



Ingredients for success – new research



University for the Common Good

Raise your hand.....

I am definitely concerned, our school is in a deprived area and we have always provided all ingredients for everyone at no cost. I cook with 9 classes a week, every week but as my budget is dwindling, I may have to rethink my recipes. We currently shop at Asda, my shop has gone from £120 to £170 a week and sometimes I have to use my own money to top up each week. It's very worrying.

Ingredient costs for things like oil, flour and fresh vegetables have gone up which means our current approach of providing all Ingredients at KS3 and most at KS4 is being stretched.

We ask for a contribution of £10 from parents, all pupil premium students get funded ingredients and we don't chase up those that don't pay. Less people are contributing which means we are having to use more of our department capitation therefore can't afford to replace equipment as much as before.

We do cook a lot of low cost recipes, such as Spanish tortilla, chickpea stew and bean burgers. Using tinned, frozen, and dried ingredients wherever possible. I have also anecdotally noticed more children eating what they have cooked immediately after the lesson. The problem of 'left behind' recipes is a lot less common now

I do worry about how many non pp students will stop bringing in ingredients with rising costs. I haven't the storage or technician hours to provide and weigh ingredients for large proportions of students. I try to keep the recipes as straight forward as possible and encourage the use of Aldi and Lidl.

I don't think we should have to ask students to bring or pay for ingredients, but sadly it's necessary as department budgets are too small to cover the costs. Students should not have to pay to learn a subject in school. My family in Denmark don't believe me when I tell them. We never had to bring or pay for anything and had 2 or 3 hour lessons, so we could cook proper stuff and sit down and eat it together.

The cost of living and is hitting everyone my heart broke last week when a year 7 asked if their savoury crumble could be cooked at school because they only had a small camping stove and microwave at home.

Listening to the teachers, pupils and parents

- How much does a practical curriculum cost?
- How do schools successfully ensure equity and close the gap so all students, especially the most disadvantaged?
- What are the perceptions of senior leaders in schools. Why do they/ don't they prioritise lessons?
- How can reliable networks for ingredient provision be established, and funded?

**** THE NEED TO GATHER EVIDENCE ****

Ingredients for Success?

**It's good to be part of something bigger
/ you can design by Committee**

How we did it

Lindsay Graham OBE (Poverty and Inequality Commissioner)

Enlisted the help of the team at Glasgow Caledonian University, lead by Professor John McKendrick

Created a Project Steering Group

- Louise Davies, Food Teachers Centre
- Graeme Findlay, Scottish Qualifications Agency
- Tracy Johnston, Education Scotland
- Ernest Purvis, Children in Northern Ireland
- Lorna Nichol, Children North East (England)
- Ellie Liddell, Children North East (England)
- Ellie Harwood, Child Poverty Action Group (Wales)
- Georgina Burt, CPAG (England)
- Sara Spencer, CPAG (Scotland)

Survey in the late Autumn / early Winter of 2022



What we asked

Supplying Ingredients (i) how many (ii) age stage (iii) which not [pupils asked to supply] – implications if don't – notice given – ready availability ingredients -information on sourcing)

Financial Contributions (i) how many (ii) how frequently (iii) which not [pupils asked to pay] – recommended amount – how much is amount – changed this year – how collected

Equipment and Accessories make other contributions (e.g., apron, containers)

School Operations school finance system – (i) who sources (ii) who shops (iii) budget (iv) changes to budget [for ingredients] – use own money to buy – status of technician support – implications of insufficient support

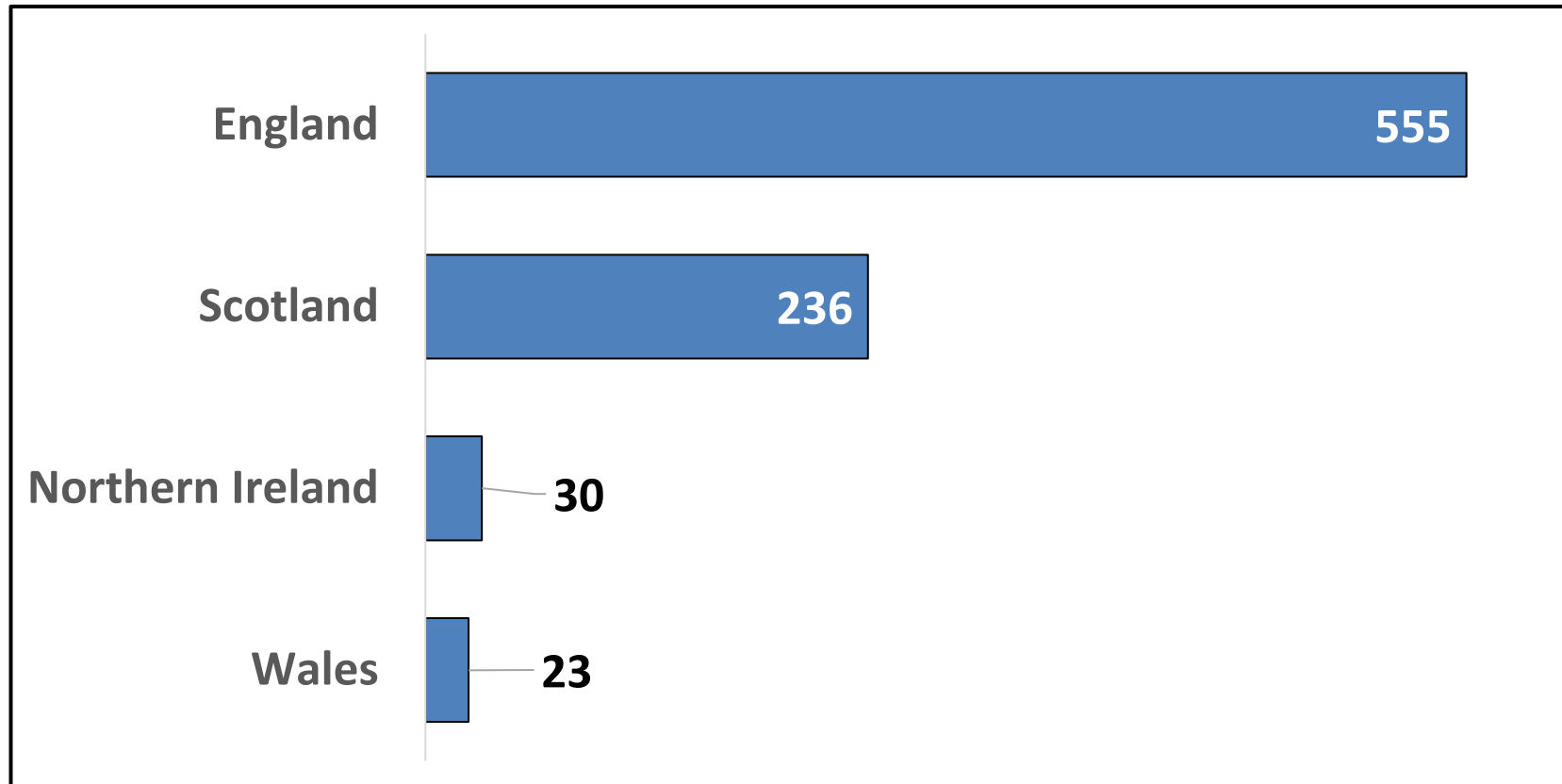
Access to Food Education qualifications offered – likelihood of FSM taking – (i) administration (ii) awareness [of exceptions to pay] – communicating with parents/pupils – perception of cost as a barrier

Changes in this School Year ten changes in classroom – changes to staff – changes in pupils - changes related to pupils and ingredients – changes related to pupils and financial contributions – broader changes in food education

Food Education, food insecurity and well being — should pupils contribute – (i) does it (ii) should it [tackle food insecurity] – actions preferred – closer links social subjects – closer links PE for wellbeing

Perceptions of food education — what five groups think of Food Education
(profile information) – role – gender – length of time – entitled to FSM as a pupil

Representation across the four UK Nations

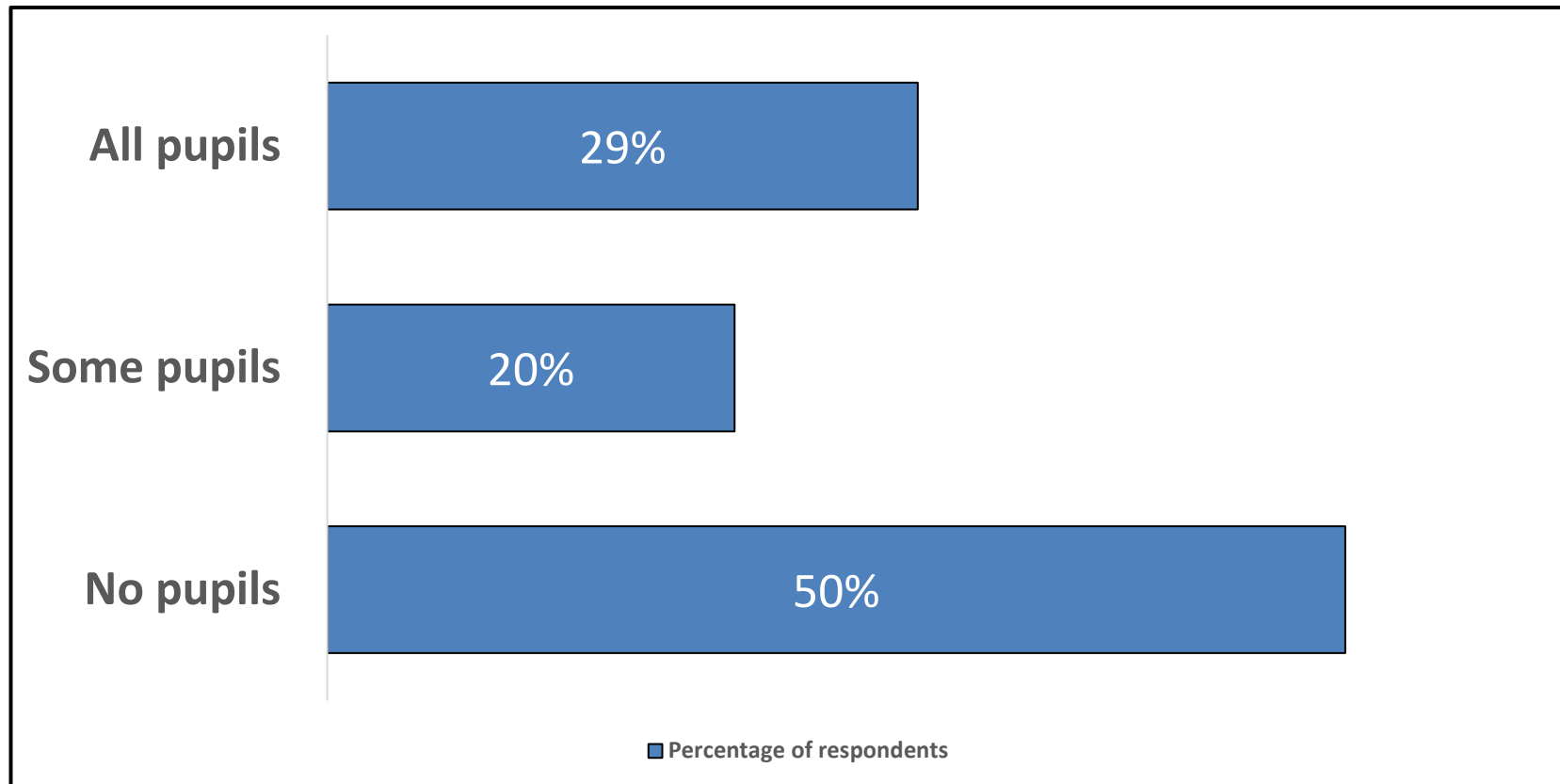


Ingredients for Success



Some UK insights from *Ingredients for Success*

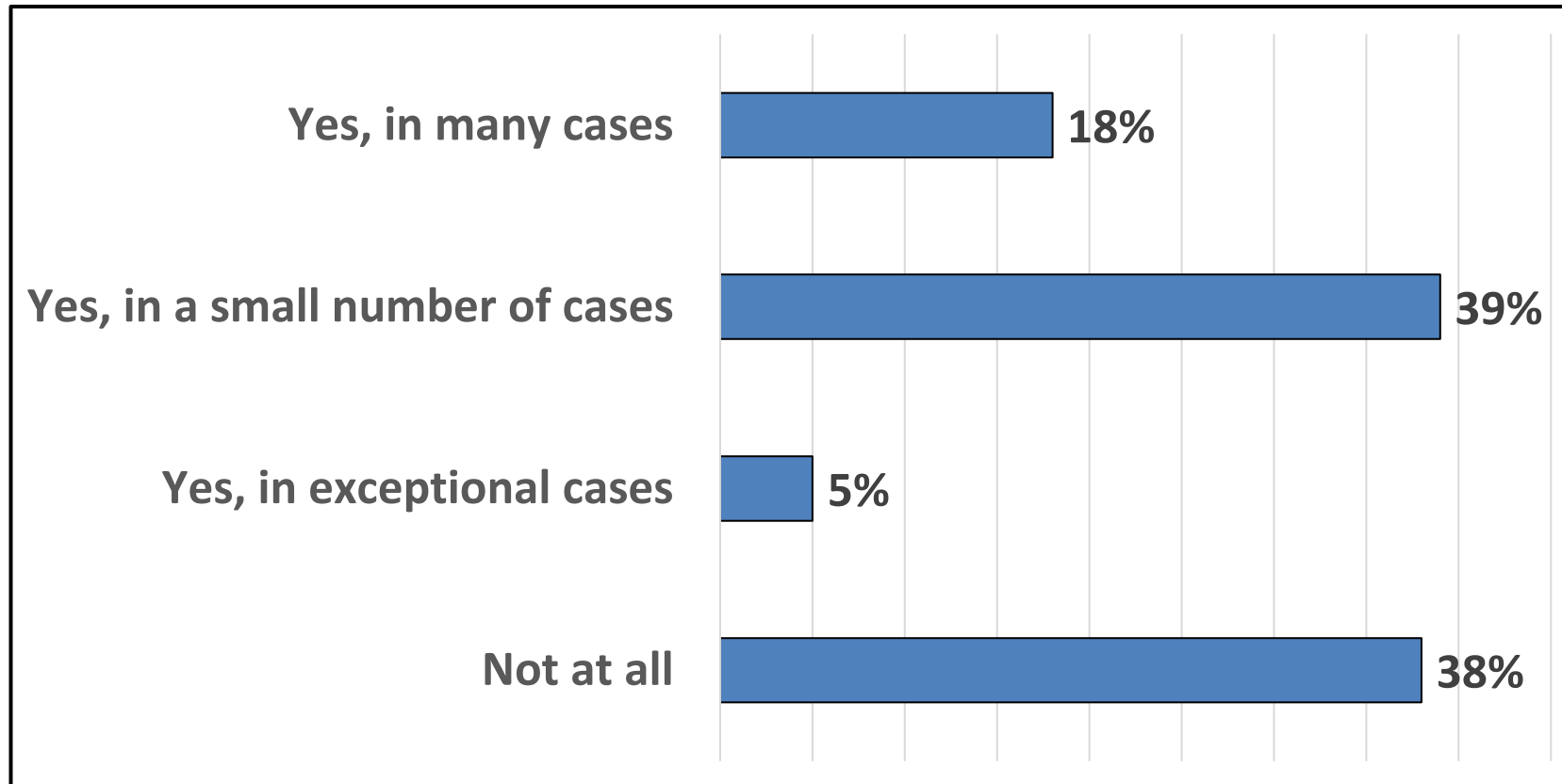
How many pupils supply ingredients?



None: Scotland (98%), *N.I.* (67%), England (28%), *Wales* (17%)



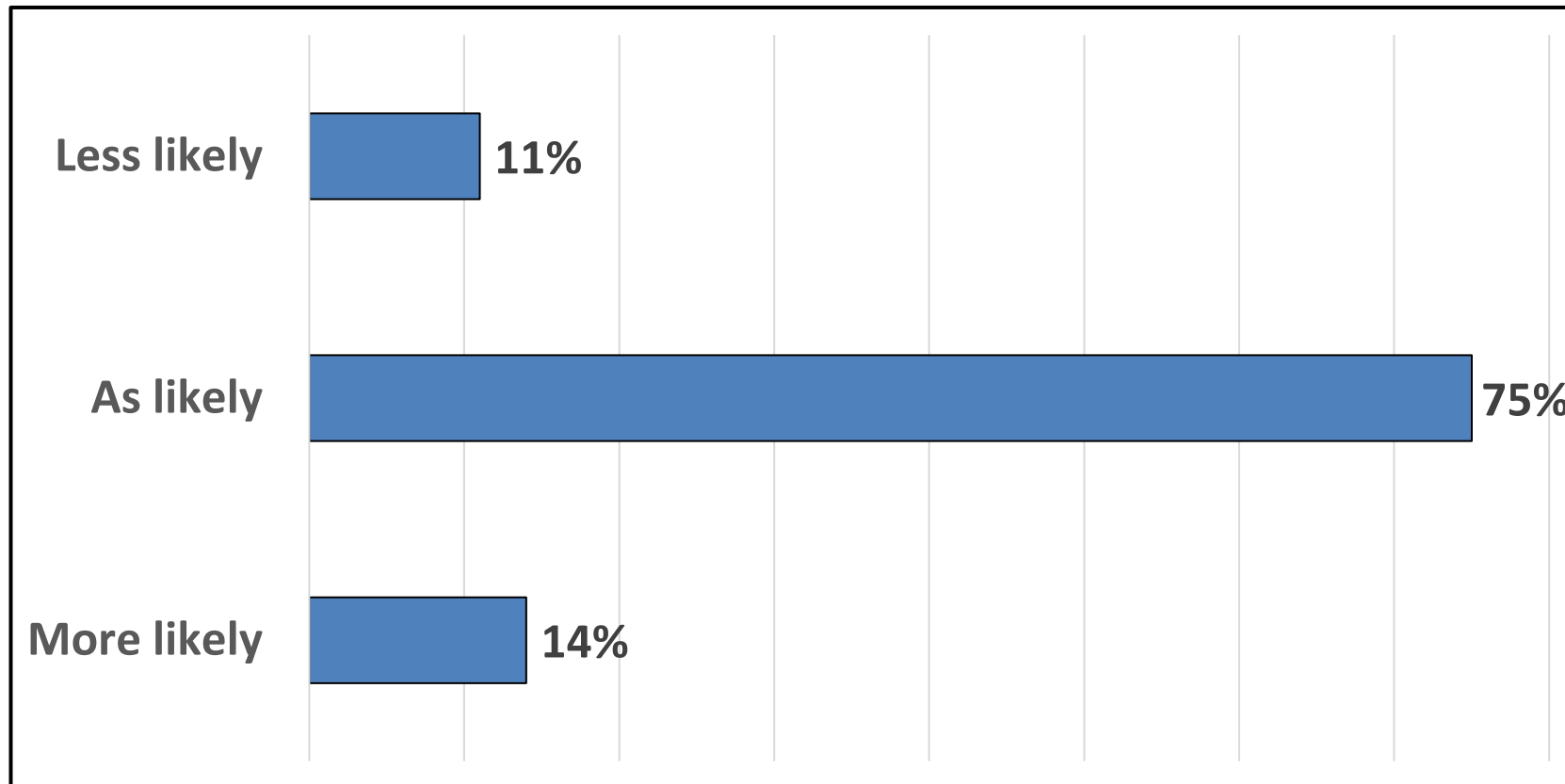
Is cost a barrier to participation?



Never: Scotland (77%), *N.I.*(23%), England (22%), *Wales* (17%)



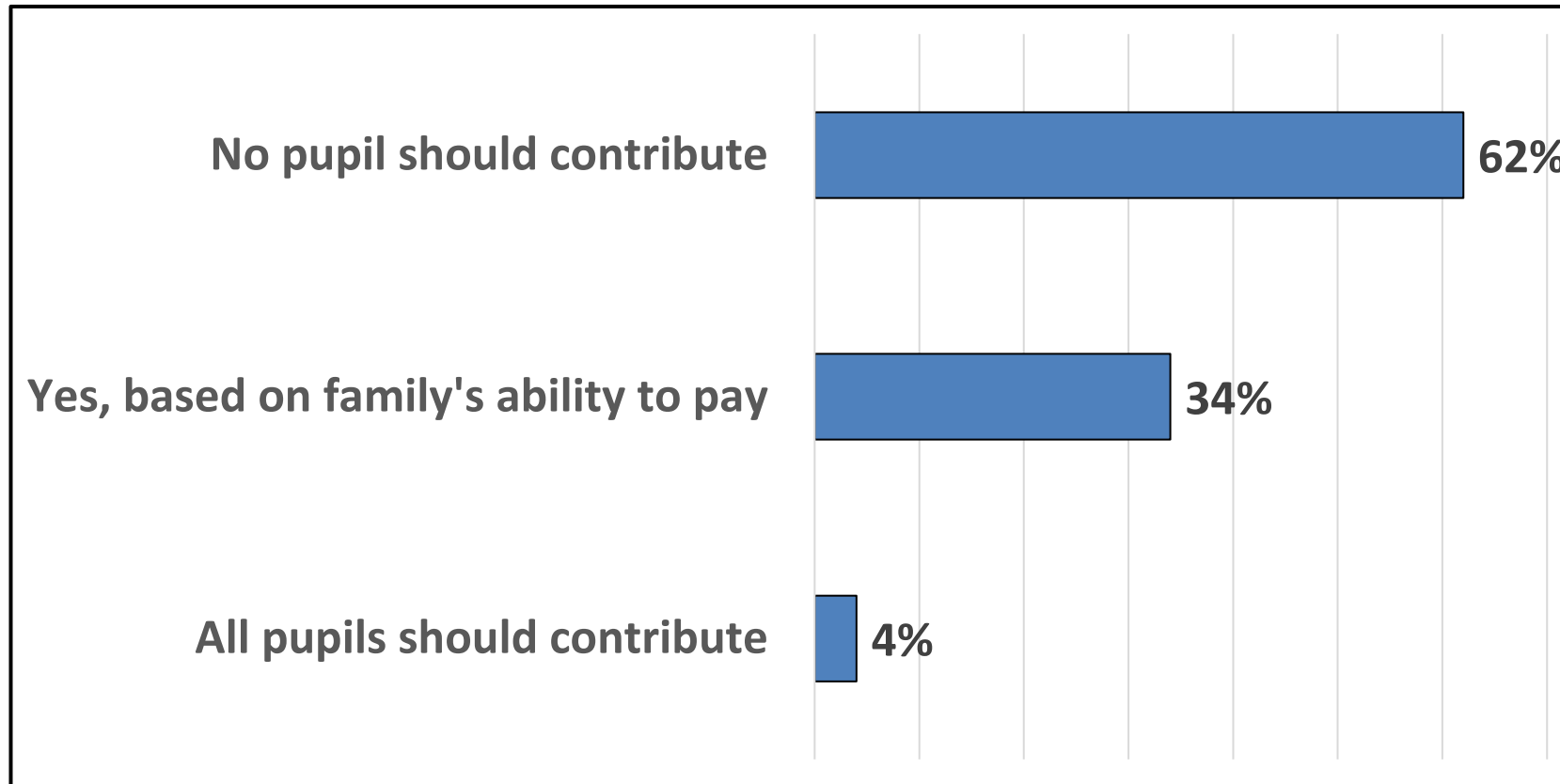
FSM pupils more / as / less likely to choose as Exam Subject?



More: Scotland (28%), *Wales* (15%), England (10%), *N.I.* (8%)



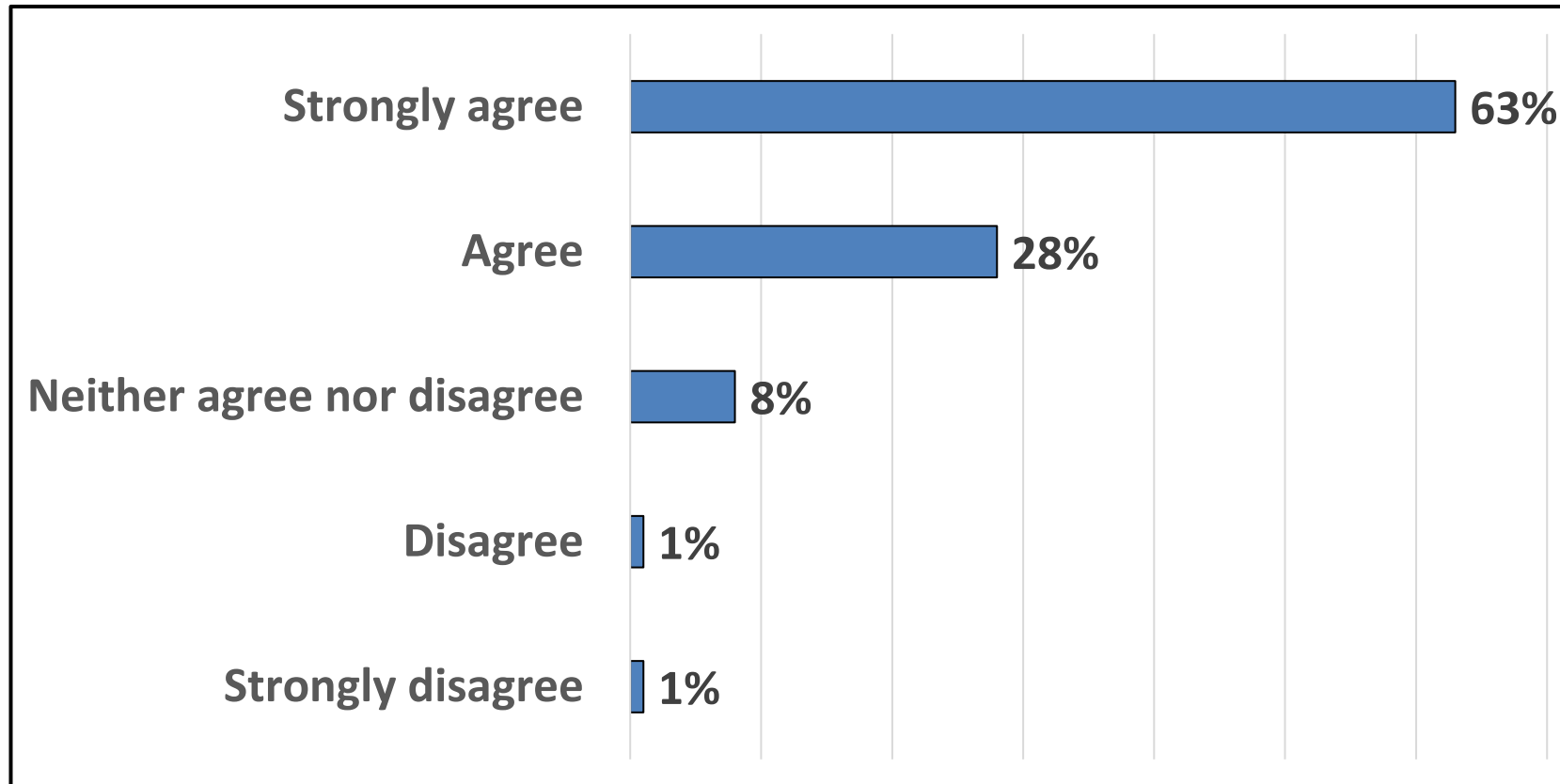
Should pupils contribute to costs?



Some: Scotland (19%), Wales (29%), England (43%), N.I.(79%)



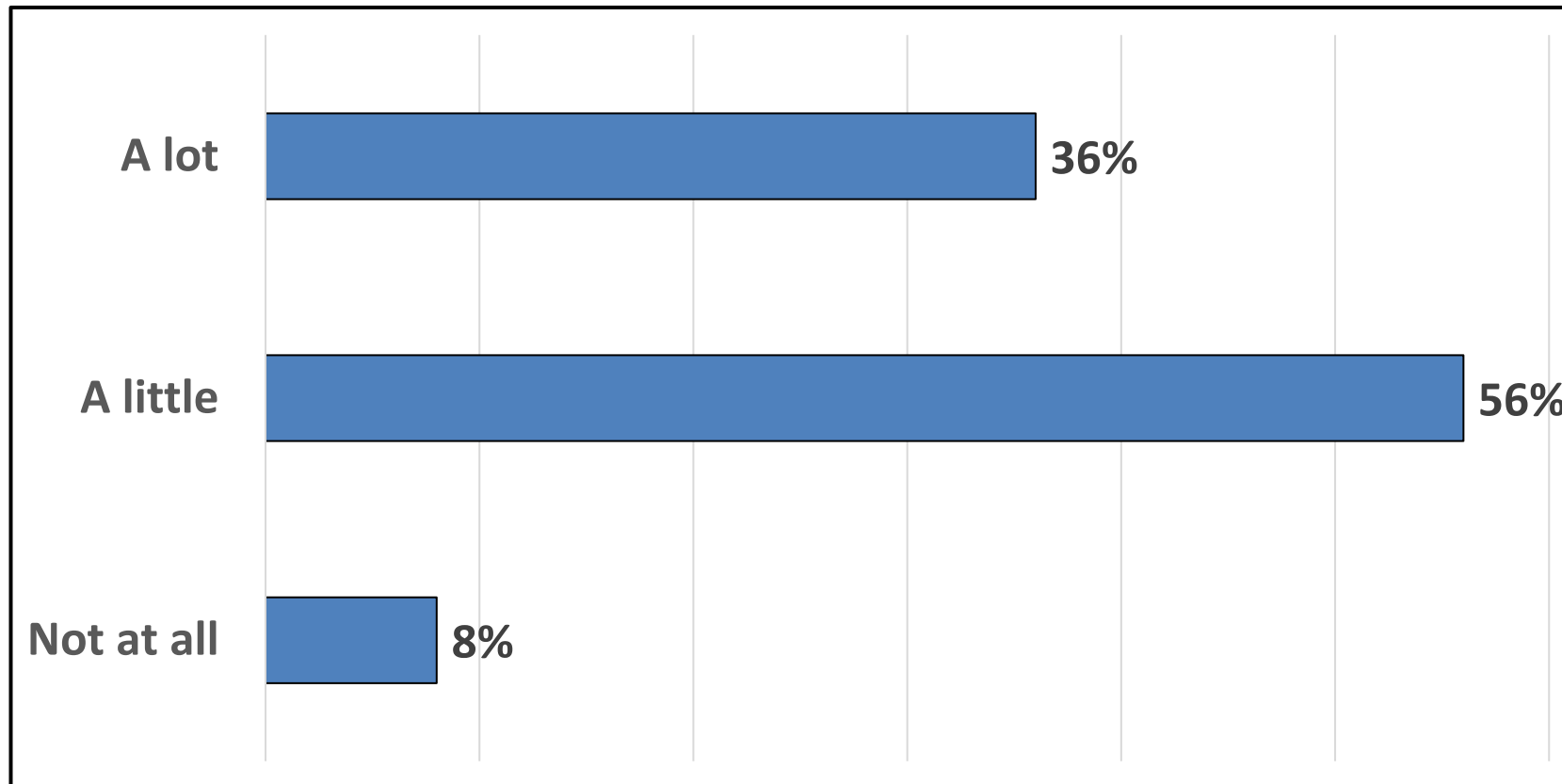
Should food education have a role in tackling food insecurity?



Agree: *Wales (100%), N.I.(97%), N.I.(97%), Scotland (90%), England (91%)*



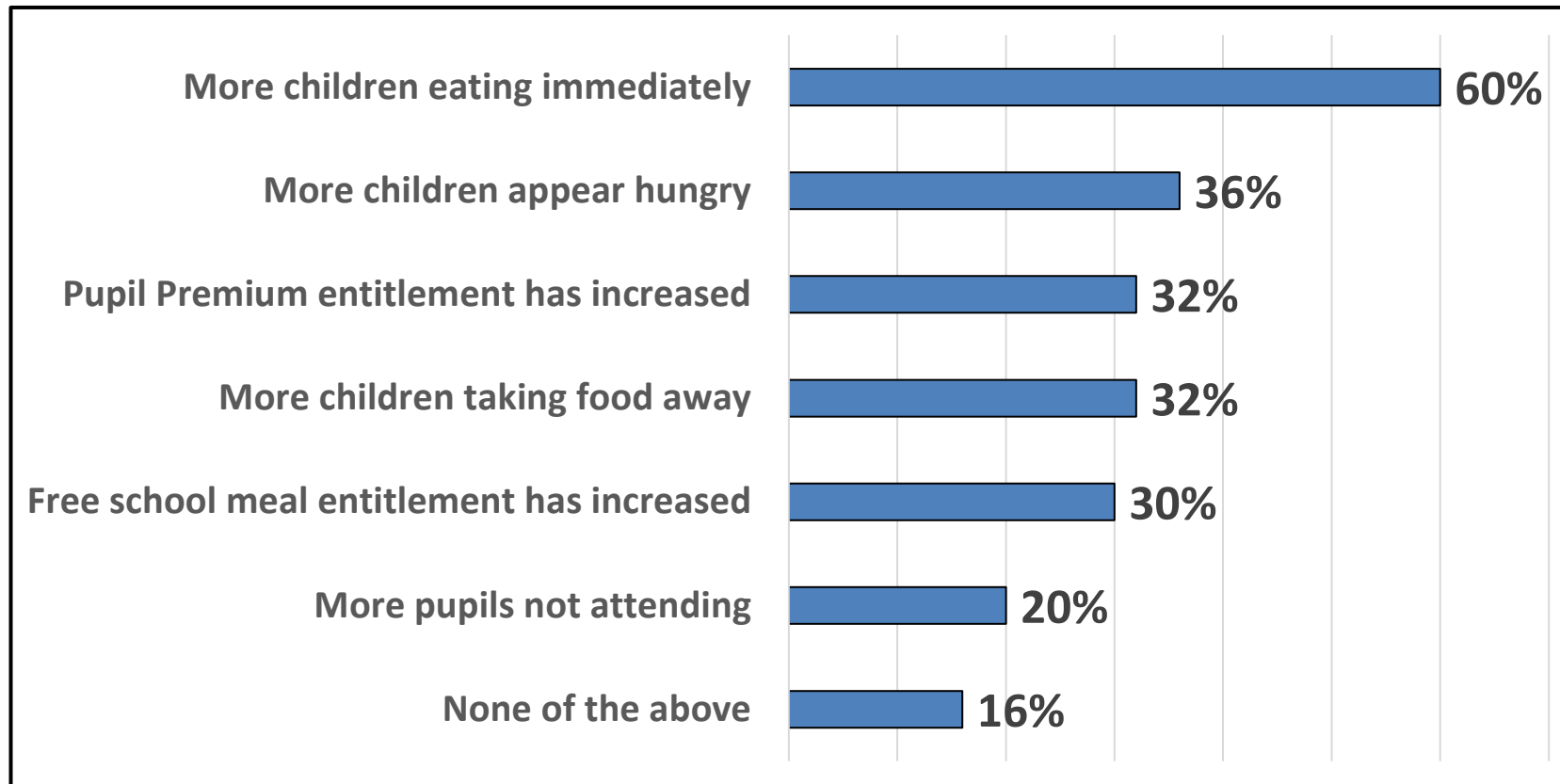
Does Food Education Contribute to Tackling Food Insecurity?



A Lot: *Wales (50%), N.I.(38%), England (36%), Scotland (35%)*



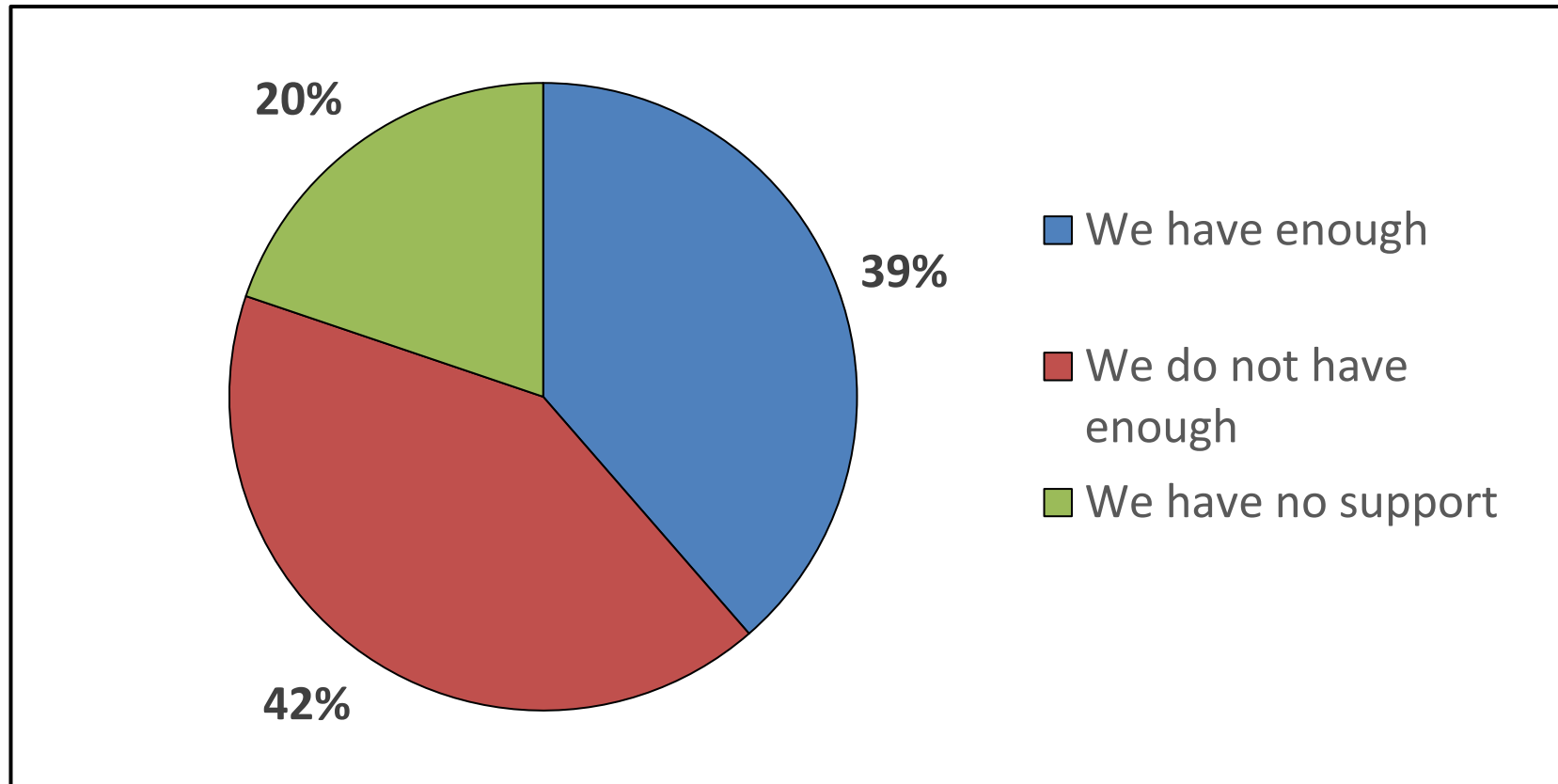
More children hungry in class this year?



More: *N.I.* (11%), England (33%), Scotland (46%), *Wales* (52%)



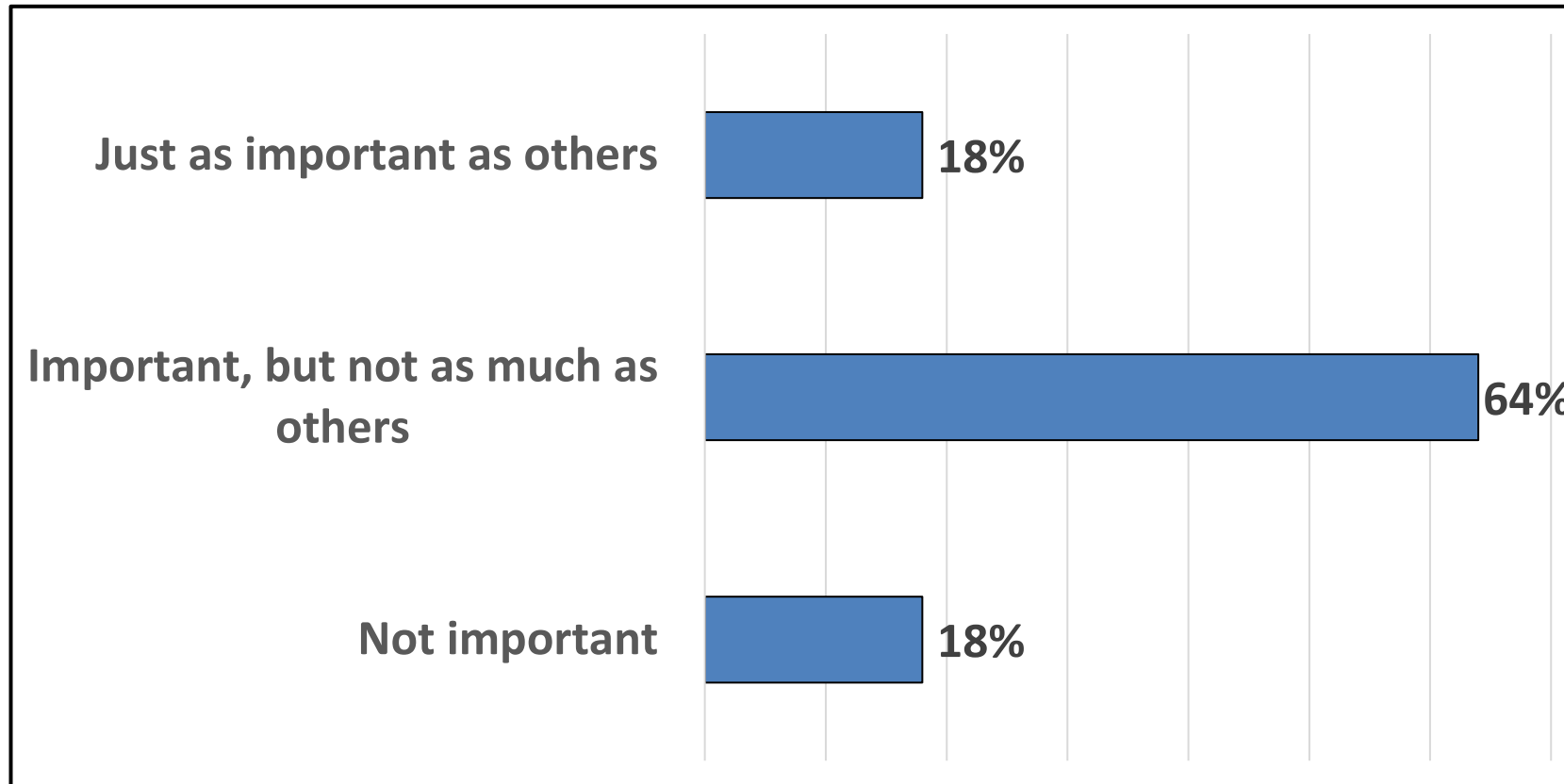
Current state of technician support



Enough: *N.I.*(53%), England (40%), Scotland (33%), *Wales* (30%)



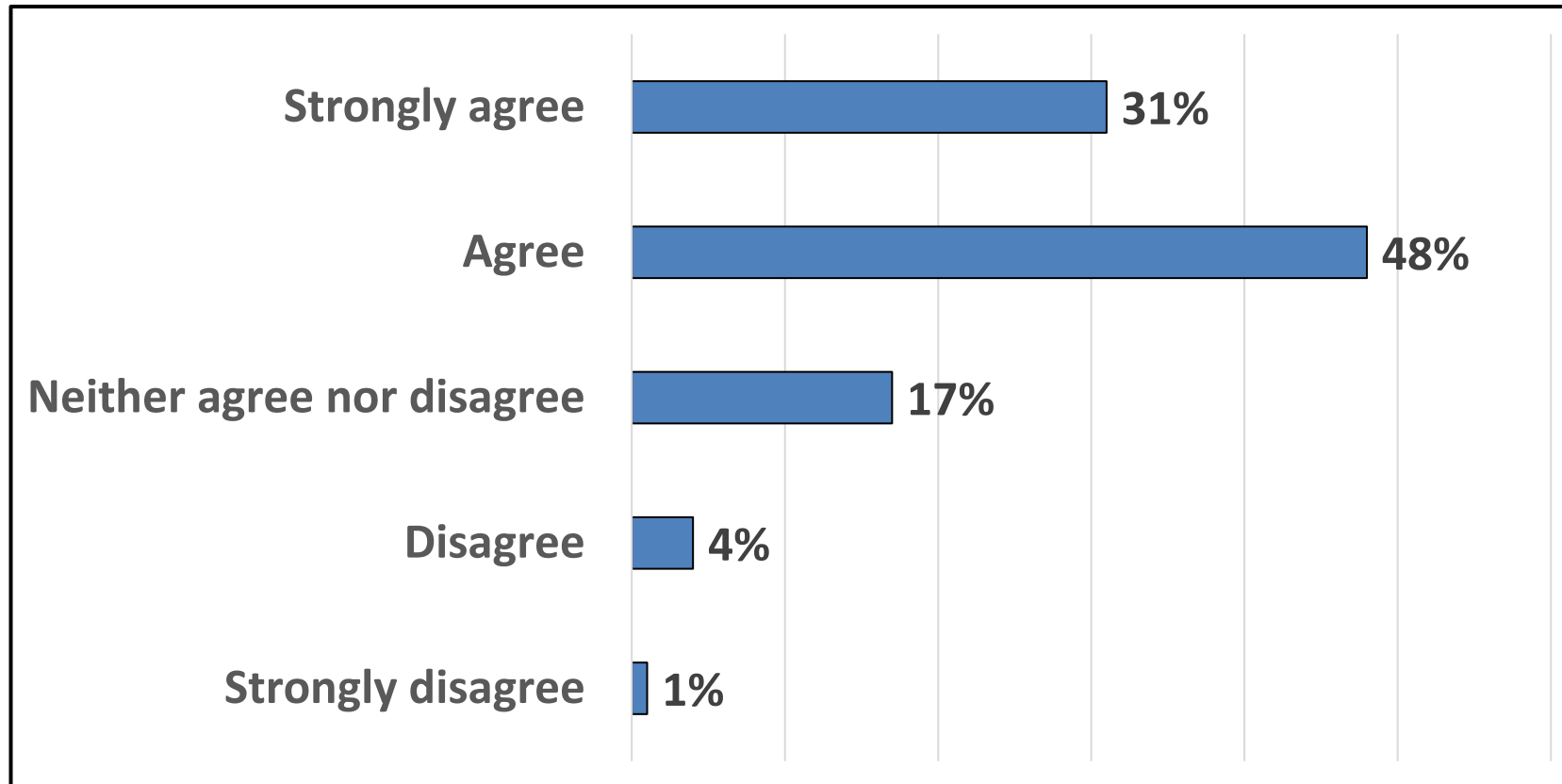
How is subject viewed by senior management?



Just as: Scotland (27%), *N.I.*(24%), England (14%), *Wales* (13%)



Should it be closer to social subjects to tackle food poverty?



S.A.: Wales (48%), England (33%), N.I.(27%), Scotland (22%)



Ingredients for Success?

**Speaking to APPG on School Food on
February 2nd**

**Report will be released and shared over
next few weeks**

Affordable Food/ Closing the Gap





Next Steps!

- Publicise the issues and suggest solutions, backed by report evidence**
- All Parliamentary Party Group School Food/ Dept for Education**
- Partners and networks voices**
- Your help**