**Barriers and mindset**

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Growing Up in Scotland (GUS) is a Scottish Government funded [longitudinal study](http://www.gov.scot/Resource/0048/00486755.pdf) that is currently tracking the lives of two cohorts of children from across Scotland. GUS has highlighted that, even in the early years of a child’s life, there are consistent inequalities, not only in outcomes, but particularly in risk behaviours that we know have longer-term consequences for health and development.

[Researchers from Stanford University](http://phys.org/news/2016-07-growth-mindset-temper-impact-poverty.html#jCp) have found that school children living in poverty who have a growth mindset tend to do better in school than those with a fixed mindset. The researchers found that as expected pupils living in [poverty](http://phys.org/tags/poverty/) tended to have much less academic success. They also found that pupils living in poverty were more likely to have a fixed mindset. But they also found that those pupils living in poverty who had a growth mindset tended to do much better academically than those living in poverty with a fixed mindset – so much better that their scores were nearly equal to those students who were not living in poverty who had a fixed mindset.

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