

Poverty Proofing the School Day Report and Action Plan

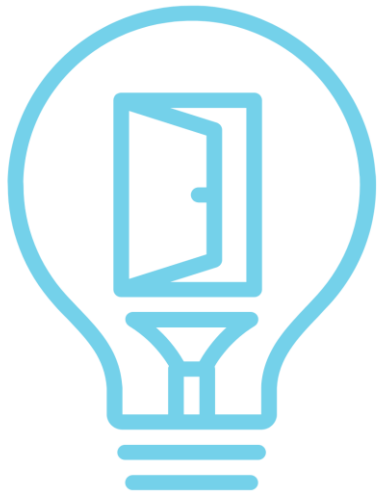
Jarrow Cross C of E Primary School.
February 2024.



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What is working well?

Pupil Support: There are specific interventions for those who require nurture. This is delivered with parental consent and almost all pupils we spoke with explained they feel safe at school as well as supported.

Support to families: There is a brilliant understanding of the issues families face. There is a food bank as well as specific support and an open door policy for families.

Additional Opportunities: Pupils cultural capital is enhanced through trips and visitors who come into school. There is a proportion of Pupil Premium funding which helps reduce costs.

Uniform: Pupils are not sanctioned for incorrect uniform. There is a preloved uniform in place which families appreciate.

Food/Breakfast: There are two options to have breakfast in school which helps caters for those who may not have had opportunity to eat before school.

What are the key issues pupils face?

Charity and Fundraising: Some charity and fundraising events place emphasis on dressing up or purchasing charity items in particular poppies.

Portion size: A number of pupils felt the portion sizes at lunch were too small. In addition to this, children can only choose their food when they reach the counter which may result in food waste.

100% Attendance: Most improved is sometimes rewarded however there is more emphasis on weekly 100% attendance which may be unachievable for those who experience poverty.

Key Recommendations

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.

Share with the catering team pupil feedback about portion size at lunch. Explore if pupils could be allowed second helpings of food if it is available at the end of a lunch sitting ensure that all classes have opportunity to go first for lunch at some point per rota system.

Consider a lottery style process whereby all names that get over 96% are entered into a prize draw. This also allows for individuals to be put in where they have shown great improvement.

Background

Methodology

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

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

Jarrow Cross C of E Primary School

Jarrow Cross CE Primary School sits within the community of Jarrow and serves it's whole school community with a warm and welcoming approach. Those pupils who are eligible for Pupil Premium is above national average at 41% and those in receipt of Free School Meals is of similar proportion.

Leaders and staff have brilliant poverty awareness and explain the impact of poverty on their families. **"It's not just those on FSM who struggle, it's about getting the balance right, sometimes their world is quite small, not all but often."** There is a clear approach to enabling children who attend Jarrow Cross to become successful in society. **"We want our children to be ready and confident by the time they leave, yes to achieve academically but it is more than that, we want them to have opportunities to look at the wider world and become part of society."** (Head teacher)

A high number of pupils explained that they enjoy their lessons, **"I love Geography. ""PE is the best." "I think Maths is good, the way they teach it."** Many other pupils stated that they enjoy the wider aspect of school, **"I like lunch time." "On a Friday there is celebration assembly – that is nice."** In addition to this many pupils know their school values. **"There is honesty, forgiveness and friendship." "Our motto is to encourage each other and build each other up." "We build others up."** Many children explained that all who attend are respectful and a high number of pupils were confident that in school, they cannot tell who may be living in poverty. **"Respectful, fun and welcoming here." "You can't really tell who has less money here." "Can't tell everyone is treated the same."**

The majority of pupils felt if any bullying was to happen around material possessions then it would be dealt with. **"The teachers would sort it, they would listen to us."** There were a few pupils who voiced their knowledge of the current climate and within this was a mature depth of understanding and others who demonstrated respect. **"My parents are on a budget, we just get the essentials, yeah it is the same for me, the other day I was at supermarket grapes used to be £1.50 now they are £3.50 healthy food is way more expensive."**

How to read the findings

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

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

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

High Priority

Medium Priority

Low priority

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

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

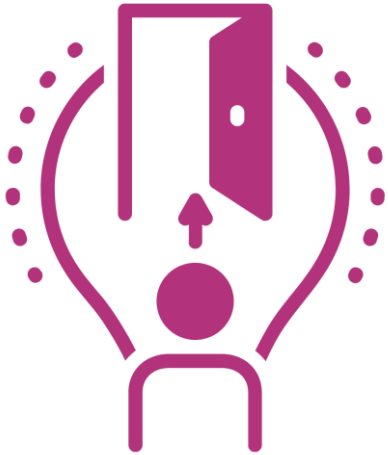
Words	Frequency
Most, the majority, a significant number, in the main, all, frequently, often, a large number	75-100%
Many, a number, a lot of, numerous, quite a few, generally, regularly	50-75%
Some, several, sometimes	25-50%
A few, occasionally, a small number, on occasion	0-25%

What are the key
issues pupils face?

Additional Opportunities

In this theme

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



What is working well?

Many pupils reported the offer around visitors into school. **"Sometimes Muslims come in and Sikhs."** **"That history bloke came in for everyone."** This was a free offer for the children. **"We had people in from Church in assembly."** **"Sea cadets came in, we made boats out of tin foil."** A high number of pupils enthusiastically explained their trip to the Pantomime. **"All of Key Stage 2 went to Theatre Royal, the teachers give us sweets. It was to see Pinocchio."** The panto is a cost to parents but is heavily subsidised by school and no child misses out due to non payment. There is plenty of notice given and there are payment plans that can be set up for families. In addition to this, younger pupils have an in school experience.

Opportunities for pupils to enhance their cultural capital extend to other trips. **"We have been on a trip every year in our education."** **"Went to Jarrow school to do a forensic thing we looked at finger prints."** **"We went to Hancock Museum."** Furthermore, there are trips that are free for pupils. **"We all went to the cinema to see the Mario movie – it was free."** Other pupils explained of their trips which they enjoyed, **"we went to the dairy milk farm, seen the baby cows and made our own butter."** On the whole, pupils felt if they did not pay for the trip they would still attend. **"Sometimes it is £10 if don't pay you still go."**

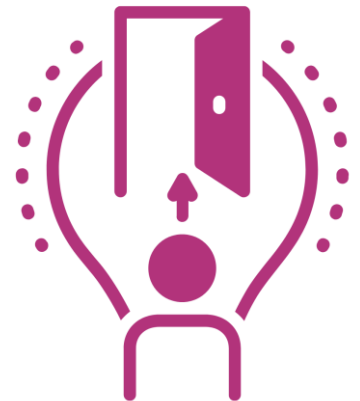
Additional Opportunities

What is working well?

During audit, we talked with staff in Early Years, we understood that the offer of trips and visitors allows families to participate too. **“We walk to the library and have Durham Falconry in, we always invite the parents in too.” “We have stay and plays, the turn out is always really good.”** There is always plenty warning for these for all but in particular working families.

Pupils are offered a residential in Year 5 and 6, **“It was so fun we went Bell boating in Kielder.” “We go for a full week.”** pupils explained that spaces are for Year 6 first then a reserve list is collated for those in Year 5. **“All year 6 have the opportunity to go and other spaces are given to Year 5- they Get chosen out of a hat. “****“We went to the park in Year 5, we went to centre for life, this happened when others wen to Hawkhurst.”** Allowing other opportunities for those children who do not go on the residential is brilliant practice. **“It’s optional they might not go coz of injuries and it costs lots if people don’t go we decorate cookies and to the cinema.”** Many pupils felt if a family were struggling with costs of a residential then their school would be able to help. **“They would speak to Mrs McBeth or our teachers, they would help.”** We sought to understand how families can pay for this experience, some pupils stated, **“If you can’t pay all at once get booklet to pay bits and then get time to pay after Hawkhurst.”** Some pupils also explained that there is a kit list provided with plenty of time before the trip. **“Find out with kit list a bit before in Year 5.”** In addition to this, the school seeks opportunity when available and were able to pay for a coach for 35 children to go to the Lake District. Pupils were selected based on a number of factors, the main one being on emotional wellbeing.

Jarrow CE Primary use South Tyneside HAF provision, this differs year to year, **“we have used the school as a base before, and pushed our families to use the service. Last Year we took 45 FSM children to Thurston.”** This was a funded offer during the summer holidays.



Additional Opportunities

What is working well?

There are a variety of clubs available for pupils at Jarrow CE. “I go to sewing and netball and there’s Vex IQ where you build robots.” “Some people go to yoga where you meditate, but we sometimes do this in our classes too.” There is a £2 charge for clubs, however a number of pupils knew that they could attend if they could not pay. “£2 we have a register and pay online or if you don’t pay you just pay later. “You just pay on Parent pay.” “If you don’t have the money can still go.” During conversation with the head teacher she explained, “We would never say no to a child and through relationships and knowing our families I offer spaces free of charge.” A number of pupils felt there was enough time to sign up for clubs. “They give you a sheet, have a week or two to hand it in.” Will have authors in but buy copies of rchn.

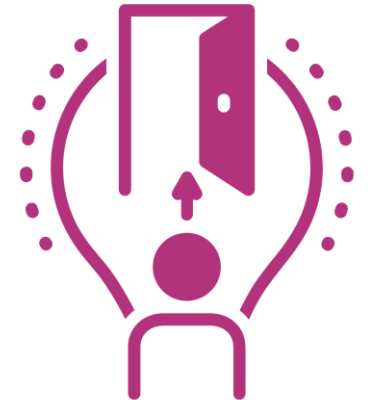
Some pupils explained that they had been to see an Author, “Went to Theatre Royal to see John Agar, we got free books on way out.” Allowing this experience creates wider cultural capital and the offer of a free book is brilliant it alleviates the gap of 1 in 5 children in the UK not owning a book. As well this, pupils have had virtual visits from Michael Rosen.

Those pupils asked, had a wide variety of ideas regarding their aspirations. “I have plans I’m gonna work as an engineer buy myself a warehouse and shop.”

“I wanna be a zoo keeper.”

“I want to be a mechanic or a police man”

“I’d love to be a scientist or a teacher because I’d like to help others.”





Additional Opportunities

What we heard or noticed

Spending money on trips: School set an amount for spending money on trips. “Yeah about £20 ish, half way through the year teacher hands them out in the classroom, no one says anything.” “Allowed to take £10 (or £20) if don’t have money can’t buy but everyone did have money though.” *During feedback it was noted that staff put donations in to ensure all children have money. Noting the current climate it may not always be feasible, consider embedding practical solutions to alleviate this.*

Clubs: Not all children attend clubs and cost may be a barrier. “There’s cooking, sewing, you have to pay though some people might struggle.” “There is clubs but don’t do them.” *During feedback it was stated that the school also have lunchtime clubs. “We do have a few lunch time clubs choir and football.”*

Sporting Opportunities: A few pupils felt some pupils were represented across events more than a few times. “We do gymnastics, you get chosen if you are the best,(other child) yeah that’s not fair though, (well it’s because I do sports and things, (yeah well I do and I wish I could do gymnastics competitions at school.” *During feedback it was discussed how recently there was a hockey tournament where they looked more closely at representation and how they will look at this in the future.*

Practical solutions

Consider the necessity of spending money on non-residential trips. On residential visits set a limit on spending money and be explicit about this cost when initially informing parents of the trip details. Some schools have included the spending money in the overall cost so families aren’t faced with any hidden costs and so that all pupils have the same amount of spending money which can be distributed by teachers at the beginning of the visit.

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. Monitor the cross representation of take up in clubs.

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 Jarrow Cross.



Additional Opportunities

What we heard or noticed

Further suggestions to lower cost of residential: This has been placed as an additional suggestion.

Practical solutions

Sports Premium may also be used for this is the residential is outward bounds. Monitor attendance on residential visits to determine to what extent cost maybe a barrier on visits that are not subsidised by the school. This may be a lower cost offer- in school residential [Mr H Outdoor – Lifelong skills and lasting memories for all. \(mrhoutdoorexperiences.com\)](http://mrhoutdoorexperiences.com)

Look at opportunities for low-cost or free residential visits, for disadvantaged pupils: Some venues support schools with free travel depending on how many Pupil Premium children they have. Check out (North East only) [Washington Wetlands Wildlife Trust](#) and [Seascapes](#).

Above 25% PP - [The Country Trust - Our Programmes for schools](#) [School trip accommodation](#) | [Book today](#) | [YHA Groups](#)

[Grants for recreational trips or holidays for disabled or disadvantaged children](#) | [Nasen](#)

Celebrations

In this theme

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



What is working well?

As leaders are poverty aware there are practices in place to consider how post holiday questions can impact pupils. **"I always say to staff to be mindful of what to say when returning after holidays, some have been places but some have been nowhere."** (Staff)

There are inclusive ways of celebrating at Christmas time. **"We get to do fun activities."** **"We have Christmas parties, watch a movie, we used to bring in food in but not now, we now just get crisps, sandwich, drink and cake. Miss C handed out cupcakes. It is free during school and go for lunch earlier."** Each child receives a present from Santa within their classrooms.

Many pupils enjoy the way Christmas time is celebrated. **"Year one and two do nativities and we go to dress rehearsals."** **"We also make cards and calendars"** **"Go to church and sing, assembly about Jesus birth."** The school do not take part in Christmas jumper day, **"We do lots of fun at Christmas, it is just another expense."** (Staff)

Pupils in Year 6 spoke enthusiastically about celebrations linked to leaving Jarrow Cross. **"Last year had a party on the field person in office – he sung."** Festival on field. **Everybody went somewhere outside of school, after SATS, we will always do fun things.** **"We have a leavers assembly everyone gets a choc bar and a certificate and a booklet and get people to sign it."**

Celebrations

What is working well?

In addition to this some pupils explained that everyone will receive a leavers hoody. “Leavers hoodies are free, everyone gets one for Y6 we get them near end of the year, school order them and make sure they fit them, the number 24, everyone names in it. They are red.” This is inclusive and allows for equity.

Easter is another inclusive event in the school calendar where all pupils can participate. “We gets sheets of paper, and do colouring competitions at school. Win a prize, get an Easter egg.” “We have worship and do the lead up to lent.” This is brilliant Poverty Proofing © practice.

A number of pupils state the inclusive and fun practice that their school offers them, “we got pancakes on Pancake Day.” “We do the holy trail in different classrooms – parent can come too.”



What we heard or noticed

Post holiday questions: Leaders are very aware of ensuring staff do not ask questions upon returning to school, A few groups of pupils stated they are asked. *“I feel fine with it, sometimes people don’t answer, they might not want to share. “After Christmas we had to write about your holidays you might be shy about not having done anything think that was last year or year before. “Yeah they do ask.” This might just need reinforcing to staff and to continue to have those 1:1 discussions should children wish to talk about it.*

Gift giving: Some pupils explained that they do give teacher gifts but are encouraged to donate to the food bank instead. *“Yeah at the end of year, we have this food bank, we donate to instead. “ (Pupil)*

Practical solutions

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?’ or ‘What are you looking forward to most this school year?’

Staff should also consider the 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?

Consider any gifts are dropped in central location. Pupils could be given time to draw a picture for any staff member so every child has that sense of belonging and giving in a cost neutral way.

Charity, Fundraising and Community

In this theme

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



What is working well?

A number of pupils explained how, as a school they make a positive contribution to wider society however there was a lot of awareness of the need for engaging in opportunities for their immediate community. **“We try to get donations of food which goes to Hebburn helps.”**

“We collected empty crisp packets and made the inside of sleeping bags for homeless.” Much of these types of activities are ideas from staff to help local charities. **“We have a display out there with activists on but we also have staff pictures, the staff do great things to help charities too and it is important for our children to know that everyday people can help too.”**

Many pupils recalled doing a penny trail for charity. **“We did a penny trail and everyone brought in two pence's.”** Pupils really enjoyed this activity. *It was confirmed during feedback that for things like Children In Need there is a tub for any donations which does not highlight who has and has not contributed.*

A high number of pupils participate in the Friday Fundraisers, on the first Friday of every month, they are run by the PTA. **“Go after school if you want. It is in the small hall.” “Maybe cost 50p and can buy snacks.” “Lots a people go, we make £100 it goes into school fund, we are trying to raise money for equipment.”** It is brilliant that pupils know why they are raising funds. *Ideas to Poverty Proof this activity can be found on the next page. 15*



Charity, Fundraising and Community

What we heard or noticed

Friday Fundraisers: *This suggestion has been placed to share with the PTA who run the monthly fundraiser events, this was not based on negative voice. The stalls they hold appear low cost but to fully support everyone, without assuming what is too much to afford they could consider the practical solution.*

Charity items: A number of pupils stated that charity items are sold in the classroom. **“Poppies are sold and slap bands, they come round classes, I always want to get something but it’s sad if you don’t have money to get one.”** Not all children can purchase these.

“Buy red nose for a pound, and year 6 come round the classes. “

“If you forget it is sad but miss says can always wear uniform as that is red.

“Pudsey day come in our pyjamas have to pay to wear them - it is £1”

“Poppy day – the most popular is the slap band, it is £1.50, people come round the classes. It’s not really fair for those who don’t have the money.”

Practical solutions

Consider having as many free activities as there are paid activities at the fundraisers 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 and games. Consider alternative fundraising ideas. Some schools encourage staff and parents to sign up to 'EasyFunding' as a way of putting money back into the school: [Fundraising](#) | [Charity Fundraising Online](#) | [Easyfundraising](#) Share Poverty Proofing strategies with the PTA.

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 poppy sales, donations could be collected and then all pupils provided with a poppy regardless of whether or not they have brought in money.



Charity, Fundraising and Community

What we heard or noticed

Raffles: Occasionally, raffle tickets are sold. During feedback it was clarified that this is for Children In Need. “Sometimes in the dinner hall there is raffles, year 6 come round the classroom, they are £1.” “You can’t get one if you don’t have the money.” “It’s usually for Pudsey Day.”

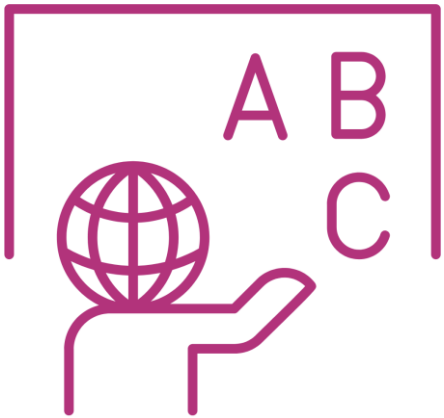
Practical solutions

Could every child be given one free raffle ticket and others sold via online or from a central place instead of in classrooms.

Curriculum and Ability Groups

In this theme

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



What is working well?

Many pupils explained that they all do the same work and groups for many subjects are not used. **"We mostly do the same work. Some people go out and do different work for maths."** The school have used grants available, and have ensured the offer for children remains despite a cut to funding. **"Tutoring grant only 50% this year and we put in rest from PP money."** (Leaders at feedback)

A high number of pupils enjoy swimming lessons. **"In school we go swimming, it is free they ring home or they have spare ones –the spares are fine I have used them before."** It is brilliant that the school provide spare swimming caps and towels. We sought to understand how pupil travel to and from swimming and if there was any associated costs to this. **"We go in summer, we walk to the pool, it is just down the road it is at Jarrow School."**

There is a school wide music offer. **"In our classes we do Choir in Spring."** **"We do signing and glockenspiel."** Quite a few pupils also explained how music enhances their cultural capital. **"We are going to Durham Cathedral next week."** This offer was open to 30 children and there was music outreach work done with the pupils in school prior to the visit.

There is an additional offer of violin which is for all year two and year five to learn the violin. **"It is through Primary Robins, school pay for this and the instruments are provided too."**

Food

In this theme

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



What is working well?

There is a high take up of FSM. Currently, 96% of those eligible in KS2 and 92% of those eligible in KS1 take up their entitlement, this is above national average.

A number of pupils enjoy their meals at school. **"I love cheesecake I love the chips and nuggets."** **"Pasta and salad is my favourite."** Those pupils who have FSM (Free School Meals) are not identified by peers. **"You can't tell who has them."** The school allow those on packed lunch to sit with those on school meals, this may benefit the uptake of FSM.

Leaders and staff have implemented many Poverty Proofing strategies around food. **"Mrs McBeth got packed lunch boxes so those who get a packed lunch from school can take them on trips so they are not stigmatised."** (Staff)

Some pupils felt that the school would only ever be supportive of those who had not paid for meals. **"They would still give them meals if they hadn't paid."** **You pay on parent pay.** Upon further discussions with staff, dinner money debt is managed effectively, **"They get a text first, then a phone call, then I ring them, we offer payment plans, we don't want families getting into debt so I always offer payment plans."** (Head teacher)

Food

What is working well?

Every child is offered a bagel on a morning as part of the Magic Breakfast offer. **“Oh I just love the bagels we get, when the butter melts, it is so juicy.”** There is a breakfast club which is a chargeable service at £2 per pupil, however there are provisions made for free places at head teachers discretion in order to best help families. **“Breakfast club is nice, toast and cereal, get juice it opens at 8.”**

As well as bagels for every child, the school also have breakfast baskets which are situated in corridors, items are offered to children if they arrive late or are hungry. **“If haven’t had time for breakfast there is the breakfast box. Cereal bars and juice.”** Most pupils feel comfortable enough to ask for these if they require them. Milk is a charge to families however pupils stated, **“I don’t know who pays and who doesn’t as usually most people get it, there’s always spares.”**

Staff in Early Years explained they have noticed the impact of poverty in their cohort and there are supportive measures in place. **“More hungry children so we have extra bagels and food.”** **“There is food banks at school and spare milk available.”**

There is also a food bank within the school hall, this is open to parents and families and is well received. This is brilliant as it opens up the school to the community it serves, for those who need it.





Food

What we heard or noticed

Portion size: A number of pupils explained that the portion size is variable.

“Sometimes enough food, sometimes too much it just depends.”

“Meat balls don’t fill me up.” “Hardly get any mash.”

Some pupils reported feeling hungry after they have had their lunch. *“I am after dinner because we don’t get enough lunch.” “Sometimes they give out spares to Year 5 and 6.”*

“There’s enough food on my plate but sometimes they run out of stuff if we are last.” “They run out of things especially when we are last.” “We swap with year 5 sometimes so we go in first, every week.”

Choice: A few pupils stated that they do not have opportunity to look ahead to see what is on the menu for lunch. *“There’s like a buffet, make decision there and then.” “don’t get asked about what we want on menu – be good of we were.” “Sometimes we know what’s on the menu.” “There is a chart but I lost track – teachers could tell us which week it is, be good if menu was at home.”*

Practical solutions

Share with the catering team pupil feedback about portion size at lunch. Explore if pupils could be allowed second helpings of food if it is available at the end of a lunch sitting ensure that all classes have opportunity to go first for lunch at some point per rota system.

Leaders have had conversations around who needs extra food and particularly for those with sensory needs i.e. dry foods

Could pupils be aware of what is on the menu or maybe ensure it goes out via dojo and newsletter as well as having opportunity within the classroom. This could reduce food waste.



Food

What we heard or noticed

Opting for packed lunch: From pupils perspective, a few stated they feel it is unfair. “Can’t just swap over have to wait for ages on list.” “You have to wait on a list if want to swap to packed lunch.”

The head teacher works hard to ensure she understands families needs which is highlighted at the end of this parent quote.

“Found that it's cheaper paying for a packed lunch. However, I am confused as to why the school only allows a certain number of spaces for pupils on packed lunch. As long as they have advance notice for buying/preparing school meals I don't see why they limit the number. When I first asked about my child going on packed lunch I was told she would go on a waiting list, so the school dictate to me whether I am forced to pay around £40 a month on school meals or less on a packed lunch. Not to mention that my child could potentially go hungry because she doesn't like school meals (fussy eater). Thankfully a space came up straight away for packed lunch.”

The head teacher explained, “often they come and ask for a space, if they are FSM it is just a conversation, sometimes parents want us to say there is no space, I’d like to think we would know if anyone needed to swap.”

Practical solutions

Continue to monitor this, perhaps have an email in use as not all parents will come to the office. This will ensure that families are not missed.

Homework

In this theme

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



What is working well?

It is brilliant that almost all pupils are not overwhelmed by homework and in addition to this homework is given to all pupils via paper copies. **“We get maths and sometimes English, we all get it on paper.”**

If there are pupils who do not complete homework, there are supportive measures in place. **“If not you do it at break, if not then in your lunch break but there is a homework club on a Friday - it is free.”**

Pupils are given time in school to access apps to support their learning **“We do sessions at school for reading plus and TTRS and Purple mash.”**. A number of pupils stated, **“we don’t have to go on at home.”**

In Early Years, the staff give out the take home bear weekly, **“we send a book home with it so they have an activity to do with the bear, we do have photos but not everyone has a printer, we ask them to send them on dojo instead and we can always print them out.”** *It is brilliant that thought has been put into this process, to ensure that this does not highlight who can and cannot afford to take the bear to places that cost, send different activities each week.*



Homework

What we heard or noticed

Home reading: Pupils who do not read are identifiable and although few pupils did not seem too bothered by this, it may effect different pupils across school. “If you don’t read you don’t sit on the benches, I don’t read because I don’t like to sit on benches.” “Whoever is on the floor hasn’t read.” “You can read on reading plus or your reading book.” There are many other reasons associated with poverty as to why some may not have opportunities to read at home such as lack of time if working.

Practical solutions

Explore alternative reading rewards which do not draw attention to and exclude those pupils who may find it more difficult to read at home.
Other schools have tried: Allowing pupils to fill in their own reading diaries in Key Stage Two so that pupils are not reliant upon family members or carers being available to sign their diary to receive a reward.

Pupil Support

In this theme

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



What is working well?

Support to pupils is of high importance to all staff at Jarrow Cross. There is a supportive measure in place which puts children at the centre. Staff explained that there is a referral procedure in place whereby staff or parents/ carers suggest the pupils who need some nurture. **"The teacher or parent will ask and we get consent, they initially have a six week block in nurture but we have some who stay longer."**

Many children are aware of the support available to them. **"Emotional support come to this room, the nurture room until 9.15 I used to come here because I struggled to come to school we did mindfulness and yoga."** **"So, what you do you would talk to this person then parents might talk to school."** There is a wonderful and welcoming feel to the Nurture Room, during audit it was observed as a safe space where relationships are built to support the child.

From the pupils we discussed this theme with, the majority agreed that they would feel comfortable talking to their teachers if they felt worried. **"The teachers would help you, if you are down you could come into this room."**

Pupil Support

What is working well?

Furthermore, other pupils explained about the extension of support available to them, “we have you, me and the world sessions once a week we talk about mental health.” “We had Becca come in from the NHS.” “We have Mental Health week.” There is also a pre SATs session that helps supports pupils in the run up to SATs taking place.

We discussed with pupils support around tests and what that feels like from their perspective, a number of pupils reported tat they would be well supported. “Teachers say not to worry, don’t stress, just take time.”



Pupil Voice

In this theme

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



What is working well?

There are meaningful opportunities for pupils to engage in such as School Council, Eco Warriors, House Captains and Reading Ambassadors. A wide variety of pupils knew what these roles entailed. **“They talk to other children they have a note book and share ideas about how they could improve the school. “We share our ideas with others.” “We already know what we are going to be doing in Summer term - a movie theatre with food.”** It is brilliant that wider pupil voice have the opportunity to share their ideas too.

Many pupils explained that there is an option to fill in application processes at school, which is good practice as it ensures a fair approach. **“For Eco warriors, you apply, write a letter at home or school can stay in at lunch and ask for help.”** To ensure this is a continuation of equity, offer in school sessions for all Pupil Voice roles, to give those who may not be able to get help at home an opportunity to apply. *It was stated in feedback that this does happen.*

Some pupils like how often some roles change, which creates more opportunity. **“Eco warriors change weekly it just depend, School Council is yearly.”**



Pupil Voice

What we heard or noticed

Cross representation: Some pupils felt that the same people get chosen for opportunities. “Some people get chosen more than once.” “Last year X got School Council then again this year.” “People vote for friends.” “We have to vote for them.”

Practical solutions

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.

Resources

In this theme

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



What is working well?

Many pupils explained that they have what they need to take part in their learning. **“We get our pencil cases from school but can bring in own stationary but can’t be any different, we still get the required stuff that we need like rubbers and whiteboard pens and glue sticks.”** The school supports learners by giving them a book bag when they first start. **“In reception you get a book bag.”**

Some pupils reported being able to get resources such as books so that they can participate in activities. **“We have a book club where we can bring in books and we talk about them and you can get them from the classroom library to use.”**

A number of pupils understood why they are not allowed other items in from home. **“Can’t bring in cards or anything, like football cards, not everyone has them so it is not fair.”**

It was noticed that during the audit process, the outside resources are varied for pupils to enjoy. **“It has got a huge playground.”** There is also a Forest School and pupils in Early Years are supported with resources such as water proofs and wellingtons.

If children do not have their own water bottle, staff make sure alternatives are available. **“We have spare water bottles, we just pick them up for the children.”** **“You can get cups and fill it up form the water fountains.”**



Resources

What we heard or noticed

Toy Day: A number of children explained they have toy day. **“We have Toy Day, but don’t have to, there are toys here, not allowed electronics.” “You might feel sad and left out.”** Bringing in toys can highlight who does and does not have something to bring and it can become a talking point amongst peers which may further identify a lack financial resource.

Water bottles: A number of pupils explained there are particular brands of water bottles that are perceived better than others. **“Some people have more expensive ones, sometimes only sometimes they say ha-ha you can’t afford this one.” “Air up is better, I have one, X is getting one and X.” “ Yeah I might ask for one for my birthday.”**

Practical solutions

Consider the necessity of toy day. As a staff team discuss alternative end of year activities. Monitor attendance on these days.

During feedback it was explained that there cannot be electronics brought is and there are rules as well as this, every class has board games. Leaders felt children respond well to Toy Day, **“They do love it.” “It gave one child kudos.”** *Points made in what we heard and practical solutions, are for the school to reflect on as they continue to see all sides of the points made.*

Some schools provide water bottles for all pupils and do not allow them to be taken home. Consider if this is something that could be introduced at **Jarrow Cross**. If school water bottles were provided it would also curtail some of the current discussions which are taking place amongst pupils in relation to the branding of water bottles.

Rewards, Behaviour and Attendance

In this theme

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



What is working well?

A high number of pupils spoke positively of the Dojo system. **"We have dojos as a class, once we reach certain amounts we get treats, 500 is movie afternoon or extra playtime."** There is also Individual rewards as well as class rewards, **"you get treat time or to go on the Ipads."** It is positive that pupils do not get dojos removed as this can highlight those who may be struggling with their behaviour. **"You can't get dojos taken off you, it is fair."** As well as dojos, some pupils explained they also receive house points for being good. **"House points and at the end of the year get a trophy. They are different houses - Luke, Mark, John and Mathew."**

Many pupils enjoy the intrinsic awards linked to their values. **"Kindness award following the school values get a little certificate."** There is a lot of positive rewards for pupils, where children are encouraged to work together, **"class award of the week for being really good, working hard, get cert, book mark and lunch with head teacher."**

Many pupils understand that any negative behaviour will be dealt with and they felt this was done in a fair way. **"Get sent out or to Miss McBeth."** **"Sent in if outside."** **"It is all fair."**

Rewards, Behaviour and Attendance

What is working well?

It is positive that attendance at the end of every term recognises most improved as well as 100%. “Attendance is a special assembly every term, you receive a certificate and your mam and dad can come to the assembly, [is there anything for most improved?] Yeah, we also get most improved.”

There are no punitive measures for pupils when they are late, “we just take them down, ask if they have had breakfast and get them some if not, then into class, we don’t make a fuss.” (Staff)

Many pupils echoed this, “nothing happens, I was late one time, I just grabbed a cereal bar and then walked to the classroom.”

During feedback it was clear to understand that attendance is of importance and there are systems in place that support individuals on a case by case approach for example one pupil who has poor attendance is supported with Early Help.. “We use A -star attendance, it picks out stage 1, 2 and 3 but we also attached an adapted letter, it is a slip which shows how many hours that equates to, lessons and days. We try hard not to give fines, we try and work with parents first. We track it through anew government website. Currently our school attendance is 93.14 %.”

Some children explained that there is an incentive day. “Incentive day every year someone gets picked out of each class for good behaviour they go places, like orienteering and have been roller-skating it is if they have done well in class. “ This award is aimed at those who always get on. In the past children have gone to Newcastle Stadium and had a silent disco.” From the pupils we spoke to about this, they felt this was fair.





Rewards, Behaviour and Attendance

What we heard or noticed

Attendance rewards: Children with 100% are rewarded and this may be unachievable for those living in poverty. “You get a dip in the box.” “In assembly we have a lucky dip bag if 100% the week before.”

Although most improved attendance is recognised termly, it is not the same for weekly and yearly attendance and those struggling with attendance may need recognition quicker than termly/yearly. “At end of year you get a badge, certificate and chocolate like a freddo, for 100%.” You don’t get anything for 98% which is sad as I got that last year.”

Class attendance is also rewarded. “Every Friday in worship whoever gets class attendance 100% gets biscuits to share.”

Dojo rewards: Some pupils feel having non uniform for a dojo reward can highlight inequalities. “Non uniform for whole class dojos just our class (Year 6) Sometimes 4 or 5 people don’t come in their uniform.” “A bit sad if can’t wear non uniform – I missed it as was sick.”

Practical solutions

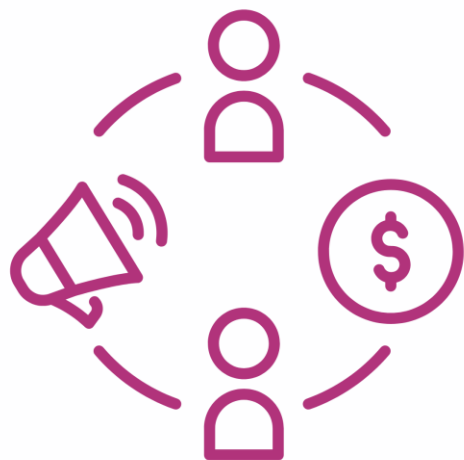
Consider a lottery style process whereby all names that get over 96% are entered into a prize draw. This also allows for individuals to be put in where they have shown great improvement. A random prize draw is a great way of rewarding attendance as it does not draw attention to individual pupils who may be struggling with attendance. Ensure that most improved is mirrored at all end points such as weekly, termly and yearly.

Explore whether other rewards would be more suitable to alleviate the pressure of pupils wearing own clothes. Monitor attendance on these days to understand whether this is having an impact on those who do not attend on dress up days/non uniform.

Support to Families and Parents

In this theme

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



What is working well?

Support to families is of high importance to all at Jarrow Cross. **"We top slice our residential so it is cheaper for all."** **"We use the South Tyneside HAF during holidays, we have used school as a base before but this year we took 32 FSM children to Thurston."** (Head teacher)

Staff in Early Years explained that they are always communicating with families. **"We have a rota for staff to be out on the gate on a morning and we communicate through dojo."**

Many pupils were aware of how the school supports families and throughout the audit, pupils relayed the support offered by the school such as the foodbank and pre loved uniform. **"Food banks, after Christmas they also give out food cards."** (Pupil) **"There is uniform you can get for really cheap and our school would always help."**

At Christmas, staff donate presents to give to families. **"Last year we were able to give to 20 families."** This is done in a discreet way, often staff use Friends of Jarrow Cross to deliver to so there is no stigma.

Support to Families and Parents

What is working well?

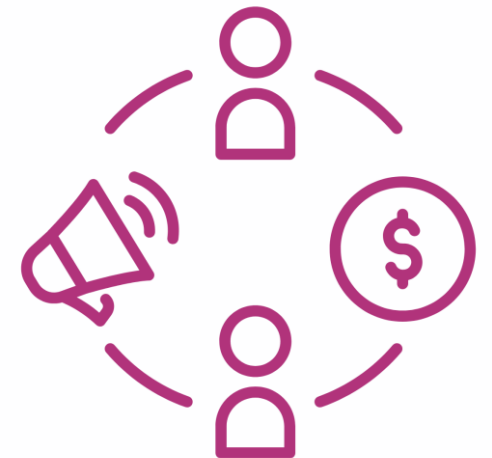
Many parent and carers echoed this support. “The school offer every child bagels every morning, they have a food bank for families that need it, families are welcome to help themselves on Fridays. The school help children go on school trips that can’t afford to by paying for them.”

“Always supportive and allow lots of time to pay for trips etc. school split payments for overnight stay last year which really helped myself.”

“The head teacher always goes above and beyond to help and the staff are all amazing. School trips are given plenty notice and if there away ones there's always plenty time to pay off.”

“I know that the school tries to subsidise activities so costs for trips are kept to a minimum. They don’t ask for much in the way of contributions in general.”

During feedback it was mentioned that often, the school communicate well with Friends of Jarrow Cross (PTA group) and they will drop off food to them so that this can be passed on to individuals, this ensures there is no stigma associated and works well for the school context.





Support to Families and Parents

What we heard or noticed

What more could school do to support families who may be struggling? The following quotes are taken from the online surveys, they were asked what else the school could do to support low income families.

“I think I’d prefer to know for the term what the costs might be even if approximate.”

“I think avoid the days where dressing up is required e.g children in need etc - I know it is never mandatory but sometimes parents feel under pressure to participate and even if parents get items cheaply from charity shops it adds extra pressure.”

“With rising cost of everything it’s not just the families with low income who are affected it’s everyone. So I believe it’s not fair with normal earning families that they don’t get any kind of benefits at all, no free school meals or milk for the child and they are struggling with food and fuel costs paying bills and rents and still not getting any help from the government.”

Practical solutions

This calendar can help outline the costs associated with school [Cost of the School Day Calendar | CPAG](#)

Consider making a version that highlights to families what costs will occur when in terms of fundraising, trips and other costs. Consider outlining this before the start of the academic year.

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.

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.

Have an email which is picked up by designated staff such as support@jarrowcross.

Uniform

In this theme

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



What is working well?

Many pupils are aware of the affordable structures around uniform. **“Don’t have to have the badge.” “You can just wear a plain one like this.”** This supports latest DFE guidance and allows for families to have a wider choice when purchasing uniform. Furthermore, there are no punitive sanctions for pupils if they do not wear the correct uniform. **“You just come in, nothing really happens.”** As well as a supportive system which promotes recycling, **“You don’t get into trouble, teachers give you spares.” “We sell uniform for really cheap prices, if there’s anyone less fortunate they might need it.” “There’s spare uniform in Year 2, you just get it from there.”**

Almost all pupils are aware of what they should wear for PE and by wearing their PE kit to school supports them. **“A white top, black pants an black shoes or trainers. Come to school already in PE kit so that is good.”** Pupils are again supported if they do not have the correct kit, **“we have spare trainers in our class.”**

Additional information

Parent Survey Overview

As part of our work we sent out a survey regarding school costs to parents and carers. We received **35** responses, and this slide presents an overview of the feedback.

I think the school are excellent at being aware of the pressures and expense on parents, they do a lot as I've mentioned above on helping families. My only criticism is limiting numbers that can go on packed lunch.

“Generally school is great and although I’m not totally sure what support they provide I know I could ask. I’m on universal credit but don’t qualify for free meals as my income is higher than the threshold. It does concern me a little bit as the children get older and both are going on more expensive trips how I will manage as the trips obviously get more expensive beyond primary school and I want them to experience everything they can.”

“I think the school already do enough, £2 for breakfast club and after school clubs is really reasonable as I've heard of other schools charging more. The free food Friday they do is excellent and second hand uniform for 50p which I think is also really good. They don't do as many themed dress up days such a Halloween which other schools do which I think is down to the school being aware of the pressure of parents to buy fancy dress costumes.”

“The support they give is exceptional Food bank ,Food support over school holidays with the support of the friends of jarow cross Outgrown uniform is always available either free if there is a family in need or 50p an item.”

Parent Survey Overview (continued) * *Percentages are made up of the 35 responses**

40%

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

48%

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

49%

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

25%

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

80%

of families think the school give enough notice for payments

44%

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

34%

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

68%

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

52%







of families stated that the school 'usually or always' provides good support for those with financial difficulties.
(34% stated 'Don't know')







94%

of families feel that the school is 'always' a welcoming place, regardless of financial background.
(6% stated 'Don't know')

Appendix 1

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

Area	Priority
 Additional Opportunities	
 Celebrations	
 Charity, Fundraising and Community	
 Curriculum and Ability Groups	
 Food	
 Homework	

Area	Priority
 Pupil Support	
 Pupil Voice	
 Resources	
 Rewards, Behaviour and Attendance	
 Support to Parents and Families	
 Uniform	

Appendix 2

What is poverty?

Government statistics from March 2022 show that there are approximately 4.2 million children living in poverty in the UK today. This is around 29% of all children in the United Kingdom. In the North East of England this number is even higher, with 35% of all children in the region living in poverty, the highest rate of child poverty in the UK. This is not set to improve, as forecasts suggest that by 2026/7, 33% of children in the UK will be living in poverty, rates not seen since the 1990s. In schools, poverty is often equated with FSM but we know many children in poverty are not eligible for FSM. We use a broader definition of poverty that seeks to understand the ways in which poverty is experienced in school and how it restricts children and young people's opportunities to flourish.

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

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

Peter Townsend

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

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

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

About Us

Children North East

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

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



Poverty Proofing the School Day

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

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

**Thank you Jarrow Cross C of E Primary School and
their pupils for participating in Poverty Proofing the
School Day**

