

Poverty Proofing the School Day Spring 2023

OUTCOMES AND NEXT STEPS



THANKFULNESS COMPASSION PERSEVERANCE RESPONSIBILITY

Moorfield Primary School



Summary Report

1.	High Priority
2.	Medium Priority
3.	Low Priority

Area	Priority
Additional Opportunities	TEACHERS/TA'S 2
Bullying	No action
Celebrations	TEACHERS/TA'S 2
Charity, Fundraising and Community	TEACHERS/TA'S 2
Curriculum and Ability Groups	No action
Food	TAYLOR SHAW/KITCHEN 3
Homework	TEACHERS/TA'S 3
Leadership and Governance	SLT 2
Resources	TEACHERS/TA'S 1
Rewards, Behaviour and Attendance	SLT/ ADMIN 3
Pupil Support	No action
Pupil Voice	SLT 3
Support to Parents and Families	SBM/ADMIN 2
Uniform	SLT/ ADMIN 3

Priority areas

Resources:

Some parents/ carers talked about paying voluntary contributions. A few parent/ carers who answered the questionnaire shared that they were asked to contribute towards learning resources. We are unclear where this happens and whether it is asked of all parents.

Explore where this fund is collected; consider how classroom resources are provided and whether school curriculum activities are limited to those children who contribute.

Support to Parents and Families:

It was clear, during the audit, that school are working to ensure that costs are planned across the school year and are looking to share this information with parents/ cares with the introduction of an annual planner.

Not all parents/ carers were aware of this and for some families at Moorfield they shared that this meant that they didn't always get enough notice for events and activities in school. Christmas seemed to be a time when gifts and donations were asked for and a number found this difficult.

Some parents/ carers were not aware of the support that the school may be able to offer, and for some they were concerned about the stigma associated with discussing financial issues.

Continued improvements with communication with parents/ carers will support and enhance a number of other areas identified in the report.

Charity, Fundraising and Community / Additional Opportunities:

Parents / carers main comments about costs associated with school were linked to charity, fundraising, community and additional opportunities. As mentioned above the school are working to plan costs across the school year.

Could this work look at the journey a child / family make through school to see where sibling groups may be being asked for funds at the same time.

Could the children in the PLT work with school leaders and the parent association to agree which events will take place that are linked with curriculum and not incur a cost; which activities school will subsidise and need funding support from parents/ carers and which are in addition to the curriculum offer and require funding by parents/ carers.

FINDINGS,
CONSIDERATIONS
AND
SCHOOL PLAN TO BE IMPLEMENTED ACROSS
2023/2024

Additional Opportunities

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.

What works?

Costs the school expects parents/carers to pay

- 66% Parents/ carers shared that they agree
- 51% strongly agree
- 15% that the costs the school expects parents/ carers to pay are reasonable.

School gives enough notice when they ask for money

- 78% Parents/ carers shared that they agree
- 60% strongly agree
- 18% that the school gives enough notice when they ask for money.

Parent “The school do not ask for much, and most is voluntary contributions”

Parent “School asks for reasonable and small contributions.”

A parent shared that in September they were given a calendar for the academic year showing where additional costs were required. They shared that this was very helpful in enabling them to budget and decide which school activities they could join in with.

Areas to Explore – Additional Opportunities

What we heard or noticed	Considerations
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<p>Some families do not get enough notice when trips and extra-curricular opportunities are organised. Parent "Sometimes it is at short notice and sometimes not clear if we need to send money in or not."</p>	<p>Ensure that all trips and activities in school give parents at least a months' notice (linking in with wages and benefit payments). Consider giving a guide for teachers organising trips, such as you have to give at least a months' notice then an additional week for every £5/£10 increment. This could be added to the school's charging and remissions policy.</p>
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<p>Letters sent home about trips do not include details of the support that the school may be able to offer.</p>	<p>Ensure that there is consistent wording within the letters explaining that if a family is struggling support is available, for example: <i>'no child from this school will miss out on any key educational trips and opportunities because of money. If you are unable to pay for this trip please contact [named person] and our school will make sure that your child is able to attend'.</i></p>
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<p>After school clubs cost money- this is a barrier to attendance for some pupils. Parent "after school activities are too expensive" Parent "Breakfast and Afterschool clubs are outsourced to an external company with quite hefty prices but these are the only option. Other schools run these clubs themselves at a much lesser price." Parent "But this is the first year that after school activities have had a cost." Parent "When both children want to do after school activities it's hard to pay out for both of them."</p>	<p>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.</p>
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School Plan

- Give parents/carers at least a terms notice for trips with a cost implication
- Provide a payment plan for parents/carers

- Educational Visits Co-ordinator to create a trip letter template that includes wording similar to the second section in the recommended statement. Also reference to payment plan options.

- Use of sports premium to close barrier of 'cost implications' for all families.
- Timetable available at the start of each term indicating variety of opportunities available – sport, music, tech, art, drama

Areas to Explore – Additional Opportunities

What we heard or noticed	Considerations
The school does not currently monitor which pupils take up the extra-curricular opportunities on offer to identify which pupils are and more importantly are not taking up these valuable opportunities.	Develop a system of monitoring the take up of extra-curricular opportunities to ensure that there are no pupils who are missing out on valuable experiences during their time at Moorfield.
Pupils stated that they have not discussed what they would like to do when they are older with staff at school.	Establish links with local colleges and businesses to support the career aspirations of pupils. Primary Futures http://www.inspiringthefuture.org/schools-and-colleges/primary-futures/ has some great resources, and may be able to help with arranging a wide range of visitors to come in to school to talk about their occupations.
The school uses an external school photographer. All pupils do not purchase these.	Consider if it is necessary to use an external school photographer. Can school schedule the photography session as an optional extra for parents to attend with
Parent "Can we have photos taken with siblings then we can buy just one."	their children after school, rather than all children, including those who may not wish to purchase the photographs having their pictures taken during the day.
Pupils can identify who has and has not purchased photographs because of the way that they are handed out.	Consider photographs being collected in a central location.

School Plan

- Central document to be in place on the Google Drive that allows the extra-curricular club organiser or admin team to input club list. Identify Pupil Premium pupils
- Starting in Reception, complete a 'baby, now, future' piece of work that could be completed each year as interests change.
- Establish links with community so adults can come in and talk about their jobs, roles and responsibilities
- Make use of a staff member with photography expertise
- Request permission slips for those who want photographs so not all have a picture taken
- Collection from the school office – year group by year group Mon-Fri

Celebrations

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.

What works?

- Children are encouraged to be sensitive when giving out invitations and wait until they were on the playground at the end of the day.
- Child “You have to give them out so that it doesn’t upset people who are not going.”
- Across school children take part in craft activities for Christmas, Easter, Mother’s Day and Father’s Day, which they take home.
- Child “We all get the same equipment and can choose different coloured card.”

Areas to Explore - Celebrations

What we heard or noticed	Considerations
<p>Pupils explained that when they return to school after holidays staff often ask them to share with the class where they have been and what they have done. This highlights financial differences between families.</p> <p>Child "We sit on the carpet and talk about the holiday. I went to Turkey"</p> <p>Child "After the holidays we share with the whole class."</p>	<p>As a staff team compose a set of questions, which can be used as part of whole class discussions but which do not highlight financial inequalities between children and families. Instead of asking 'What did you do during the holidays?' teachers could ask 'Who did you spend time with?' Staff should also consider the</p>
<p>Child "Yes we go round the class and everyone says what they did in the holidays"</p> <p>Child "Some people are sad and don't want to share."</p>	<p>approach they use when asking questions about home- Could these discussions take place on a one-to-one basis between pupils and staff rather than with the whole class?</p>
<p>Pupils have been asked to write about what they have done during the weekend/school holidays.</p> <p>Child "We write in our morning books what we did in the holidays."</p> <p>Child "We write in our morning books."</p> <p>Child "I went to Turkey and we had 4 swimming pools."</p> <p>Child "I went to the playground."</p> <p>Child "I went to Portugal."</p>	<p>Encourage staff to think of alternative creative writing tasks, which are not focussed on activities and experiences that pupils have taken part in outside of school.</p>
<p>When it is a pupil's birthday children often bring in cakes and sweets to share with the class- this is not done by all families.</p> <p>Child "Children bring bags of sweets and they are given out."</p> <p>Child "People bring sweets in – not everyone brings them cause it's too expensive."</p> <p>Child "You are allowed to bring in sweets or chocolate."</p>	<p>Discourage pupils from bringing in birthday cakes and sweets by deciding upon a consistent whole school approach to the celebration of birthdays. A number of schools have introduced a birthday hat, a birthday badge or allowed children to go in for their lunch first on the week of their birthday. Some schools have curtailed the bringing in of sweets and cakes by explaining to parents that they are not permitted as they contradict healthy eating policies and may pose problems for pupils with allergies.</p>

School Plan
<ul style="list-style-type: none"> • Questions such as: Who did you spend time with? What did you miss about school? • Conversations with pupils 1-1 • Teacher led activity – teacher interested and enthusiastic to hear about 'other' experiences
<ul style="list-style-type: none"> • All about me instead – writing task • 'Special things' bag that the pupils put things in – spoken language activity
<ul style="list-style-type: none"> • Birthday child to bring a book to school and share a favourite story • School to provide a birthday badge/hat for each class • Birthday card made on first day of school year. Card selected by birthday child – handmade by peers

Areas to Explore - Celebrations

What we heard or noticed

Considerations

Some pupils bring in gift for staff at the end of the year, Christmas and/or their Birthday. Some children feel under pressure to bring in gifts for their teachers.

Child "and on their Birthday –they usually tell us."

Child "Teacher's Birthday – they tell us when it is."

Consider other ways that children can show their appreciation to their teacher rather than bringing in gifts. Families could be asked to make a donation to the foodbank rather than bring in a gift for their teacher with donations collected in a central area in school so that pupils cannot identify who brings in donations. Alternatively all pupils could be provided with time and resources to make their teacher a card or write a letter of appreciation.

At Christmas parties, pupils are asked to bring in food from home to share with the class/ their own plate of party food.

When hosting Christmas parties consider if food can be provided by the school so that pupils do not have to bring in items from home. Some schools have scheduled Christmas parties for the same day as Christmas lunch so that additional food is not

School Plan

- Parental choice and no obligation or expectation for families to do this.

- Sweets for prizes school provides
- Allergy risk bringing in food from home
- No requirement for party food to be brought from home

Charity, Fundraising and Community

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 works?

- School are working to develop more involvement without children and families incurring costs.

Areas to Explore – Charity, Fundraising and Community

What we heard or noticed	Considerations
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<p>Pupils are able to bring additional spending money with them to school discos.</p>	<p>Consider if it is necessary for pupils to bring additional spending money to the disco or if a token system could be used where all children are given three tokens to get a drink and two snacks of their choice, rather than children carrying varying amounts of money on them during the disco.</p>
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<p>Some families are unable to attend school discos because of the ticket cost.</p>	<p>Consider introducing a family price for discos so that families do not have to pay for each individual child. Other schools have also found that asking families for donation rather than a fixed entry price makes the discos more accessible.</p>
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<p>Pupils talked about feeling under pressure on non-uniform days. Parent "PTA asks are quite a lot - we had 4 non uniform days before xmas, three of which required us to bring something for the fair - a bottle, a present, chocolate. For two kids we probably spent @£25." Child "On Pudsey day you had to wear something with Pudsey on. I wore my uniform because we didn't have anything. It was sad." Child "My parents don't have Parent Pay so I have to wear my uniform."</p>	<p>Consider alternative fundraising activities to non-uniform day. When fundraising for charities could the focus be around raising awareness of charities and the issues that they tackle rather than raising money? 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.</p> <p>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.</p>
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School Plan

- Food and drink included in price – both infant and junior discos the same

- Family ticket available for events
- Number of children allowed to attend is dependent on size of space (H&S requirements). No child will be refused entrance because of cost implication.

- World book day – important to celebrate but no pressure to dress up. Wear PJ's, bring favourite book
- Bring/make an object related to a book. Children can guess the theme/title of the book
- Mindful of themed non-uniform days and impact on parents budgets. E.g. Halloween, Christmas. Introduce preowned clothing sale

Areas to Explore – Charity, Fundraising and Community

What we heard or noticed	Considerations
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Pupils could identify who had made a donation on charity days because of the way money is publicly collected.

When handing over cash, best practice is that there is a drop box for pupils to put a voluntary donation in, so no pupil is aware of who has given money or how much, reducing the pressure on poorer pupils.

The school has held bake sales. Not all pupils can participate in this activity. This is particularly problematic for free school meal pupils as they are not able to use their free school meal allowance.
 Some classes had different ways to support children who had no money.
 Child "Our teacher gave out some money."
 Child "If you had no money you could earn a cake by doing a job."
 Child "Someone in school would give you the money to buy a cake."

When fundraising for charities could the focus be around raising awareness of charities and the issues that they tackle rather than raising money? 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.

When fundraising consider how all pupils can be involved in the activities that are organised regardless of whether or not they have brought in money from home. For example, when organising a cake sale, donations could be collected and then all pupils provided with a cake regardless of whether or not they have brought in money.

School Plan

- All charity donations to be voluntary moving forward.
- Consider voluntary online donations in the future. Parent Pay an option for donating

- Follow first consideration - charity the focus and donating secondary
- Voluntary contributions or tokens used if events such as a bake sale happen during the school day. Limit to how many cakes an individual can have, every child able to have a cake by being given a token.

Areas to Explore – Charity, Fundraising and Community

What we heard or noticed	Considerations
<p>The school sells items on behalf of charities such as poppies for remembrance day and red noses for comic relief. Not all pupils are able to participate in these activities. Child "Children in year 6 go round the classes collecting money and giving out the poppies."</p>	<p>When fundraising for charities could the focus be around raising awareness of charities and the issues that they tackle rather than raising money? 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. When fundraising consider how all pupils can be involved in the activities that are organised regardless of whether or not they have brought in money from home. For example when selling poppies, donations could be collected and then all pupils provided with a poppy regardless of whether or not they have brought in money.</p>

School Plan
<ul style="list-style-type: none"> No longer sell around classes but at the gate at the end of school – parental choice

<p>Families have to pay to attend the school summer and Christmas fair. There are no free activities that pupils can take part in if they do not have any money on them. Parent "Children are offered the opportunity to make purchases such as Christmas crafts they have made, this comes at a financially very difficult time for parents. Even though they are not much to buy, it is an added pressure on top of children wanting to go to the Christmas fair, sending in food for Christmas parties, donating for 3 weeks on a row towards the Christmas fair... I do think more consideration could be had about how many events/fundraising/option to buy are held at certain times of the year and how close together they are."</p>	<p>Consider having as many free activities as there are paid activities at the Christmas and Summer fair so everyone who attends can feel the same sense of belonging. Some schools have also given children two tokens each so that they get a go on two of the stalls for free and then families pay for additional items at games.</p>
<p>Parent "Excessive amount of things to buy for school fairs, e.g. chocolates one week, bottles the following and cakes another, plus non uniform money X2 children. I'd rather make a small donation at the beginning of the year. I'm not sure school needs to be raising money for lots of different causes e.g. diabetes, children in need, etc, etc maybe just pick one cause per year."</p>	

<ul style="list-style-type: none"> No longer do Christmas craft Cut down non-uniform days for Christmas – just chocolate and bottles. Maybe one in November and one in December. One donation per family Pick a charity for the year

Homework

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.

What works?

- School have recently asked parents about their access to wifi and devices at home. They are working with families to ensure that children are able to complete any homework linked to the use of a computer/ internet. Many children talked about having an several opportunities each week to access the Maths homework using school devices. Child “During quiet reading we get to use a school ipad and do the Maths.”
- Some children shared that there were no sanctions if homework wasn't completed. Child “It wouldn't matter and we wouldn't get in trouble.” Child “It doesn't matter if you don't do it.”

Areas to Explore – Homework

What we heard or noticed	Considerations
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<p>Pupils have been asked to make things at home as part of their homework. This has required additional resources. Child "We made a Science project at home."</p>	<p>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 at Moorfield.</p>
	<p>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. When setting model making or creative homework staff should ensure that the same resources are provided to all pupils.</p>

<p>The school does not have any provision for homework to be completed at school.</p>	<p>Explore ways to provide opportunities for pupils to complete homework in school.</p>
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School Plan

- Make parents aware of availability of extra resources to help with homework task
 - Time set in school day for homework practice
 - Links to supporting websites on the school website
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- Homework provision to be provided in school for those children who struggle to complete homework at home

Resources

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 works?

- All children shared that they were given the resources for lessons including Art and D+T projects.
- Child “We have equipment provided, which is in our trays.”
- Child “School give us a pencil case and in it we have our equipment for lessons.”
- All children had access to water during lessons.
- Child “We have a water station where you can get a cup to get water, some children bring in a bottle but that’s ok.”
- Child “In our classroom we have a place to get water – we get it from a water dispenser.”

Areas to Explore – Resources

What we heard or noticed	Considerations
<p>Parents shared that they are asked to pay a termly amount towards general school costs.</p> <p>Parent “We are asked to pay into a fund either term, not quite sure what the fund is for.”</p> <p>Parent “Money for crafts eg Play DO”</p> <p>Parent “Children are offered the opportunity to make purchases such as Christmas crafts they have made, this comes at a financially very difficult time for parents. Even though they are not much to buy, it is an added pressure on top of children wanting to go to the Christmas fair, sending in food for Christmas parties, donating for 3 weeks on a row towards the Christmas fair... I do think more consideration could be had about how many events/fundraising/option to buy are held at certain times of the year and how close together they are.”</p> <p>Parent “I was surprised to be asked to pay towards classroom resources each term. I would have thought that the council would have provided enough resources to the school that this was not needed.”</p> <p>I do not mind paying it as it is only a small amount. But I can imagine for some people, on low incomes or with more than 1 child at the school, it could be really difficult.”</p> <p>Parent “Schools should be funded enough that parents shouldn't need to supplement.”</p>	<p>Explore where this fund is collected; consider how some classroom resources are provided and whether school curriculum activities are limited to those children who contribute.</p>
<p>Parent “I understand they want money for extras but why are they not being provided with funds from government so we don't have to pay for</p>	

<p>Some classes have ‘show and tell.’</p>	<p>Consider if alternative questions could be asked during show and tell time which do not possibly highlight inequalities, and which discourage pupils from bringing in toys, for example: ‘tell us one thing that made you happy this week’ or ‘show a piece of work you’ve been proud of this week’.</p>
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School Plan

- No voluntary fund
- Less non-uniform days
- More low cost events – tokens given for certain events so everyone can have a go
- No food required for Christmas parties

- Theme ‘show and tell’ change to ‘show and teach’ or ‘show and learn’
- Link to topics/learning where appropriate

Food

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.

What works?

- Parents and children are able to order their school dinner through an App. Teachers check each morning that children have ordered so that no one misses out. **Child “In the morning the teacher checks that everyone has ordered a lunch.”** There is a very flexible approach to having packed lunch or school dinner, which children and parents shared was welcome and helped them. **Parent “Great that we have the choice of packed lunch and school meals mixed as means always gets something that they will eat and not paying for school lunches that would be wasted.”**
- School dinners are of a good quality with children sharing that they enjoy the meals and the variety on offer. They have a set time for their lunch but this doesn't appear to affect the choice or quality of food that they receive. The catering staff know the children and are able to support children who may struggle with some items on the menu. Milk and water is available for all children to drink at lunchtimes.
- **Child “You can choose between milk and water.”**
- Children enjoy lunchtime. They are able to eat their dinner/ packed lunch whilst sat with friends and there is a hub of conversation throughout meal times. They enjoyed the activities available at lunchtime and shared that this time of day was a positive experience. **Child “I like them because they are warm.” Child “My favourite meal is pasta, bolognese and puddings” Child “The brownie is the best pudding.”**
- Children did not know how families accessed Free School Meals and were not aware who did not pay. When they went on a trip all children could order a school packed lunch so again, this did not identify children in receipt of FSM. **Child “You can order a packed lunch for trips.” Child “School gives us a packed lunch.”**

Areas to Explore – Food

What we heard or noticed	Considerations
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A few pupils and parents shared that they sometimes find that the portion sizes at school is small.

Parent “The food is good quality but there’s not enough to fill my child up”

Parent “I am not sure how the price of school dinners is calculated. It seems excessive for a very small portion of dinner for my child to come home absolutely starving every day, he has a big healthy breakfast, morning snack but when he gets home he needs more than just an after school snack and most days he will have tea twice, once after school then at tea time with us.”

Share with the catering team pupil and parent feedback about portion size at lunch.

A few parents shared that their children did not enjoy the meals on offer.

Parent “Child does not like the food on offer”

Parent “There is no variety, the menu is the same week after week. My child complains that food is burnt.”

Parent “One has hot dinners, the other is a vegetarian and prefers packed lunches.”

Parent “School lunches look a bit 'sad' and the children have never come home and said their lunch was nice, they are very indifferent about school lunches.”

Share with the catering team parent feedback.

Parent “Standard has gone done recently and a few kids have commented it's not as nice and limited choice.”

School Plan

- Liaise with provider, Taylor Shaw to agree portion size for pupils based on age of pupils.
- Regular communication with Taylor Shaw on quality and quantity of pupil meals
- Flexible system in place allowing families to opt in/out of school meals on a daily basis
- Lunch Hound in place to allow families to choose meals for the following day or children choose in school

- As above

Areas to Explore – Food

What we heard or noticed	Considerations
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25 children in Reception and Key Stage One opt to bring in a packed lunch from home rather than having a school lunch. All of these children are eligible for Universal Free School Meals and are missing out on this entitlement.

Explore further why a number of pupils in Reception and Key Stage One are not taking up their Universal Free School Meal. Some schools have tried themed family taster days where parents were invited in to school for a week to have lunch with their child to see the food that is available.

27% of the parent/ carer online responses shared that the cost of school dinner was the reason children had a packed lunch. Some children in KS1 shared that they would not be able to continue to have a school dinner once they move to year 3.

Parent “I currently pay for my child in Juniors for school lunch and feel it is important for them to have. However, I do not think I will be able to afford to pay for both once my second child goes into juniors.”

Parent “For the cost of the school meals, I can provide my child with a more nutritious, diverse lunch that is much to their liking and will fuel them for the day.”

Child “I will miss having school dinners in year 3.”

Consider how colleagues in Stockport can reflect this position to local councillors and MPs to offer universal meals in key stage 2.

There are some children who do not have a snack at break.

Staff “Some of our children do not bring a snack into school as they cannot afford to. I regularly give out healthy snacks, which I buy and keep in my classroom.”

Explore ways to develop breakfast / snack provision- Kellogg’s, Greggs and Magic Breakfast may be able to support with this.

School Plan

- Taylor Shaw to ‘promote’ school lunch with families at future parent consultations evenings

- School to support petitions, initiatives that promote the inclusion of universal free school meals at KS2
- School to engage in and support Stockport council’s initiative to provide free school meals for low income working families

- Primary Leadership Team to get involved in this and discuss options for breaktime snacks moving forward

Leadership and Governance

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.

What works?

- The school are working with the local authority as part of the Local Matters / Poverty Proofing project with a group of Stockport Schools, Children NE and The University of Manchester. In addition, the HT has just completed a Masters dissertation linked to this work; he is committed to developing a culture where all Governors and the whole staff team have an understanding of issues related to poverty and understand how they can address some of the inequalities associated with living in poverty for children attending their school.
- Stockport LA have adapted their pay scales to ensure the bottom of the scale from April 1st 2019 matches the figure for a living wage.
- Governors, who responded to the questionnaire, showed an understanding of the challenges faced by families living in poverty / low income.
- **Governor “Pupil premium funding is specifically targeted through actions that have been shown to help support those pupils who are disadvantaged due to their home circumstances, including those requiring free school meals, those whose parents are/have been in the armed services etc. Pupil premium at Moorfield is currently spent on a range of measures including teaching assistants in SEND, and Pastoral support, emotional literacy, speech and language, ‘Cpoms’ and class trips.”**
- **Governor “The head teacher, supported by the leadership team, staff and governors make considerable effort to identify families and pupils who need financial support. This is done gently and kindly ensuring confidentiality. Once identified, pupils receive support and care through a range of measures, not only pupil premium. Moorfield is a caring school that strives to ensure that there are no barriers to pupils’ education and wellbeing.”**
- **Governor “The school pays for children whose families need extra support to go on school trips eg Castleton. It distributes PP and FSM etc fairly. The Head and SLT are very aware of those families who need support and ensure that those children are treated in the same way as others by ensuring they have all the support they need.”**
- **Governor “I believe our school does the best it can to try and identify those who need additional support, and then uses the resources it has available to ensure those children who need it most are supported. The Head shares information with parents regarding any financial support that they can access and has a confidential open door policy to support those who need it. Recently, the school have encouraged things like uniform donation, etc. Pupil premium spend is reported on in board meetings, and again, it is clear the school are doing what they can to ensure it is spent where it is most needed.”**
- **Governor “We encourage those who may be entitled to FSM or PP for example to access it easily. We identify children who may need additional support and our inclusion lead takes the lead in working with the child, teacher and family on a plan to support them.”**
- **Governor “Making sure all children gets to go on trips, attend clubs.”**
- **Governor “The school aims to make sure that every pupil has the ability to achieve what they should and are capable of. There is close monitoring of all pupils and this is reported on to governors, there is also a break-down of progress for vulnerable pupils and those in receipt of PP. The priority is that all children have access to the same level of teaching and learning and therefore achieve in line with their peers. Evaluation of the impact of T+L is a continuous cycle.”**

Areas to Explore – Leadership and Governance

What we heard or noticed

Some staff are unaware as to how decisions are made to inform their pupil premium spend.
Staff “SLT make these decisions and I am unaware how this funding is spent in school.”; “Not sure.”; “I don't know, I imagine the senior leadership team make these decisions”; “SMT decide. Unaware of how the money is spent.”; “I am unsure about how all of the pupil premium money is spent.”; “I am not sure.”

Considerations

Share with staff how decisions about Pupil Premium spending is reached. Ensure that staff also get the opportunity to share any ideas that they might have about Pupil Premium.

School Plan

- Direct staff and the school community to the Inclusion page of the school website to see current Pupil Premium and Sports Premium impact and current actions

Pupil Voice

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 works?

- Children shared that school was a positive place for them. They talked confidently about the values of 'thankfulness', 'compassion', 'perseverance' and 'responsibility' and explained how they were linked to the school houses. Words they used to describe school include: safe, 'learnfulness', fun, creative, educational, terrific, exciting, fun and positive. **Child "It is the best school."**
- Children shared that some children (PLT) meet every Friday to talk about school and be involved in decisions about improvements. They are currently working on developments for the school logo.
- A few children shared how they could help families who don't have much money.
- **Child "We could do pre-loved, like Vinted, and share our clothes and toys that we don't use anymore."**

Areas to Explore – Pupil Voice

What we heard or noticed	Considerations
The school does not currently monitor which pupils take on additional roles and responsibilities.	Monitor the number of Pupil Premium pupils who have additional responsibilities in as part of a wider audit in to the take up of extra-curricular opportunities.

School Plan
<ul style="list-style-type: none">• Identify PP pupils who access/don't access extra curricular activities.• Ensure all pupils have access to provision across the school year.

Rewards, Behaviours and Attitudes

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 works?

- The school use a behaviour tracking system that supports teachers by electronically collating the positive reward points given to children. This is linked with the school's values 'thankfulness, perseverance, compassion and responsibility' and assembly times and circle times are used effectively to reinforce positive behaviour. Children across school were able to share how they earned points.
- **Child "we get green points and star points which count up and we earn extra play".**
- Across school, 'restorative strategies' are used to support children when they have had an argument/ fall out or someone has been unkind. All children across school think that these strategies help keep school a safe place.
- **Child "we solve it out in a chat".**
- **Child "It definitely does help".**
- **Child "At break time they take reflection time with a teacher".**
- **Child "Teachers use question to ask and help sort out an argument".**
- **Child "we feel safe".**
- **Child "We have lots of people to talk to" "any staff".**
- **Child "Sometimes we are asked to sort it out ourselves before we get help".**
- Circle time is used to help children learn about each other and understand each other's feelings.
- **Child "We do Circle Time most weeks. It helps us listen and understand each other's feelings."**

Areas to Explore – Rewards, Behaviours and Attitudes

What we heard or noticed

A few children shared that they had seen children be unkind to other children and make comments about their coat / bag.

Child “I know someone who was upset when someone was unkind about their PE bag.”

Considerations

Raise awareness around material possessions and explore the impact of poverty within PSHE lessons/ Circle Time sessions.

School Plan

- Use PSHE lessons, values and Picture News assemblies and events such as anti-bullying week to explore these areas

Support to Parents and Families

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 works?

- 66% Parents/ carers shared that they agree (51%) strongly agree (15%) that the costs the school expects parents/ carers to pay are reasonable.
- 78% Parents/ carers shared that they agree (60%) strongly agree (18%) that the school gives enough notice when they ask for money.
- **Parent “I have found the school to be very supportive and especially during Covid. Parents are informed of outside resources they can access for financial help. This is always given in a discrete manner with no judgement.”**
- **Parent “The school do not ask for much, and most is voluntary contributions”**
- **Parent “I have struggled with school costs when I've had school trips, but usually in the past the school have tried to help.”**
- A parent shared that in September they were given a calendar for the academic year showing where additional costs were required. They shared that this was very helpful in enabling them to budget and decide which school activities they would join in with.
- Most parents who responded to the questionnaire shared that school provided support for pupils and families who are having financial problems with 18% always, 44% usually and 28% sometimes.
- Many parents who responded to the questionnaire shared that they think costs the school expects parents/ carers to pay are reasonable with 51% agree and 15% strongly agree.
- **Parent “School asks for reasonable and small contribution.”**

Areas to Explore – Support to Parents and Families

What we heard or noticed

22% of parents who responded to the questionnaire shared that they had struggled with school-associated costs.

Parent "Asking for money every half term then last term they had own clothes day 4 weeks in row once twice in a week asked for a pound every time."

Parent "When I've had school trips in the past but usually in the past the school have tried to help."

Parent "When both children want to do after school activities it's hard to pay out for both of them."

Parent "but in the lead up to Christmas there is a lot that is asked for."

Parent "I'm a single mum of two children under 14. I struggle whenever there are trips to cover the cost of these. I know it's an optional payment but I don't want the school to be out of pocket as budgets are tight."

Parent "Children are offered the opportunity to make purchases such as Christmas crafts they have made, this comes at a financially very difficult time for parents. Even though they are not much to buy, it is an added pressure on top of children wanting to go to the Christmas fair, sending in food for Christmas parties, donating for 3 weeks on a row towards the Christmas fair... I do think more consideration could be had about how many events/fundraising/option to buy are held at certain times of the year and how close together they are."

Considerations

Not all parent were aware of the academic year overview. Consider how this can be shared more widely. When planning the activities for next academic year can you consider the financial impact for families; especially those with a number of children in school.

School Plan

- Overview for the year to be shared with school community in September
- Work with the MHSA to reduce burden on donations for Christmas and Summer Fairs
- Remove Christmas Craft from the Christmas Fair offer
- A terms notice with regard to trips and visits. Payment plan an option for parents/carers.

Areas to Explore – Support to Parents and Families

What we heard or noticed	Considerations
<p>Some parents are unaware of the support provided by the school if they are struggling financially.</p> <p>11% of parents who responded to the questionnaire shared that the school “rarely” provides good support.</p>	<p>Make parents aware that financial support is available when discussing trips and extra-curricular opportunities. Include a paragraph at the end of letters sent home that states that: <i>'no child from this school will miss out on any key educational trips and opportunities because of money. If you are unable to pay for this trip please contact [named person] and our school will make sure that your child is able to attend'</i>.</p>
<p>Some parents were not aware of the events annual calendar and felt that there were times in the year when school seemed to be requesting donations (both cash and gift)</p> <p>Parent “Sometimes it is at short notice and sometimes not clear if we need to send money in or not.”</p>	<p>Consider the number the number of charity events and requests for gift/cash donations alongside ensuring that all families see the calendar that was produced this year.</p>

School Plan
<ul style="list-style-type: none"> • Educational Visits Co-Ordinator to adapt trip letters to include paragraph from considerations • Ensure parents are aware of financial support that is on offer, such as: second hand uniform, extra curricular activities, Year 6 residential, school trips/visits etc

Uniform

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 works?

- Families shared that the uniform was affordable and that there is no expectation that children wear uniform with a logo.
- **Child “I don’t have the emblem and it’s ok.”**
- **Child “I’m wearing a pre-loved one from family.”**
- **Parent “It is good that the uniform doesn’t have to be badged. There is no pressure from my child either.”**
- **Child “We could do pre-loved, like Vinted, and share our clothes that we don’t use anymore.”**
- When children take part in Nativity plays and school productions, the outfits are provided by school.
- **Child “School gave us an Elf costume”**
- **Child “The suit jacket for Oliver Twist was provided.”**

Areas to Explore – Uniform

What we heard or noticed	Considerations
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The school does not currently have any second-hand uniform provision.

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 donation for the uniform lessens the stigma associated with it.

Pupils in year 6 are required to wear different uniform. As this was introduced recently we asked year 6 and year 5 what they thought. Whilst some of year 6 liked wearing a different colour some shared that the extra cost had been a challenge. Some children in year 5 were looking forward to wearing a different colour but some were also worried about the extra cost.
Child “I feel special in black.”
Child “My parent found the extra cost a bit difficult.”
Child “I think it would be an inconvenience because of buying a new jumper.”
Parent “Have to provide Uniform, shoes, pe kit, and uniform changes in yr6 so additional cost.”

Consider the necessity of a change in uniform as it may mean that families are unnecessarily replacing uniform that is still in good condition.

 As this is a change that has been recently introduced could school leaders work with the parent association to fund a black jumper for each child.

We are unsure where this occurs but for one family there is an expectation that children have spare shoes to wear in bad weather.
Parent “Additional shoes/trainers to change into on bad weather”

Consider where this is an expectation and be mindful that some children only have one pair of footwear.

School Plan

- Second hand uniform available from school. Promote at MHSA events and Parents consultation evenings.
- Sign at the school office and on the parents page of the school website advertising second hand school uniform

- SLT to liaise with MHSA regarding contribution towards Year 6, black jumper
- No requirement to wear school logo jumper to help reduce cost
- No expectation to bring in another pair of shoes during bad weather