



THE PRICE OF PUPIL POVERTY

Taking a whole school approach to improving the wellbeing of children from lower income families

INFORMATION SHEETS Guides 1 - 5



The following information sheets provide a summary of the five Price of Pupil Poverty Guides.

They highlight the main impact on a learner's wellbeing, provide key areas for consideration and some quick solutions to possible barriers that learners from lower income families can experience in a school setting.

These information sheets can offer a snapshot of the guides and help to introduce each one, with its theme, to members of staff within the school.

They can also help to start some conversations and discussions around poverty and suggest what schools can do to develop an action plan in line with the guidance.



The guides can be found on the Welsh Government's Education website: [HWB](https://www.hwb.gov.uk)

For further information please contact: info@childreninwales.org.uk

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THE PRICE OF PUPIL POVERTY

What does this mean and what can schools do?

Impact on learners

Poverty can make children and young people feel excluded, stigmatised and bullied.

It impacts on learners' education and life chances, meaning they can miss out on the opportunity to be the best they can.

Key areas to consider

Early identification:

Detailed knowledge of learners' needs

Policy:

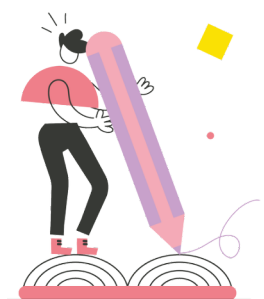
Review policies in line with poverty

Awareness of poverty:

Do staff and learners have an understanding of what poverty really means?

The curriculum:

In what areas does understanding poverty fit?



Some quick solutions

Appoint an equity champion from school staff

Recognise/identify learners from lower income families

Engage with parents/carers

Raise awareness of benefits and grants that they may be entitled to

Develop an action plan

Use existing resources

Appoint an Equity Ambassador from amongst the learners in the school

Take a whole school approach

Provide training for staff to recognise signs of poverty

Increase engagement and commitment from a range of stakeholders at regional, local authority and community levels



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Attending school without the correct uniform can lead to worry and anxiety.

Feelings of embarrassment, potential bullying and being pitied by peers and school staff heighten the stress for learners.

Key areas to consider

Policy:

Is this in line with WG guidance?

Recycle Schemes:

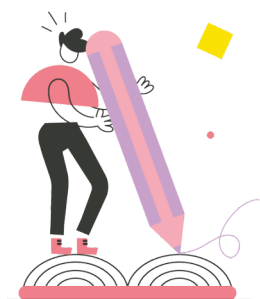
Have you considered this?

Affordability:

Consider total costs of required school uniform

Cause for Concern:

Can you recognise signs and are there processes in place to deal with this well and with sensitivity?



Some quick solutions

Consult with parents, learners and governors

Raise awareness of benefits and grants that families may be entitled to including the [School Essentials \(PDG Access\)](#) grant which helps eligible families with the cost of school uniform

Consider flexibility when adhering to uniform policy

Provide training for staff to recognise signs of poverty

Consider how uniform infringements are handled by staff

Consider ways uniform could be made less expensive for all families

Recognise/Identify, monitor and support learners from lower income families in a sensitive and positive manner

Recycling of lost property/items of uniform that have been outgrown or are no longer needed



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Impact on learners

Hunger affects both children and young people's learning and behaviour.

Hungry learners can't concentrate so learning is impaired.

They will become more irritable and stressed.

Key areas to consider

FSM Promotion:

What does the school do to promote this?

Holiday Hunger:

What is available in your area for learners?

School Breakfasts:

Does it operate to benefit those in need?

Cause for Concern:

Can you recognise signs and are there processes in place to deal with this well and with sensitivity?



Some quick solutions

Ensure all parents/carers are aware of the free school meals programme and, for primaries, the [Universal Primary Free School Meal \(UPFSM\)](#) scheme

Monitor and track the take-up of free school meals

Ensure you have sufficient free breakfast club spaces

Recognise/identify and support learners from lower income families in a sensitive and positive manner

Introduce conversation around food insecurity as part of the curriculum

Provide training for staff to recognise signs of poverty and hunger

Support parents/carers to apply for free school meals and other benefits such as the Healthy Start scheme:

[Get help to buy food and milk](#)



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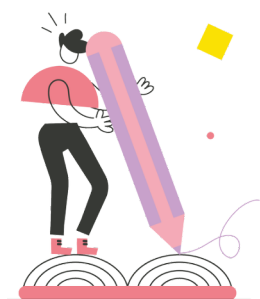
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Missing out on the ability to participate fully in school life due to costs (trips; activities; access to equipment; subject choices) results in learners' low self-esteem, confidence and wellbeing.

Key areas to consider



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|---------------------------------|--|
| Enrichment activities: | What can be done to remove barriers to taking part? |
| Resources and materials: | Do these cause unintentional barriers and stigma? |
| School trips: | Are they realistic in terms of cost and payment methods? |
| Events: | Are they inclusive? |

Some quick solutions

Engage with local companies, enterprises and institutions to bring activities into the school

Ensure costs associated with particular subjects are not a deterrent to pupils

Access/inform parents of small education grants or bursaries to support learners in purchasing specialist equipment for a particular subject

Consider approaches to subsidising costs of school trips without stigmatising

Provide sufficient notice of school trips and allow payments in instalments

Raise awareness of the School Essentials Grant (formerly PDG Access) to those families that are eligible

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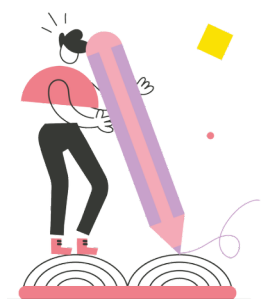
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Impact on learners

Where a child or young person lives, who they live with and the environment in which they live can all impact their ability to learn at school.

Feelings of shame and stigma can lead to a learner's low attainment and wellbeing.

Key areas to consider



Parental engagement:

Is this effective?

Homework:

Does the school homework policy ensure tasks have no costs attached?

Transport and after school activities:

Are activities really accessible for all?

Some quick solutions

Develop a whole school culture and ethos

Adopt a policy of visiting all new pupils in their home

Consider the Welsh Government's Family Engagement [guidance](#)

Use PDG funding to fund a family engagement worker

Review the school homework policy to ensure inclusivity and ability to complete tasks at home

Encourage parent/carer voice

Offer opportunities to parents/carers for their own learning development through family learning events

Audit who takes part in after school activities and consider if transport is a barrier to learners from lower income families attending



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