the number of places being taken at active school clubs. We have worked with individuals and families to widen the uptake of free places.

We offer a range of clubs that are of no cost to children. We have been successful in obtaining funding and some staff willingly give of their time to offer free clubs. Examples of this include samba drumming, choir and ukulele.

## **Curriculum Entitlements**

Over the past year we have developed our framework for Curriculum Entitlements. These are the visits, events and activities we want to ensure all children experience in their time in our school. With challenges presented by poverty, it is clear that some children will not be given these opportunities unless these are given in school. We will give these opportunities whilst being mindful of the need for these to be free or low cost.

## **Events & Fundraising**

We limit the number of events and fundraising for which costs are passed onto pupils. For dress down/up days we promote donations with the expectation that not all families will want or be able to contribute. We have cancelled the annual book fair and replaced this with a free book swap event.

Whilst many families have chosen to spend large amounts of money, we have promoted our expectations that the end of school leaver prom should not incur costs for families. No costs are charged by the school and pupils can participate on a cost-free basis.

## **Benefit Advice & Support**

A key part of the Pupil Support Officers is to build relationships with parents- being there in the playground to welcome parents and children, having regular opportunities and events to invite parents in school in an informal, sociable way. That means then when they have difficulties of any kind, including financial problems, they feel more able to come and speak to about it. The Pupil Support Officers have also identified and helped parents to access benefits and funding opportunities. Our Pupil Support Officers are funded by Pupil Equity Funds.

This year we sent every family an information sheet about free school meals, free milk and clothing grants. We also publicised this through our social media accounts together with 'quick find' links on the City of Edinburgh Council website.

## **Nursery**

Many schools operate a snack and toy fund to which parents pay a weekly subscription. Costs vary from school to school. At Ferryhill we keep costs to a very minimum £1 per week to cover the price of food for snack only. Where families are unable to afford the weekly cost, we cover this ourselves and make no charge. Staff ensure that children have access to as much snack as they require when they are hungry.

As a school we pledge not to charge families for events and activities taking place in nursery and we have a strict cost limit on visits out of school by the children.

This year the nursery staff will work towards regular events where any parent can donate outgrown clothing for others and all parents can take what they need for free. We are also working on an information sheet to let parents and carers know what's available for free or low cost in the local community.

## **Staff Training**

Staff tell us that the awareness-raising training has significantly impacted on their practice. Some of this is highlighted below.

We have found ways of subsidising school visits. For instance, one teacher obtained financial support from a local business to sponsor the class visit. All teachers have been more mindful of the need to reduce costs or have cancelled planned visits due to costs.

We have loaned or given clothing to children for PE, residential visit, general wear.

We have been more careful in what homework has been given and we have provided resources for homework. For instance, for the homework task to build a castle, the teachers provided art resources to take home.

Staff report that they are even more observant of children's circumstances and have taken action to address issues when concerns arise about children being hungry, clean, warm, etc.

### Next Steps – Comments and Action Plan

Following the training sessions with staff and the parent workshops, a number of comments, suggestions and requests were made. We will undertake the following actions in the session 2018-2019.

Comment	Action Plan
Homework tasks requiring resources or ICT access, placing stress on families	Review Homework Policy to ensure homework does not depend on resources from home or access to ICT facilities that might not be available in the home.
Remove any perceived stigma of clothes swap, uniform exchange	Promote clothes swap and uniform exchange as a core aspect of our Eco Schools approach.
Lost or no longer required clothing	Clear and clean lost property every term with unclaimed property given to those who would benefit from it. Parent volunteers to wash outsized gym kit and other clothing at end of year and offer to parents at start of new year. Promote clothes swap and uniform exchange events for nursery and primary parents.
Costs and pressure of the P7 Quali	Promote our approach that the Quali should not be a costly event for parents.
Cost of school visits	Ensure balance of costs across the year, maximise use of local and/or free sites. Provide support for families who require it either with free places and/or option to pay in instalments.
Invite advice/benefits workers to advise parents on benefits available	Pupil Support Officers to investigate who is available and arrange information session in school. Nursery to produce information leaflet for parents on what we know to be available.
School photos are expensive	Investigate other providers
Asking for specific colour for Sports Day	This will not be requested in future
After school childcare price	Unfortunately this is beyond our control but we have now introduced free places in Active School Clubs and we have arranged a number of free out of school activities
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