



Mossend Primary School and Nursery Class



Where Stars Shine Brighter



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Tackling Poverty Policy 2026-2027



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Version Control

Version	Date	Reviewed by	Changes	Review Due
1	March 2021	T McCulloch Acting Head Teacher	Created Policy	August 2021
2	August 2026	T McCulloch Head Teacher	Updated Policy	August 2029

Policy Review

Policy Lead	Education & Families Manager / Head Teacher
Approved By	School Leadership Team
Consultation	Staff, Parents, Pupils
Review Cycle	Every 3 years or sooner if legislation changes
Next Review	2029

1.0 - Tackling Poverty Rationale

Mossend Primary School and Nursery Class is committed to ensuring that no child, young person or family is disadvantaged by socio-economic circumstances. We recognise poverty as a significant barrier to participation, wellbeing, achievement and attainment and are committed to reducing the impact of poverty through equity, inclusion and partnership working.

The Child Poverty (Scotland) Act 2017 places statutory duties on local authorities and health boards to work collaboratively to tackle child poverty and improve outcomes for children and families. This policy outlines how Mossend Primary School and Nursery Class contributes to these ambitions, aligning with national and local priorities to reduce poverty-related barriers to participation, wellbeing, achievement and attainment, while ensuring families are aware of and able to access appropriate support.

Children and families may experience poverty for a range of complex and interconnected reasons. For some, financial hardship may be temporary or arise due to changes in employment, health, family circumstances or wider economic factors. For others, poverty may be more persistent and have a longer-term impact on family wellbeing and opportunities. The effects of poverty vary between families, with some able to draw on savings, support networks or other resources, while others may experience significant challenges in accessing basic necessities and participating fully in social, cultural and educational opportunities. Mossend Primary School and Nursery Class recognises the impact that socio-economic disadvantage can have on children and families and is committed to reducing poverty-related barriers to participation, wellbeing, achievement and attainment.

This policy aims to:

- Reduce poverty-related barriers to learning and participation.
- Ensure equitable access to all aspects of school life.
- Promote dignity and reduce stigma.

- Support attendance, engagement and achievement.
- Strengthen partnerships with families and community agencies.
- Ensure effective use of Pupil Equity Funding and other resources.
- Contribute to North Lanarkshire Council's and Scottish Government's child poverty objectives.

1.1 Mossend Primary School and Nursery Class Context

Mossend Primary School and Nursery Class serves a community which includes areas identified within the Scottish Index of Multiple Deprivation (SIMD). We recognise that some children and families experience socio-economic disadvantage and that poverty can create barriers to participation, wellbeing, achievement and attainment. Through an equity-focused approach, we aim to reduce these barriers and ensure that every child has the opportunity to succeed.

1.2 Definition of Poverty

The Scottish Government employs several different categories to define levels of poverty, mostly linked to income.

This inadequate resource may be financial, such as money to pay for a school trip, material, such as provision of school uniform, or related to basic needs such as adequate food in the family home. When making decisions at school level, we strive to consider and reduce inequalities of outcome linked to socio-economic disadvantage.

At Mossend Primary School and Nursery Class, we recognise poverty as a lack of the resources, opportunities or support required to participate fully in social, cultural, leisure, educational and decision-making activities. We recognise that poverty can create barriers to participation, wellbeing, achievement and attainment and may affect children and families in different ways.

2.0 Poverty and Education

At Mossend Primary School and Nursery Class, we are committed to ensuring that no child is excluded from any aspect of their educational experience, due to financial hardship. We endeavour to keep additional costs to parents to a minimum and would always encourage parents to contact the school if they are experiencing difficulty.

2.1 North Lanarkshire Financial Inclusion Team

North Lanarkshire Council's Financial Inclusion Team provides a range of free, confidential support services for North Lanarkshire residents. This includes advice on maximising income, benefit entitlement checks, support with benefit applications and appeals, redundancy advice, council tax issues, debt management and budgeting. The school can make referrals on behalf of families, or families can contact the team directly for advice and support. The Financial Inclusion Team can be contacted by email at FIT@northlan.gov.uk or by telephone on 01698 332551.

2.2 North Lanarkshire Tackling Poverty Services

Families seeking support with energy costs and household bills can access advice and information through North Lanarkshire Council's Tackling Poverty services and other recognised energy advice providers. The school can support families to access appropriate advice and signposting where required.

2.3 Pupil Equity

The Scottish Government provides schools with additional funding through the Scottish Attainment Challenge, including Pupil Equity Funding (PEF) and Strategic Equity Funding (SEF), to support the reduction of poverty-related barriers to learning and achievement. These resources enable schools to implement targeted approaches to improve outcomes for children and young people impacted by poverty.

At Mossend Primary School and Nursery Class, we recognise that children affected by socio-economic disadvantage can face additional barriers to participation, wellbeing, engagement, achievement and attainment. We are committed to reducing the poverty-related attainment gap by ensuring that all children have access to the support, opportunities and resources they need to achieve their full potential.

Our approach is informed by national guidance, local priorities and robust analysis of school improvement data. Through the effective use of Pupil Equity Funding and other targeted resources, we implement evidence-informed interventions that are designed to improve outcomes for identified learners. These may include:

- Targeted literacy and numeracy interventions.
- Additional staffing to provide focused support.
- Health and wellbeing programmes.
- Nurture and relationship-based approaches.
- Attendance and engagement initiatives.
- Family learning and parental engagement programmes.
- Digital inclusion and access to learning resources.
- Financial support to enable participation in educational, cultural and extracurricular opportunities.

The selection of interventions is informed by research and evidence of impact, including national and local data, professional judgement, pupil voice and feedback from families. The school continuously monitors and evaluates the effectiveness of interventions to ensure that resources are being used effectively and that they are making a measurable difference to outcomes for children and families.

We recognise that closing the poverty-related attainment gap is the responsibility of all staff. Consideration of equity underpins school improvement planning, curriculum design, learning and teaching, assessment approaches and wider achievement opportunities. Staff are encouraged to consider the potential impact of socio-economic

disadvantage when planning learning experiences and making decisions that affect pupils and families.

Through a culture of inclusion, high expectations and partnership working, Mossend Primary School and Nursery Class seeks to ensure that every child can participate fully in school life, experience success and develop the knowledge, skills and attributes required for future learning, life and work.

2.4 School Excursions

Throughout the year, all children are offered the opportunity to go on an educational excursion with their class. The cost of a trip is subsidised by the school using the Establishment Fund, to minimise costs passed on to families. In addition, families are given plenty of notice so that they can choose to 'pay up' this cost in manageable amounts, should they wish to. The school would encourage families to contact them if they are having difficulty meeting the cost of a school excursion.

2.5 Out of School Hours Learning

Mossend Primary School and Nursery Class is committed to reducing poverty-related barriers to participation. We recognise that access to cultural, creative, sporting and wider achievement opportunities supports children's wellbeing, confidence, engagement and sense of belonging. Through a range of free extra-curricular and Out of School Hours Learning activities, we aim to ensure that all children can participate fully in the life of the school, regardless of their financial circumstances.

2.6 Developing the Young Workforce

We recognise that poverty-related barriers can impact on children's attainment, achievement and future opportunities. Through our curriculum, wider achievement programmes and School Improvement Plan priorities, we aim to develop the skills, confidence and aspirations of all learners. We are committed to ensuring that all children have equitable access to leadership roles, responsibilities and wider achievement opportunities, with participation reflecting the diversity of our school community.

3.0 Poverty and Inclusion

Mossend Primary School and Nursery Class is committed to ensuring that poverty is not a barrier to accessing education or fully participating in the life of the school. We recognise the importance of considering the cost of the school day and seek to minimise poverty-related barriers by adopting inclusive approaches that support the participation, wellbeing, achievement and attainment of all children and young people.

3.1 School Uniform

School clothing, footwear and lunches can place financial pressures on some families. North Lanarkshire Council provides Free School Meals and School Clothing Grants for eligible families. Information on eligibility and how to apply can be obtained through the North Lanarkshire Council website, and the school can support families to access this information where required.

Families may also be eligible for the Scottish Government's Best Start Grant School Age Payment, which helps with the costs associated with starting school. Information on eligibility and applications can be found through www.mygov.scot.uk

To help reduce the cost of the school day, Mossend Primary School and Nursery Class operates a Uniform Bank. Families are encouraged to donate good-quality uniform

items that are no longer required. Uniform items are made available to families in a respectful, confidential and dignified manner, ensuring that children have access to suitable school clothing without financial barriers.

3.2 School Meals

The school recognises that access to food and wider enrichment opportunities can be affected by financial circumstances. We will continue to promote and signpost families to relevant local support, including breakfast provision, helping to reduce barriers to participation, wellbeing and learning.

3.3 Fundraising

In line with Cost of the School Day principles, Mossend Primary School and Nursery Class seeks to minimise financial pressures on families. We carefully consider any requests for fundraising or sponsorship and aim to ensure that participation is accessible to all. Where fundraising activities are undertaken, we prioritise initiatives that support the learning, wellbeing and experiences of our children and contribute positively to the school community.

3.4 Holidays

We recognise that holiday periods can place additional financial pressures on some families. Mossend Primary School and Nursery Class works in partnership with a range of third sector and community organisations to help families access support when required. Where appropriate and with consent, the school may assist families in accessing available grants, services and sources of support to help reduce financial barriers and promote wellbeing.

4.0 Digital Equity and Inclusion

At Mossend Primary School and Nursery Class, we recognise that access to digital technology is increasingly essential for learning, communication, participation and future employment opportunities. Digital inclusion is therefore a key aspect of our commitment to tackling poverty and reducing barriers to achievement, attainment and wellbeing.

We recognise that digital poverty can take many forms, including lack of access to appropriate devices, limited internet connectivity, reduced digital confidence, accessibility barriers and limited opportunities to develop digital skills. These barriers can significantly impact a child's ability to participate fully in learning and in wider aspects of school life.

Through our Digital Schools Award and ongoing commitment to digital learning, we strive to ensure that all children and families can benefit from the opportunities that technology provides. Our approach focuses on equitable access, digital skills development and support for families to engage confidently with digital technology.

4.1 Supporting Parents and Carers

We recognise the important role that parents and carers play in supporting children's learning. To help strengthen digital confidence and engagement, we provide:

- Information sessions, workshops and guidance on digital learning platforms.
- Resources to support online safety and cyber resilience.
- Regular communication through digital platforms and school communication systems.
- Signposting to community learning opportunities and support services where appropriate.

We aim to ensure that all parents and carers can access information about their child's learning and engage with the life of the school, regardless of their prior experience or confidence in using digital technology.

4.2 Access to Devices and Connectivity

We are committed to ensuring that a lack of digital equipment or internet access does not prevent participation in learning.

Where required, the school will:

- Ensure that learning opportunities remain accessible when families experience barriers to technology.
- Work in partnership with North Lanarkshire Council and other agencies to address digital exclusion.
- Consider digital access needs when planning learning experiences, communication and homework activities.

We recognise that circumstances can change for families and encourage parents and carers to contact the school if support is required. Any requests for assistance will be treated sensitively and confidentially.

4.3 Digital Skills for Learning, Life and Work

Developing digital skills is an important aspect of preparing children and young people for lifelong learning, future employment and active participation in society.

The school seeks to:

- Develop pupils' confidence and competence in using digital technology.
- Provide opportunities for creative, collaborative and independent learning through technology.
- Support pupils to become responsible, safe and informed digital citizens.
- Promote critical thinking and responsible use of online information.

- Ensure pupils develop the digital skills required for learning, life and work.

Through our curriculum and wider achievement opportunities, we aim to ensure that children's socio-economic circumstances do not limit their access to meaningful digital learning experiences.

4.4 Accessibility and Inclusion

We acknowledge that learners may experience barriers to accessing digital technology for a variety of reasons, including additional support needs, disability, language barriers or socio-economic disadvantage.

The school will seek to ensure that:

- Digital learning materials are accessible and inclusive.
- Reasonable adjustments are made where required.
- Assistive technologies are utilised where appropriate.
- Alternative methods of accessing learning are available when needed.
- Digital approaches enhance, rather than restrict, participation and inclusion.

When planning digital learning experiences, staff will consider accessibility, equity and the diverse needs of learners and families.

4.5 Monitoring Digital Inclusion

The school will continue to monitor levels of digital access, participation and engagement to ensure that no child is disadvantaged because of digital poverty.

Information gathered through engagement with pupils, families and staff will be used to inform school improvement priorities and targeted support where required. Digital inclusion will remain an important component of our wider approach to tackling poverty and closing the poverty-related attainment gap.

5.0 Poverty and Mental Health

We recognise that poverty can impact children's wellbeing, participation and educational experiences. Some children and families may face additional challenges associated with financial hardship, housing insecurity, family stress or other adverse circumstances. Through our nurturing and inclusive ethos, we seek to reduce barriers, promote resilience and ensure that all children and young people are supported to achieve their potential.

5.1 The Solihull Approach

At Mossend Primary School and Nursery Class, staff use the Solihull Approach to support emotional health and wellbeing. Through nurturing and relationship-based practice, we aim to support children and families, build resilience and promote positive wellbeing outcomes, particularly for those experiencing poverty-related barriers or other adverse circumstances.

5.2 Partnership Working

At Mossend Primary School and Nursery Class, we work in partnership with colleagues across Education, Health, Social Work and the third sector to support the wellbeing and achievement of our children and families. This collaborative approach helps us to reduce poverty-related barriers and respond effectively to the needs of children and families experiencing adversity or additional challenges.

5.3 The Emotional Impact of Poverty

We understand that the stigma associated with poverty can affect confidence, wellbeing and participation. Some children, young people and families may feel reluctant to take part in activities or seek support due to concerns about judgement or negative perceptions. This can create additional barriers to engagement and inclusion.

At Mossend Primary School and Nursery Class, we are committed to fostering a culture of dignity, respect and inclusion. Through our Anti-Bullying Policy and wider ethos, we promote understanding, challenge prejudice and ensure that all children and families feel valued and included, regardless of their circumstances.

We continually seek to engage with families in ways that meet their individual needs. Wherever possible, conversations about support are conducted sensitively, respectfully and confidentially. We provide private spaces for meetings and families can expect professionalism, understanding and discretion from all staff.

6.0 Participation and Voice

Children and young people will be involved in identifying barriers to participation and helping design solutions through:

- Pupil Voice groups
- Rights Respecting Schools work
- Wellbeing surveys
- House Captains and leadership groups
- School improvement consultation activities

Should you have any questions about our Tackling Poverty Policy, please contact the school directly.

References and Related Guidance

- *Child Poverty (Scotland) Act 2017*
- *Bringing Hope, Building Futures: Tackling Child Poverty Delivery Plan 2026–2031*
- *United Nations Convention on the Rights of the Child (UNCRC) (Incorporation) (Scotland) Act 2024*
- *Getting it Right for Every Child (GIRFEC)*

- *Scottish Attainment Challenge*
- *National Improvement Framework*
- *Cost of the School Day Guidance*
- *Included, Engaged and Involved*
- *Equality Act 2010*
- *The Promise*
- *North Lanarkshire Local Child Poverty Action Report*
- *North Lanarkshire Tackling Poverty Strategy*

Equality and Equity

The school recognises that poverty may intersect with:

- Additional Support Needs
- Disability
- Care Experience
- Ethnicity
- English as an Additional Language
- Family composition
- Health needs

This helps demonstrate awareness of multiple barriers.

Responsibilities

Head Teacher

- Strategic leadership.
- Monitoring implementation.
- Allocation of resources.

Senior Leadership Team

- Monitor impact.

- Coordinate poverty-related initiatives.

Teaching Staff

- Consider affordability when planning activities.
- Identify pupils requiring support.
- Promote inclusion.

Support Staff

- Support implementation.
- Signpost families where appropriate.

Parents and Carers

- Engage with available supports.
- Communicate concerns where possible.

Partners

- Work collaboratively to support children and families.

Monitoring and Evaluation

The school will monitor:

- Attendance.
- Participation in school activities.
- Attainment and achievement.
- Inclusion measures.
- Family engagement.
- Uptake of supports.
- Pupil and parent feedback.

Findings will inform school improvement planning.

Confidentiality

Support relating to poverty will be provided sensitively and discreetly. Information shared by families will be treated in accordance with data protection requirements and safeguarding procedures.