

Practice Insight 1 - School Uniform

Cost of the School Day Practice Insights are a series of papers focusing on how schools across Scotland address the financial barriers faced by children and families on low incomes. These papers bring together examples of practice in schools which help to reduce costs and support children and families affected by poverty.

Recently, we asked for examples of practice in schools which makes a difference to children and families on low incomes. 182 schools responded with hundreds of examples of how they have helped to reduce school costs and financial pressures for families, overcome financial barriers to participation for learners and reduce poverty related stigma. The responses to our survey represent only a proportion of the interventions currently taking place across Scotland but are gathered here as a useful resource for anybody looking to take action on child poverty in school settings.

Key points

- Families in Scotland are under increasing financial pressure. Recent analysis suggests that on the basis of announced tax and benefit changes, levels of relative child poverty will continue rising from almost one in four (1) to 38% of all children by 2030/31 (2)
- Cost of the School Day research shows that low incomes can lead to barriers to participation for pupils and that school costs create financial pressure for families. Families, children and young people and school staff frequently point to school uniform as one of the most significant school costs

ITEM	SIZES	QUANTITY	CHILD'S PRICE	ADULT SIZES	QUANTITY
CREW NECK SWEATSHIRTS	3-4, 5-6, 7-8, 9-10, (XXS) 11-12, (XS) 13		£8.50	S, M, L, XL	
V-NECK SWEATSHIRTS	3-4, 5-6, 7-8, 9-10, (XXS) 11-12, (XS) 13		£9.50	S, M, L, XL	
CARDIGAN	3-4, 5-6, 7-8, 9-10, (XXS) 11-12, (XS) 13		£9.00	S, M, L, XL	
BANNER SLIP OVER	(XS) 13			S, M, L, XL	
VERSIBLE CROCKETS	3-4, 5-6, 7-8, 9-10, 11-12, 13/14		£10.50, £18.00	S, M, L, XL	
	24-29, 30-33		£15.00, £26.00		

- Schools are helping to mitigate the effects of poverty through a wide range of school uniform interventions. The main interventions reported by schools focus on reducing costs or increasing family incomes:



1. Developing school uniform policy which is mindful of family budgets

2. Supporting families to access school clothing grants and other financial assistance - the schools which supported families to complete paperwork rather than just distributing it were most likely to report impact on uptake

3. Helping families spread costs through instalments, payment and hire schemes

4. Offering low cost uniform through re-use and recycling schemes

5. Providing uniform for children and young people who need it

6. Reviewing non-uniform days.

- The majority of interventions don't cost anything. Most require rethinking how things are done and support from the school community. Those which do cost money are being paid for with a mix of school level funding (e.g. school fund, fundraising, Parent Council funds), local funding (e.g. sponsorship, fundraising, donations or local authority grants) and national funding (e.g. Pupil Equity Funding and applications to trusts and foundations)
- Monitoring and evaluation can be improved: around 10 per cent of schools responding to the survey were unsure of the impact their interventions are having and, for some others, it was unclear whether interventions had been evaluated with families and pupils. However, broadly, the reported effects of uniform interventions appear to be positive and wide ranging for the school community:



- reduced parental stress, pressure and guilt
- stronger home-school relationships
- increased school clothing grant awareness and uptake
- increased uniform wearing by children and young people
- reduced difference and stigma leading to happier children and young people
- Increased sense of belonging to school community
- Increased participation and learning for children and young people.

1. Background: the cost of school uniform

Cost of the School Day research¹ has found that school uniform can present difficulties for children and families on low incomes.

Shirts, trousers, blazers, ties, skirts, warm winter jackets, decent shoes for growing feet, bags, PE kit, kit for outdoor learning... families and children agree that school uniform is one of the most significant costs at school. School staff often tell us that some of their children and young people don't always have sufficient clothing either in quantity or in quality – school staff are aware of uniform which is ill fitting, worn or unsuitable for the weather.

“You see from day one the ones that it will get worse for, you see it as the term goes on - they all start smart and clean but then some families can replace clothing and some can't.” (Teacher)

Uniform helps to minimise visible income differences but is still the main indicator of income for children and young people and the first thing to be picked on and laughed at

“Kids have told me that, that's one of the things that hurts the most, when they get picked on for having like broken shoes or like a hole in their top or whatever, because kids are just laughing... but they don't realise that it's actually because they don't have a lot of money.” (Support Staff)

Children and young people frequently report inconsistencies in approach to uniform between staff members. Some staff may treat incorrect uniform as a disciplinary issue without considering the financial reasons behind it. School uniform is often described as important for a sense of belonging, pride and school identity. Not having uniform because of financial difficulties means that children and young people are at risk of being seen as difficult or different

“Some people get paid monthly and they cannae even get new shoes until next month but they expect it the next day.” (Pupil, S4)

“It would be hard to tell teachers why you didn't have the right clothes - would depend on the teacher but they're intimidating... if you have a problem then it's not always that easy to talk to them.” (Pupil, S3)

School clothing grants, now at a national minimum level of £100 per child, can be a huge help for eligible families. However, not every family is aware of the grants and some find it difficult to apply. Other families may be above the eligibility threshold for clothing grants but may still be struggling with expensive uniform costs.

In Cost of the School Day sessions, Primary school children spoke about how somebody would think and feel if they knew their mum was struggling to replace items of uniform.

They said that he would left out, different, worried and sad and would think:

“What am I going to do if I get them dirty or ripped?”

“I think I am going to be made fun of and left out.”

“People will laugh at me.”

1. Reducing costs and increasing incomes: how are schools helping children and families afford school uniform?

Many interventions are currently taking place in schools across Scotland to reduce uniform costs and help families afford uniform for all children and young people. Presented below are the measures which schools say make a difference to children and families on low incomes.

2.1 Developing school uniform policy which is mindful of family budgets

Reviewing school uniform policy with costs and affordability in mind supports families on low incomes. The schools mentioned below have made pragmatic decisions about their uniform policy which mean more of their families are able to afford what is needed.

Sourcing good value uniform suppliers, reviewing them regularly and offering advice to parents on where to get uniform most cheaply

- “We have signed up to the Tesco blazer service which provides blazers at half the cost of our previous suppliers.” (St Columba’s High School, Fife)
- “A review of suppliers to minimise costs is conducted yearly.” (St Benedict’s Primary School, Glasgow)
- “We have a range of uniform suppliers, encouraging parents to use supermarkets where possible.” (Holytown Primary, North Lanarkshire)
- “Our Parent Council have discussed Cost of the School Day at length and undertook a school-wide consultation on our uniform. Parents are happy with the reduced cost (a saving of £60 per blazer!) and more young people are able to afford the full uniform, ensuring equity for all. Our new supplier shares similar values to our school and is working with the school to provide free uniform items for families experiencing particular hardship.” (Notre Dame High School, Glasgow)

Uniform in plain colours that are available in supermarkets

- “We have also changed our school colours to allow parents to buy simple white polo shirts and simple grey trousers from any generic seller.” (Kirkriggs Primary School, Glasgow)
- “We have selected a uniform colour (grey) which doesn’t fade in the wash and is readily available from most supermarkets.” (Holywood Primary, Dumfries and Galloway)
- “Surveyed parents on colours - chose cheaper options e.g. white shirts instead of yellow.” (Castleton Primary, Glasgow)

No insistence on school logos

- “We promote wearing school colours rather than clothes with logos.” (Ibrox Primary School, Glasgow)
- “We recommend non-embroidered uniform which is much cheaper.” (Chirnsyde Primary School, Glasgow)

Review of more expensive uniform items

- “Blazers are not part of the school uniform. This can often be an extra expense for families who already struggle financially.” (Lockerbie Academy, Dumfries and Galloway)

Enforcement of uniform policy and discouraging expensive brands ...

- “We encourage and support children to wear uniform as this cuts down any potential bullying for not wearing 'trendy' labelled clothes.” (Burntisland Primary School, Fife)
- “Discouraged the wearing of non-school uniform and we have banned the use of trainers and encouraged simple, less expensive footwear.” (Birkhill Primary School, Angus)
- “Uniform basic requirements - black trousers/skirts, black jumpers/cardigans etc.” (Chapelhall Primary School, North Lanarkshire)

... but with some flexibility so that families aren't under additional pressure to buy items in specific colours

- “We have a more flexible approach to uniform e.g. not specifying colour of shoes.” (Northmuir Primary, Angus)

2.2 Helping families access financial support to afford school uniform

Interventions like re-use schemes and gifting can help children and young people get the uniform they need. However, helping families on low incomes to receive the financial support they are eligible for means that they have the money they need to buy uniform in exactly the same way as everybody else.

New £100 minimum school clothing grant introduced by Scottish Government and COSLA

School clothing grants are provided by the local authority, usually with similar eligibility criteria as for free school meals. From 2018/19, all eligible families across Scotland have access to the same minimum level of financial support through a new £100 national minimum school clothing grant for each child. In some local authorities, grant awards exceed the £100 minimum. Details of grant levels, eligibility and application processes are available on all local authority websites.

In some local authority areas, the eligibility criteria for school clothing grants is wider than that for free school meals - for example families may be eligible if they are in receipt of Housing Benefit or Council Tax Reduction. Advice on this is available from the local authority.

Do all families in your school know about clothing grants, how to apply for them and what support they can access to do so?

“Almost all children wear a form of the school uniform to school. Supporting families to apply for the grant allowed them to access it.” (Miller Primary, Glasgow)

Reminding all families about school clothing grants regularly and in a range of ways

Schools told us about the different ways and times that they publicise the school clothing grant to families.

Induction meetings	Posters	Letters home	Social media and school apps	School handbook	Parents' evenings
School noticeboard	Regular text messages	Sign on school gates	Information on school website	School newsletters	Parent information meetings

Many offer information and paperwork to all families both at key points like induction meetings and on a regular basis. This universal approach is based on the understanding that family finances can change quickly and that they may not always know which families need assistance.

- “Clothing grants forms are issued to all upon enrolment - no need to ask.” (Cradlehall Primary School, Highland)
- “Parents are told about the application form at our new intake talk and a copy of the forms are included in the Primary 1 welcome bag.” (Drumlanrig St Cuthbert's Primary, Scottish Borders)

Understanding the barriers to clothing grant uptake and providing support to families to complete paperwork

In the schools responding to our survey, the impact of promoting clothing grants increased when this was linked with support to fill out paperwork. Uncertainty about eligibility, embarrassment, literacy issues, not having heard of it, not thinking it will make that much difference – there are many barriers to parents and carers accessing school clothing grants.

Schools are working hard to identify families who might find it more difficult to apply for the clothing grant.

- “Support offered to families who are less confident in completing on their own and have historically missed the deadline.” (St Michael's Primary, Inverclyde)
- “We work with nurseries to identify P1s needing support.” (Parkview Primary, Glasgow)

Support on a 1-2-1 basis is being offered in a variety of ways.

- Drop in sessions where assistance is offered to complete forms at Cardinal Newman High School in North Lanarkshire
- “A link to the online application form has been added to our school website in the Family support and advice section with a contact number for an allocated member of staff to assist them if any parents has a problem completing this form online.” (Balwearie High School, Fife)

For many schools, specifically family focused roles such as home link, support workers and pupil equity workers work with families to complete forms, sometimes in the family home.

- “Our school Family Liaison Officer supports parents to complete applications for clothing grants in school.” (Cowdenbeath Primary, Fife)
- “We homevisit families to encourage them to fill in forms to apply for clothing grants.” (Forthview School, Edinburgh)

Supporting families to maximise their wider incomes through grants and benefits advice

Money makes a difference to children's outcomes. Increases in family income support better outcomes at school for children and young people and increases in income make more difference to families who have low incomes to begin with.ⁱⁱ Some schools are working to signpost or refer families to grants and benefits advice which could help to maximise their incomes.

- "Links with the local YMCA and CAB to encourage parents to fill in forms." (Cardinal Newman High School, North Lanarkshire)
- "School app used to inform folks of links to help." (Hayshead Primary, Angus)
- "Benefits welfare day to promote uptake of grants." (Cuthbertson Primary, Glasgow)
- "I have helped families successfully apply for the Police Scotland Winter Clothing Grant." (Stenhouse Primary, Edinburgh)

Automatic school clothing grant awards

In Glasgow, eligible families now automatically receive clothing grants without having to complete paperwork. A data matching exercise identified 5400 families claiming housing benefits but not school clothing grants. These families were notified of their eligibility and sent PayPoint vouchers. 97% of eligible families in Glasgow are now receiving school clothing grants.

2.4 Helping families spread costs through instalments, payment and hiring schemes

Parents and carers may not have all of the money required to buy uniform when it's needed, particularly for more expensive items like blazers.

- Port Glasgow High School in Inverclyde, has a Blazer Hire Scheme which allows families to hire blazers for a two year period at low cost
- Greenfaulds High School in North Lanarkshire told us that their blazers are sold at uniform evenings in the school, with facilities available to pay in instalments.
- Dalreoch Primary School in West Dunbartonshire says that their weekly payment scheme for uniforms helps make them affordable to all.

2.5 Offering low cost uniform through re-use and recycling schemes

Many schools operate reuse and recycling schemes with donated or lost and unclaimed items of uniforms. These schemes operate differently in each school and go by various names, including swap shops, thrift or second hand shops, pre loved or new to you clothes rails, 'have a coat leave one, need a coat take one', pop up shops, uniform exchanges and more.

Uniforms are usually sold, swapped or given away at school events like induction days, transition meetings, Christmas and Summer Fayres, Parents' Evenings and other school events where high family turnout is expected. Most are open to all families in the school.

Some schools are trying out different ways of getting uniform to families while avoiding stigma:

- Stenhouse Primary School in Edinburgh sends an order form home each term for families to select their second hand school uniform and they then pick it up from the school
- Uniforms for Ancrum Road Primary in Dundee will soon be made available to families in their local library
- Parents at St Serf's Primary in Fife were initially reluctant to use make use of recycled clothes so the school asks its Family Worker to offer them
- Some schools are involving pupils in delivering affordable uniform. In Cowdenbeath Primary in Fife, one class is starting to run a business enterprise where they sell good quality school uniforms for a reduced price. Queen Anne High School in Fife has a Pupil Anti-Poverty Working Group which runs their Uniform Swap Shop.

Making uniform available without stigma

- Coaltown of Wemyss Primary School in Fife encourages families to buy minimal uniform and use their New to You rail for practical money saving reasons. Positioning this as a resource for all families, not just those on low incomes, helps to reduce stigma: "We encourage all parents to donate and to use the 'New to you' uniform by pointing out that children grow out of uniforms quickly and the uniform is only of use to our pupils! We encourage all new pupils to buy a maximum of 1 brand new sweatshirt and to use the new to you rail as well. It means we can donate 'new to you' sweatshirts to pupils with no comment and no associated stigma."
- Adelphi Nursery in Glasgow offer a general recycling rail full of clothes and items useful for the whole family: "Parents now confidently use our rail to clothe their children and they bring and exchange clothes and household items. If a parent is looking through our rail for something in particular we will try and source it. Parents have used the rail to dress for interviews and special occasions."
- Burntisland Primary in Fife use an eco-focus to promote their pre-loved clothes and say that they have encouraged a "'no shame' approach."

2.6 Providing uniform for children and young people who need it

Many schools routinely provide uniform to families. This includes basic uniform items, clothes for times when children need it - like for PE or when they don't have tights on a cold day - and a wide range of other items: walking boots, Hallowe'en costumes, Christmas jumpers, water bottles, party clothes, clothes for residential trips, pants and socks are a few of the examples highlighted by schools.

Gifting uniform items to all pupils

Uniform gifts can symbolise an equal start at school for all new families.

- "We give 3 free shirts/blouses to each new S1 pupil as part of their Welcome to High School induction pack." (Viewforth High School, Fife)
- "Our feeder primary school buys pupils their tie and we gift a senior school tie to all pupils also." (Abercorn Secondary School, Glasgow)

- “When new children start (P2-7) they are offered free uniforms, so that all children start with a uniform. This helps them feel that it is their school- they are no different. Children are warm and cosy.” (Parkview Primary, Glasgow)

Providing specialised uniform that the school requires

- “As the P7s wear a different coloured jumper to rest of school, we provided a school jumper for each P7.” (Coldingham Primary, Scottish Borders)

Providing uniform for families who schools know will need support

- “Parts of the uniform are given to families who need help getting started so the children fit in when starting with us straight away.” (Our Lady and St Joseph’s Primary, North Lanarkshire)
- “We identify children going into P1 whose families might struggle to pay for uniform and the local primary school provides uniform for them.” (Adelphi Nursery, Glasgow)

Seeking funding, fundraising or using Pupil Equity Funding to subsidise or pay for uniform

- “We have provided new warm coats, hats scarves and gloves. We have provided new warm sturdy footwear.” (Parkview Primary, Glasgow)
- “We subsidise the cost of blazers for S4, S5 and S6 pupils. During course choice meetings for senior pupils we discuss the level of contribution that parents make to the Senior blazer. The maximum we ask for is only about 50% of the cost of the blazer.” (Viewforth High School, Fife)
- “We have applied for a Burgess Grant to buy in more uniform to have in stock. We supplied uniform to new Syrian families who came to the school free of charge.” (Camperdown Primary School, Dundee)
- “Any pupil who is not wearing a blazer is allowed to “borrow” a blazer. If the blazer is not returned it is not pursued. In addition, if we are aware of financial difficulties we will supply a blazer.” (Clyde Valley High, North Lanarkshire)

Setting up internal school funds for uniform purchases – often with Parent Council support

- “The Parent Council has started a slush fund for HT and DHT to assess for emergencies like shoes, coats and lunches.” (Parkside Primary, Scottish Borders)
- “We have developed a uniform fund within our own School Fundraising efforts, this is specifically kept discreet. We then have home visits to speak directly to parents concerned – led by the Head Teacher.” (Lochcarron and Applecross Primary Schools, Highland)
- “Leavers’ hoodies are subsidised by the Parent Council.” (Lynburn Primary, Fife)

2.7 Reviewing whether non-uniform days are creating cost and anxiety

Children and young people taking part in Cost of the School Day sessions often highlight that they feel pressure to buy new clothes for non-uniform days. School staff often note that non-uniform days lead to reduced attendance.

- “We have been very anti ‘dress down on the last day of term’ since I was appointed as HT. This means there is no pressure on children and parents to have the latest ‘gear’ to wear on such days.” (Burntisland Primary School, Fife)
- “We have also stopped non-uniform days as fundraising events, as we became very aware that a small group of young people were feeling left out or put under pressure by these.” (Bannerman High School, Glasgow)

3. How are these interventions paid for?

The majority of interventions cost nothing. Most are implemented through reallocation of resources, involvement of staff, families or pupils and through seeing a problem and rethinking how things are done.

The success of an intervention seems to be based more on ‘buy in’ and support from the school community rather than on money required to set it up. Of the interventions that do incur cost – for example, provision of new uniform, setting up a dedicated school fund to help with uniform costs and home link workers - these are paid for in a variety of ways:

School level	School Fund	School based fundraising	Parent Council	
Local level	Sponsorship by local businesses e.g. PE kit sets	Donations (either monetary, resources or time)	Local fundraising e.g. Drumchapel LIFE, 3D, St. Nicholas Care Fund, St. Vincent de Paul	Council Grant
National level	Pupil Equity Fund	Scottish Attainment Challenge	LAC Attainment fund	External funding e.g. trusts and foundations

4. What difference do these interventions make to school communities?

Schools reporting on the impact of their interventions highlighted a wide range of consequences for their school communities.

4.1 Reduced parental stress, pressure and guilt

Schools say that weight that is lifted from parents and carers when support is provided or additional expense removed. This was described as “a great relief to parents” who feel less pressure to provide items.

- “Families have reported that it reduces stress and worry around children having the correct clothes.” (Ladybank Primary, Fife)
- “The difference made has been different to each of our schools and families but a common difference identified is that [it] relieves parents of stress and anxiety relating to school costs. Parents don't have to feel guilty.” (Renfrewshire Council)

4.2 Stronger home-school relationships

Many schools say that they have heard from families how appreciated their support is.

- “Parents facing hard times appreciate support.” (Prestonpans Infant School, East Lothian)

- “In the past parents have been so grateful for the help we supply. It gives us great joy to see parents from poorer families turn up (especially new P1's) on the first day back feeling proud and their child looking the same as all others.” (Dalreoch Primary, West Dunbartonshire)

In some cases, interventions have helped create trusting home-school relationships where parents and carers feel “listened to and supported” and are more relaxed about approaching the school for help.

- “Staff and parents have developed strong relationships, which has also had a positive impact on children too.” (Stenhouse Primary School, Edinburgh)
- “Families feel comfortable in being able to approach school regarding help with uniform when worn or too small.” (St Joseph’s Primary, West Dunbartonshire)
- “Pupils and families can access resources without fear of stigma and know that this will be handled with sensitivity and compassion.” (Inverkeithing High School, Fife)

4.3 Increased school clothing grant awareness and uptake

- “Families who may not have been aware of this grant or unable to complete form are now supported to receive the Clothing Grant.” (Lockerbie Academy, Dumfries and Galloway)
- “Clothing grants uptake has increased.” (Drummore Primary, Glasgow)

4.4 Increased uniform wearing by children and young people

- “We have 100% compliance with uniform.” (Clyde Valley High, North Lanarkshire)
- “This session we have seen a massive uptake in the amount of children wearing school uniform and as such, taking a pride in their overall appearance.” (Kirkriggs Primary, Glasgow)

4.5 Reduced difference and stigma and happier children and young people

The main perceived impact on children and young people appears to be related to their wellbeing at school and the removal of difference and stigma,

- “Children who were not dressed the same as their peers felt different. Donating clothing items addresses this.” (Balcurvie Primary, Fife)
- “It removed any negative stigma and/or embarrassment caused by not having the necessary items of uniform.” (Our Lady and St Patrick’s High School, West Dunbartonshire)
- “When given a change of clothing and items to take home his mood immediately improved. He was smiling and his confidence and self-esteem improved. Other parents have commented that they were appreciative. Children who have been given clothing immediately look happier and more settled.” (Drumlanrig St Cuthbert’s Primary School, Scottish Borders)

4.6 Increased sense of belonging to school community

Schools say that supporting children and young people to have uniform helps them to develop a sense of belonging to the school community. Pupils feel included and part of their school.

- “It allows the pupils to be part of and share in the identity of the school at as low a cost as possible.” (Tain Royal Academy, Highland)
- “All P7s wear the special jumper with pride.” (Coldingham Primary, Scottish Borders)

- “There is much more consistency of uniform meaning fewer students stand out as having or not having. This has increased the sense of belonging to our school community and a greater commitment to learning.” (Keith Grammar School, Moray)

4.7 Increased participation and learning for children and young people

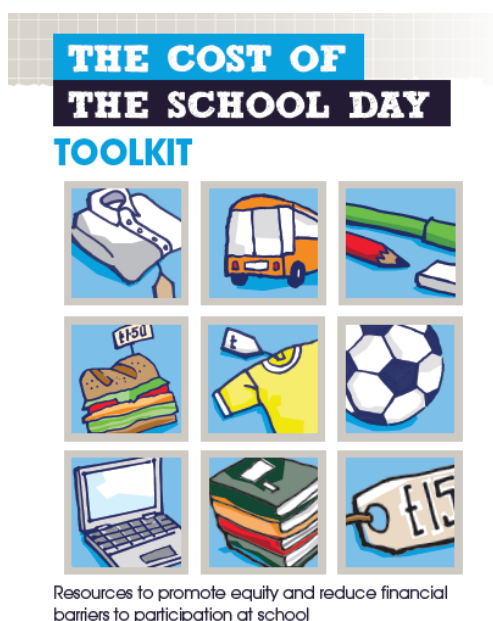
Having required uniform means that children and young people can get on with participating in everything the school day has to offer.

- “Improvements in literacy, numeracy and Health & Wellbeing.” (Cardinal Newman High School, North Lanarkshire)
- “Improved self-esteem and engagement in learning. One pupil now taking a full part in PE due to having an appropriate and fitting gym kit.” (Bo’ness Public School, Falkirk)

Around 10 per cent of the schools responding said that they were unsure of the impact their interventions are having, suggesting the need for [monitoring and evaluation to be part of action planning](#).

4. Key considerations for school communities

- Consider affordability when setting school uniform policy, and whether traditionally expensive items such as blazers are necessary
- Promote the school clothing grant as widely as possible to help ensure that all eligible families are applying for and receiving support
- Be aware that some families may be above the eligibility threshold for the school clothing grant but will still find the cost of buying uniform a significant burden
- Use items which are machine-washable, avoiding items which can only be dry-cleaned
- Consider stipulating basic items which can be easily bought from major supermarkets as much as possible, avoid exclusive arrangements with specific suppliers which often increases costs
- Where school logos are used, allow the option for families to buy sew-on logos for a jumper or polo-shirt which can easily be bought from major retailers
- Where children are not wearing the right uniform, it is important consider the reasons for this and ensure that all school staff approach this matter consistently
- Consider how much families have to spend on uniforms across the course of the school year and avoid having different uniform requirements for summer and winter.
- If you plan to make significant changes to your school uniform policy, consult with parents and pupils for their views and allow for a reasonable transition period before the new policy comes into effect



Information and resources to help school communities explore financial issues and barriers and take action to resolve them can be found in the [Cost of the School Day Toolkit](#).

5. Summary

Responses to our survey indicate that there are a wide variety of interventions taking place to help families on low incomes access school uniform in an affordable and non-stigmatising way.

Broadly, interventions focus on reducing costs (income aware policy, uniform provision, low cost uniform schemes, payment schemes and reviewing non-uniform days) or helping to increase family incomes so that children and young people are able to buy uniform in the same way as everybody else (supporting families to access the new national £100 minimum school clothing grant and other financial assistance).

The majority of interventions cost nothing and require only buy in from the school community and a rethinking of how things are done; interventions which cost money can be funded in a range of ways from school fund to local fundraising to Pupil Equity Funding.

While monitoring and evaluation of interventions could be improved to better understand their impact, impact reported by schools delivering these interventions on the ground is significant. Schools say that this work helps to reduce parental stress, pressure and guilt, build stronger home-school relationships and increase incomes through school clothing grant awareness and uptake. Schools also say that support with uniform means reduced difference and stigma and happier children and young people with an increased sense of belonging to the school community and, crucially, improved participation at school.

Contribute to upcoming Cost of the School Day Practice Insights

Have you found this Practice Insight useful? Do you want to highlight something that you or your school is doing to help reduce costs for families and children?

Complete the Cost of the School Day Practice Survey here

<https://www.surveymonkey.co.uk/r/WTD3NDF> or get in touch with the Cost of the School Day team at costoftheschoolday@cpagscotland.org.uk.

Acknowledgments

Thank you to Sarah Thirlwell for her analysis of Practice Survey data while volunteering in the NHS Health Scotland Children Young People and Families Team.

References

ⁱ For more information, please see the [Cost of the School Day Glasgow](#) and [Cost of the School Day Dundee](#) reports

ⁱⁱ Stewart, K. and Cooper, K. (2017). *Does Money Affect Children's Outcomes: An Update*. <http://sticerd.lse.ac.uk/dps/case/cp/casepaper203.pdf>