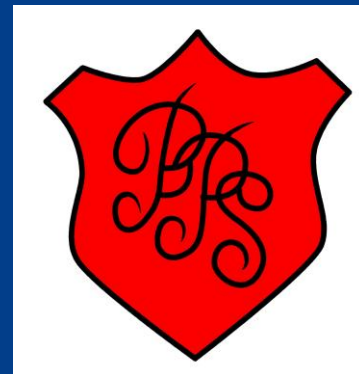


**THE COST OF
THE SCHOOL DAY**

Parkhead Primary School



COSD Action Statement 2024-25

Raising Awareness

At Parkhead we aim to help our school community to better understand poverty, financial barriers to education and the impact of poverty on learning and participation. We understand that every penny and pound matters to our families not only to families on low incomes but those facing challenges whilst working as well.

"Support working families not on benefits feeling the cost of living pinch." (Parent)

**THE COST OF
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Raising Awareness

Issue identified	Baseline information	Desired outcomes	Interventions	Start date / Outputs	Evaluation date / Outcome indicators	Leads
Action – Raising awareness of the whole school community in relation to COSD issues						
<p>Communicate the importance of talking about the cost of the school day to everyone in the school community.</p>	<ul style="list-style-type: none"> • CPAG e-learning to be cascaded or shared with staff this session • COSD Parent Survey still to be shared with school staff • COSD action statement to be shared with staff and school community • 27.7% of parents feel that the school asks for too much money throughout the year • 45.6% of families find it difficult to afford everything their child needs for school 	<ul style="list-style-type: none"> • Increased staff awareness of the impact of poverty on families • Information on support that is available to be shared more widely and regularly with school community • Decrease in % of parents feeling the school asks for too much money 	<ul style="list-style-type: none"> • DHT to share CPAG e-learning with staff • COSD action plan and statement to be available on the school website • COSD information at school parents evening and meet the teacher • Ensure those who require help know what is available – use of PB to support 	<p>Term 1 2024</p> <ul style="list-style-type: none"> • Separate COSD newsletter with QR code links to support • Reminders to parents via Groupcall of the support that is available. • Share COSD action plan on the SIP/School website 		<p>DHT and PPA</p> <p>Cost of the School Day working group/leadership group</p> <p>COSD network Equity Leads in School</p>

Consultation Methods:

Make space for conversations

We believe that building positive relationships with school staff and families will help our families to feel relaxed and able to talk. We also recognise that, at the start of our journey, some families may not feel comfortable sharing how the cost of the school day affects them. 48.2% of parents surveyed do not feel comfortable letting the school know they are struggling financially.

“Sometimes it’s not always the deprived children’s families who need help.” (Parent)

**THE COST OF
THE SCHOOL DAY**

Consultation Methods:

Make space for conversations

We have created an anonymous survey for all families to share their feelings on the cost of the school day and the barriers they face when preparing their children for school.

Link to the survey can be found here: <https://forms.office.com/e/S0aAtjEYmb>

Parental feedback has been used to create action plans for each area of the school day and you'll see some of their comments throughout this document. Parental voice as well as pupil voice is essential to moving forward and creating an environment where families feel they can approach the school for help.

**THE COST OF
THE SCHOOL DAY**

School Day Interventions

Issue identified	Baseline information	Desired outcomes	Interventions	Start date / Outputs	Evaluation date / Outcome indicators	Leads
Action – Create a COSD working group						
<ul style="list-style-type: none"> • Make space for conversations about COSD. • Raise awareness throughout the school about the impact of poverty on learning and participation. • Raise awareness of community initiatives and clubs. Make links to enhance what we are doing. 	<ul style="list-style-type: none"> • No current COSD working group in place. • Only 4.8% of families accepted support from Polbeth Hub • 4% accepted help from River Kids at Christmas. 	<ul style="list-style-type: none"> • Pupil COSD working group • Create links with PPA to create a parental group to support COSD • School has a clear strategic approach to tackling financial barriers. 	<ul style="list-style-type: none"> • Highlight existing good practice by consulting with St. Mary's and WCHS • Develop a whole school COSD action policy or statement • COSD self-evaluation to be completed 	<ul style="list-style-type: none"> • Term 1 2024 • Create working groups through junior leadership sessions • Link with parents at first PPA meeting 	<p>December 2024</p> <p>COSD evaluation submitted to WLC June 2024</p>	<p>R. Moses HT</p>
<p><i>"Make all help available known to parents." (Parent)</i></p>				<p>THE COST OF THE SCHOOL DAY</p>		

Evidence Gathering:

Avoiding financial assumptions

"The school does offer a lot of options however not accessible to all families." (Parent)

As a starting point, we will use our parental survey to gather data about existing barriers to our families. We will use this data to identify specific interventions under the following categories:

Getting dressed for school

Travelling to school

Friendships at school

Learning at school

School trips

Fun events

Eating at school

Attitudes towards poverty

School clubs

Home learning

**THE COST OF
THE SCHOOL DAY**

Getting dressed for school:



We understand that having a values based approach is essential to supporting pupils to feel included when they are at school regardless of the clothes they wear. 100% of new start families are offered uniforms to take away with them and all children who arrive at school without uniform are offered something to wear. However, we know that families find costs of uniforms the biggest financial strain when preparing for school and greatly impacts on our attendance rates. (Groupcall 2024 and parental survey 2024)

**THE COST OF
THE SCHOOL DAY**

Getting dressed for school:



Clothing grant forms are regularly signposted through school newsletters and applications are available from the school or online.

We have new uniforms available to pupils who need them along with indoor shoes for pupils who do not have a change of shoes. Parents/carers are supported with applications to clothing grants and we support families through the clothing bank.

As a result of previous surveys sent to parents, we continue to provide warm jackets, gloves and hats for the colder weather. We also provide adult sized items when they are donated- this runs year-round. Parents can drop in when they need to and items are always available during coffee and chat mornings, parent consultations and various school events.

**THE COST OF
THE SCHOOL DAY**

Getting dressed for school:



We complete individual clothing bank referrals for those parents who request support. Uniforms are always available to parents and new parents are sent home with a set of school jumpers to start them off.

This Halloween we ran a 'Spooky Swap Shop' to provide parents with an alternative to buying new costumes. We are currently running a Christmas Jumper Swap to encourage families to donate their old jumpers and pick up gently used jumpers to reduce costs during the holiday season.

Cost of leavers hoodies are subsidised by the PPA and school fun to ensure all P7 leavers receive a hoodie.

**THE COST OF
THE SCHOOL DAY**

Getting dressed for school:



Issue identified	Baseline information	Desired outcomes	Interventions	Start date / Outputs	Evaluation date / Outcome indicators	Leads
Action - Reduce the financial strain of purchasing uniform throughout the year						
<p>Uniform costs impact the most on our families.</p> <p>Not all families are aware there is support for purchasing uniforms.</p>	<p>94% of parents feel that purchasing uniform is the event that costs the most throughout the school year.</p> <p>20.5% of families are not aware of support for uniforms.</p>	<p>Greater uptake on uniform grants.</p> <p>Increased awareness of uniform bank referral process.</p> <p>Higher number of families aware of support (percentage rise).</p>	<p>Signposts throughout the year on support available.</p> <p>Newsletter focussing on support sent monthly.</p> <p>Regular groupcalls.</p> <p>Uniform swap/stalls available at all events.</p> <p>Regular opportunities for parents to access uniform before and after school.</p>	<p>Term 1</p> <p>Identify number of uniform bank referrals.</p> <p>Supply uniform to all new starts.</p> <p>Uniform exchange</p>		<p>R. Moses</p> <p>S. Davidson</p> <p>K. Russell</p>

Travelling to school:



The majority of our children live within walking distance to the school. After school clubs run in school or WCHS where there is no need to travel any distance.

For those children living in Polbeth and outlying rural areas the school has a designated bus and minibus service. Transport travelling expenses are paid for children attending their catchment school if they live more than one and a half miles from the school. Where there is no public transport, contract buses are provided.

Targeted:

School office staff provide support to those requiring assistance to complete transport applications.

A walking bus is now offered to pupils struggling with attendance. They are collected from home by two members of staff.

Travelling to school:



Issue identified	Baseline information	Desired outcomes	Interventions	Start date / Outputs	Evaluation date / Outcome indicators	Leads
Action – Ensure all families are aware of support available to complete transport applications						
Not all parents are aware of support available to apply for school transport.	55.6% of parents are unaware that there is help with travel costs to school	100% of parents aware of support for transport applications.	Signpost at parent events. Monthly newsletter Groupcall reminders	Term 1 To continue on a monthly basis.		Office staff

Friendships at school:



19.6% of parents surveyed said that spending time with friends was an added expense.

Universal:

Uniform is promoted to negate any peer pressure for branded and fashion clothing. While there is a device policy in schools, all pupils have access to digital technology in school. Our school ensure the ethos is one which promotes respect, inclusion and equity. We take a restorative approach to supporting pupils with building positive relationships with their friends and peers. All pupils have access to digital technologies in school.

Children have opportunities to take part in Junior Leadership Groups which allows them to join in activities with pupils who have similar interests as well as contribute to school improvement.

Friendships at school:



Targeted:

Social skills support groups are well established to support children develop their communication and social skills. We have mini-nurture groups running, social skills and H&WB groups run by a dedicated nurture PSW. This is organised by our H&WB champion. All of these groups target pupils who require opportunities to build confidence in social situations and develop their peer relationships and friendships.

**THE COST OF
THE SCHOOL DAY**

Learning at school:



34% of families feel that the cost of buying supplies at school is an added cost.

Universal:

Stationary is provided for all classes to access at all time. There are options for resources to be borrowed to support learning i.e. devices, dictionaries, rulers, calculators, scissors, glue. Learning resources are accessible within all classrooms and pupils are encouraged to use a variety of manipulatives to support their learning. QR code check-ins with the HT and DHT are available to all pupils in class.

All pupils have a trusted adult who is identified at the beginning of the school year. This adult is someone pupils can speak to when they are having difficulties at school or home.

**THE COST OF
THE SCHOOL DAY**

Learning at school:



Targeted:

Bespoke learning plans are created for pupils who require additional support. This is monitored termly through excellence and equity meetings. Positive response plans are in place to support positive behaviour for individuals. IEP reviews are held regularly providing learning targets for those who require support for their learning.

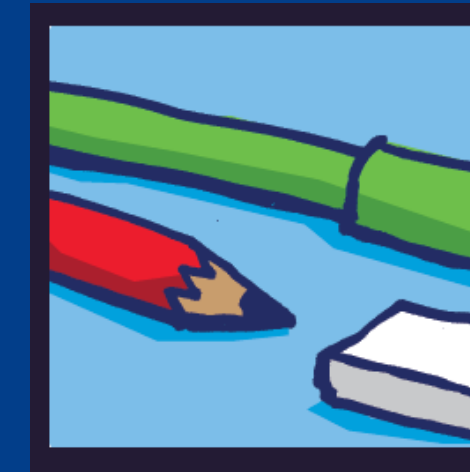
We have dedicated support staff who are funded through PEF to support attainment in Numeracy and Literacy.

Children actively take part in setting their targets and have a leadership role in review meetings carried out. Children who require mental wellbeing support are allocated a key member of staff to check-in with on a daily basis. Transition passports are created for identified pupils across all stages when meeting new teachers and moving on to a new class. Place 2 Be support is provided for pupils in P6-P7.

At Parkhead, all staff understand that pupils need to be emotionally ready to learn and the support they need to get to that point is provided by staff. As such, pupils complete Zones of Regulation check-ins daily to ensure we are able to support individuals who need more targeted support with their wellbeing.

**THE COST OF
THE SCHOOL DAY**

Learning at school:



Issue identified	Baseline information	Desired outcomes	Interventions	Start date / Outputs	Evaluation date / Outcome indicators	Leads
Action – Look at ways to support parents who may need help with buying stationery or preparing for school						
Some families feel that purchasing resources/stationery for school is an added expense.	34% of families feel that buying resources for school is an added expense.	Raise awareness of exactly what is supplied when pupils come to school.	<p>Preparation station – introduce a stall similar to a tuck show but with stationery supplies.</p> <p>Collect donations of items to supply to children.</p> <p>Contact local business who may be able to support.</p> <p>Look at PB as a way to tackle issue.</p>	Term 2		School staff

School Trips:



Universal:

We plan school trips in advance to ensure parents/carers are notified in a timely manner. However, 46% of families highlighted that the cost of trips is an added expense that creates financial strain.

Class trips are limited to one annually to reduce the cost. We subsidise the cost of trips by using the school fund to pay for transport. All pupils have the opportunity to attend residential experiences throughout their time at Primary School. School trips can be paid up in instalments through Ipay and we actively encourage pupils to join the credit union.

For the session 2024/2025 all pupils will attend class trips funded by the Participatory Budget as this was highlighted in a survey as the most important to families. Parkhead will aim to ensure all pupils attend the trips.

**THE COST OF
THE SCHOOL DAY**

School Trips:



Targeted:

PEF pupils are offered places at a reduced rate and where possible, trip costs are waived for those from low income families.

Pupils run enterprise projects to raise funds to reduce the cost of end of year excursions i.e. P7 end of year trip.

Senior leadership team support families and sign post them for financial help if and when required.

Clothing and necessary items for camp and excursions are provided by staff for those pupils who may need them.

**THE COST OF
THE SCHOOL DAY**

School Trips:



Issue identified	Baseline information	Desired outcomes	Interventions	Start date / Outputs	Evaluation date / Outcome indicators	Leads
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Action – Reduce the pressure on families to pay for school trips

<p>School trips has been identified as one of the greatest expenses to families.</p>	<p>60.5% of families are unaware that there is support available to pay for school trips.</p> <p>Parents feel that not enough time is given in advance of trips to pay.</p>	<p>For the cost of all school trips to be subsidised for all children.</p> <p>For all pupils who wish to take part in optional excursions like skiing or residential camps to be offered support.</p> <p>To ensure all families are aware of support available for school trips.</p> <p>Identify patterns in pupils who do not bring in forms for trips or are absent on trip days.</p>	<p>Dress down day donations to be put towards class trips.</p> <p>For participatory budgeting and PEF funds to be put towards trips for those who wouldn't take up an offer of camp or skiing.</p> <p>Ensure COSD newsletters are highlighting what support we can offer</p> <p>To ensure all letters home highlight the availability of support.</p>	<p>Term 1 –</p> <p>Class teachers to discuss school trips/excursions with their class to decide in advance where they are going.</p> <p>Set up payment plans for class trips.</p> <p>Highlight what we can do to support families.</p> <p>Target identified families to offer support.</p>		<p>School Staff DHT</p>
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THE COST OF THE SCHOOL DAY

Fun events:



69% of families feel that fun events in school add extra costs across the school year.

Universal:

Fun events such as dress down days are donation only rather than a specific contribution to reduce the cost of the school day. We ask for donations at fundraisers. PPA events i.e. family film day are donations only. Fun events in school including celebrations, focus weeks etc are paid for using school funds.

Targeted:

Free tickets to events such as the Harburn Players Pantomime and Polbeth Community HUB Halloween and Christmas events are offered to PEF pupils. Our Easter Fayre offered golden tickets to families who may struggle financially to attend the Fayre. Children were given tickets redeemable at all stalls.

**THE COST OF
THE SCHOOL DAY**

Fun events:



Issue identified	Baseline information	Desired outcomes	Interventions	Start date / Outputs	Evaluation date / Outcome indicators	Leads
Action – To ensure all pupils are able to take part in fun events at school. Identify barriers to participation.						
<p>Pupils are often absent on dress down days or do not take part due to financial constraints.</p> <p>How can fundraising take place in a non-stigmatising and inclusive way.</p>	<p>18% of families highlighted the impact dress down days donations has on them financially.</p> <p>Families have responded to the survey to request that dress down days be free.</p>	<p>For all pupils to feel like they can take part in fun events at school.</p> <p>To identify if attendance is affected by fun day activities at school.</p> <p>Ensure events like Christmas parties and discos are inclusive for all pupils.</p>	<p>Look at changing the wording of ‘dress down day’ to dress as you please.</p> <p>Rebranding and ensuring all families know that no donation is expected.</p>	<p>Term 1</p> <p>Highlight in newsletter</p> <p>Checking Semis information on attendance.</p> <p>Monitor dress down day attendance.</p>		<p>School Staff</p> <p>DHT</p> <p>HT</p> <p>PPA</p>

Eating at school:



Universal:

Our school website and has continual links to FSM and milk applications. Cashless catering means there are fewer stigmas attached to pupils eligible for free school meals. Snacks for any events within the school such as the Halloween Disco and Christmas parties are funded by the school. Free snacks are available to all pupils.

The school operates free breakfast club for all pupils. This is heavily promoted to all new families and pupils in our school.

Targeted:

For those who are late to school or have not had breakfast, support staff and, the SLT and teachers operate a check-in system for vulnerable pupils and breakfast is provided.

**THE COST OF
THE SCHOOL DAY**

Eating at school:



Targeted:

For those who are late to school or have not had breakfast, support staff and, the SLT and teachers operate a check-in system for vulnerable pupils and breakfast is provided.

Free snacks for all pupils ensure those who do not have a snack are able to have one. This is offered to all pupils therefore there is no stigma attached to asking for a snack.

Water bottles have been purchased to provide every pupil with a free, refillable, water bottle. Office staff is regularly available to discuss and support parents through the FSM application process. This is aimed at providing technical support and guidance along with support reading and filling in documents.

We work in partnership with Polbeth and West Calder Community Hubs to support families who require additional support with providing food for their families.

We have a food bank at school available from the Nursery.

**THE COST OF
THE SCHOOL DAY**

Eating at school :



Issue identified	Baseline information	Desired outcomes	Interventions	Start date / Outputs	Evaluation date / Outcome indicators	Leads
Action – To						
<p>Families struggling to buy school lunches and snacks.</p> <p>Families not eligible for FSM needing support.</p> <p>Are there ways to reduce pressures by reducing costs elsewhere?</p>	<p>35.4% of families feel the strain that buying snacks has on their budget.</p> <p>46% of families highlighted lunch costs as the top three costs across the school year.</p> <p>Families highlighted that those who are not eligible for FSM also struggle.</p>	<p>For all families eligible for FSM to take up offer.</p> <p>To provide snacks for all pupils in school.</p> <p>Introduction of a food bank for families to support in other areas.</p> <p>Links with Polbeth Hub and food bank to support those who are struggling.</p>	<p>Office staff to support applications for FSM.</p> <p>Continue healthy snack but raise awareness to the school community.</p> <p>Look at working with partners and community to provide food donations.</p> <p>Online form for families to request food items.</p>	<p>Term 1</p> <p>To be trialled term 1/2</p>		<p>School Staff</p> <p>DHT</p> <p>HT</p> <p>PPA</p>

Attitudes towards poverty:



Universal:

School staff have good relationships, awareness, knowledge and understanding of the children and families in our school. Our curriculum is in the process of being refreshed to allow us the opportunity to explore the issues surrounding poverty.

All pupils are part of a Junior Leadership Group where they discuss and take action on certain topics including; community links, cost of the school day, developing the young workforce and health and wellbeing.

The Poverty Related Attainment Gap is regularly discussed with staff at excellence and equity meetings. All pupils are developing their understanding of equity and what it means in relation to their learning.

**THE COST OF
THE SCHOOL DAY**

Attitudes towards poverty:



Targeted:

Our staff offer regular drop-in sessions and speak with individual families in regards to supporting and sign posting to help available. We have positive multi-agency and partnership working, which offers support for those that require individualised input.

Our Pupil Council has taken part in participatory budgeting activities linked to school improvement by developing our therapeutic space. They have also begun to use the Cost of the School Day toolkit to raise awareness of the need to reduce financial barriers to participation at school.

Pupils have opportunities to discuss issues surrounding poverty and how it affects them through participation in the Pupil Council Junior Leadership Group. To gain parent/carer's opinions and experiences on issues surrounding poverty we sent out a survey to gain insight into what financial barriers they face linked to their child's participation at school.

**THE COST OF
THE SCHOOL DAY**

School Clubs:



Universal:

All in school led/organised after school clubs are run by school staff and are free of charge. Where an external coach is used and a small charge is applied, our staff team can organise funding through PEF where appropriate to ensure these can be accessed by all of our children. Our clubs take place in school or in West Calder High School which requires no transportation.

Targeted:

Our staff team signpost and encourage families to attend school clubs and activities. The SLT track and monitor pupils who have attended after school clubs through excellence and equity meetings ensuring all pupils have opportunities to attend clubs if they desire.

Home learning:



Universal:

Home learning does not rely on ICT. If this is needed, laptops are provided by the school as well as paper copies of work to ensure all pupils have access to home learning activities.

Targeted:

Our staff run homework support sessions to offer help/advice and support when required.

Participatory Budgeting:

Participatory budgeting consultation with pupils and families is ongoing.

One of the ways we aim to use the PB is to support all families to take part in school trips, fun events at school and free snack to all.

Ongoing self-evaluation will take place through the COSD working group. COSD Tool kit will be used to support ongoing self-evaluation as well action plans laid out in the COSD statement.

Communication with the school community will take place during PPA meetings, working groups as well as monthly newsletters and Groupcall.

The COSD strategy will be available on the school website with links through the school SIP.

**THE COST OF
THE SCHOOL DAY**