



Investing in ...

Welcome to the first edition of Investing in... a termly publication of examples of good practice from Investors in Pupils assessments. The publication is for schools working towards the standard and those who have achieved it and are looking for directions to take it in.

Financial Capability

Volume 1, Issue 1

Autumn 2011

Inside this issue:

- Pupils deciding what resources to buy for their school. **2**
- School Councils & Classes having their own budget **2**
- Pupils become aware of the consequences of wasting the schools resources. **2**
- Infant Pupils learn that spending money on pencils means that they are not spent on trips. **3**
- Support from local banks **3**
- Finding out how much is in the school budget **3**
- How Investors in Pupils has helped schools in other ways **4**

Anston Greenlands Junior & Infant School (Rotherham)

The school is very aware of the benefits of business enterprise activities and this has been developed through the efforts of the thriving Young Entrepreneurs Club (YEC). Examples of their success include running talent competitions and

concerts, providing finances for special art and team building activity weeks and supporting various charities e.g. Shelterbox, Help the Heroes and Esphakini Youth Centre in Bulawayo. Events to raise money have also included car

washing, selling gardening club produce, selling cakes and craftwork and Years 5/6 'Making £5 Blossom'. All ideas have been suggested and developed by pupils at the school under the guidance of the staff overseeing the YEC and School Council.

Arnold View Primary School (Nottinghamshire)

Pupils in this school are starting to understand that items cost money and that using unnecessary resources (even such as over-sharpening a pencil) was costly and wasteful. This was done by making a 'down the drain' display and interactive

corridor display about the school budget. Allocating each class £50 to be spent on resources and then reducing this incrementally as glue-sticks, pencils etc are damaged has raised pupils' awareness. Enabling them to spend the money on

end of term class treats has focused many young minds and proved to be an excellent incentive. The wider impact of this is evident when a member of staff reported handing out paper for a 'rough' exercise and being told "We could do that on recycled paper miss".

“pupils are required to balance their budget”

St Josephs Primary (Harrogate)

The School Council have £50 to run the Fairtrade Tuck Shop, they are required to balance their budget and ensure the shop is kept stocked. In addition they are responsible for

‘spending’ the Sainsbury’s vouchers. They find out what equipment each class would like and order playground equipment accordingly.

“Each class has a £50 budget which has to be used to replace any damaged items”

St Winefrides’ Catholic Primary (Bradford)

All pupils know that resources have a financial cost. Each class has a £50 budget which has to be used to replace any damaged items. Pupils decide what to spend the residue on, at the end of the year.

Pupils understand the importance of respecting resources and working as a team to enable this to happen. ‘You take care and be proud...it’s team management’ (Y2 pupil).

“The schools awareness of money has been fostered by the school’s money week”

Warter Primary School (East Yorkshire)

All pupils have an understanding of the finances of the school. They are also aware of the consequences of careless or deliberate damage or waste of the schools resources. Each class has its own budget and this information is shared with the pupils.

One child said, “If we damage something then it costs the

school money to replace it – and there is only so much money to spend”. They have a good understanding of how the school is financed and how the money is spent. This awareness has been fostered by the school’s money week in which the whole school looked at budgets, debt etc. across the curriculum.

“If you break the pencils or lose the rubbers you have to use some of the money to buy more”

Carr Infant School (York)

The School Council make sensible suggestions regarding the pupils' needs to the headteacher and practicalities are discussed. The children are encouraged to compare prices from catalogues. (“We get the Argos!”). The older children were aware that funding came from the government

and was finite. They also recognised that they had a collective responsibility to care for all school resources. “If you break the pencils or lose the rubbers you have to use some of the money to buy more and then we haven't enough for treats and trips.”

“Supported by the National Westminster Bank, volunteer pupils are given outstanding opportunities for responsibility and managing finance.”

Farnfield St Michaels Primary (Nottinghamshire)

The School Council's, and pupils' understanding of finance, is enhanced by the School Bank. Supported by the National Westminster Bank, volunteer pupils are given outstanding opportunities for responsibility and managing finance. The 'Funky fundrais-

ers', who buy, monitor and sell healthy snacks on the playground from their colourfully painted shop, further develop this. This is very successful and is appreciated by pupils and 'Investors in Pupils' Assessors!

“it was a shock to some and a valuable lesson to realise £100 can pay for 1 child to go to school in Uganda for a year.”

St Maries Catholic Primary (Sheffield)

Pupils know there is a cost attached to them and that resources are valuable. They have a clear understanding about the school budget, knowing where the money comes from, how much the school budget totals and how it is spent. As the coordinator commented it was a shock to some and a

valuable lesson to realise £100 can pay for 1 child to go to school in Uganda for a year but Sheffield Council allocate the school £800,000. The Year 5/6 pupils told me the school receives £3500 per pupil a year, which they worked out at £140 a day.

Investors in Pupils

Dept for Children's Services
Bradford Council
Future House
Bolling Road
Bradford
BD4 7EB

07852 109109
investorsinpupils@bradford.gov.uk



INVESTORS IN PUPILS

Investors in Pupils builds on the principles of Investors in People, at its heart is pupil voice and pupil participation.

Investors in Pupils helps pupils find out about their school, the jobs of everyone in it and that the school has a budget. It supports them in setting targets for the class and for themselves whilst recognising the importance of the roles and responsibilities of everyone involved in their education, and how they as pupils can make a difference.

Other benefits schools have found from achieving Investors in Pupils

Crompton Primary (Oldham)

Attendance has increased over the last two years – the period of time we have been involved in the scheme. There have been no exclusions (temporary or permanent). Pupil participation in school life has increased.

Keyingham Primary (East Yorkshire)

There has been a noticeable difference in behaviour throughout the school as a result of participating in Investors in Pupils. The number of children missing our Fabulous Freetime Friday activities, as a result of not following the class rules, has decreased throughout the year.

Stapeley Broad Lane Primary (East Cheshire)

Staff have commented on increased attendance now that attendance rates of each class are published in the weekly newsletter. There are far fewer incidents of bad behaviour – the children have set both individual and class targets in this area.

All Hallows Primary (Nottinghamshire)

In 2009/10 the reporting of bad behaviour (yellow & red cards) reduced by 35%

This term the following Open Mornings will be running in Primary Schools. Booking forms are available on the website.

- **3rd November - Sandy Lane Primary (Bradford)**
- **15th November - Glapton Primary (Nottingham)**
- **16th November - All Saints Primary (Rochdale)**
- **23rd November - Anston Junior & Infant (Rotherham)**