

## **St Margaret's Academy**



### **Statement of Action to Address Cost of School Day 2024/25**

With regards to the items below we have measures in place which help our families with school costs and make sure that our children can participate and learn.

**Uniform:** Swap shops during school events, Parent council have supported uniform swaps and returning of pre-loved uniform, we have unbranded options for uniform alongside branded items, school pin badge provided to all learners to allow 'branding' of a plain jumper, request nearly new outgrown uniform. Family Support Worker has facilitated School Clothing Grants and bought clothes. Clothing Grant forms are available from the visiting Advice Shop at regular school events. Parents supported with all costs related to uniform as needed. All young people and parents supported with costs towards school uniform including blazers, branded and unbranded items and school trousers, skirts and shoes. REACH room will offer uniform items, both pre-loved and new to support young people and parents to access all items needed for the school day. Pupils can access this room at any point during the school day and parents will have access during school events or can self-refer via the QR code on the school website. Our Pre-loved Prom shop has been set up to reduce the costs associated with the School Prom.

**Travel:** School fund supports children for excursions, activities week is supported for learners at risk of missing out, after school provision to get home.

**Resources:** Support from The Advice Shop is being highlighted for parental awareness; Martlet Wing staff have individual discussion with parents/carers.

**REACH Room:** In keeping with our school values our REACH Room is a space which provides young people with all resources needed for the school day. REACH Room provides young people with uniform, stationery, snacks, toiletries as well as mental health support as needed. It also provides a quiet study space supported by S6 pupils who may need this space to support them to attend school.

**Trips:** School day trips often free or very low cost, PEF fund has supported in this area. Multi-day school excursions, for example, to London and local Wind Farm are subsidised. Targeted young people granted places on residential trips. Target group supported with Holiday club.

**Eating:** RE Youth Club provides snacks in the morning and breaks, Christmas parties and pantomime supported for Nurture groups. Family Support Worker helps with vouchers for the Food Bank and helps with transport. Holiday Club provides food in the holidays. Family members provided with food boxes. Breakfast club provides food and snacks to young people supported by school staff.

**Clubs:** All travel/mini bus costs for sports events paid for.

**Supported study/Study Late @ St Margaret's:** Pupils provided with transport to get home and evening meal of soup/sandwiches.

**Events** (e.g. proms/discos, dress down days etc): Swap shop for prom dresses and Christmas jumpers to allow all pupils to feel included, reduced dress down days, yearbook, S6 hoodies. School pays for identified pupils. Pre-loved Prom shop to reduce costs for young people in this area. Winter Formal removed and changed to a Winter Disco/Ceilidh for S6 pupils.

**UCAS/College:** School pays application fees where required for pupils needing this support.

| Issue Identified        | Baseline Information   | Desired outcomes                     | Interventions               | Impact  | Next Steps  |
|-------------------------|--|--------------------------------------|-----------------------------|---|---|
| Eating – Holiday Hunger | Number of students are not supported with meals during holidays. | No one going hungry in our community | Continued over the holidays | Pupils supported throughout the summer enabling them to be ready to come back to school better prepared for engagement. | Support the FSM programme through the summer. Develop a lunch programme for all holidays. |

|                    |   |  |   |   |   |
|--------------------|---|--|---|---|---|
| <p>UCAS Equity</p> | <p>Many students find applying for university daunting. Particularly, students from low income families, in which parents/carers did not participate in Higher Education.</p> | <p>Every eligible student has the opportunity to apply for university regardless of background. Moreover, students feel supported and confident regarding the various stages of the process.</p> | <p>LEAPS Interviews. Funding for open days and UCAS Fair. Funded work experience associated with courses such as insights into Legal/Medical and STEM professions. Parental/carer engagement through information evenings/contact. SAAS awareness Seminars presented by experts regarding student finances. Professional support from SDS workers.</p> <p>Funding for application costs. Link teacher for Personal Statement support.</p> | <p>Successful and confident learners who accept their preferred offers without potential barriers adversely affecting their progression towards university entry.</p> | <p>Feedback from students/teachers/parents/carers and outside agencies. Continue to support all students regardless of their background. Thus, removing any potential barriers. Continue to embed these equitable approaches and values as the key ethos of our school community.</p> |
|--------------------|---|--|---|---|---|

|   |   |   |  |  |  |
|---|---|---|--|--|--|
| <p>S6 Induction/Bonding Excursions Equity</p> | <p>All students should receive the same induction opportunities and bonding excursion opportunities to enhance their experience in S6. However, some students may find this challenging as a consequence of potential costs incurred.</p> | <p>Students benefit from induction opportunities such as outward-bound activities which develop their resilience. Furthermore, students feel socially inclusive and confident as a result of the trips that we offer.</p> | <p>Funding is available for students from low income backgrounds including care experienced students. Essential clothing is also available.</p> <p>Funding provided to support the S6 Residential experience to allow all young people to participate.</p> | <p>The ultimate impact is to develop student's health and wellbeing and as importantly, their confidence in developing lifelong social and collaborative skills.</p> | <p>Feedback from students/teachers/parents/carers. Continue to support and create inclusiveness regardless of background. Continue to embed these equitable approaches and values as the key ethos of our school community.</p>      |
| <p>S6 Prom/Yearbook Equity</p>                | <p>All students should be able to enjoy the 'rites of passage' associated with S6. However, it has become apparent that financial costs could potentially become a barrier.</p>   | <p>Students benefit from S6 prom and Yearbook participation. Both provide students with positive long-lasting memories of their school experience. Pre-loved prom party to help with costs of prom items.</p>             | <p>Funding is available for students from low income families. Furthermore, reduced rates to purchase prom attire are available.</p>   | <p>The desired impact is that all students regardless of background have a shared positive and memorable experience which has a long-lasting favourable impact.</p>  | <p>Feedback from students/teachers/parents/carers. Continue to provide students regardless of background, a warm sense of community, which is embedded in the ethos and equitable approaches and values of our school community.</p> |

|                |   |   |  |  |  |
|----------------|---|---|--|--|--|
| College Equity | Many students find applying for college daunting, particularly students from low income families whose parents/carers did not participate in Further education. | Every eligible student has the opportunity to apply for college regardless of background. Moreover, students feel supported and confident concerning the various stages of the process. | Funded open days and college fairs. Funding for work experience associated with courses such as Social Care, Sports Science and STEM professions. Parent/ carer information evenings. SAAS awareness seminar presented by experts concerning student finance. Professional support from SDS workers. Funding for application Cost if required. | Successful and confident learners who are able to accept their preferred offers without any potential barriers adversely affecting their progression towards college entry | Feedback from pupils/teachers/parents/carers and outside agencies. Continue to support students regardless of background. Thus, removing any potential barriers. Continue to embed these equitable approaches and values which is the key ethos of our school community. |
|----------------|---|---|--|--|--|

|                            |   |   |  |   |  |
|----------------------------|---|---|--|---|--|
| Apprenticeship/Work Equity | Many students may experience challenges in securing apprenticeships or work. This often applies to students from low income families. | Every eligible student has the opportunity to apply for apprenticeships and work regardless of background. Moreover, students feel confident and supported regarding the various stages of the process. | Funded work experience and travel expenses. Funded excursions to apprenticeship and work fairs. Support from outside agencies such as MC/MC and colleges offering part time/full time gateway to apprenticeship courses. Support from SDS working in school. | Successful and confident learners will have the ability and support to secure apprenticeships or work without potential barriers adversely affecting their progression. | Feedback from pupils/teachers/parents/carers and outside agencies. Continue to support students regardless of background. Thus, removing any potential barriers. Continue to embed these equitable approaches and values which is the key ethos of our school community.   |
| Learning cost-stationary   | Some students arrive at school with no stationary and have none for home use/study  | All pupils have access to necessary stationary in class for specific subjects<br><br>All pupils have access to a device for use in any class.   | Class Teachers provide Stationary and specific equipment loaned during class or for Home learning. This includes devices for AAL.  | Better prepared for learning and supports home learning, reduces feelings of not feeling included and self-conscious.   | Supporting more school material costs including school bag/study materials.<br><br>Take What you Need trollies throughout school to allow pupils to gain access to resources for school e.g. cereal bars, pens, pencils, jotters, stationery etc. Free to all pupils.<br><br>REACH Room provides young people with uniform, stationery, snacks, toiletries as well as mental health support as needed. Space organised and |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  | developed by S6 pupils to support all young people for whom cost of the school day presents challenges.  |
| Learning cost – Subject cost<br>e.g.<br>Health and Food<br>Technology/Craft, Design and<br>Technology – no costs for<br>materials and containers | Some pupils avoid<br>choosing particular<br>subjects linked to cost of<br>materials and we want to<br>support by removing the<br>associated costs. | All pupils participate<br>in subject learning,<br>especially practical<br>sessions | HWB to provide<br>containers and<br>identify pupils who<br>will need assistance. | All pupils can<br>access any<br>curriculum<br>area/increasing<br>choice and<br>progression<br>route. | Continue to identify any costs<br>associated with the curriculum<br>and reduce/completely negate.<br><br>Devices provided to young<br>people through the Homework<br>Club which runs after school. |

|   |  |  |  |  |   |
|---|--|--|--|--|---|
| <p>Access to school clubs during and after school</p> | <p>Some pupils avoid joining clubs due to lack of transport home after school/during breaks and lunch they may not have something to eat; confidence issues about being part of a group.</p> | <p>All pupils are members of at least one club in school linked to their interests. There are no barriers to joining a club related to poverty Issues. All pupils feel confident and comfortable in their chosen activity.</p> | <p>The RE Club is based on a Youth Club model and open to all. It runs during breakfast, interval and lunchtime. It provides snacks for every child. There is an overview of every child in S1-3 and the clubs that they are part of/interest that they have. Individuals are supported in attending their chosen interest. Transport is provided for pupils to support them to attend after school clubs (study support).</p> | <p>Significantly increased numbers of pupils engaging with wider school activities. Notable increase in confidence and well-being for individual pupils.</p> | <p>Review current club offers and refresh. Update overview spreadsheet for all pupils in S1-S3.</p> |
|---|--|--|--|--|---|