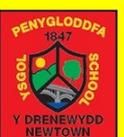


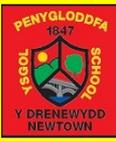
# Penygloddfa CP School

## ANNUAL GOVERNORS' REPORT ADRODDIAD Y LLYWODRAETHWYR 2019–2020



**Ysgol Penygloddfa**





# MESSAGE FROM THE CHAIR OF GOVERNORS

Dear Parents and Guardians,

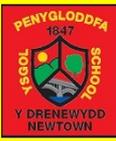
It is my pleasure to introduce this annual report to parents relating to the academic year 2019-2020. First of all, I would like to thank the Head Teacher Mr Jim Macdonald and all of the staff for their commitment and hard work over the last twelve months. In which they have come up against and successfully managed such unprecedented challenges.

As you know this has been a very unusual year due to the Covid-19 pandemic. Because of this, last academic year and this academic year brought new demands and challenges that we have never had to face before. When visiting the school before lockdown, the hard work, passion and professionalism of all the staff was abundantly clear and they continued this when delivering both distance learning, running the Newtown Hub and when school reopened for three weeks in July. The School Development Plan and Self Evaluation Report continue to provide strategic direction for the school and provide the Governing Body with a real opportunity to challenge and support all members of the school leadership. Our Governing Body meetings have

taken place via Microsoft Teams this year but we have still been able to see the work taking place and make decisions to move the school forwards. The governing body would like to thank you, as parents, for your support over the past twelve months and look forward to ensuring the highest standards for all children at Ysgol Penygloddfa. I would also like to thank the governors for all their dedication, their time and hard work for the benefit of all pupils at our school. I hope you find this report interesting and informative. I would like to extend my thanks and gratitude to all of the parents for your unwavering support over the last 12 months.

Angela Davies

Chair of Governors



# THE GOVERNING BODY

The Governing body and Headteacher share responsibility and are accountable for the strategic direction of Penygloddfa School and for the quality of education provided. The core responsibilities of the Governing Body are:

- ◆ Promoting high standards of educational achievement and behaviour
- ◆ Setting targets for pupil achievement
- ◆ Ensuring that all learners have access to a broad and balanced curriculum
- ◆ Determining the aims, policies and priorities of the school
- ◆ Determining and monitoring the school's budget
- ◆ Staffing – e.g. staff appointments, performance management
- ◆ Providing parents with information regarding the school
- ◆ The wellbeing and safeguarding of learners

## Governors

### Community Governors

Sue Bonsall

Mike Childs –Town Council

Peter Hough

### LEA Governors

Sue Jones

Councillor Mark Barnes

Avril Morgan

## Governors

### Parent Governors

Angela Davies - Chair

Sarah Smout–Vice Chair

Janet Van Lill

Charlotte Rimmer

### Staff Governors

Rhian Carter

Christian Webster

## Governors

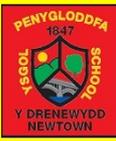
### Clerk to the Governors

Jane Bowen

Catrin Parry (second part of the year)

### Headteacher

Jim Macdonald



# SCHOOL STAFF

## SENIOR LEADERSHIP TEAM

**Headteacher, Child Protection Officer:**  
**Mr Jim Macdonald**

**Deputy Headteacher, Deputy Child Protection Officer:** Mrs Heather Bent

**Foundation Phase Leader:**  
**Mrs Sarah Pemberton**

**Literacy and Reading leader and ALN Coordinator:** Mrs Tammy Crees

**Expressive Arts and Welsh Leader:**  
**Mrs Rhian Roberts**

## TEACHERS

**Mr Glenn Thomas**

**Mrs Rebecca Latham**

**Miss Jess Andrews**

**Miss Emma Jones**

**Mrs Rhian Owen**

**Miss Jane Wilcox**

**Mr Chris Webster**

**Mrs Sian Hamer**

**Mrs Jenny Morgan**

**Mrs Rachel Plumridge**

**Mr Dean Thomas**

## MIDDAY SUPERVISERS

**Joanne Thomas**      **Emma Lewis**

**Linda Williams**      **Lauren Williams**

**Mandy Roberts**      **Kayleigh Jones**

## BREAKFAST CLUB

**Carolyn Grant**

**Jacquie Leary**

**Gaynor Stephens**

## Cleaning Staff

**Julie Webster—Cleaner in Charge,  
crossing patrol**

**Joanne Thomas**

**Christine Friend**

## LEARNING SUPPORT STAFF

**Mrs P Thomas: HLTA**

**Mrs S Thorn HLTA**

**Mrs R Carter: Family Support  
Coordinator**

**Mrs H Thomas**      **Mrs S Holloway**

**Mrs R Bliss**      **Mrs S Rogers**

**Mrs S Thorn**      **Mrs E Lewis**

**Mrs A Stephens**      **Mrs C Grant**

**Mrs S Evans**      **Miss L Williams**

**Office Administrator: Mrs Jane Bowen**

**Office Apprentice: Miss Catrin Parry**

## Family Events in 2019/20

- **Parents' Evenings**
- **Enterprise week and Christmas fair**
- **All Saint's Church carol services**
- **Incredible Years Parenting Group**
- **Parents' Forum**
- **Smooth Moves**
- **Incredible Years School Readiness**
- **KiVa resilience day**
- **Class concerts**



## Community and Charity

- **Children in Need**
- **Newtown Food Bank**
- **Newtown Christmas lights**
- **Montgomeryshire Wildlife Trust**
- **Carol singing at Newtown Methodist Church**
- **National Autistic Society**
- **Fundraising for the Textile Museum**
- **Hope House fundraiser**

# OUR CURRICULUM

**There is a long-term plan for what topics should be taught in the Foundation Phase and also in Key Stage 2. Pupils also add their own ideas to planning topics so that they can study their interests when possible.**

**The classes in each age range follow similar topics so that we can go on visits to participate in experiential learning.**

## **Teaching methods**

**We believe that from the Foundation Phase to the end of Key Stage 2 children should be able to use equipment and practical resources to bring their learning to life. In Maths and Science this is particularly important to secure concepts.**

**To develop literacy skills children should have a secure grasp of phonics in the Foundation Phase, these are developed by using the Read Write Ink programme (RWI). All children complete RWI, phonics, reading and writing. After RWI, children move on to our Language and Literacy scheme. Children who are struggling to complete RWI are given 'Fresh start' in KS2.**

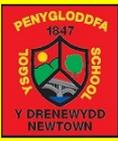


## **Educational Visits**

**Educational visits greatly enhance the learning for our pupils and are hugely beneficial. Wherever possible we keep the cost of trips to a minimum, and we also organise plenty of local visits.**



**Teachers plan for children to be developing their literacy, numeracy and ICT skills across the curriculum as well as in subject specific lessons.**



# OUR CURRICULUM— Review of 2019/20

## **Expressive Arts**

This academic year began with great optimism and energy!

The Foundation Phase and the six KS2 classes joined together and all had a weekly singing practise in the hall every Monday. This was quite an ambitious move as it was quite difficult to cater for all needs but we persevered and indeed held a successful whole school Harvest Festival which was led by Dosbarth Y Don. Each class performed a song or poem and sang the Harvest hymns/songs that we had learnt collectively during the Singing practices.

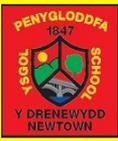
Preparations for the Festive period began in earnest as Dosbarth Draenog and Gwdihw prepared their Christmas performance of 'Cocka Doodle Do' which was warmly received by the parents. Then, very shortly afterwards, the whole Foundation Phase joined together one afternoon to put on a lovely carol service at All Saints Church.

The three Y3/4 classes joined together to put on a grand scale performance of a play called 'Primary School Christmas Musical'. In order to minimise the number of evening and afternoon performances, they rehearsed and put the performance on at the High School. It was a very exciting experience for all of the children and opened the door to many future possibilities.

The KS2 children were invited to sing at the Christmas Coffee Morning which is held annually at the Wesley Methodist Chapel and a varied program of traditional carols, solo instrumental performances and a selection of the Y3/4 play songs was put on for the community and we received a very healthy donation towards our chosen charity – The Smile Train.

The same program was then also performed at the Llys Glan Yr Afon residential home. The residents seemed to enjoy seeing and listening to the children perform and it was lovely to see the children chatting with some of the elderly residents afterwards and share some lovely Xmas treats – it really was a lovely afternoon.

In the very last week of a very busy Autumn term, the whole of KS2 put on a homely Carol Service for the community at All Saints Church. Traditional carols were performed and the traditional Bible readings were beautifully and meaningfully read by some of the Year 5/6 children. Our violinists put on a delightful group performance of 'Jingle Bells' which was not only prepared by Mrs Sarah Barnwell, but was also improvised and choreographed by her too. It was enjoyed immensely by all. As usual, our very successful Brass Band, led by Mr and Mrs Pryce, put on a selection of various arrangements of Xmas and other music. Their performance was of a very high standard indeed –



# OUR CURRICULUM— Review of 2019/20

there were some exceptional, long standing players in the band that year.

January came, and we started to prepare our many stage items for the Urdd Eisteddfod. We had some very keen children and were entering a vast amount of entries in various competitions. We even had an entry for the first language duet singing – something that we had never dared enter before.

Our school St David's Day Eisteddfod is always one of the highlights of the year and the items that we prepare for the many Urdd competitions feature strongly as part of our Eisteddfod Program. All classes from the Foundation Phase upwards learn either the song or recitation Urdd piece for their appropriate age group and perform it in their allocated houses. The competitions were interspersed by various gymnastic routines which had been prepared for the Urdd, disco dances and instrumental solos. It was a 'jam-packed' exciting day and Milford House were victorious yet again. Many thanks to our guest judges again this year!

However, after many weeks of hard work, commitment and fun, Covid came, and at the 'eleventh hour' the decision was made to postpone the Eisteddfod until the following year. What a huge disappointment – there were many upset children going home that Friday night.

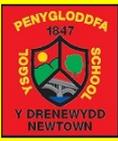
Everything came to a standstill... the Urdd, the Year 1/2 Easter Play and the Year 5/6 Leaver's Play and Assembly... yet alone the many class assemblies and Welsh assemblies where parents were invited into school to see a show case of the Welsh that their children were learning that term.

We would like to say a massive thanks to Mrs Roberts for organising these events.

## **Health and Wellbeing**

Staff worked incredibly hard over the past year in supporting our Pupils' Health and Well Being. The Incredible Years Programme is embedded in the school ethos where the focus has been on Feelings, Gratitude and Kindness. Staff have also delivered the Programme to parents to support their children at home. During the lockdown, pupils were able to access a Well Being class on the HWB platform where Wally regularly made an appearance!

The school took part in the London Mini Marathon, raising £420 for the British Heart Foundation. Pupils have been involved in Welsh Cross Country Championships and Healthy Eating has



# OUR CURRICULUM— Review of 2019/20

been promoted through the 'Eat the Rainbow' Challenge.

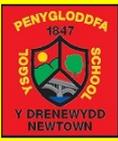
Pupils in Year five and six have been trained as 'Sports Ambassadors' through Powys Sports and Staff and Pupils have been working hard to maintain the Green Flag Status the school currently has through the Healthy Schools Initiative, where a Healthy Schools Committee has been appointed.

## Humanities

In the foundation phase pupils were encouraged to develop their curiosity about the world around them and began to understand processes and places and makes links between this learning. This was accomplished through our 'Rainbow Activities' in topic time, these included Percy the Park Keeper, Harvest, The Arctic, Chinese New Year and the seasons Autumn, Winter and Spring. The children worked so hard on their Christmas production which developed their confidence and self-esteem. As well as learning about the Christian festivals of harvest and Christmas, they shared many multicultural stories about beliefs, celebrations and religions around the World including Diwali and Chinese New Year. The pupils enjoyed hearing the stories and recreating these through role-play

In Years 3 and 4 Through their Victorians topic they visited the Robert Owen museum, WHSmith museum and the Textile museum in Newtown. They designed their own town after studying Robert Owen's New Lanark. They plotted dates on a timeline of key events in Queen Victoria's life. We had two topic days where the children took part in a number of activities including music, cooking, art, weaving and they compared Victorian schools to modern day schools. In geography they studied our local town. Activities included going on a walk around Newtown and used photographs to identify human and physical features. We studied local businesses within the town and local maps. This was continued during lockdown.

In Years 5 and 6, through the topic Wild Wales we compared Newtown past and present using a range of historical sources. We explored timelines and how people lived during other time periods whilst studying World War Two. The children had opportunities to research significant people in history and when looking at the start of the war they tried to understand why people acted the way they did. Over the course of our Wild Wales topic, pupils learned about the fascinating local landscape. During our residential trip to Broneirion, we explored the rivers, lakes and hills first-hand. Then, with paper and digital maps, the children used co-ordinates and symbols to



# OUR CURRICULUM— Review of 2019/20

locate local places, landmarks and features. Furthermore, pupils learned about Welsh rivers before researching and creating digital databases. This year the children studied 'Our Special Places' and 'Pilgrimages'. The children were given opportunities to research using books and internet and organise their findings to produce their own video. They also worked on 'Trust' – how to develop trust and also how to learn to trust.

## Languages, Literacy and Communication

### Foundation Phase - Autumn Term

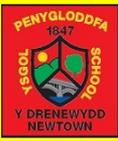
The children in Foundation Phase follow the Read Write Inc. scheme to develop their phonological knowledge along with their reading and writing skills. These lessons are carried out throughout the week and sounds are reinforced daily. A Read Write Inc. lesson is always full of energy and enthusiasm to help the children retain their sounds. All the staff in foundation phase are Read Write Inc. trained.

During the first few weeks in September the reception children focus on pre-writing skills like: name recognition, big mark making, using water, paint and chalk. They develop their pencil grip using ducky fingers for pincer grip along with lots of fine motor skills development. They develop their skills doing lots of collaging, snipping and using tweezers. The children cannot write it small until they can write it big, so lots of opportunities and practice for this is essential.

All the children in Foundation Phase begin the term doing lots of work on their class animal to develop ownership of their class name and to form a team atmosphere. We use books as the driving vehicle here, for example - Gwdihw do Owl Babies and Pili Pala will do The Very Hungry Caterpillar and so on.

During the Autumn term all the Foundation Phase children worked on the Topic - Percy the Park Keeper by Nick Butterworth. This gave us lots of opportunities to bring in the Seasons, the weather, and the local park. The Year 1&2 children walked to Dolerw Park and wrote a comparison between Percy's Park and our park. The Year 1&2 also looked more in-depth at the book After the Storm and wrote their own retell of the story through Percy's eyes.

Pupil Voice drives our topics, role play areas and the activities that the children want to include during their Rainbow time. We use as many opportunities as we can to develop the children language skills by giving them different things to write on and different things to write with.



# OUR CURRICULUM— Review of 2019/20

Some of the role play areas during this time was Percy's hut which included books for Percy to read, notebooks to write lists on, paper and envelopes to send letters to his animal friends and so on. We also had a Garden shop/cafe which sold many things that they could buy. Children had menus to read from, food and drink orders could be taken, and shopping lists could be written. All Foundation Phase classes have a Pupil Voice board to display what the children already know and what they want to find out.

A major way that we enhance the Speaking and listening skills of the children at Penygloddfa school is by performing in a play. During the Christmas of 2019 the two reception and Year 1 classes performed the nativity called Cockadoodle Christmas.

All the Foundation Phase classes took part in a Christmas carol service at the All Saints church where the Year 2 children delivered the Christmas story in sections from the pulpit. We always notice a considerable shift in all the children's confidence and resilience after this time as they are always so proud of themselves performing in front of an audience.

## **Spring Term**

The Reception and Year 1 children moved onto the Topic Minibeasts using lots of opportunities to do language outside. The main focus during this time is sentence building and hold a sentence to develop their writing skills. Writing and talking about real life experiences are key here and the children write about their news to begin developing their recount writing. They have lots of reading practice and begin learning tricky words.

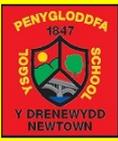
The two Year 1&2 classes moved onto dragons and knights with a big emphasis on Welsh culture. We looked at many Welsh tales and moved onto imaginative instructional writing using the Pie Corbett approach - How to trap a dragon. During this term the children are always busy preparing for the school Eisteddfod where there are handwriting, storytelling and Welsh writing competitions for them to have ago at.

These two classes also walked to the town library where we had some stories told to us by the town librarians. The children were encouraged to join the library and were shown how the books were organised in the library.

## **Covid Lockdown - Home Learning - March 2020**

All the foundation phases classes set a HWB class page where all work could be stored and accessed for the Parents. These proved to be very useful and productive.

The Reception and Year 1 class began with Fairy tales as a topic as those stories were more than likely found at home. The children were asked to retell stories through puppets, story stones etc. They then moved onto Summer and in the garden and given lots of opportunities to do language outside.



# OUR CURRICULUM— Review of 2019/20

The Year 1&2 classes decided to do Amazing Animals. A fiction book was set every two weeks for the children to read, and all the work was then set on this book. One book that the children particularly enjoyed was Morris the Magpie who stole lots of treasures in the park to then only realise he was collecting litter that the humans had left behind. This led to the children designing litter posters and writing a recycling rap song that they then performed and recorded. All work was then sent in by the Parents to the HWB where the teachers could then comment on the photos/work in the learning conversation. All the teachers also continued with the Read Write Inc. scheme by videoing themselves doing sound lessons and scanning in all the reading books for them to access. We also used the learning platform Purple Mash which was fantastic as lots of language resources could be used here.

## **Key Stage 2**

Year 3&4 worked on the topic Newtown and the local area and looked at biographies' poetry and recounts. The Read Write Inc. scheme was continued for those children who still needed it before progressing onto the Language and literacy scheme.

They then moved onto Rainforest as their topic during Lockdown and the children were given the opportunities to do descriptive writing, character profiles, stories, reports, posters and writing letters. They particularly enjoyed the story The Great Kapok Tree. All the teachers recorded themselves reading stories to the children.

## **Year 5&6**

The children began by working on the topic Cymru Wyllt and following a residential trip to Broneirion in Llandinam they wrote a recount on their experience. The children also wrote poetry using verbs/adverbs and adverbial nouns. They wrote instructions on how to build a raft.

They then moved onto World War 2 as their second topic after Christmas where they had the task to write evacuee letters. They looked at war stories and then unfortunately it was Covid lockdown.

All work was then set on Teams through the HWB and they followed BBC Bitesize language.

## **Language Interventions**

Read Write Inc. one to one sounds

Daily reading

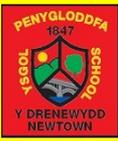
Nessy programme

Inference

Fresh Start (Readwrite Inc. follow on)

Stile

Word shark



# OUR CURRICULUM— Review of 2019/20

## Catch up

All the children at Penygloddfa are given many opportunities to do group/guided/partner/buddy/individual reading. All our LSA's are very experienced to deliver the Language interventions.

## Mathematics and Numeracy

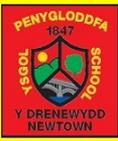
The School introduced the White Rose Maths Scheme since September which has a plan for every Year group. There are lots of videos included in the scheme, which proved useful for home schooling, but it does tend to move on quite quickly in some cases, so the school is also dipping into the Powys Maths Scheme. The differentiation in each class is quite big which does lead to some challenges at times.

In class, Years 3 & 4 concentrated on their tables after Christmas while the foundation phase learners have been engaged in practical tasks. The older pupils have also been using BBC Bitesize exercises.

During lockdown tasks and challenges were set for pupils using Microsoft Teams Classes. Teachers used a variety of practical and paper-based challenges for pupils to develop their numeracy skills. The online programme Times Tables Rock Stars proved to be a useful addition to the range of activities we could offer pupils. Daily online meetings with class teachers allowed staff to explain the maths work for the day and discuss any misunderstandings from previous work.

## Science and Technology

Once again, all classes followed the Karen Mills Science Scheme of Work in order to ensure skills coverage. As an example of the tasks that pupils carried out, Years 5 and 6 studied the Water Cycle before writing an explanation text, enhancing their literacy skills as well as learning valuable scientific information. We followed this with an investigation into dissolving, where the pupils planned a fair test to see which substances would dissolve and which would not. This time they needed measuring skills in order to ensure the test was fair (same amount of water each time etc.). Finally, just before lockdown in March 2020, we designed and made parachutes and planned a fair investigation into whether the surface area of the parachute



# OUR CURRICULUM— Review of 2019/20

would alter the speed that it fell. These written and practical activities worked well to ensure engagement as well as building key skills, not only in science, but in literacy and maths as well.

Furthermore, once schools closed, we were able to continue our learning in science via Hwb. Pupils were encouraged to carry out their own investigations at home via lesson plans posted for them on Hwb as well as videos by teachers which demonstrated fun, safe and factual experiments to try at home. The feed back from these lessons was particularly good.

In ICT, classes have continued to follow the Gareth Morgan scheme of work, again to ensure coverage of the curriculum skills without repetition. In Year 5 and 6 we had a big focus on online safety, including mental health and wellbeing. We also had a big push on pupils saving their work independently to J2E and printing QR codes of their videos for oracy work. We also looked at coding and creating our own music using Purple Mash. Pupils also continue with websites and apps at home such as TT Rock Stars to build key skills.

We were also very pleased to take delivery of 16 brand new iPads in KS2 which helped us to ensure pupils could access apps and the internet to further their learning, e.g. with research or interventions.

We launched the ICT Pros initiative in school to promote ICT skills within the school. The pupils helped to plan and deliver an assembly for Safer Internet Day. I ran a Coding Club for Key Stage 2 Pupils during the Spring Term which the children really enjoyed. We made use of the Micro:Bits that we had acquired the previous academic year.

During the lockdown the school loaned 20 laptops to families whose children did not have one or had to share with a sibling. This enabled pupils to keep up with remote learning.

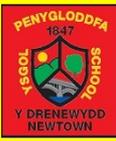
Finally, whilst the circumstances were extremely unfortunate we can look to the positives with regards to the school lockdown. Most pupils are now ICT literate in a range of new ways due to their experience of online learning. In particular, saving and retrieving work and video calling are skills which many pupils can now do with far more ease.

# SPORTING AIMS AND ACHIEVEMENTS

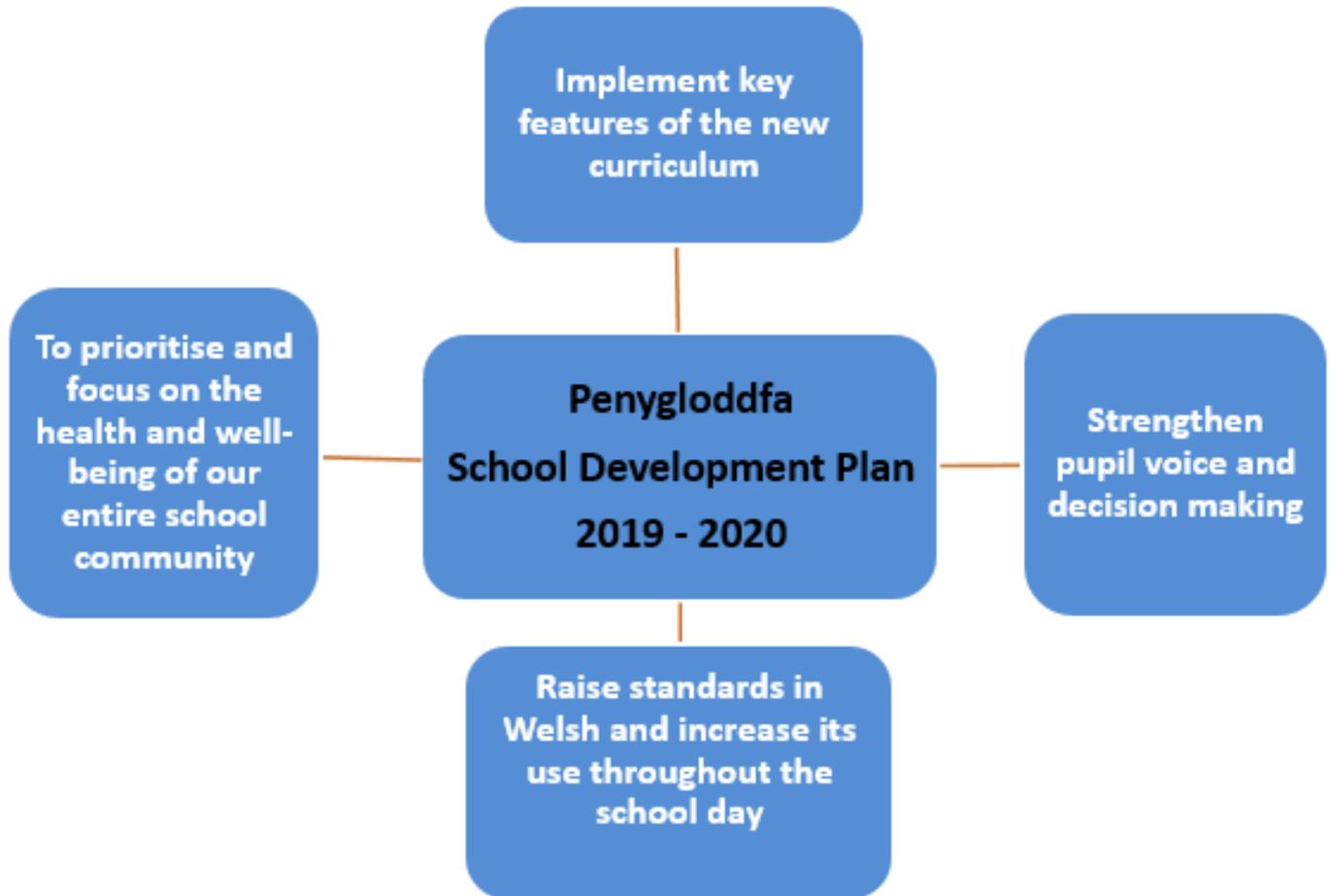
**Sport plays an important part in school life. Children participate in a variety of team games as an integral part of the P.E. curriculum. Those in Key Stage 2 all benefit from the work of qualified sports coaches who teach them every week. Such opportunities include netball, football, tennis, cricket, athletics and swimming. All children are included within these sessions and we aim to ensure that each child finds a degree of personal success and enjoyment. We are mindful too of the need to help children to keep fit and active. To this end, teachers offer a wide range of extra curricular activities including athletics, cross country, sailing cricket, football, girls' football, rugby and orienteering.**

**Unfortunately our sports days and a number of sporting events were cancelled this year due to the pandemic.**





# SCHOOL DEVELOPMENT PLAN



# HOME LEARNING DURING LOCKDOWN

During the 2019-2020 academic year our pupils experienced their first lockdown due to the coronavirus pandemic. Our staff led the learning online and most of our pupils worked from home when our school building was closed.

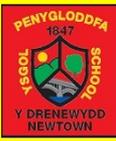


# HOME LEARNING DURING LOCKDOWN

During the lockdown many of our pupils learnt new skills at home such as cooking, gardening and Identifying wildlife.

Towards the end of the 2019-2020 academic year our pupils were given the opportunity to return to school in June in order to finish the academic year. This was a chance to 'catch up' with their peers and the staff at school.





# FRIENDS OF THE SCHOOL

## WELCOME TO FOPS!

### Fundraising events in 2019/20

Halloween disco  
Christmas cards  
Easy fundraising website  
Christmas bag packing

**Our highly active Friends of Penygloddfa School (FOPS) raised more than £2000 in 2019/20**

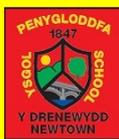
**The FOPS not only financially support the school but also offer their personal time and practical help.**

### How the school benefited

- **Funds for each teacher to spend on classroom resources.**
- **Additional ICT equipment**

### Fundraising targets for 2019/20

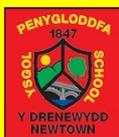
- **Developing the school grounds**
- **Updating school ICT equipment e.g. tablets**



# FINANCES—EXPENDITURE

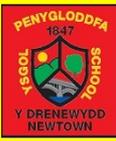
Details	Cabinet Budget 2019-2020	Actual 2019-2020
<b>Salaries and Wages</b>		
Teachers	£611,170	£636,210
Supply Teachers including music tuition	£14,213	£25,333
Support staff including clerical	£210,104	£223,217
Midday Supervisors	£21,862	£17,325
Breakfast Club Staff	£4,147	£4,542
Staff Insurance	£5,059	£5,624
Staff Training/ Employee Expenses		£1,173
<b>Sub Total—Salaries and Wages</b>	<b>£866,554</b>	<b>£908,661</b>
<b>Premises Related Expenses</b>		
Repairs and Maintenance	£9,850	£15,599
Grounds Maintenance	£2,304	£3,261
Property Care (inc. cleaning)	£28,102	£27,927
Electricity	£12,240	£19,248*
Gas	£3,641	£2,940
Rates	£22,355	£22,355
Water/ Sewerage	£4,182	£4,179
<b>Sub Total—Premises</b>	<b>£82,674</b>	<b>£96,049</b>
<b>Supplies, Office and Other Expenses</b>		
Capitation (including furniture)	£21,752	£58,831
Photocopier	£2,000	£87
Telephone	£220	£653
Postage	£100	£61
Breakfast Club Expenses	£500	£1,737
Core Package Services (inc. Finance, HR)	£8,632	£8,632
Internal Purchases		£510
Sports Facilities		£525
<b>Sub Total - Supplies, Office and Other</b>	<b>£33,204</b>	<b>£71,036</b>
<b>TOTAL EXPENDITURE</b>	<b>£982,432</b>	<b>£1,075,076</b>

\* We are still pursuing a meter reading error with our electrical supplier



# FINANCES—INCOME AND FUNDING

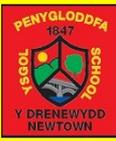
Details	Budget 2019-20	Actual 2019-20
<b>FUNDING</b>		
Pupil Numbers September 2019	294	294
Delegated Budget	£807,495	£807,495
Foundation Phase Funding	£72,306	£72,306
ALN Delegated Funding	£31,654	£31,654
Additional ALN Funding	0	0
<b>Total Delegated Funds</b>	<b>£915,454</b>	<b>£915,494</b>
<b>INCOME</b>		
Music Income	£8,413	£942
Lettings/Room Hire	£3,000	£4,874
Internal Reimbursement		£4,115
Parental Contributions (e.g. trips)	£5,000	£35,110
Donations		£6,806
Sale of school uniforms		
RCSIG (formerly EIG grant)	£5,415	£25,696
Pupil Deprivation Grant (PDG)	£17,250	£17,250
Early years PDG		£1,400
Other Grants (e.g. Lead Creative School, Welsh Sabbatical)		£27,094
Breakfast Club Payments		£12,299
Other		
<b>Total Income</b>	<b>£57,851</b>	<b>£135,586</b>
<b>NET Expenditure</b>	<b>£924,581</b>	<b>£939,490</b>
<b>Planned under / (over) spend</b>	<b>(£9,087)</b>	<b>£2,711</b>
<b>Under/ (Over) Spend Brought Forward</b>	<b>£19,086</b>	<b>£19,086</b>
<b>Under/ (Over) Spend Carried Forward</b>	<b>£9,999</b>	<b>£21,797</b>



# OUR CLASSES

## 2019/2020 Class Structure

<b>Class</b>	<b>Teacher</b>	<b>Children in each cohort</b>
<b>Gwdihw</b>	<b>Mrs Pemberton</b>	<b>Reception</b>
<b>Draenog</b>	<b>Miss Wilcox</b>	<b>Reception &amp; Year 1</b>
<b>Pili Pala</b>	<b>Mrs Crees and Mrs Hamer</b>	<b>Year 1&amp;2</b>
<b>Y Ddraig</b>	<b>Mr Webster</b>	<b>Year 1&amp;2</b>
<b>Afallen</b>	<b>Mrs Latham</b>	<b>Year 3&amp;4</b>
<b>Derw</b>	<b>Miss Jones and Mrs</b>	<b>Year 3&amp;4</b>
<b>Celynnen</b>	<b>Mrs Bent and Mrs Morgan</b>	<b>Year 3&amp;4</b>
<b>Mynyddog</b>	<b>Mr D Thomas</b>	<b>Year 5&amp;6</b>
<b>Y Don</b>	<b>Mrs Roberts</b>	<b>Year 5&amp;6</b>
<b>Seren</b>	<b>Mr G. Thomas</b>	<b>Year 5&amp;6</b>



# TRACKING

## Total number of pupils

**September 2019: 294**

**July 2020: 300**

## Attendance Information

**Due to the National Lockdown and pandemic, schools are not required to produce attendance information for this academic year**

## School Prospectus

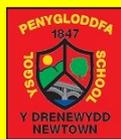
- **No significant changes were made to the school prospectus which summarises how the school works.**
- **The prospectus is available on the school website. Please contact the school office if you would like a printed copy.**

## Academic results

**Due to the National Lockdown and pandemic, schools are not required to produce academic results for this academic year**

## Additional Learning Needs

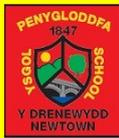
- **Our additional learning needs coordinator Mrs Crees works closely with class teachers to identify specific needs.**
- **Pupils with additional learning needs are monitored carefully and receive support in class using a range of resources including teaching assistants.**
- **Support is sometimes needed from outside agencies including medical or behavioural support, an educational psychologist, speech and language therapist, visual or hearing impairment specialist.**



# TERM DATES

## Term dates 2020/21

Autumn Term 2020	Non-Pupil Days	No of School Days
Wednesday 2 September to Friday 16 October		33 days
<b>Half Term – Monday 19 October to Friday 30 October</b>		
Monday 2 November to Friday 18 December	Monday 21 December Tuesday 22 December	35 days
Spring Term 2021	Non-Pupil Days	No of School Days
Tuesday 5 January to Thursday 11 February	Monday 4 January Friday 12 February	28 days
<b>Half Term – Monday 15 February to Friday 19 February</b>		
Monday 22 February to Friday 26 March		25 days
Summer Term 2021	Non-Pupil Days	No of School Days
Tuesday 13 April to Friday 28 May	Monday 12 April Thursday 6 May	32 days
<b>Half Term – Monday 31 May to Friday 4 June</b>		
Tuesday 8 June to Friday 16 July	Monday 7 June	29 days



# TERM DATES

## Term dates 2021/22

Autumn Term 2021	Non-Pupil Days	No of School Days
Thursday 2 September to Friday 22 October	Wednesday 1 September	37 days
<b>Half Term – Monday 25 October to Friday 29 October</b>		
Monday 1 November to Wednesday 22 December		38 days
Spring Term 2022	Non-Pupil Days	No of School Days
Wednesday 5 January to Friday 18 February	Tuesday 4 January	33 days
<b>Half Term – Monday 21 February to Friday 25 February</b>		
Monday 28 February to Thursday 7 April	Friday 8 April	29 days
Summer Term 2022	Non-Pupil Days	No of School Days
Tuesday 26 April to Friday 27 May	Monday 25 April	23 days
<b>Half Term – Monday 30 May to Friday 3 June</b>		
Monday 6 June to Friday 15 July	Monday 18 July	30 days

- Good Friday: Friday 15 April 2022
- Easter Monday: Monday 18 April 2022
- May Day Bank Holiday: Monday 2 May 2022
- Spring Bank Holiday: Monday 30 May 2022
- Royal Welsh Show: Monday 18 July to Thursday 21 July 2022