

Bruntsfield Primary School Parent Council

Funding Grant Application

Session 2019-2020

Bruntsfield Primary School Parent Council raises funds for good causes, primarily through events organised throughout the school year, from any surplus generated through running the extensive Clubs programme and through one off initiatives.

The Parent Council seek to agree which good causes to support on an annual basis, to allow for considered decision making, and to allow applicants to plan on a reasonable timeframe.  Funding decisions would ideally be made at the time of the AGM, early in the school year, but are possible on an ad hoc basis throughout the year, as necessary. Applications for funding are encouraged from the school community, the Parent Forum and from Bruntsfield Primary School.

The Parent Council seeks to support initiatives which can have the widest possible enduring impact on the pupils of Bruntsfield Primary School. Applications should be aligned to the curriculum and be delivered with the support of the teaching body.

Applications will be assessed against the criteria set out below agreed by the Office Bearers and co-opted members of the Parent Council. Satisfactory applications will be put forward to a wider meeting of the Parent Council for approval. We are asking that all applications consider how they will evaluate the benefits of their funding request. The Office Bearers will work with applicants to help refine any applications which fall short, so that they have the best chance of succeeding. In the event that an application does not receive approval, feedback will be made available to the applicant.

**Funding criteria**

1. Inclusive
2. Enduring
3. Progressive
4. Aligned to the curriculum

| Section 1: Introduction |
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| 1 | Name of applicant | Louise Gourmelen |
|  | Telephone number | 07847880737 |
|  | Email address | louisegourmelen@gmail.com |
| 2 | How much money are you applying for | £400 |
| 3 | Application title. (E.g Introduction to British Sign Language) | Large playground chalkboard |

| Section 2: Impacts and benefits |
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| 4 | Who will benefit from this initiative? Is it relevant to specific year groups or interest groups only? | P1 and P2 |
| 5 | Will the initiative progress and provide the opportunity for further development? E.g  | The chalkboard will be the first step in bringing an element of the visual arts in to the playground space, and will provide a basis on which to develop other outdoor visual arts initiatives, whether pop up events, short or long-term. It is also one step on the path of outdoor learning. |
| 6 | Who will oversea the initiative? | I will oversee the initiative, and will work with a group of parents as well as children to do this project. |
| 7 | Who will run the initiative day to day? | The chalkboards will be part of the playground set up and supervised as with any other aspect of the playground. The children will self-direct the use of the drawing materials. If conflict arises, it should be dealt with in the same way as any other conflict in the playground would be. I can provide assistance in being a contact who works with the school staff for the maintenance of the equipment.  |
| 8 | Who will evaluate the initiative? | I will evaluate the initiative.  |
| 9 | Outline how you will evaluate the benefit. | It will be evaluated against SHANARRI wellbeing indicators as well as Leuven’s scale of involvement and engagement.  |

| Section 3: Funding |
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| 10 | Total amount applied for | £ |
| 11 | Provide a breakdown of what this will be spent on. |  |
| 12 | Is this a one off payment? If it is a phased payment, please provide details. |  |
| 13 | Provide payment details: e.g. bank details or cheque payee.  |  |
| 14 | Who is the beneficiary? Is it an organisation or individual? A receipt or invoice must be provided. |  |
| 15 | Will this initiate give rise to a need for further financial support? E.g maintenance or upkeep.  |  |

| Section 4: Teaching and curriculum support |
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| 16 | Which area of the curriculum is the proposal aligned to? |  |
| 17 | Is this supported by the School Management Team? |  |
| 18 | Detail any practical aspects of delivering the initiative. E.g. how does this fit with the school day?  |  |

| Section 6. Please provide any further details in support of your application including how you will bring this to life in the school community. |
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| A brief outline:I will bring together a team of parents and P1 and P2 children to do this DIY project collaboratively. The chalkboard could be one a long, large one, around 2m (L) x 1.5m (H), with street chalks that can be used on the ground beside the board. There would be a poster mounted beside the board on principles of shared use. Consultation with the school on how to attach the boards to old stone walls has yet to happen. An option for the location is at the far end of the bike shed area where bikes are not stored and where there looks to be a spare piece of wall. Consultation with the school and children will be important to make a suitable decision on a location. **Inclusive** The giant playground chalkboard will be developed and installed with the help of the P1 and P2 children – a small team will be brought together to do this project as outlined above. When installed, the chalkboard will be available for all P1 and P2 children to use in the playground, in turns, individually or collaboratively. During times when the school is open it can also be used by all children and visiting children. A large open drawing space nurtures social collaboration as well as individual expressive freedom, both of which are essential in the children’s wellbeing in line with the SHANARRI indicators of being Nurtured and Included. **Enduring**The chalkboard ideally would help to establish visual arts as integrated part of the playground space. Children can use chalks on the ground too, but it is essential that children are given the opportunity to do art on a board/ easel space too. These drawing boards also take limited physical space. The chalkboard may need repainting each year, and may need replacing after a few years, depending on usage, care and maintenance. **Progressive**Art and play are not the same, but can be mutually reinforcing. The chalkboards will introduce a channel for visual art in the playground which will compliment free play, by bringing in a new dimension for imagination, individual creativity and social connection, and also in health and wellbeing. It also enhances outdoor learning in the playground, by diversifying expressive opportunities in the space. Visual art is one channel whereby children can develop their creativity and their understanding of the world, both of which are vital to develop what the World Health Organisation have identified as 21st century skills, in creativity, problem-solving, collaboration, communication and adaptability as well as in visual literacy. **Aligned to the curriculum**The principle areas of the Curriculum for Excellence which this project is most directly linked to are Expressive Arts and Health and Wellbeing: **Expressive Arts** ‘I have the freedom to discover and choose ways to create images and objects using a variety of materials’,**Health and Wellbeing**, in terms of:- Mental and emotional wellbeing:*I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them* * Social wellbeing:

*I value the opportunities I am given to make friends and be part of a group in a range of situations*  |

| Section 7: Please sign and date |
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| Signature |  |
| Date | 10 June 2019  |

Please submit this form electrically to the Chair and Secretary

bruntsfieldchair@gmail.com

bruntsfieldsecretary@gmail.com