

# Affordable Schools Strategy

Secondary



Wiltshire Council



<b>1 INTRODUCTION TO THE 'AFFORDABLE SCHOOLS' STRATEGY</b>	<b>5</b>
Evidence based practice	6
Implementing Affordable Schools	7
Team around the Affordable Schools strategy	9
Key considerations (to support schools review policy and practice)	10
Affordable Schools toolkit	11
Evaluation	12
<b>2 RESOURCING THE SCHOOL DAY</b>	<b>13</b>
<b>3 ENRICHMENT AND OPPORTUNITIES</b>	<b>21</b>
<b>4 HEALTHY BODY, HEALTHY MIND</b>	<b>27</b>
<b>5 SECURING POSITIVE PARTNERSHIPS</b>	<b>34</b>

## Foreword

Welcome to the Affordable Schools strategy and the opportunity to embark on a strategic school improvement journey which ensures all pupils have the opportunity to participate, learn and thrive. Designed with schools, for schools, this accessible guide brings together a large collection of ideas, experiences and practical suggestions to help schools build a universal, equitable approach, 'through the lens of affordability'.

Thank you also for your commitment to becoming an [Affordable School](#). Schools are the change makers at the heart of each community and every day, in every interaction, it is in our gift to bring about the change required to steadily overcome the challenges of disadvantage; [together we will make a difference](#).

**Kate Wilkins** (Wiltshire Disadvantaged Learners Lead & School Leadership)

**Vicky Gordon** (Wiltshire Vulnerable Pupils Advisor and SIA)

## Affordable Schools: the background

The impact of poverty is one of the most significant barriers to overcome when improving the life chances of our most vulnerable learners. It is the strongest statistical predictor of how well a child will achieve at school but rarely has a single cause. Some children are born into poverty, while the lives of others may be shaped by life events which impact on financial stability, such as taking on a caring role, parent separation, bereavement, illness and changes to employment.

'It is helpful to think about the barriers facing students in poverty as interconnected 'binds' which restrict and impact their educational journey. Children's efforts to negotiate these binds often have unintended negative consequences; e.g. parental job loss can prompt a move of home and school, in seeking social acceptance and belonging the child prioritises peer approval over success within the school where they have a weaker sense of fitting in and belonging, or the child doesn't tell Mum about the school trip because she knows Mum can't afford to pay for it.' (Brown 2014)

## What is Affordable Schools?

We recognise that, to authentically ensure equitable education for all our children, we must work in partnership to bring about system change, so a brighter future is a right for all, and not a privilege for some. The Affordable Schools strategy is a fully resourced, universal, non-stigmatising and proactive approach which will empower schools to:

- Develop a widely shared understanding of the causes, barriers and challenges faced by pupils and families who are living in poverty
- Make universal, positive changes to policies and practices that will improve the experience of all, especially the most vulnerable.

The 'Affordable Schools' strategy is built on a set of **guiding principles**, ensuring that every day, in all our interactions, we take advantage of opportunities to challenge and steadily overcome the effects of disadvantage

- An Affordable School is committed to reducing poverty related stigma by deliberately making positive changes to every aspect of school policy and practice through the lens of affordability
- Any 'affordable' provision is a universal provision: we cannot be certain at any one time which families, or members of the school community, are experiencing financial hardship so our policies and practice should not identify, exclude, treat differently or make assumptions
- Being 'affordable' means being creative and solutions focused to ensure our provision and curriculum offer is always easily accessible to all students, without limiting the quality of education
- Relationships are key to the success of the Affordable Schools strategy
- Strong leadership and positive action will make a difference to our school communities.

The **Affordable Schools** strategy draws widely on information and resources published by:

### **The Children's Society**

The Children's Society a United Kingdom national children's charity allied to the Church of England. The charity's objectives are to improve the lives of children and young people and the related social attitudes [The Children's Society - UK children's charity \(childrenssociety.org.uk\)](https://www.childrenssociety.org.uk)

### **Child Poverty Action Group (CPAG)**

Child Poverty Action Group is a UK charity that works to alleviate poverty and social exclusion [CPAG - Home](https://www.cpag.org.uk)

### **Children North East (Poverty Proofing)**

Supporters, professionals and volunteers who have been changing the lives of babies, children, young people and families across the North East for 130 years [Homepage - Children North East \(children-ne.org.uk\)](https://www.children-ne.org.uk)

“It doesn’t matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools.”

[EEF\\_Implementation\\_Guidance\\_Report\\_2019](#)

The ‘Affordable Schools’ strategy is designed to fully support schools from the initial organisation and launch of the strategy through to securing sustained improvement which brings about deep and lasting change. While every school is different, there are common themes and needs across our settings which will be met through effective implementation as an on-going process rather than one-off event. By using the wide range of resources, guidance documents and planning materials which are available in the ‘[Affordable Schools Toolkit](#)’, we aim to deliver high quality, universal provision which benefits all, especially the most vulnerable. An [Implementation Plan](#) is included in the ‘[Strategic Plans and Resources](#)’ section of the toolkit on Wiltshire Right Choice to support effective implementation.

**The Affordable Schools Handbook and Toolkit is organised into 4 themed areas:**

**Resourcing the School Day**

**Enrichment and Opportunities**

**Healthy Body, Healthy Mind**

**Securing Positive Partnership**

Each themed area has been broken down into key principles, common barriers, questions to explore, relevant policies, quick wins, ‘digging deeper’ strategies and resources. The statements and suggestions within each area provide useful hooks for schools to plan improvement; they are not exhaustive and can be used flexibly to meet the priorities of schools.

Affordable Schools theme	Coverage
<b>Resourcing the School Day</b>	Exploring, through a 'cost of living' lens, the demands of the school day and how to bring about positive change to policy and practice
<b>Enrichment and Opportunities</b>	A broad, rich and equitable offer at the heart of every school community with strategies deliberately designed to ensure access for all
<b>Healthy Body, Healthy Mind</b>	Considering equitable school provision which nurtures children and ensures basic needs are met so they thrive as learners in the classroom
<b>Securing Positive Partnerships</b>	Strong partnerships & relationships as central to securing whole school community success with strategies to promote engagement and improve outcomes

Key policies are highlighted in each themed section so that schools can prioritise these for review and make any necessary changes to practice and procedure. The following statement can be included in all policies which have been reviewed 'through the lens of affordability' to reflect the **Affordable Schools** commitment.

This policy has been reviewed through the lens of affordability ensuring that the principles of an Affordable School are active and have a positive impact on reducing poverty related stigma.



### Groundwork

Working group identified. All staff awareness and buy in

### Information gathering

Audit of costs throughout school

Staff views on costs, barriers and solutions

Pupil views on costs, barriers and solutions

Parent carer views on costs barriers and solutions

### Analysis

What are the main issues? What do we focus on?

### Action

Actions to tackle barriers identified



Reflecting on the following questions can help you consider the best ways to mitigate the effects of poverty in your school, particularly as a result of the pandemic and growing cost of living crisis:

- How affordable is your school? How confident are you that children and families feel that they will be met with understanding and empathy if in need of support?
- How effective is your Charging and Remissions policy in acknowledging poverty related stigma and highlighting your commitment to support lower income families?
- How effectively are financial entitlements like Free School Meals and support grants for families on low incomes being promoted to families? Do all families in the school know what is available if it is needed? Are there processes in place to support families to apply for and benefit from extra help?
- How are you communicating with families to find out what resources are needed for children to learn? What processes are in place to provide resources for all children who need them?
- To what extent are school policies and practices designed to reduce financial pressure on families and include children and young people on low incomes? Are there particular practices or policies that could be established or reinstated that have clear benefits for low income families, for example extended school services such as after school clubs?
- Is there a shared and assumption free culture which understands differing home circumstances and how they may impact on pupils' attitudes and learning (e.g. parents being 'time poor' due to shift working/additional hours etc rather than lack of interest)?

The Affordable Schools Toolkit, hosted on the resource page on Right Choice, contains information, guidance materials and resources to support schools effectively implement and deliver the Affordable Schools strategy. The Affordable Schools Toolkit is designed to support school leaders and staff with conversations and activities which will embed the principles of an Affordable School, alongside providing comprehensive case studies of effective implementation.

**Vision, Strategy and Implementation**

**Resourcing the School Day**

**Enrichment and Opportunities**

**Healthy Body, Healthy Mind**

**Securing Positive Partnerships**

Go to: <https://rightchoice.wiltshire.gov.uk/P30675>

Becoming an **Affordable School** requires a shared understanding and acknowledgement of how important 'affordability' is in all parts of school life. Ensuring that a rich and broad education is affordable for all, is **everybody's responsibility**.

Evaluating activities to see whether they are achieving their aims is crucial, but in practice can often be overlooked. To support practice, an Affordable Schools audit is included within the toolkit to help schools understand how 'affordable' they are in their approach and what else can be done to reduce poverty related stigma.

There are eight sections to the audit. Each section has been designed to give school teams opportunities to reflect on practice and secure the most appropriate next steps to help a school on their journey to becoming '**Affordable Schools Aware**'.

- School leaders are visibly committed to making their school 'Affordable'
- School ethos and culture
- Curriculum, teaching and learning
- Pupil Voice
- Staff professional development.
- Monitoring impact
- Working with parents and carers
- Targeted support

Once schools have completed one year of their Affordable Schools journey, they will be eligible to apply for an 'Affordable Schools' mark which can be displayed on your school website and other areas to celebrate successful practice and communicate your commitment to universal 'affordability' practice which meets the needs of your school community. The 'Affordable Schools' mark will build through Bronze, Silver and Gold for each year of your commitment to the strategy and evidence of impact.

### Year one Bronze

Adopt and implement Affordable Schools strategy



**Affordable Schools**  
WILTSHIRE

### Year two Silver

Deepen practice and on-going evidence of impact



**Affordable Schools**  
WILTSHIRE

### Year three Gold

Sustained, culturally embedded practice with notable impact on outcomes



**Affordable Schools**  
WILTSHIRE

### Exploring, through a 'cost of living' lens, the demands of the school day and how to bring about positive change to policy and practice

#### Rationale

1. Access to the full curriculum and all learning tasks, wherever possible, is designed to require no financial outlay and reasons for non-completion of tasks/homework, and not having the correct equipment, are assessed through the lens of affordability.
2. Active measures are taken to support a student where their external circumstances present them with additional challenges that would prevent or hinder being ready to learn.
3. Parents should not have to consider the cost of a school uniform when choosing which school(s) to apply for. Therefore, schools need to ensure that their uniform is affordable. 'Where a school's uniform is too expensive it can place an unreasonable burden on families. No school uniform should be so expensive as to leave pupils or their families feeling unable to apply to, or attend, a school of their choice, due to the cost of the uniform.'  
[School uniforms - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
4. We are mindful of the DfE Pupil Premium guidance 'Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn' which emphasises the importance of a nuanced and robust process for identifying needs. [Using pupil premium: guidance for school leaders \(publishing.service.gov.uk\)](https://publishing.service.gov.uk).
5. Schools should commit to an assumption free culture in order to be sure we take a personalised, relational approach. (CPAG 'Don't assume families are ok financially. Instead, show everyone that you are aware of hidden poverty and explain the support that's out there, so nobody gets missed').
6. Schools should have a clear understanding of the total cost and commitment required by families to ensure full participation, including: uniform, equipment, themed days and events, celebrations and special occasions, cake days, fairs and fetes, Christmas, non-school uniform/dress up days etc.

## Questions to explore

- What does it feel like to be a pupil in your school (day in the life of...)?
- Can all students access all elements of the curriculum irrespective of their financial circumstances? What does student/parent voice tell us?
- Are students required to bring in their own pencil cases or other equipment from home?
- Is uniform affordable and information readily available on your school website?
- How do we identify families who would need support?
- How often do uniform sales take place?
- What pre-loved uniform provision is available at your school and how do students and families access it?
- What resources are required for students to complete their homework currently and do we consider impact on financial circumstances?
- Have we considered what families have available on a daily basis (e.g. computers, paper etc) and are we satisfied that we keep up to date with our understanding of family circumstances to be confident of equitable access for all?
- What support is available for those who may not have these resources at home?
- Are there opportunities for students to complete their homework in school if they face barriers at home?
- How equitable is the homework policy – what prevailing culture does it communicate?
- Do you have a clear understanding of the total cost and commitment required by families to ensure full participation, including: uniform, equipment, themed days and events, celebrations and special occasions, cake days, fairs and fetes, Christmas, non-school uniform/dress up days etc.
- What happens if children don't have the correct uniform? Are staff responses consistent and delivered 'through the lens of affordability'?
- Are children sanctioned if they don't have the correct uniform, shoes, PE kit etc?
- Can children take part if they don't have the correct clothing?
- Have transport costs been considered? How do pupils get to school?
- If the school offers support with transport costs, who benefits?

## Key policies to be reviewed

- Uniform and equipment - Statutory guidance: [cost of school uniforms - GOV.UK \(www.gov.uk\)](http://www.gov.uk) , non-statutory guidance [School uniforms: guidance for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Home learning agreement
- Behaviour in schools (school response and sanctions).

Once reviewed, include the statement 'This policy has been reviewed through the lens of affordability ensuring that the principles of an Affordable School are active and have a positive impact on reducing poverty related stigma.'

## Common Barriers

- Expense of compulsory school uniform
- No pre-loved uniform available
- Lack of washing facilities in the home
- Requirement to have specialist equipment for residential e.g. sleeping bags
- Sanctions in place for students who do not have the correct uniform/PE kit/equipment, which leads to pupils feeling disengaged and, if related to affordability, embeds poverty related stigma
- Poor school attendance because it is easier to stay at home rather than navigate the daily material and social challenges
- Expense of day-to-day resources ( pens, pencil cases etc) when the prevailing culture expects 'bring from home'
- Expense of resources linked to the curriculum/enrichment such as money for cookery ingredients (extras) or special kit for an after school sport activity
- Expense of certain specific equipment that is classed as safety equipment for LOTC activities (e.g. fieldwork and / or DofE Expedition kit, such as waterproofs, warm clothing, walking boots, sleeping bags, rucksacks, stoves, etc)
- Expense of text books and revision resources linked to the curriculum and exam preparation
- Homework requires a suitable place to work, resources from home or digital access esp. phones and competing family needs for technology
- Homework requires specific/time consuming support from an adult e.g. projects (living in poverty puts stress on a family. Parents may be holding down multiple jobs, working difficult shifts)
- Broadband issue or getting enough easy access to the Internet

- Time to complete the homework or competing family needs (caring role)
- More than one child in the family home competing for resources (multiplying cost).

### Linked policies and guidance documents

- Uniform and equipment
- Homework/Home Learning
- Anti-bullying
- Accessibility
- Charging and remissions
- Supporting pupils with medical conditions
- SEND
- Behaviour in schools
- Health and Safety
- Exam policy
- Careers Education
- Pupil Premium Statement
- School protocol for meeting with parents.

### Quick wins

- Establish a prominent 'Affordable Schools' space on your school website and populate using materials from the Affordable Schools toolkit (template, model wording, resources)
- Establish a dedicated email address where students and families can communicate challenges which they have around resources, uniform, equipment (e.g. [affordability@aschool.co.uk](mailto:affordability@aschool.co.uk)). Explain that this email address will be viewed only by x member(s) of staff (someone with seniority and a visible, positive relationship with parents) and confidentiality maintained when providing support
- Add helplines, links and information about FSM eligibility for families to your website and weekly/termly newsletters (Affordable Schools section on websites)
- Review the cost of the school day using the calendar and identify events and activities which could be quickly considered to align with your Affordable Schools commitment (NB there will be some quick wins here but also necessary for a longer term 'digging deeper' approach) <https://children-ne.org.uk/cost-of-the-school-day-calendar-2022-23/>
- Ensure non-uniform events (Christmas jumper day) have minimal expectations and that these are well communicated. If there is a more specific requirement make sure this resource is available free of charge for all families (universal)



- Design after-school clubs through the lens of affordability and provide resources, as appropriate
- Provide easy access to digital resources for students experiencing digital poverty or with competing family needs e.g. homework/study clubs, cyber cafes during school or after school
- Advertise to all students where they can access computers, the internet in school or in the local community
- Offer a free study hub, at times within the school day, where students have free access to ICT, printing and library
- Offer free study/catch-up hub after school
- Use more than just online resources to communicate homework tasks
- Open the school early so some children can do their homework in school, link this to a breakfast offer
- Provide pots of pens and pencils in all classrooms, replenish regularly
- Make sanitary products readily available
- Use the Sports Premium Grant to buy kit and boots so that participation in school sports clubs and the curriculum is not affected by lack of resources
- Review curriculum areas through the lens of affordability so cooking ingredients, dishes, carrying containers, fabrics etc are supplied
- Remove visible 'ask' points where pupils have to expose themselves for not having equipment/uniform/curriculum resources etc.

## Digging deeper

Ensure a clear understanding of the total cost and commitment required by families to ensure full participation, including: uniform, equipment, themed days and events, celebrations and special occasions, cake days, fairs and fetes, Christmas, non-school uniform/dress up days etc.

<https://children-ne.org.uk/cost-of-the-school-day-calendar-2022-23/>

Review of uniform policy to include:

- Keep use of branded uniform items to a minimum
- Ensure that uniform supplier arrangements give the highest priority to cost and value for money (including the quality and durability of the garment)
- Ensure the majority of uniform items, and PE clothes, can be purchased from affordable sources such as supermarkets e.g. remove the need for logos at all or limit to a key item

- Remove blurred lines around shoe choice e.g. commit to no brands and black but don't worry about the style (inc. black trainers)
- Fund logo items for all FSM students to match the expectations for all
- Simplify uniform requirements e.g. black leggings rather than a specific type
- Avoid parents having to duplicate items to fit with the school policy (e.g. particular bags, coats)
- Ensure that second-hand uniforms are available for parents to acquire and information on second-hand uniforms should be clear for parents of current and prospective pupils and published on the school's website
- Create an order form for second-hand uniform so parents don't need to identify themselves in front of peers
- Create a high quality, pre-loved uniform store in school (NB ensure uniform is clean and labels removed) – link to reducing environmental impact so the stigma is removed
- Sell new ties, or other required items, in the second-hand uniform shop to save on postage for parents buying from suppliers
- Consider how to link with other organisations or sponsors to provide PE kit, uniforms, boots/ trainers/ swim wear & towels and other related items of equipment provided at the start of the year (or vouchers or starting school bundles).

#### Equipment:

- Consider how to reduce stigma and bullying associated with possessions brought into school e.g. basic equipment such as bags / pencil cases / water bottles / items associated with fashions and trends etc
- Consider how to establish a prevailing culture where stationery i.e. bags, pens/ pencils, colouring items, rulers, calculators, other mathematical equipment, pencil cases are school resources rather than bought from home
- Explore fund-raising options that can subsidise the cost of full participation in school life for pupils living in poverty
- Profile homework/curriculum activities to understand what is being asked of pupils and parents and make reasonable adjustments e.g. gathering together resources for Art, Design and Technology, need for internet access and a computer
- One-page summary of ingredients required for food technology each term to allow mass purchase and advertising the support available from school.
- Create a resource library with donated/school purchased text books and revision guides (possibly donations from pupils when completed Year 11 or 13)

- Establish an “equipment lending library” - Collect some garments and equipment that can be loaned, such as waterproofs, hats, small rucksacks etc. This can be supported by encouraging families to speak to relatives or friends to be able to borrow equipment
- Establish a community officer link/assign family support workers, pastoral manager (or similar) where children/families can go to discuss resource requirements and get support.

#### Homework:

- Profile homework/curriculum activities to understand what is being asked of pupils and parents and make reasonable adjustments e.g. gathering together resources for Art, Design and Technology, need for internet access and a computer
- Establish a department resource area where resources, which may be required, can be taken home to support completion e.g. when completing a creative homework task
- Consider providing a menu of homework ideas rather than one specific task
- Assign family support workers (or similar) to build strong relationships with families around homework
- Link with other agencies to provide support, through training, for parents e.g. Wiltshire Family Learning
- Develop how pupils learn skills that allow them to work independently by implementing metacognition and self-regulation training for staff and parents/carers
- Have a clear and consistent ‘through the lens of affordability’ approach to sanctions regarding incompleteness of homework so that children who would be challenged to complete homework on time are supported (e.g. free homework club is available, support in place for young carers).

#### Behavior:

Reviewing the Behaviour Policy through the lens of affordability to reflect:

- Build positive relationships with individuals with a culture focused on anticipating pupil needs and taking a positive, solutions focused approach
- Profile pupils who are regularly wearing incorrect uniform/not having the correct equipment to understand the root causes and consider actions which can be taken to mitigate against this and the risk of poverty related stigma
- Fully establish a shared understanding of the causes, barriers and challenges faced by pupils and families which enables all staff to respond sensitively to individual pupil circumstances and enables flexibility of response

## Transport:

- Profile your school community to understand the geographical spread and challenges 'through the lens of affordability' which may affect attendance and punctuality or attendance at after school clubs etc
- Take a creative, solutions focused approach to address the identified challenges, on a case by case basis.

## Resources

**Statutory guidance:** Cost of school uniforms - GOV.UK ([www.gov.uk](http://www.gov.uk))

**Non-statutory guidance:** School uniforms: guidance for schools - GOV.UK ([www.gov.uk](http://www.gov.uk))

<https://www.gov.uk/government/news/new-law-to-make-school-uniform-costs-affordable-for-all>

**The Children's Society, Child Poverty Action Group** and **Children North East** joined forces to share some ideas and good practice to show how, with some adjustments to policies and practices, schools can relieve the pressure of uniform costs on children and their families.

<https://cpag.org.uk/affordable-school-uniforms-guide>

<https://www.headteacher-update.com/best-practice-article/making-school-uniforms-affordable-a-case-study-cost-of-living-crisis-poverty-guidance-parents-families/248160/>

<https://www.wiltshire.gov.uk/family-learning>

<https://www.shinecharity.org.uk/starting-secondary-school/supporting-your-childs-development-at-home-12-to-19-years>

## Period Poverty:

Period product scheme for schools and colleges in England - GOV.UK ([www.gov.uk](http://www.gov.uk))

# ENRICHMENT AND OPPORTUNITIES

**A broad, rich and equitable offer at the heart of every school community with strategies deliberately designed to ensure access for all.**

## Rationale

- Enrichment policy, practice and process should be reviewed through the lens of affordability so that it meets the needs of the wider school community and individuals
- Active measures should be taken to ensure extra-curricular activities are planned through the lens of affordability without causing embarrassment and stigma. This will ensure students can access all available activities and do not have to make choices based on price and equipment needed
- We are mindful of the DfE Guidance for use of Pupil Premium and understand that PP funding can be used for 'Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips' [Using pupil premium: guidance for school leaders \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- By thinking creatively, many enrichment opportunities and experiences can be provided free of charge and the school is committed to this approach where possible.

## Key policies to be reviewed

- Enrichment/extra-curriculum activity
- Educational Visits/Learning Outside The Classroom (LOTC)
- Careers Education.

Once reviewed, include the statement 'This policy has been reviewed through the lens of affordability ensuring that the principles of an Affordable School are active and have a positive impact on reducing poverty related stigma.'

## Questions to explore

- Who has overall responsibility for enrichment? How is this role developed around affordable schools principles?
- How do you address inequalities in life experiences beyond school of all your pupils when deciding what trips to offer?
- How much do staff understand about affordability and the organisation of events in their department or faculty?
- What do departments have planned for the academic year ahead? How are plans communicated to parents?

- Are plans for educational visits across the year mindful of overall cumulative costs to parents? i.e. balance local low / no cost activities with activities further afield that include costs
- How do you ensure that families have enough time to pay for school activities and events?
- How do you communicate with families about the curriculum and enrichment offer and financial support which is available?
- How do you track enrichment, take-up of clubs, participation?
- Who does and doesn't take part in clubs? Are there any patterns by income?
- Is there resilience within school finances to ensure that students receive the curriculum entitlement, and enrichment, through LOTC opportunities?

### Common barriers

- High cost school trips which prohibit pupils from lower income families
- School trips which may be gap wideners (e.g. Ski trip where the barrier may be around some children not being able to ski before the trip compared to some children who will already know how to ski because of life chances beyond school. Does this make a 'ski trip' stigma inducing rather than reducing stigma?)
- Level of cost associated with after school clubs/curriculum/enrichment/materials
- Families not given enough notice when trips, extra-curricular activities and fundraising events are organised
- Cost of travel, or travel logistics, to and from after school activities
- Parents may not have regular online access, or be time poor, so struggle to sign up for activities within allocated time frames
- Students will veto an opportunity, and not share information with parents, because they know this may place undue financial pressures on their family
- Families may struggle to prioritise competing needs of several family members
- Students may miss out on careers opportunities as a result of financial cost of visits to institutions (e.g. work experience placements, universities, FE college)
- Students may miss out on regular physical exercise opportunities, due to affordability
- Lack of consideration 'through the lens of affordability' about experiences and cultural capital which pupils bring to learning in the classroom (e.g. asking children to write about what they did at the weekend/during the holiday etc).

## Policies

- LOTC/Educational visits policy
- Anti-bullying
- Accessibility
- Careers education
- Attendance
- Charging and remissions
- Pupil Premium Statement
- SEND
- Supporting pupils with medical conditions
- Behaviour in schools
- Health and Safety
- Enrichment/extra-curriculum activity
- School protocol for meeting with parents.

## Quick wins

- Careers team or external agency always prioritise vulnerable students
- Ensure all vulnerable students have a suitable placement during career's week, and get priority access to other careers opportunities
- Ensure all vulnerable students have transportation options to and from work placements
- Offer a range of clubs at lunchtimes
- Use a portion of PPG funding (wider strategies) to help vulnerable students access high-cost activities
- Spread the cost of visits and activities using Parent Pay (or similar) and payment plans
- Introduce a voucher system for spending money on residential trips e.g. all students have vouchers to spend (some students will be provided with vouchers whereas others will pay for the vouchers)
- Access the heavily subsidised music tuition service (Wiltshire Music Connect)
- Always ensure a minimum expectation of applications for a trip are taken up by vulnerable pupils (schools set own % targets)
- Consider the ease and equity of your sign-up system for clubs and activities to understand whether it advantages those who are already advantaged (e.g. if first come, first served then is it the same families who are always at the front of the queue?)
- Consider the geography of your school community and identify whether there are any pupils and families where transport may be a barrier to accessing extra-curricular activities

- Provide taxis or use the school mini-bus to transport children home after club
- Locality should be considered as a useful LOTC resource for frequent LOTC opportunities. Low cost and local often go together.

## Digging deeper

Strategically review all aspects of enrichment policy and practice to identify pressure points for pupils and families, including taking account of the following strategies:

- Create a fully costed calendar of enrichment and extra-curricular events for each year group to help understand the cost of a year and what that would equate to on a weekly/monthly basis
- Identify cost saving measures which could be taken to reduce overall affordability (e.g. cluster/partner school collaboration, staff expertise, transport sharing, resource sharing etc)
- Clearly communicate the fully costed curriculum/enrichment offer at the start of the year and provide options for an appropriate payment schedule which spreads the cost and secures greater affordability (e.g. costed menu with option to spread into monthly instalments) or, as a minimum, ensure cost of activities is communicated with strong consideration given to providing notice (e.g. provide at least a year's notice for trips abroad or high expense activities)
- Ring-fence monies, identify charities, community groups, organisations and bursaries which can finance/supplement high cost activities
- Track take up of residentials, enrichment and extra-curricular activities to ensure equitable access to the opportunities on offer; act quickly to ensure no child is left behind (this could be linked to a pupil entitlement charter)
- Approach/offer sign up to vulnerable families first; do not rely on all parents being able to respond to systems such as a 'first come first serve' approach
- Create a system which leads with expressions of interest for trips and includes indication that financial support will be required before a deposit is requested
- Consider the necessity of e.g. a 'Ski trip' by understanding this opportunity through the lens of the affordability guiding principles and take action to ensure that such an expensive, resource and skill heavy trip reduces poverty related stigma
- Ensure that any enrichment best bets include preparations for the next stage of a student's education/life e.g. include trips to visit places of work, universities, colleges etc. This could be linked to a student's entitlement charter within the school outlining where the students will be able to receive enrichment to their education and acts a monitoring tool



- LOTC opportunities further afield will provide the support, enrichment and extension needed for students. Consider the curriculum links to LOTC and the visits that would provide cross-curricular support, life skills links and enhancement of prior learning, i.e. which visits are the most cost effective in terms of the impact gained to support student progress
- Consider costs of an educational visit as a group issue rather than an individual participant responsibility and organise fundraising activities on a group basis to subsidise or wholly fund the visit
- Approach the PTA / Friends of School to help access charitable trust funding.

## Resources

**FUEL** is the holiday activity and food programme funded by Department of Education and aims to provide children who are eligible for benefits related free school meals (FSM) with free access to enriching activities, nutritious meals and healthy eating information during the Easter, Summer and Christmas holidays.

FUEL programme - Wiltshire Council

<https://wiltshiremusicconnect.org.uk/schools/inst-vocal/subsidies/>

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment>

<https://governorsforschools.org.uk/blog/enriching-experiences-for-every-child/>

<https://www.stem.org.uk/secondary/enrichment>

<https://bucketlistjourney.net/high-school-bucket-list/>

Home - Platform (platformrail.org)

### **Council for Learning Outside the Classroom**

<https://www.lotc.org.uk/>

### **Learning through Landscapes (school grounds educational charity)**

<https://www.ltl.org.uk>

### **Low cost models for Residential Visits**

<https://www.learningaway.org.uk/free-resources/lower-cost-models/>

Football Beyond Borders: school-based programming to support young people to finish school with the skills and grades to make a successful transition into adulthood [Football Beyond Borders](#)

For more information on the cost of a **university education and student debt**:

- [www.moneysavingexpert.com/banking/student-money-saving](http://www.moneysavingexpert.com/banking/student-money-saving)  
Dedicated to helping you save money and find the best deals, based on detailed journalistic research
- [www.student-finance.co.uk](http://www.student-finance.co.uk)  
Advice on student finance
- [www.118student.co.uk](http://www.118student.co.uk)  
Advice on getting a loan, grant or insurance
- [www.ucas.ac.uk/students/studentfinance](http://www.ucas.ac.uk/students/studentfinance)  
UCAS site on student finance
- [www.suttontrust.com](http://www.suttontrust.com)  
Charity promoting social mobility through improved access to education
- [www.thecompleteuniversityguide.co.uk](http://www.thecompleteuniversityguide.co.uk)  
For a summary of how bursaries and grants work
- [courses-careers.com](http://courses-careers.com)  
Check out the bursary searcher.



Considering equitable school provision which nurtures children and ensures basic needs are met so they thrive as learners in the classroom.

### Rationale

- An Affordable School will mitigate against the causes, barriers and challenges faced by lower income families and devise strategies to address the impact on mental health and wellbeing
- An Affordable School will operate with transparency and take active measures to address challenges presented by food poverty (e.g. availability and costings of food so pupils can make personal judgements about affordability)
- We are mindful of the DfE Guidance for use of Pupil Premium and understand that PP funding can be used for 'Breakfast clubs and meal provision'  
[Using pupil premium: guidance for school leaders \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- Exploring poverty and inequality and thinking about how to make their environment more inclusive for all can also support children's participation, voice and activism around social issues.

### Key policies to be reviewed

- Food and nutrition
- Anti-bullying
- PSHE & Citizenship

Once reviewed, include the statement 'This policy has been reviewed through the lens of affordability ensuring that the principles of an Affordable School are active and have a positive impact on reducing poverty related stigma.'

### Questions to explore

- Can students at your school identify which of their peers are in receipt of free school meals?
- What do students think of their school lunch experience?
- How do we collect insights into what students think of lunchtime at your school?
- Do students on free school meals have the same school food options as their peers, including at break times and at different times of the year?
- Do all students take up their free school meal entitlement?
- How effective is your food policy and has it been considered through the lens of affordability?
- How can we best use foodbanks?

- How is the school providing visible senior leadership for the impact of poverty related stigma on mental health and wellbeing?
- How does the school anti-bullying policy respond to incidents which are related to poverty?
- How does the school assess the needs of students and the impact of interventions to improve wellbeing and reduce poverty related stigma?
- How does the school ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services?
- Are pupils able to access a wide range of physical activities and opportunities inside and outside of school to improve mental and physical health?
- Are there curriculum opportunities to develop pupils' understanding within 3 key areas:
  - **Health and wellbeing:** helping learners to explore their rights and the rights of others; how to bring about positive change at school and in the wider community; and the factors which create a more welcoming environment for all
  - **Social studies:** exploring the impact of inequality, discrimination or prejudice on people's lives; analysing why some groups experience inequality; attitudes towards inequality; how the needs of groups within the local community can be supported and how inequality might be addressed
  - **Religious and moral education:** thinking about values, and how they can affect actions; considering how values like honesty, respect and compassion might be applied to moral issues; and thinking about the impact moral decision making has on society.

### Common barriers

- Mental health can be a sensitive subject to discuss, especially so in families where mental health is presenting challenges
- Mental health is seen as the cause rather than the effect (of living in poverty)
- Recognising emerging issues in the early stages
- Families not taking up entitlement to FSM because of poverty related stigma and pupils not taking up the offer of FSM on an educational visit when it is offered to them
- School systems and processes inadvertently exposing pupils who are in receipt of FSMs
- Students miss out on food or limit their choice because there is an insufficient range of affordable options, pricing lacks transparency or they can't afford to pay for the food they require

- Pressures around payment cards and allocation of funds to individual pupils
- Pressures around food affordability cause stress and anxiety (mental health)
- Families getting into arrears with school lunch payments placing additional negative pressures on the relationship between the family and the school
- Lack of opportunity to access regular physical exercise (see enrichment)
- Home circumstances as contributing factors to pupil mental health and wellbeing (e.g. bed poverty, lack of sleep, overcrowding in houses, washing facilities, warmth, low energy due to lack of meals etc)
- Families having insufficient, timely access to services and specialist support

## Policies

- Protection of biometric information of children in schools and colleges
- PSHE/RSE
- Anti-bullying
- Health and safety
- School protocol for meeting with parents.
- Supporting pupils with medical conditions
- SEND
- Behaviour in schools
- Exam policy

## Quick wins

- Consider the 'root causes' of any negative behaviours/lack of concentration and provide snacks/breakfast etc to meet basic need (e.g. if a pupil presents as angry establish whether they are hungry, if a pupil presents as tired understand whether they are able to get a good night's sleep/bed poverty etc)
- Gather student voice around meal choices, the lunchtime environment and processes, to understand the 'lived experience'
- Ensure food pricing is clear and visible so students understand the total cost of food being purchased and can make decisions about affordability
- Ensure students who are entitled to FSM are not inadvertently exposed at payment points by differences in the system compared to their non-FSM peers
- Ensure FSM money is available at break times as well as lunchtimes (consider some pupils may not have had breakfast) and make pupils explicitly aware how to use FSM funding in the canteen

- Use any extra funding available to 'top-up' food accounts for the canteen
- Provide guidance for purchasing food for educational visits on a group basis, in particular for example Duke of Edinburgh Award expeditions or Ten Tors walks to ensure that food choices are both nutritious and cost effective
- Ensure a relational approach to contacting parents when communicating any challenges around food and eating in school
- Send invites to a Breakfast Club/ early school opening/ social time with food
- Empower your catering team to play a frontline role in pastoral care/ wellbeing support and, where appropriate, communicate observations quickly to senior leaders so necessary support can be provided
- Set up a universal 'help yourself' resource for any extra food or snacks that may become available
- Add helplines, links and information about FSM eligibility for families to your website and weekly/termly newsletters
- Make best use of CPOMS (or safeguarding systems) to regularly update information and bring together bits of the 'jigsaw' which may be an indicator of vulnerability 'through the lens of affordability' (e.g. came to school hungry etc)
- Consider the mental health and wellbeing of all members of staff 'through the lens of affordability' and make adjustments to staff activities (e.g. affordability of staff get togethers or events).

## Digging deeper

Address poverty related stigma, which can lead to bullying, feelings of isolation, anxiety and attendance concerns, by:

- Review the whole lunchtime experience through the lens of affordability and the 'lived experience' of pupils from lower income families and strategically plan to bring about improvements
- Review the anti-bullying policy through the lens of affordability and understand the nature of incidents where poverty related stigma may have been a contributing factor
- Build a mental health awareness cycle across the school year so that you are regularly talking with pupils about their experiences of school life, including cost of living
- Ensure mental health and cost of living has sufficient coverage in your curriculum
- Build a common language to support cost of living discussions

- Carry out the Wiltshire Children and Young People's Health and Wellbeing Schools survey and act on findings
- Work to achieve levels of the Wiltshire Healthy Schools Programme
- Adopt Five to Thrive as a universal provision
- Build relationships with local businesses such as supermarkets who may be able to provide food vouchers, food donations and other resources to support school delivery of clubs and activities.

Review and develop your school curriculum to ensure opportunities to explore:

- Reasons behind inequalities in society
- Causes and consequences of poverty
- The social security system and welfare reform
- Poverty and children's rights
- Food insecurity
- In work poverty and low wages
- Attitudes towards poverty in society
- What poverty looks like globally, nationally and locally
- Media representations of poverty.

Deliver a programme of financial education (mathematics, citizenship and PSHE education) to help give the confidence, skills and knowledge needed to manage money, now and in the future. [Young Enterprise | Leading UK Charity | Empowering Young People \(young-enterprise.org.uk\)](https://www.young-enterprise.org.uk)

## Resources

### Financial Planning

The **Secondary Planning Framework** aims to support the planning, teaching, and progression of financial education by setting out the key areas of financial knowledge, skills and attitudes, across four core themes:

- How to manage money
- Becoming a critical consumer
- Managing risks and emotions associated with money
- Understanding the important role money plays in our lives.

[FINANCIAL-EDUCATION-PLANNING-FRAMEWORK-11-19-ONLINE-2020.pdf \(young-enterprise.org.uk\)](https://www.young-enterprise.org.uk)

## Young Enterprise Teachers Hub

Free resources, lesson plans and tools to support financial education from KS1 – 5  
Teachers Hub - Young Enterprise & Young Money ([young-enterprise.org.uk](http://young-enterprise.org.uk))

## Health, food and nutrition

Healthy weight : [Wiltshire Healthy Schools](#)

Breakfast Clubs : [Wiltshire Healthy Schools](#)

Home : [Wiltshire Healthy Schools](#)

[School Plates](#) | [Campaign](#) | [ProVeg UK](#)

<https://www.gov.uk/government/publications/standards-for-school-food-in-england/school-food-in-england>

<https://www.gov.uk/school-meals-healthy-eating-standards>

<https://www.foodforlife.org.uk/schools/benefits/school-food-standards> (Food for life parents pack)

All major supermarkets have programmes that will allow schools access to food so they can distribute it to their most vulnerable families. See also:

<https://fareshare.org.uk/wp-content/uploads/2020/09/Sainsburys-Food-Donation-Programme-Comms-Pack-2.pdf>

<https://www.neighbourly.com/Aldi>

**Magic Breakfast:** providing healthy breakfast food and expert support to help identify and reach those pupils at risk of hunger. [Magic Breakfast](#)

**Greggs Breakfast Clubs:** support with funding school breakfast clubs, encouraging the use of parent volunteers. [About the Scheme](#) | [Greggs Foundation](#)



## Mental Health

Home : Wiltshire Healthy Schools

Emotional wellbeing and mental health : Wiltshire Healthy Schools

Working with parents : Wiltshire Healthy Schools

Mental Health Home : Wiltshire Healthy Schools

On Your Mind – We can help

<https://mentallyhealthyschools.org.uk/getting-started/secondary/>

<https://www.bouncetogether.co.uk/education/wellbeing-in-schools>

<https://www.skillsforschools.org.uk>

<https://mentallyhealthyschools.org.uk/resources/wellbeing-activities-being-kind-to-yourself/>

5 ways to wellbeing: <https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/>

<https://www.thriveapproach.com/news/emotional-resilience-secondary>



## SECURING POSITIVE PARTNERSHIPS

**Strong partnerships and relationships are central to securing whole school community success with strategies to promote engagement and improve outcomes.**

### Rationale

- A positive, family centred problem solving approach, driven by data, will improve outcomes: every family is different and should be provided with support which accurately and sensitively reflects their individual circumstances
- Building strong, trusting relationships that promote a feeling of belonging with individual families is fundamental to improving student engagement: parents and carers are treated equitably and can seek support from school without stigma or stereotyping
- Effective communication of school policy, practice and support is key to success. Parents may not be aware of the support that is in place to ensure families on a low income can get the help they need
- Actively demonstrating an understanding of the financial pressures being placed on families will help to strengthen relationships and improve engagement. (CPAG advises that parents appreciate: 'An open and proactive approach; A simple and matter of fact style in communication to parents and carers, which acknowledges that any family could fall into financial hardship at any time; Discretion, confidentiality, kindness and non-judgement when having conversations with families)
- We are mindful of the DfE Guidance for use of Pupil Premium Grant and understand that PP funding can be used for 'Communicating with and supporting parents' [Using pupil premium: guidance for school leaders \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### Key policies to be reviewed

- Attendance
- Home/school agreement.

Once reviewed, include the statement 'This policy has been reviewed through the lens of affordability ensuring that the principles of an Affordable School are active and have a positive impact on reducing poverty related stigma.'

## Questions to explore

- How do we communicate with our families?
- How effective is school communication (website, letters, personalised messages, parent meetings etc) to support parents and secure wider engagement?
- How do parents feel about coming into school and asking for help?
- Are there links between school culture, parental engagement and attendance in our school?
- Are educational visit letters and related communications aware of student home situations in compliance with the Education Act 1996 with respect to charging for educational activities
- What deficit language is used about families and parents across the school community (e.g. sometimes, negative language is used when engaged in 'staffroom talk'. Often this is used to 'defuse' but does this set your prevailing culture and how is this being addressed?)

## Common barriers

- Poverty and impact on attendance and punctuality (transport, mental health, peer relationships etc)
- Poor relationships between families and schools (e.g. legacy disagreements)
- Chronic & acute illness, family responsibilities or home situation, trauma
- Anxiety and Emotionally Based School Avoidance (EBSA)
- Housing and food insecurity
- Lack of predictable schedules for learning
- View of schooling and value placed on education due to life experiences, current challenges, type of occupation
- Parents do not like coming into school: embarrassment, poverty related stigma, previous poor experiences
- Parents not aware of support which is available

- Stigma around poverty in the community and the school lacking a whole school 'universal' approach which avoids labelling
- Parents/carers may not be readily available, or more 'hard to reach' due to work schedules e.g. shift work or holding down multiple jobs
- Relationships with parents are under developed, particularly with the most vulnerable
- Engagement with health services – sight tests, hearing, dentist, immunisations.

### Linked policies

- Accessibility
- Attendance
- Anti-bullying
- Exclusion
- Pupil Premium Statement
- SEND
- Supporting pupils with medical conditions
- Behaviour in schools
- Health and Safety
- School protocol for meeting with parents
- Careers Education.

### Quick wins

- Communicate universally sharing financial information with all families, not just those who you think might need it. This universal promotion means parents don't have to ask for help and ensures information reaches the right people - even if you don't always know who that is
- Tailor communications, with careful use of language, to encourage more positive dialogue (e.g. personal text messages for families, targeted conversations, simple, clear and matter of fact, opportunities for parents to question to develop understanding)

- Whenever possible, communicate through a mix of methods (letters, emails, texts, in person...) as wide ranging, visible and open communication opens the door to conversations and encourages any parents to come forward if they need to
- Timing of communications is important so try to communicate information at your earliest opportunity, especially around induction and transition points in the school year, beginning of each term and well ahead of any deadlines
- Be aware of language barriers and literacy issues
- Breakfast club/early bird opening
- Provide consistency at the start of the school day – for all students e.g. routines feel safe and this encourages better attendance
- Install a ‘welcome to school’ processes for students who struggle to make it e.g. meet and greet/arriving earlier to avoid crowds/pick-up from home/ breakfast club/use thrive as a transition activity
- Set up regular face to face meetings (informal and formal), using family link workers or by visiting the family home at the family’s convenience
- Set up champions for all vulnerable students e.g. use specialist practitioners, family support workers
- Describe initiatives like uniform sales as ‘green’ or ‘community-focused’ to help increase uptake (instead of focusing on the financial aspect)
- Talking directly about poverty or financial difficulties can sometimes worry parents and carers. Try using collective words like ‘us’ (for example: “we want our families to get the support they’re entitled to”)
- In any messages that involve costs (for example, in letters home about school trips), remind families where to go to get information regarding financial entitlements and support (e.g. your dedicated email address)
- Parent working group to explain support (e.g. in the community at the end of November to share help pre-Christmas).

### Digging deeper

- Develop the school website to include a prominent space for a wide range of information relating to cost of living, financial support and signposting to organisations and services (e.g. Wiltshire cost of living, emergency essentials addressing issues such as bed poverty, washing machine etc)

- Refer families to affordable food providers, money advisers and other relevant outside agencies who can support them if they are struggling financially
- Use school website to signpost parents and carers to services and training
- Understand attendance issues as a symptom or barometer of health and wellbeing and have a shared understanding that commitment to the 'Affordable Schools' approach will lead to improved relationships and communication, a stronger school community and, in turn, attendance
- Any school improvement strategy to address attendance needs to understand the data and challenges, secure school systems, roles and responsibilities, take a whole school approach, target support for the whole family rather than just the individual student, work on a case by case basis for 'stuck' cases, ensure regular monitoring and feedback
- Establish a Parent Council; parents sometimes feel more comfortable talking to other parents and this will be an effective way to discuss 'Affordable Schools'/establish a network of contacts
- Build strong relationships with families and make every effort made to build trust and engagement [Building positive relationships between parents and teachers \(educationsupport.org.uk\)](https://www.educationsupport.org.uk)
- Consider introducing home visits as an opportunity to establish relationships, provide face to face communication around school support and services and identify vulnerabilities so the school can understand/intervene early
- Evaluate communication systems and processes to ensure easy access for all
- Support parents/carers with making a free school meal application including providing ICT facilities for online applications and this is frequently promoted to families
- Run specific training for staff around parental engagement e.g. use EEF guidance (see resources)
- Offer Parental training around routine and behaviour linked to the school's evidence based approaches
- Support parents with information, guidance and strategies for attendance with targeted support for individuals, as appropriate (e.g. social stories to provide information and pre-teaching which enable students and parents to be more aware)
- Set up regular parent workshops for a variety of purposes, possibly repeating each year so the community are used to this kind of connection and support (e.g. preparing your child for a residential visit or reading with your child)
- Support parents with careers advice and guidance by signposting to relevant services.

## Resources

### **Wiltshire Council 'Supporting you through the rising cost of living'**

Community Directory [Interactive Community Directory - Wiltshire Council](#)

Council tax, benefits and financial support [Council tax, benefits and financial support - Wiltshire Council](#)

Energy costs advice and guidance [Energy costs advice and guidance - Wiltshire Council](#)

Housing information and support [Housing information and support - Wiltshire Council](#)

Mental Health support [Mental Health support - Wiltshire Council](#)

Local Practical Help [Local practical help - Wiltshire Council](#)

Supporting businesses [Supporting businesses through the rising cost of living - Wiltshire Council](#)

Warm spaces [Wiltshire Council warm spaces - Wiltshire Council](#)

Grants overview [Cost of Living Support \(wiltshiremoney.org.uk\)](#)

### **Work Wiltshire case studies:**

<https://workwiltshire.co.uk/case-studies-3/>

### **Wiltshire Council Parenting Support**

<https://www.wiltshire.gov.uk/parenting-support>



## Parent Champions

Asking parents who already have a good relationship with the school to 'spread the word' among other families can be helpful in engaging parents who might not have a positive relationship with school staff, or are less likely to attend events or read a newsletter or other promotional material. Coram Family and Childcare 'parent champions' are parent volunteers who might be able to assist (see below).

[Setting up a Parent Champions scheme | Family and Childcare Trust](#)

[Working with parents : Wiltshire Healthy Schools](#)

## Family and Community Learning

Wiltshire Family and Community Learning team have a wealth of resources and training opportunities to support parent engagement and access to services

<https://www.wiltshire.gov.uk/family-learning>

**Turn 2 Us:** has an online grant search tool where you can find charities that offer non repayable grants to help individuals on low incomes

<https://www.turn2us.org.uk>

**Gingerbread:** Provide information to help single parents support themselves and their family.

<https://www.gingerbread.org.uk>

**Family Action:** Provide practical, emotional and financial support to those who are experiencing poverty, disadvantage and social isolation across the country

<https://www.family-action.org.uk>

## North Wiltshire:

<https://www.therisetrust.org/services/youth-activities/>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents>



## **Support for families during holidays**

FUEL is a free holiday activity and food project that offers participants the opportunity to take part in a range of fun activities during school holiday periods

[Resources](#) | [Page](#) | [SLA Online \(sla-online.co.uk\)](#)

## **Family Fund Services**

The programme provides items that meet children's most basic needs such as a bed to sleep in, a cooker to give them a hot meal, clothing (in a crisis) and other items and services that are critical to children's wellbeing.

[BBC Children in Need Emergency Essentials Programme - Family Fund Business Services \(familyfundservices.co.uk\)](#)

## **Attendance**

DfE publication on improving school attendance <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

[EBSA: Emotionally Based School Avoidance \(EBSA\) | Right Choice \(wiltshire.gov.uk\)](#)

[Education Welfare Resource Page on Right Choice Resources | Page | SLA Online \(sla-online.co.uk\)](#)

[Attendance Works: https://www.attendanceworks.org](https://www.attendanceworks.org)

[EEF: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment)

[Case study: https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance](https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance)

[SEND newsletter - Local Offer \(wiltshire.gov.uk\)](#)

For further information, guidance materials and resources, please visit the **Affordable Schools Toolkit** on Right Choice.

Contact: Kate Wilkins (Disadvantaged Learners Lead & School Leadership)  
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# Affordable Schools

## WILTSHIRE





## Wiltshire Council

This document was published by Wiltshire Council