

THE COST OF THE SCHOOL DAY



SUPPORTING FAMILIES AFFECTED BY POVERTY

This Supporting Families Affected by Poverty guide has been designed to help schools minimise cost pressures on families and ensure that they get the right information to access the financial support available to them. Actions like these can reduce financial pressure on families and help to improve outcomes for children and families in Scotland.

Child poverty rates in Scotland are high and rising – almost 1 in 4 children in Scotland live in poverty.¹⁰ This affects their health, wellbeing, attainment and their ability to access education - for example, it is harder for children to concentrate in class if they have not eaten properly or are worried about money.

Increased family income is directly associated with improved cognitive development and school achievement.¹¹ Helping families to minimise costs and maximise their incomes can help to support children's attainment at school.

This guide offers information to support you in

- 1** drawing attention to the grants and allowances available to families and making regular enquiries to all parents/carers about free school meals, school clothing grants and Education Maintenance Allowance (young people aged 16+)
- 2** providing support for low-income families to enable children to access activities, trips and other opportunities
- 3** supporting all parents/carers to access social security benefit and money advice
- 4** being able to sign-post families to other support services.

Please note that all information on grants, benefits and allowances is accurate at the time of publication (September 2018) but may be subject to change.

¹⁰ Latest 2016/17 Poverty and Income Inequality in Scotland figures, CH 15, table showing: relative poverty in Scottish households with children (AHC) 1994/5 to 2016/17, www.gov.scot/Publications/2018/03/3017/downloads (See Excel datasets)

¹¹ Stewart, K. and Cooper, K. (2017). Does money affect children's outcomes? An update. Centre for Analysis of Social Exclusion. <http://sticerd.lse.ac.uk/dps/case/cp/casepaper203.pdf>