

Participatory Budgeting – Update for Clydesdale Area Committee January 2022			
Service Area	Education	Lead Officer	Laura Mitchell
Stage 1 : Pre Consultation : <ul style="list-style-type: none"> • What are we asking the public for their view on (what service is it / description etc)? • How much funding are we asking about? • Who are we asking, • How are we doing this ? • When are we doing this ? • When will we report back ? 			
<u>Progress update since last Area Committee:</u> <p>Case Studies: Following the consultation and voting process as reported at the last Area Committee, schools are now progressing with their spend, to ensure the minimum 5% is spent in full by end of March 2022.</p> <p>We are pleased to share three Clydesdale school examples of good practice (Appendix 1) with regards to Participatory Budgeting – one primary, Rigside Primary School; one secondary, Lanark Grammar School; and one ASN provision, Victoria Park School. These examples outline specifically the schools’ journeys around PB. An impact section will be added to these infographics once the schools have spent their PB allocation in full at the end of the academic year to show the benefit this activity has had for our most vulnerable learners.</p> <p>Next Steps: The central Equity Team are available to help schools navigate any challenges they face to ensure a full spend before the end of the financial year. Good practice will continue to be signposted via the @SLCEquity Twitter feed and the PB Lead Microsoft Teams page.</p> <p>A consultation on the PB process will go out to Head Teachers and PB Leads before the end of the financial year to gather views on what has worked and what could be improved with regards to the PB process. The findings of this consultation will be shared at future area committee meetings and will inform any future PB activity within Education Resources.</p>			
Stage 2 : Post Consultation <ul style="list-style-type: none"> • The outcome of the PB activity • What happens next ? • Further reporting requirements (eg required Committee approval) 			
<p>Following the voting process, Education Resources will provide Area Committees with the following:</p> <ul style="list-style-type: none"> - Summary Report of each school’s PB outcome (available late October/early November) and Local Authority and Area analysis report - Regular updates and reports at Area Committee meetings including case studies focussed on impact/success (ongoing) - Local Authority Financial Report on how PEF money allocated for PB has been spent (May/June 2022) <p>Education Resources will support schools with the implementation of PB and monitor and track the impact. Findings will inform any future PB activity within Education Resources. Regular PB Updates and the highlighting of good practice will be communicated to schools via the PB and Equity Teams Pages and through our @SLCTwitter handle.</p>			

Participatory Budgeting in Clydesdale



RIGSIDE PRIMARY SCHOOL

An overview of the Participatory Budgeting process in our school

Playground Equipment and Resources

Rationale

1. Following initial questionnaires, one problem identified by parents and pupils was a lack of playground resources to use during playtime and lunchtime. Due to playground equipment being old and damaged, our children are required to engage in creative play opportunities lacking structure. A number of behaviour incidents have also been recorded in the playground involving 3 pupils in particular.
2. Using the Glasgow Wellbeing tool, 8% of children scored below a rating of 5 for 'I have friends in this school' and 21% of children scored below a rating of 5 for 'Other pupils look out for me/make sure I am feeling ok'.
3. Parents/carers commented that they were keen for children to take part in growing food/gardening. The school has also recently established a STEM area with food technology becoming a focus for teaching and learning to promote life skills in cooking and baking. Due to the cost of ingredients this was limited, so the pupils suggested that we grow our own ingredients in the playground in empty planting containers already in place.

Outcomes

1. By June 2022, 3 targeted pupils will give a rating of above 5 for 'I stay calm even if I don't get what I want' and will improve their resilience when participating in play opportunities in the playground.
2. By June 2022, 2 targeted pupils will give a rating of above 5 for 'I have friends in this school' and 7 targeted pupils will give a rating of above 5 for 'Other pupils look out for me/make sure I am feeling ok'.
3. By January 2022, a weekly gardening lunchtime club will be established for interested pupils and 2 identified pupils will have an improved feeling of belonging to the school (improved by at least 1 ranking on Glasgow Wellbeing Scale).

Measures

- Glasgow Wellbeing tool (March/June 22) to track pupil voice.
- Tracking and Monitoring of playground behaviour incidents.
- Teacher observations and dialogue with pupils



Consultation Process

The PB group was established from a range of pupils across stages from P1-P7 and met to discuss all the ideas gathered. The PB team grouped suggestions into similar themes and narrowed the vote down to 3 themes: school trips, extra curricular clubs and playground equipment.



Voting Process

All pupils and staff in the school community then voted by sticking a sticker on their preferred choice sheet. Parents were sent voting slips and all the votes were then collated and the PB representative counted the votes.

Parental Engagement

We initially gathered ideas from parents via questionnaires regarding some ideas on how the money could be spent. To engage as many parents as possible, our Equity Lead worked with Lanark Grammar's Equity DHT to interview parents at the school gate. With this method we had a 76% return on parent questionnaires.



Participatory Budgeting in Clydesdale



LANARK GRAMMAR SCHOOL

An overview of the Participatory Budgeting process in our school



Water Fountains and Reusable Bottles



Rationale

When talking to our pupils about the cost of the school day, access to free drinking water came up early on. Pupils felt that if you didn't have a water bottle, you would have to buy water from the canteen for 70p. Over the week this would build up. Those who bring a bottle from home are also only able to fill up their bottle in the street area.



Outcomes

All pupils will have access to top up drinking water bottles throughout the school day, removing the need to purchase bottled water. Pupils who need a reusable water bottle can also collect one, removing this cost and supporting our school's sustainability agenda. As any pupil can use the school reusable water bottles, there will be no stigma or identification of the PEF pupils for whom this will have the biggest impact.

Measures

Reduced spend on bottled water.
Increased observation of pupils using reusable water bottles throughout the school day.
Positive feedback from pupils and parents on the removal of the financial cost of buying water throughout the school day.

Description of the process

- Step 1** – Collected ideas from pupil focus groups
- Step 2** – Gathered suggestions from parents via email
- Step 3** – Phone conversations with parents to develop ideas
- Step 4** – Link with Rigside Primary School: DHT attended and spoke with parents at school drop off / pick up times along with the lead teacher from Rigside.
- Step 5** – Pupil focus group finalised the options and prepared the vote via google form



Lanark Grammar School
@LGS_1183

Pupils met today to have more discussion about how to use over £9500 to improve opportunities in our school community. Our young people are doing us proud and impressed Miss Lindsay and Mr Sherry 🙌👏. Thank you and well done! 🌟
[#participatorybudget](#) [#equity](#)

Quote from a pupil –

“It's good to be asked about something that makes a difference in your own school.”

Voting Process



Pupils made a PowerPoint letting everyone know the pros and cons of each idea and this went out on social media and through email along with a Google Form to let people have their say.



Lanark Grammar School
@LGS_1183

It's now time for the parents, pupils and staff of LGS to vote on how we spend over £9,500 of our budget.

An email is on its way to parents with some more details about the 5 options.

Vote by following the link below by 6th of October.

Vote Counting and Announcement

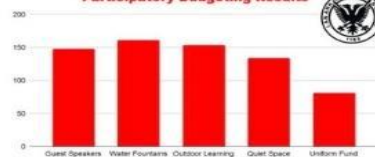
When the votes were in, the results were shared on Twitter and by email.



Lanark Grammar School
@LGS_1183

📢 Participatory Budgeting Announcement
The results are in!!! Thank you to everyone who voted. We have £9,500 and will take forward as many of the ideas as possible to give as many young people as many opportunities as we can. [#schoolcommunity](#)
[#participatorybudgeting](#)
[@SLCEquity](#)

Participatory Budgeting Results



Participatory Budgeting in Clydesdale



VICTORIA PARK SCHOOL

An overview of the Participatory Budgeting process in our school

Enriched Learning Experiences

Rationale

Our consultation process identified two key areas that our school community felt would be most beneficial for our learners. The areas identified were Enriched Learning Experiences with a Health and Wellbeing focus. A benchmark questionnaire was issued to all parents and carers to establish participation in learning experiences out-with school. This provided valuable information highlighting the difficulties children with additional support needs experience when attempting to access such activities. Cost of the activities, transport costs and availability of appropriate clubs were all provided as reasons why little participation occurs. The questionnaire results showed that 76% of pupils attending Victoria Park School did not participate in any additional learning experiences out-with school.

The Participatory Budget process will help to address this situation. Specialised play and leisure based activities with a Health and Wellbeing focus will be integrated into the school day, thus removing transport barriers, and ensuring all pupils have opportunity to participate. Activities will be focused on a day of the week "Fun Friday", with specialist music therapy sessions, "Therapeutic Clowning", "Barn Buddies", "Equitots" and sensory regulation activities within classes.

Outcomes

Levels of engagement among our learners will increase and incidences of distressed behaviour will decrease as a result of participation in the activities funded through the participatory budget. A 100% participation level will be achieved with the activities by all pupils.

Measures

Leuven Scale
Wellbeing indicators
Pupil and Staff Feedback regarding activities and participation levels.
PPRUBD Data



Consultation Process

The consultation process was conducted via online survey, paper questionnaire and supported consultation with pupils. Two key areas were identified that would be most beneficial for our learners: Enhanced Learning Experiences and Health and Wellbeing.



Voting Process

A hard copy of the voting options was made available to all parents and carers and staff. School staff were also encouraged to access the survey online. We are a school for learners with complex additional support needs including language and communication needs. Pupil representation was gained through two classes who were selected to represent peers across the school. Facilitating Pupil Voice the pupils voted using their preferred Picture Communication Symbols and AAC devices.

"We are aware of the barriers that lead to a huge gap for our learners when it comes to being able to access cultural and leisure facilities. The impact of COVID has been that there are even fewer opportunities. All children have the right to play and rest, to support physical and mental wellbeing. We are delighted to be able to consult with our parents on how we spend a portion of our Pupil Equity Fund, and safely bring a variety of practitioners, both therapeutic and play based, into school to provide enriched learning experiences for our pupils that go towards closing that gap." – Head Teacher at Victoria Park School