



1 in 5: Update and Evaluation

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Research Questions

Has the project achieved it's 3 main aims which are to:

1. Increase understanding and awareness of child poverty
2. Encourage schools to implement 'poverty proofing' practices which mitigate the impact of child poverty on educational attainment
3. Reduce poverty related stigma for young people and their families

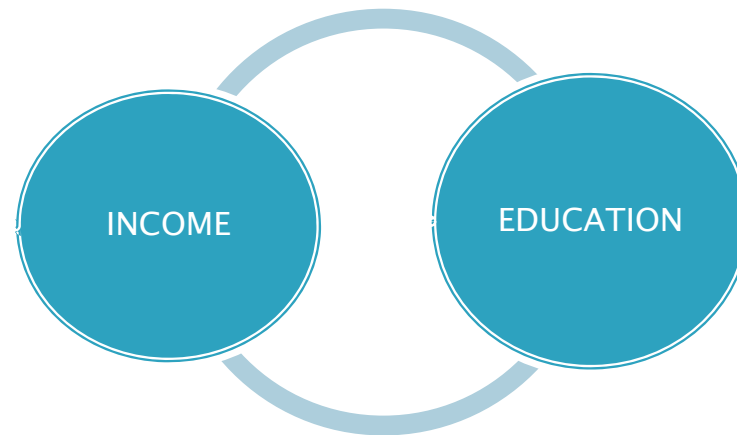




Can the effects of poverty be mitigated within the school environment?

Why is this important?

- ▶ Education recognised as a route out of poverty all over the world
- ▶ More education = more income, less likely to be unemployed, happier, healthier, less likely to be a criminal (Wilkinson and Pickett, 2009)
- ▶ Lower income = lower educational performance
- ▶ Children aware of the material and social impacts of poverty from an early age



Methodology

- ▶ 2 surveys: 129 responses from 28 schools
- ▶ Interviews and focus groups with staff, parents and pupils
- ▶ Observations at training days, breakfast clubs and nurture clubs



Question 1: Understanding and Awareness of Child Poverty

- ▶ Big improvements. Of staff survey respondents:

90.81% agreed that they had an increased understanding of the scale of child poverty

87.75% agreed that they had an increased understanding of the impacts of poverty on children's outcomes.

80.61% agreed that they had an increased understanding of the causes of child poverty.

"I think for a lot of staff just really highlighting it's our responsibility. And I get that there's issues, and some people might think well why is this our responsibility? But at the end of the day we can sort of say well this is a government issue and this, that and the next, and yes it should be lots of things, but it's not at the moment. So do we want to do our best for the young people sitting in front of us or not."

– Lead interviewee participant #3

Question 2: Poverty Proofing Practices

- ▶ Loads and loads and LOADS of great examples
- ▶ Evidence of considerations and improvements in the areas of uniform, food and snacks, in classroom activities, homework and out of school learning, charity and fundraising activities, school trips and prom
- ▶ Schools at various stages of their 1 in 5 journey and making good progress



Question 3: Reducing Poverty Related Stigma

- ▶ Biggest barrier for the project. Recognised as a big issue in the UK specifically.
- ▶ Participant responses reflected this:

... there's the free prom dress rentals and I know someone that maybe could do with doing that but they're so uptight about the label that they get placed with if you go and get that.

– Pupil participant #14

Parents could be a bit stubborn about trying to get help because they could feel like with the whole stigma around the whole poverty proofing thing like it can cause people to feel singled out by the labels of it all.

– Pupil participant #13

Because you feel like you're making a fool of yourself because you can't afford the things or you can't get the things for yourself. And if you go to an adult then yeah they're going to be supportive of it but it's sort of like that feeling that you're, I don't know [pauses] like average in all things. Like you're poorer than most people and you can't afford that which puts you down and you don't want to tell people about that.

– Pupil participant #20

Question 3: Reducing Poverty Related Stigma

The Positives:

- ▶ The educational approach works

I have noticed a huge culture shift among all staff. Our Parent School Association and Admin Staff are less prone to making judgements about family situations.

– Survey participant #2

I'll be honest I thought I knew it all. I thought I understood the parents and the barriers they had. I didn't. I was so naive to it.

– Lead interviewee participant #2

Deeper understanding of the expenses parents experience and how this can really tighten budgets even in families where there are 2 full time incomes coming in.

– Survey participant #70

- ▶ Parents and pupils becoming more inclined to accept support
- ▶ Schools finding ways to be discrete in their approach



Conclusion



- ▶ Question: Can the effects of poverty be mitigated within the school environment

Answer: YES (to some extent)

- ▶ Thank you

