



Annual Report to Parents and Carers 2025-2026

Fairfield Primary School

**Dryden Road,
Penarth,
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office@fairfieldpenarth.co.uk

Chair's Introduction

Dear Parents / Carers

It is my pleasure to present you with the 2025/2026 Annual Report to Parents, a document which I hope will provide an overview of the work of the governing body and an update on the progress made by the school during the last academic year – in particular the progress the school has made towards the Post Inspection Action Plan (PIAP).

I would like to take this opportunity to thank my governor colleagues for volunteering their time to attend meetings, conduct school monitoring activities, and to review policies and procedures. I also want to extend a huge thank you to all our staff for their immense hard work and dedication this year, particularly for their incredible efforts in developing and delivering the curriculum. My thanks also go to our Interim Leadership Team - our Interim Executive Headteacher, Mrs Butterworth, and our Interim Head of School, Mr Jones - for their hard work and for offering a wide range of opportunities for us to engage with the pupils and the work of the school.

I would also like to thank the PTA for their commitment to raising funds for the school. Their hard work is appreciated by everyone, and I am sure the Summer Festival will live long in the memory.

As you know, the school had an Estyn revisit from Tuesday 7th to Thursday 9th July – the report will be published on the Estyn website and once it is available we will of course share it with you.

I hope you find this report interesting and informative and I hope everyone has a happy, restful summer.

Very best wishes,

Emma Scourfield

Chair of Governors

Interim Executive Headteacher and Interim Head of School

Dear Parents / Carers,

We believe that Fairfield Primary School is a special place, and it has been wonderful to witness this first-hand. At the very core of our school are the positive relationships between our staff and children, and we pride ourselves on knowing every child well. It is the children's wellbeing, alongside our highest expectations for them, that is the heartbeat of our school.

As you know, this year has been a period of transition. As an Interim Leadership Team, we are incredibly proud of how the whole school community has come together. We want to acknowledge the immense dedication of our staff and children. The school has been working hard to address the four recommendations from the Estyn Inspection in March 2025, and a report, following a revisit from Estyn on Tuesday 7th July to Thursday 9th July, will be published on the Estyn website that summarises our progress towards these recommendations. We are so proud of the effort that happens in every class, every day, and it is this commitment that will ensure that Fairfield Primary continues to move forward and thrive. We are, of course, both delighted to continue this journey with you for another year.

We would also like to extend a huge thank you to our wonderful PTA for their incredible, ongoing support. From bringing us together at the school festival and the Christmas fair, to restarting the PTA working bee, your efforts make a massive difference. It is intended that the working bee will continue to run on the last Saturday of each month to help keep our school looking its best.

Beyond this, our school calendar has been packed with so many highlights. These range from the fantastic Christmas Concerts, an amazing Sports Day, the scooter day, and our older children have participated in many external sporting activities which have included hockey, basketball, rugby, football and chess. Our children's learning has also been enriched by many wonderful trips and visitors to the school - particularly those visitors who introduced children to the 'world of work' and others who helped us celebrate our 'culture week'. Thank you to everyone who has helped enrich the curriculum for our children.

Finally, we want to thank you as families, as you make this such a special community to be part of. To ensure we are listening to you and to enable us to continue to improve, if you could take five minutes to scan the QR code below and complete our short parental questionnaire, it would be greatly appreciated.



Thank you for your continued partnership and support.

Kindest regards,

R Butterworth & G Jones

Mrs Butterworth *Interim Executive Headteacher* **Mr Jones** *Interim Head of School*

Our Governing Body

The Governing Body, the Interim Executive Headteacher and Interim Head of School share responsibility for the strategic management of the school, within the framework set by legislation and by the policies of the Local Authority.

The full Governing Body meets at least once a term. In addition, sub-committees meet regularly to discuss specific areas (e.g. leadership, resources, curriculum) and they report to the full Governing Body. The Governors are visiting the school more regularly. They have taken part in a variety of monitoring, evaluation and review activities. Working in this way they are developing a clearer idea of how our school works and how they can support and challenge.

The minutes of Governing Body meetings are available from the Clerk of Governors, Mrs L Duffy.

Type of Governor	Name
Interim Executive Headteacher	Mrs R Butterworth
Interim Head of School	Mr G Jones
Community Governor	Mrs E Scourfield
Community Governor	Mrs M Kendall
Community Governor	Mrs M Webb
Vale of Glamorgan County Representative	Mr M Chorley
Vale of Glamorgan County Representative	Cllr M Wilson
Vale of Glamorgan County Representative	Mrs S Saif
Parent Governor	Ms S Alahmed
Parent Governor	Mr D Bunker
Parent Governor	Mrs E Fairweather
Parent Governor	Mrs H Rouse
Penarth Town Council	Cllr R Birch
Teacher representative	Dr J Edwards
Non-teaching representative	VACANT
Observer	Mrs L Convery

Governing Body Structure

Full Governing Body

Setting strategic direction

Creating and ensuring robust accountability

Ensuring financial probity

Leadership

Mrs E Scourfield

Mrs M Kendall

Mr R Butterworth

Mr G Jones

Cllr M Wilson

Mrs S Saif

Resources

Mrs E Scourfield

Mr D Bunker

Mr M Chorley

Mrs R Butterworth

Mrs H Rouse

Mr G Jones

Cllr M Wilson

Curriculum

Mrs E Scourfield

Mrs H Rouse

Mrs S Saif

Cllr R Birch

Mrs M Webb

Dr J Edwards

Mrs L Convery

Mrs E Fairweather

Mrs M Kendall

Mr D Bunker

Mrs R Butterworth

Mr G Jones

Statutory Committees

Staff disciplinary and dismissal

Staff discipline and dismissal appeals

*Pupil Discipline and Exclusions
(Leadership)*

Non-Statutory Committees

Complaints / staff grievance

Personnel (Resource committee)

Headteacher Performance Management

School Development Plan and Priorities

Following the Estyn Inspection in March 2025, school leaders and the Local Authority were required to write a Post Inspection Action Plan (PIAP) detailing how the four recommendations would be addressed. The PIAP is a detailed document and has been the key driver for school improvement this academic year. Below is a summary of the key actions made against the recommendations during the academic year 2025 / 26.

Improve leadership at all levels and ensure that self-evaluation focuses closely on the most important aspects in need of improvements.
Senior leaders have implemented consistent performance development processes, clear job descriptions and the redefining of roles and responsibilities for leaders, so that all leaders have a clear understanding of their roles and are held to account for these. These roles have been shared with all for transparency across the community. Professional learning for leaders from the School Improvement Officer (SIO), Central South Consortium (CSC) and senior leaders has supported with both curriculum development and progression and monitoring and evaluation skills. All Areas of Learning and Experience (AoLE) leaders have undertaken audit activities and written action plans which are mapped for next year. Robust self-evaluation processes are now embedded. Senior and middle leaders evaluate quality of teaching and learning and curriculum provision regularly through the half termly monitoring and evaluation cycle. A broad range of evidence including learning walks, scrutiny of pupils' work, assessment information, pupil progress meetings and learner voice informs development priorities continually. This means that children are developing skills and knowledge progressively through school. With support from CSC and the SIO, the school have developed an overarching curriculum vision which has been shared with parents/carers and governors. Progress within the curriculum is clearly mapped from the long-term overarching termly themes from key concepts, through to medium term frameworks for progressive skills and knowledge, and short-term progressive learning objective frameworks. This means that there is accountability for expectations of progress and attainment. Senior leaders have implemented robust structures and processes to enable governors to undertake monitoring activities first hand and report back to the full Governing Body. As a result, governors provide challenge and support to senior leaders.
Raise teachers' expectations of what pupils should learn, know and understand and improve teaching to ensure that all pupils make the progress they should.
The school has maintained a clear and sustained focus on improving the quality of teaching by strengthening teachers' understanding of purpose, pace and challenge. Through professional learning, monitoring activities and professional dialogue, leaders identified the need for greater consistency in classroom practice and introduced the Teaching and Learning at Fairfield Primary Framework. This establishes clear expectations for teaching throughout the school. With support from CSC, the school's planning processes have been re-designed through the implementation of new long-term, medium-term and short-term planning formats. These have been introduced alongside curriculum progression frameworks and progressive learning objective frameworks that support teachers in planning coherent sequences of learning across progression steps. The school has established rigorous monitoring arrangements, including lesson observations, learning walks, book scrutinies and professional dialogue, which provide detailed individual and whole-school feedback. As a result, teachers increasingly reflect on and refine their practice, apply agreed pedagogical approaches more consistently and engage in high-quality professional dialogue about teaching and learning.
Develop a coherent curriculum that supports pupils' progress effectively.

The curriculum has been designed around three overarching themes: 'Our Local Story', 'Our Wonderful World' and 'Rights, Roots and Belonging'. These themes provide continuity across pupils' learning experiences and strengthen opportunities for pupils to make meaningful connections in their learning. Pupils play an active role in shaping aspects of the curriculum through the School Council and their leadership of Children's Rights, promoting authentic pupil voice and increasing engagement.

Curriculum design has been carefully aligned with the requirements of Curriculum for Wales through ongoing support from CSC. The school has established a framework for curriculum progression that is embedded within long-term, medium-term and short-term planning. As a result of this collaborative approach, teachers have a consistent understanding of progression and how learning builds over time, leading to increasingly coherent learning experiences across the school.

The school has introduced whole-school systems to monitor coverage of the What Matters Statements and Areas of Learning and Experience. In addition, short-term learning objectives are monitored through professional dialogue and planning scrutiny, enabling leaders to evaluate the quality of curriculum implementation.

Professional learning, supported by CSC, has strengthened teachers' understanding of numeracy across the curriculum. Teachers are increasingly planning purposeful opportunities for pupils to apply mathematical knowledge and skills across different AoLEs, making learning more meaningful and connected.

Improve pupils' Welsh language skills

Welsh is now given a high priority within the life of the school and is actively promoted beyond the classroom through regular communication with parents, including the weekly newsletter. As a result, there is a stronger whole-school commitment to developing pupils' Welsh language skills and fostering positive attitudes towards the language.

Professional learning has focused on strengthening teachers' confidence and expertise in developing Welsh oracy. This has included revisions to teaching timetables, high-quality modelling of effective practice, a focus on pedagogical approaches that promote spoken Welsh and a review of progression in language development. The Welsh lead was invited to share effective practice across the CSC region.

Tracking information demonstrates strong progress in Welsh language acquisition across the school.

Feel

Amarzing

In

Respectful

Fairfield

Inspiring and

Encouraging

Learning and

Development

(developed with the pupils of Fairfield Primary)

School Motto

Living, Working and Playing Together

Curriculum

Our curriculum is unique to Fairfield Primary School. As teachers and leaders, we have constructed our own curriculum, which ensures there is a balance of learning across all Areas of Learning and Experience. The AOLEs are Expressive Arts, Health and Wellbeing, Humanities, Languages, Literacy and Communication, Mathematics and Numeracy and Science and Technology. We have designed the Fairfield Curriculum around 3 overarching themes:

- Our World - From Penarth to Patagonia
- Our Wonderful World
- Roots, Rights and Belonging

These whole-school themes were carefully designed by reflecting on the needs of our children, the school's unique context, our local community and global issues, and then aligning these with the Four Purposes and the concepts in the Statements of What Matters. These concepts are revisited within the whole-school themes across the two-year cycle to ensure a progressive, cohesive and purposeful long-term curriculum, allowing our children to build on their understanding as topics become increasingly complex. Our curriculum also promotes children's rights by valuing pupil voice through Pupil Voice Councils. We celebrate diversity and actively foster an inclusive, anti-racist culture across all aspects of school life.

If you have any ideas or feel that you can contribute further to our curriculum, please do contact the school.

Class organisation for 2026 /27

Class	Teacher
Nursery	Mrs L Convery / Mrs N Savage
Reception	Mrs L Convery
Year 1 / 2	Mrs J Macleod
Year 1 / 2	Mrs B James (0.6) / Mrs J Smith (0.5)
Year 3	Mrs A James
Year 3 / 4	Mrs E Herbert
Year 4	Mrs H Williams
Year 5	Mrs G Loveless
Year 5 / 6	Mrs E Stead
Year 6	Dr J Edwards

Data

Please find below a snapshot of our data (we use a mixture of summative and formative judgements) for the end of the academic year 2025 / 26.

Reception		
Literacy, language & communication (LLC)	Expected and above %	Above Expected %
Overall	92	30
Math	Expected and above %	Above Expected %
Overall	92	61

Year One		
Literacy, language & communication (LLC)	Expected and above %	Above Expected %
Overall	62	29
Maths	Expected and above %	Above Expected %
Overall	57	29

Year Two		
Reading	Expected and above %	Above Expected %
Overall	81	54
Writing	Expected and above %	Above Expected %
Overall	81	46
Maths	Expected and above %	Above Expected %
Overall	77	27

Year Three		
Reading	Expected and above %	Above Expected %
Overall	75	54
Writing	Expected and above %	Above Expected %
Overall	79	26
Maths	Expected and above %	Above Expected %
Overall	69	18

Year Four		
Reading	Expected and above %	Above Expected %
Overall	92	67
Writing	Expected and above %	Above Expected %
Overall	72	33
Maths	Expected and above %	Above Expected %
Overall	82	32

Year Five		
Reading	Expected and above %	Above Expected %
Overall	86	77
Writing	Expected and above %	Above Expected %
Overall	84	40
Maths	Expected and above %	Above Expected %
Overall	89	33

Year Six		
Reading	Expected and above %	Above Expected %
Overall	88	49
Writing	Expected and above %	Above Expected %
Overall	84	37
Maths	Expected and above %	Above Expected %
Overall	88	43

Professional Learning.

Professional learning is an important part of how a school continually improves its provision and learning experiences for our children. In the academic year 2025 / 2026, this is a flavour of some of the professional learning the staff received in school. All staff also accessed professional learning outside of the school setting and were part of the Performance Development Review (PDR) cycle.

Autumn Term

Week Beginning	Professional Learning
01/09/25 + 02/09/25	Safeguarding, Post Inspection Priorities, self-evaluation, vision and values, roles and responsibilities, curriculum, planning and environment
17/09/25	Teaching and Learning: Sequencing of learning
23/09/25	Welsh Language Twilight
03/10/25	Teaching and Learning: What is good teaching and learning? (Staff observed teaching and learning in other schools)
22/10/25	Curriculum: Fairfield's Curriculum – developing coherence and progression
18/11/25	Wellbeing – PACE and Relational Practice
19/11/25	Teaching and Learning: Adaptive Teaching
03/12/25	Universal provision

Spring Term

Week Beginning	Professional Learning
14/01/26	Feedback / Marking & pupil progress
21/01/26	Health and Wellbeing and Science & Technology AoLE inset
04/02/26	Curriculum: Fairfield's curriculum – progression
13/02/26	Cluster Inset – Reading focus
25/02/26	Curriculum: Fairfield's curriculum – planning
11/03/26	Teaching and learning: monitoring and evaluation
25/03/26	Responsive Coaching

Summer Term

Week Beginning	Professional Learning
22/04/26	Post Inspection Action Plan – progress and next steps
27/04/26	Maths and Numeracy: Developing the 5 proficiencies
29/04/26	Teaching and learning: Responsive Coaching
20/05/26	Health and Wellbeing: Allergy awareness training
03/06/26	Summative Data Analysis
12/06/26	Leadership: Developing the role of an AoLE lead
17/06/26	Developing progression in Guided Reading

Attendance Data for the year

In accordance with statutory requirements the school monitors attendance very closely. Children are expected to arrive at school between 8:50am and 9:00am with Nursery arriving at 9.00am. Pupils arriving after 9.00am will receive a late mark, and a U after the registers close at 9:10am. Absences must be reported to school before 9.10am, via phone or by email. Parents who have not informed the school of the reason for an absence will be sent a message through Arbor asking for a reason.

The Welsh Government considers any child with an attendance under 90% as being persistently absent and the school will actively work in partnership with families to support improved attendance. However, in a very few cases the school will consider FPN referrals.

The whole school attendance target for 2025 / 26 was **93.5%**.

01/09/25 – 03/07/26			
Year Group	Overall Attendance %	Authorised absence %	Unauthorised absence %
Reception	93.95	4.62	1.43
Year One	92.59	5.02	2.39
Year Two	94.07	4.11	1.82
Year Three	91.83	4.98	3.19
Year Four	91.89	4.52	3.59
Year Five	91.2	5.05	3.75
Year Six	91.26	5.9	2.84
TOTAL	92.39	4.88	2.71

Our Commitment to Equality

Fairfield Primary School strives to ensure that the culture and ethos of the school are such that, all members of the school community, will be equally valued and treat one another with respect. Everyone should be provided with the opportunity to experience, understand and celebrate diversity. Fairfield Primary School is committed to showing respect and appreciation of individuals and to educating and preparing pupils to live in a culturally diverse society. This school is committed to remove unfair stereotypes and/or prejudices and barriers/obstacles to learning.

The following policies have been put in place to tackle discrimination harassment or bullying on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation:

- Strategic Equality Plan
- Safeguarding Policy
- Anti- Bullying Policy
- Relationship and Positive Behaviour Policy
- Anti-Racism Policy.

HR processes and policies are followed to ensure equality of opportunity for staff.



Communication Procedure for Parents.

We pride ourselves on our open communication and the partnership we have with our families.
If you have a concern relating to your child at the school, please follow the procedure below:

Learning concerns	Pastoral concerns (this is the support of your child's individual needs, their emotional wellbeing and helping them with any personal problems they may be experiencing in school)	Concern relating to a particular learning or physical needs	Issues relating to staff	Concerns or queries relating to School Administration or any general queries
Please meet with your child's teacher and talk about your concerns.	Please meet with your child's teacher and talk about your concerns.	Please meet with your child's teacher and talk about your concerns.	Please contact the office who will forward your concern to the most appropriate person.	Please contact any of our administration staff.
If you feel the class teacher is unable to help please contact the Assistant Head Teachers: • Dr J Edwards is the Assistant Head teacher • Mrs L Convery is the Assistant Head teacher		Please arrange a meeting with the school's Additional Learning Needs Coordinator (ALNCo) Mrs B Galluzzo – School ALNCo		
Please make an appointment to see our Interim Head of School, Mr G Jones or the Interim Executive Headteacher Mrs R Butterworth if you remain concerned after following the steps above.				
Teachers are available after school for informal conversations and appointments can be made with all of the above by contacting the school office on 02920 709035 or emailing office@fairfieldpenarth.co.uk If you are writing or emailing the school it is really helpful if you give us as much information about the background of your concern or complaint as soon as possible, including who it involves, and what you would like the outcome to be.				

Our full school complaints policy can be found on our website or a hard copy can be obtained from the school office.

We endeavour to respond to all written correspondence as soon as possible, however, more complex matters may take up to 10 working days to receive a full response.

Additional Learning Needs and Inclusion

With our approach and ethos being one of equity, we have inclusion at the heart of what we do. The ALN Bill for Additional Learning Needs provision is adhered to in our school. Support groups for reading and maths are in place in school. These small groups are obviously very beneficial to children who are working below the expected level as more individual work can be done. Children who are more able in the areas of literacy and numeracy are provided with differentiated work within lessons. We work with a wide range of agencies to support children, including Educational Psychology Services, Engagement Services, the Local Authority Inclusion Team, and Vale Family Compass. If you have any concerns related to particular physical or learning needs please contact your child's class teacher in the first instance.

Parental Partnerships and Community Links

The school is developing strong links with parents through our open-door policy and through our Parents' Forums, where senior leaders meet with parent representatives for year groups. The Parent Forum met twice this academic year and both meetings were minuted and cascaded back to parents.

As part of our curriculum, we also make frequent visits within our locality, to develop children's understanding of being part of a community and how to make a positive contribution. We have welcomed many local visitors to school, a same sample of these have included: Welsh Water, a variety of visitors from the 'world of work', Scootfit and sports coaches including rugby and hockey. As a school we work closely with BearPak and Fairfield Out of School Club to increase wraparound provision for Nursery children and Fairfield Out of School Club and we host a variety of local community clubs, such as Pilates and Rock Choir. We would welcome interested parties who would like to use our facilities.

Extra-curricular activities

The school offers a wide range of extra-curricular activities as Sgwad Cymraeg, Eco-Team, Expressive Arts Committee, Sports club, and Choir. Outside providers run other clubs such as Karate, Chess and Art Club. The Governing body wish to take this opportunity to record their appreciation to the staff of the school who give their own time to organise extra-curricular activities and take part in after school, evening and some weekend activities.

PTA

We have a very active PTA. Our PTA raises funds for school and has the ethos of being community focused, the events are all about bringing the community together. Our PTA funded the trim trail and have contributed funds to help further improve our outdoor learning provision. In short, they are outstanding and anything you can do to support would be hugely appreciated. If you would like to get involved and help support the PTA, please email andrew@aamedia.co.uk

School Term Dates

Autumn 2026	Tuesday 1 September 2026 Half Term: Monday 26 October - Friday 30 October 2026 End: Friday 18 December 2026 * The 1st and 2nd of September will be Inset Days (the school will be closed to pupils)
Spring 2027	Monday 4 January 2027 Half Term: Monday 8 February - Friday 12 February 2027 End: Friday 19 March 2027
Summer 2027	Monday 5 April 2027 Half Term: Monday 31 May - Friday 4 June 2027 End: Tuesday 20 July 2027 * It is intended that these INSET Days will either be taken on Mon 19 and Tuesday 20 July 2027 or at an alternative time for example in the form of twilight session

Finance – outturn reports

<u>Detail Description</u>	<u>Budget</u>	<u>Actual</u>
<u>Full Time Teachers</u>	<u>895,282.00</u>	<u>893,855.17</u>
<u>Supply Teachers</u>	<u>608.00</u>	<u>641.24</u>
<u>Learning Support Assistants - Statemented</u>	<u>29,049.00</u>	<u>27,600.22</u>
<u>Midday Supervisors</u>	<u>14,502.00</u>	<u>14,583.05</u>
<u>Caretakers</u>	<u>20,676.00</u>	<u>20,673.77</u>
<u>Clerks To Governor</u>	<u>1,102.00</u>	<u>1,128.44</u>
<u>WG - LAEG Equity Teaching</u>	<u>52,246.00</u>	<u>53,011.81</u>
<u>WG - LAEG Equity Non-Teaching</u>	<u>12,385.00</u>	<u>12,383.93</u>
<u>WG - LAEG Reform Non-Teaching</u>	<u>22,024.00</u>	<u>21,845.12</u>
<u>WG - LAEG School Standards Teaching</u>	<u>37,166.00</u>	<u>37,061.25</u>
<u>Breakfast Club Assistant</u>	<u>18,887.00</u>	<u>18,849.82</u>
<u>Admin.& Clerical General</u>	<u>44,303.00</u>	<u>45,238.24</u>
<u>WG - LAEG School Standards Non-Teaching</u>	<u>94,955.00</u>	<u>98,910.44</u>
<u>Mainstream Teachers - Agency Staff</u>	<u>13,706.00</u>	<u>13,430.94</u>
<u>Supply Teachers - Agency Staff</u>	<u>10,028.00</u>	<u>17,983.67</u>
<u>Long Term Supply Teachers - Agency Staff</u>	<u>1,086.00</u>	<u>0.00</u>
<u>LSA Statemented - Agency Staff</u>	<u>53,034.00</u>	<u>54,708.60</u>
<u>LSA - Agency Staff</u>	<u>17,000.00</u>	<u>16,037.45</u>
<u>Apprenticeship Levy</u>	<u>0.00</u>	<u>115.42</u>
<u>Employees</u>	<u>1,338,039.00</u>	<u>1,348,058.58</u>
<u>Repairs & Maintenance - Internal Contracts</u>	<u>0.00</u>	<u>242.00</u>
<u>Repairs & Maintenance - External Contracts</u>	<u>7,101.00</u>	<u>13,482.63</u>
<u>Security Measures - Internal Contracts</u>	<u>0.00</u>	<u>100.00</u>
<u>Fire Fighting Service</u>	<u>1,140.00</u>	<u>1,106.54</u>
<u>Burglar Alarms</u>	<u>673.00</u>	<u>987.50</u>
<u>Building Materials</u>	<u>200.00</u>	<u>209.96</u>
<u>Electricity</u>	<u>13,093.00</u>	<u>21,885.59</u>
<u>Gas</u>	<u>8,562.00</u>	<u>7,056.57</u>
<u>Rates</u>	<u>15,315.00</u>	<u>15,315.00</u>
<u>Water - Metered Supplies</u>	<u>13,400.00</u>	<u>10,408.77</u>

<u>Refuse Collection/Bulk Containers</u>	<u>611.00</u>	<u>610.18</u>
<u>Household & Toilet Requisites</u>	<u>700.00</u>	<u>983.66</u>
<u>Contract Cleaning</u>	<u>39,103.00</u>	<u>39,102.79</u>
<u>Grounds Maintenance External Contracts</u>	<u>2,830.00</u>	<u>3,294.00</u>
<u>Premises</u>	<u>102,728.00</u>	<u>114,785.19</u>
<u>Portable Appliance Testing</u>	<u>678.00</u>	<u>678.00</u>
<u>Teaching Materials</u>	<u>8,099.00</u>	<u>8,801.55</u>
<u>Games & School Activities</u>	<u>11,751.00</u>	<u>15,441.68</u>
<u>Maths Teaching resources</u>	<u>1,408.00</u>	<u>1,354.21</u>
<u>Physical Education teaching resources</u>	<u>1,450.00</u>	<u>1,450.00</u>
<u>PE Health & Wellbeing Teaching resources</u>	<u>409.00</u>	<u>345.10</u>
<u>Nature Teaching resources</u>	<u>997.00</u>	<u>929.74</u>
<u>Lease/Rental- Photocopy Machines</u>	<u>900.00</u>	<u>1,873.01</u>
<u>Medical Fees</u>	<u>320.00</u>	<u>400.00</u>
<u>Bank Charges</u>	<u>0.00</u>	<u>184.41</u>
<u>General Expenses</u>	<u>120.00</u>	<u>21.67</u>
<u>Hardware Purchase</u>	<u>1,147.00</u>	<u>1,090.10</u>
<u>Software Licence Fees</u>	<u>2,081.00</u>	<u>2,233.63</u>
<u>New Comms Installations</u>	<u>1,400.00</u>	<u>1,545.20</u>
<u>Telephones</u>	<u>1,110.00</u>	<u>702.92</u>
<u>Postages</u>	<u>50.00</u>	<u>62.16</u>
<u>Training Expenses</u>	<u>200.00</u>	<u>200.00</u>
<u>Provision For Doubtful Debts</u>	<u>0.00</u>	<u>-240.66</u>
<u>Tv & Radio Licences & Rentals</u>	<u>170.00</u>	<u>169.50</u>
<u>Disclosure & Barring</u>	<u>129.00</u>	<u>129.00</u>
<u>Breakfast Club Resources</u>	<u>1,500.00</u>	<u>1,337.21</u>
<u>Professional Learning grant courses/training</u>	<u>0.00</u>	<u>0.00</u>
<u>Supplies & Services</u>	<u>33,919.00</u>	<u>38,708.43</u>
<u>Deficit Budget</u>	<u>-150,589.00</u>	<u>0.00</u>
<u>Cont To General Reserve</u>	<u>1,171.00</u>	<u>1,170.80</u>
<u>Transfers To/From Reserves</u>	<u>-149,418.00</u>	<u>1,170.80</u>
<u>Payroll Service Unit</u>	<u>3,133.00</u>	<u>3,133.00</u>

<u>Creditors Service Unit</u>	<u>1,424.00</u>	<u>1,424.00</u>
<u>L.M.S. Service Unit</u>	<u>2,238.00</u>	<u>2,238.00</u>
<u>Human Resources Service Unit</u>	<u>5,012.00</u>	<u>5,012.00</u>
<u>Grounds Maintenance Costs (Internal)</u>	<u>0.00</u>	<u>108.00</u>
<u>Waste Collection Costs (Internal)</u>	<u>1,435.00</u>	<u>1,435.00</u>
<u>Education</u>	<u>0.00</u>	<u>400.00</u>
<u>Schools ICT Service Unit</u>	<u>5,227.00</u>	<u>5,227.00</u>
<u>Long Term Sick Internal Recharge</u>	<u>14,311.00</u>	<u>14,311.00</u>
<u>Licence Fees Charge (Internal)</u>	<u>1,488.00</u>	<u>1,488.00</u>
<u>Recycling Costs (Internal)</u>	<u>656.00</u>	<u>656.00</u>
<u>Country Parks Costs (Internal)</u>	<u>0.00</u>	<u>376.65</u>
<u>Planning/Building Control Costs (Internal)</u>	<u>0.00</u>	<u>75.00</u>
<u>Catering FSM SLA Recharge to Schools</u>	<u>27,075.00</u>	<u>27,075.00</u>
<u>School Meal Recharge (adults)</u>	<u>0.00</u>	<u>459.25</u>
<u>GDPR Recharge SLA</u>	<u>747.00</u>	<u>747.00</u>
<u>School Trip Insurance</u>	<u>274.00</u>	<u>273.94</u>
<u>Internal Recharges Expenditure</u>	<u>63,020.00</u>	<u>64,438.84</u>
<u>Arts Council of Wales - Grant</u>	<u>-990.00</u>	<u>-990.00</u>
<u>Education Workforce Council - NQT Induction and EPD</u>	<u>-410.00</u>	<u>-1,127.50</u>
<u>WG Pension and NJC Grant</u>	<u>-44,923.00</u>	<u>-44,923.86</u>
<u>WG – LAEG Equity: PDG</u>	<u>-58,650.00</u>	<u>-58,650.00</u>
<u>WG - LAEG Reform: ALNCO Support</u>	<u>-3,318.00</u>	<u>-3,318.82</u>
<u>WG – LAEG School Standards: Schools & EOTAS</u>	<u>-138,079.00</u>	<u>-149,964.91</u>
<u>WG – LAEG Reform: Professional Learning Schools</u>	<u>-6,601.00</u>	<u>-6,601.00</u>
<u>WG – LAEG Reform: Curriculum Reform Schools</u>	<u>-3,452.00</u>	<u>-3,452.14</u>
<u>WG – Teachers Pay award - LA Education Grant</u>	<u>-10,179.00</u>	<u>-10,179.66</u>
<u>WG – LAEG Reform: ALN Implementation Schools, LA's & Provision</u>	<u>-6,936.00</u>	<u>-6,936.44</u>
<u>WG – LAEG School Standards: Early Education</u>	<u>-6,433.00</u>	<u>-7,021.55</u>
<u>WG LAEG Cymraeg 2050: Welsh in Education</u>	<u>-2,208.00</u>	<u>-2,208.22</u>
<u>Government Grants</u>	<u>-282,179.00</u>	<u>-295,374.10</u>
<u>Consortia Income</u>	<u>0.00</u>	<u>-25,673.00</u>
<u>Other Grants</u>	<u>0.00</u>	<u>-25,673.00</u>

<u>Meal Income (staff)</u>	<u>0.00</u>	<u>-525.15</u>
<u>Meal Income (pupils)</u>	<u>0.00</u>	<u>-27.20</u>
<u>Cont To Hols & Recreation Exp</u>	<u>0.00</u>	<u>-4,952.35</u>
<u>Donations</u>	<u>-4,172.00</u>	<u>-7,549.74</u>
<u>Lettings</u>	<u>-15,781.00</u>	<u>-19,324.50</u>
<u>Customer Receipts</u>	<u>-19,953.00</u>	<u>-32,378.94</u>
<u>LAEG – LA Match Funding recharge</u>	<u>0.00</u>	<u>-1,500.00</u>
<u>ALN Support for Schools Recharge</u>	<u>-11,220.00</u>	<u>-11,220.08</u>
<u>Energy Support to Schools</u>	<u>-3,223.00</u>	<u>-3,223.00</u>
<u>Schools Emotional Wellbeing grants Recharge Income</u>	<u>0.00</u>	<u>-367.49</u>
<u>Internal Recharges Income</u>	<u>-14,443.00</u>	<u>-16,310.57</u>
<u>BFCC SLA Rebate</u>	<u>-5,000.00</u>	<u>-5,000.00</u>
<u>BFCC Income</u>	<u>-5,000.00</u>	<u>-5,000.00</u>
-	<u>1,066,713.00</u>	<u>1,192,425.23</u>
-	-	-
-	<u>1,066,713.00</u>	<u>1,192,425.23</u>

We hope you found this report interesting and informative. If you have any questions or queries, please do not hesitate to contact the school.