*Inspire, Achieve, Respect*
*Ysbrydoli, Llwyddo, Parchu*

# EVESWELL PRIMARY SCHOOL
# ANNUAL REPORT
# BY
# THE SCHOOL GOVERNORS TO PARENTS FOR SEPTEMBER 2025 – JULY 2026

Dear Parent / Guardian,

Welcome, this report reflects the high standards which have been achieved and sustained by our school during the academic year 2025-2026, as endorsed by our Estyn inspection Inspection report Eveswell Primary School 2024 and recent Interim visit by Estyn Interim visit letter Eveswell Primary School 2026. Standards that can only be maintained with the full co-operation of our parents and guardians who ensure their children attend regularly, punctually and prepared for study (and hopefully a little happiness).

I would like to take this opportunity, on your behalf and that of the Governing Body to say a big thank you to all our staff for providing continuity and improvement throughout this period.

At the same time, we, the Governors, recognise the part you play as parents and carers of our children.

I can assure you that your Governing body will continue to work with the dedicated team here at Eveswell Primary School to ensure that your children receive the very best and most enjoyable education we can provide for them during these most important early years of their school life.

I would like to point out that several of your governing body are parents, and I would urge that whenever a place becomes available that you put yourself forward to join us on the governing body, helping us ensure that our school continues in this most successful vein.

Finally, attendance is essential – for your child to learn they have to be with us in school. Please be assured that your child's success is of paramount importance to us all.

The school prospectus is updated annually. A copy of the prospectus can be found on the school website: https://eveswellandsomertonschoolspartnership.co.uk/

I have great pleasure in sending you this, the governors' annual report to parents for the school year 2025 to 2026.

Mr A. Speight

Chairman of Governors

**School Information**

| | |
|---|---|
| Name | Eveswell Primary School |
| Classification | English medium community Primary School |
| Pupil age range | Children aged 3 to 11 years |
| E-mail | eveswell.primary@newportschools.wales |

GOVERNORS
Chair
Mr A. Speight
C/o the school

Address
Eveswell Primary School
Chepstow Road
Newport
NP19 8GX
Tel: 01633 272142

Chief Education Officer
Mrs. Sarah Morgan

Address
Education Department
Civic Centre
Newport
NP20 4UR
Tel: 01633 656656

| REPRESENTATIVE | NAME | ELECTED OR APPOINTED BY | TERM OF OFFICE ENDS |
|---|---|---|---|
| Parents | Mr. J. Denham | Parents' Ballot | 08/05/2026 |
| | Mrs. M. Rada | Parents' Ballot | 15/06/2029 |
| | Mrs. H. Thomas | Parents' Ballot | 03/07/2029 |
| | Ms. M. Madzime | Parents' Ballot | 17/11/2029 |
| Teachers | Mrs V. Brooks | Teachers' Ballot | 31/12/2027 |
| | Ms. R. Sultana | Teachers' Ballot | 27/10/2026 |
| Ancillary | Mr J. Virgo | Ancillary Staff Ballot | 31/12/2027 |
| | Mrs. C. Thatcher | Ancillary Staff Ballot | 31/12/2027 |
| Appointed | Mr. A. Speight | Newport LA | 31/12/2027 |
| | Mr. D. Parselle | Newport LA | 27/11/2027 |
| | Cllr. A. Pimm | Newport LA | 25/09/2027 |
| | Ms E. Corten | Newport LA | 14/07/2029 |
| Community | Mrs G. Drave | Governing Body | 07/11/2027 |
| | Ms. V. Jones | Governing Body | 08/01/2028 |
| | Ms. H. Gordon | Governing Body | 06/10/2029 |
| | Mrs. L. Evans | Governing Body | 26/11/2029 |

Arrangements for Election of Parent Governors:
When an existing parent governor comes to the end of their term of office, or if they resign mid-term, the school will hold a ballot to elect a new parent governor. At that time, the school will write to all parents advising of the ballot and seeking nominations for prospective candidates from the parent body. If more than one nomination is received an election will be held.

Headteacher Mrs C. Orford Headteacher

Clerk Mr. T. Saloui
Observers Mrs. J. Webb-Clements (Deputy HT Eveswell)
Miss J. Eaves (Deputy HT Somerton)
Miss E. Barrett (Business Manager Eveswell)

Any correspondence to the Governors should be addressed to 'The Chair of the Governors', c/o Eveswell Primary School.

Governors did not claim any travel or subsistence expenses during the year.

**The Governing Body**

The Governing Body is committed to the school's mission statement, Inspire, Achieve, Respect Ysbrydoli, Llwyddo, Parchu. We review this statement and our overarching aims regularly. We want to equip every pupil with the attributes, learning skills and knowledge needed for life in the twenty-first century. The achievements of all pupil groups are evaluated and reported to the governors. Governors and staff constantly update their skills and knowledge for the benefit of the pupils in the school. Everyone at the school is on a learning journey together.

Governors agreed the training days which are planned to support the school development plan. These are the days when school is closed and all staff are being trained in curriculum or other matters. Training Days during the year focussed on aspects of school self-evaluation, safeguarding and Curriculum for Wales, progression and assessment.

The governing body and the finance and premises sub-committee usually meet around half termly.

**Policies and strategies adopted by the Governing Body in 2025-2026**

During the year the Governing Body adopted a number of policies. Policies are available to parents on request. Some policies are included on the website. The school has agreed policies for a wide variety of aspects of school life and these are updated in line with the school development plan and the policy review cycle. Please ask if you require any further information regarding individual policies and staff will do their best to get back to you with the information you need.

**School organisation**

The school has 1 Executive Headteacher, 1 deputy headteacher and 1 assistant headteacher. 12 full-time teachers and 5 teachers who work on a part-time basis. 17 full time equivalent teaching assistants and 3 part-time, (most of whom also supervise at lunchtimes,) 1 business manager, 2 school support officers,1 caretaker, Cyson Cymru cleaners, 1 Chartwells kitchen manager, Chartwells kitchen assistants and 3 midday supervisors.

The school is also supported by Gwent Ethnic Minority Support Service (GEMS) language support teachers, County in the Community and peripatetic music teachers.

**Internal Organisation**

The children are grouped in fourteen mixed ability mainstream classes and two part-time Nursery classes as follows for September 2025:

| Year Group | Age of Pupils | Class Structure |
|---|---|---|
| Nursery | 3-4 years | NCB: 2 part-time classes (morning & |

| | | |
|---|---|---|
| | | afternoon session) |
| Reception | 4-5 years | 2 classes |
| Year 1 | 5-6 years | 2 classes |
| Year 2 | 6-7 years | 2 classes |
| Year 3 | 7-8 years | 2 classes |
| Year 4 | 8-9 years | 2 classes |
| Year 5 | 9-10 years | 2 classes |
| Year 6 | 10-11 years | 2 classes |

Specific educational support is given in all year groups as required.

The 2025-2026 year ended with 478 pupils on roll.

**Year 6 leavers**
The children who left Year 6 in July 2026 moved on to the following schools:

| Ysgol Gyfun | Newport High | St Julian's | Llanwern | Lliswerry | Caerleon | St Josephs | Bassaleg |
|---|---|---|---|---|---|---|---|
| 1 | 1 | 28 | 11 | 0 | 12 | 1 | 3 |

**Term dates 2026–2027**
Autumn Term: 1 September 2026 – 18 December 2026
Half Term: 26 October 2026 – 30 October 2026
Spring Term: 4 January 2027 – 19 March 2027
Half Term: 8 February 2027 – 12 February 2027
Summer Term: 5 April 2027 – 20 July 2027
Half Term: 31 May 2027 – 4 June 2027

**Training day dates 2026-2027**
Tuesday 1st September 2026
Monday 2nd November 2026 - Cluster training day
Friday 18th December 2026
Friday 19th March 2027
Monday 19th July 2027
Tuesday 20th July 2027

**School Attendance**
We are always working to improve attendance and to once again, reach our target of over 95%. Attendance for 2024-2025 was 93.4%. In 2026-2027, we are aiming to achieve the best possible attendance levels and we again ask you to support us in doing all you can to ensure that your child attends regularly and on time unless they are genuinely too ill. We actively discourage the taking of

time for holidays for any reason during term time. The Deputy Headteacher meets regularly with the Educational Welfare Officer to monitor attendance and punctuality and discuss pupils whose attendance causes concern.

**Additional Educational Needs (ALN)**

Mrs S. Webb is the staff member with responsibility for ALN. All pupils with additional needs have individual plans.

Many pupils may require some form of extra help and support for their special needs at some stage of their education, whether at primary or secondary school.

To ensure that this extra support can be given when needed, schools work within the Welsh Government framework to meet pupils' additional learning needs. It is based on a series of stages of need and provision, depending on the level of difficulty encountered by the pupil. All schools in Wales have moved to a new system in line with the Welsh Government's Additional Learning Needs Act.

On entry to school all children receive a baseline assessment and their progress is tracked very carefully as they proceed through the school. Consequently, early identification of additional needs is made.

The school has a register of pupils for whom support is provided. This support may include extra time in a small group with the teacher or a classroom assistant, or time to work with a specialist support teacher. Regular reviews are held with parents to discuss their child's progress and to set targets for the future.

The number of children with ALN was 33 at the end of the current school year.

Where educational needs are found to be specific and long-term, the school may carry out an ALN assessment and issue a School Based IDP to ensure that a child's additional learning needs are addressed over an extended period of time.

The school receives support from outside agencies including the Educational Psychology Service, School Nursing Team, Speech and Language Therapists, Gwent Education Multilingual Service, The Hearing Impaired and Visually Impaired Services, School Based Counselling Service and the Local Authority's Advisory Inclusion Service

All teachers track the progress of all pupils carefully.

**The Curriculum**

The aim of Eveswell Primary is to provide a well-balanced and broad primary curriculum which will contribute to the whole development of the child. This includes a focus on literacy, numeracy and DCF (Digital Competency Framework) skills.

The development of literacy, numeracy and digital skills remains a priority throughout the entire school with a skills-based thematic approach to learning. Although a cross-curricular approach has been adopted, discrete teaching of some subjects also takes place when they do not fit the theme. Pupils are taught Welsh as a second language as well as learning about Welsh heritage and culture. Use of Welsh language skills are taught in every class and takes place through incidental language during the course of the school day. Opportunities are given to develop pupils' oracy, reading and writing skills. We provide a stimulating and inspiring range of activities and learning for our children and we believe in celebrating achievement in all its forms. Instruction is through the medium of English.

Daily worship is presented in a non-denominational way.  It is time for reflection and all faiths will be respected and observed.

**More Able and Talented Pupils**

We identify children who have particular ability in a range of areas, namely academic, creative, physical, social and emotional and leadership. It is our aim to carefully monitor the provision for these children and to encourage them to pursue their interests in order to further develop and make progress in line with their ability. Our extra-curricular provision enables all pupils to achieve highly in a range of areas, such as sport, dance and music.

**Sport and Extra-curricular activities**

All pupils are actively encouraged to participate in all sporting activities available throughout the school.  Younger pupils' games activities take place on the school grounds and in the summer term, children take part in a sports day. Older pupils may take part in rugby, netball, football, cricket and gymnastics. Year 5 pupils also attend the Newport International Sports Village for swimming lessons and all pupils make good progress in line with their ability. Extra-curricular activities available to pupils include football, rugby,  netball, cricket, choir, drama club, art club, creative writing club, recorder club and many more.

We were also able to offer our Year 6 residential trip to Gilwern Outdoor Education, attended by both Eveswell and Somerton pupils. Pupils enjoyed a range of activities including climbing, gauge walking, paddle boarding and canoeing





**Links with the Community and Opportunities and Experiences**

The governors are pleased with the school's endeavours to establish links within the community especially with parents of the school. During the year there were parent/teacher consultations offering individual and private meetings between parents and teachers. These important meetings were again very well supported by parents and most of the children were represented by parents and carers. School reports were issued to all parents in July 2026.

We have been working regularly with the cluster, including Somerton Primary School, in order to further develop joint learning. Multi agency working is also developed with the school working closely with health services, the police, Social Services and Preventative Services and Families First.

Harvest festival was celebrated as a school and donations of food parcels were distributed to a local Newport food bank.

A number of events were celebrated in school throughout the school year. E.g. Christmas Concerts, Harvest Festival, Remembrance, Children in Need. Multicultural festivals were celebrated – e.g. Diwali, Eid, and Chinese New Year.

Police Schools' Liaison officers have visited the school regularly, presenting a number of sessions on keeping safe - road safety, dangers of electric scooters, internet safety and anti-social behaviour. Additionally, they regularly attend events such as our Remembrance Day Service and train pupils to become mini police officers in school, known as 'Heddlu Bach'.

We continued our excellent link with Ballet Cymru and interested pupils experienced dance and creativity sessions prior to performing at the Riverfront with professional dancers.

In the Christmas and summer terms, we invited parents to school for performances.
We welcome students from the University of South Wales, Cardiff Met and the Open University. We support initial teacher training and teaching assistants whilst doing their courses. Eveswell is a Lead Partner school for initial teacher training at the University of South Wales.

**Parents**

Parent consultation evenings were held in October and February where meetings were arranged between parents and teachers. These important meetings were very well attended.

In school we have a 'food bank/ caring cupboard' to support pupils and families who may be experiencing difficulties. Our aim is to ensure that everyone in our school community has access to basic essentials when they need them, and to offer this support in a
kind, respectful, and discreet way. To help us provide this service, we receive donations of food and toiletries from parents or members of our community. All items are used to create
support packages, which are distributed confidentially to those who need them. We hope that by working together, we can help ensure that every member of our school community feels supported and cared for.






A number of opportunities were sought by teachers for parents to engage with teaching and learning experiences, for example through our September 'Meet the Teacher' event, stay and play sessions as well as workshops which were held by all class teachers. Our school also establishes a Parent Group each academic year who meet with the Deputy Headteacher to receive updates on progress towards the school's priorities.

The governors are pleased with the school's endeavours to establish links within the community especially with parents of the school.

**Buildings and Premises**

We are pleased to share some of the key improvements that have taken place across the school this year to enhance learning environments for our pupils.

Development of a dedicated Forest School area, providing valuable opportunities for outdoor learning and exploration.

Installation of two new outdoor classrooms, supporting engaging, hands-on learning experiences throughout the year and shelter from the weather.






New flooring in the Year 1/2 area, creating a more welcoming environment for our younger pupils.

Creation and furnishing of a Family Engagement Room, offering a welcoming space to support parents, carers and family learning. This room is also a dedicated space for class cookery.

Planned flooring improvements in the Year 5/6 area over the summer holidays, ensuring the environment continues to improve ready for the new academic year.

These developments reflect our continued commitment to providing high-quality learning environments for all children.

**Fire and Shelter Drills**

Fire drills have taken place each term. The children and staff have left the building in a sensible but speedy manner and assembled on the infant and junior play yards. As well as fire drills, the school conducts a shelter drill annually to prepare for instances such as an animal or stranger on site. This has been conducted calmly and sensibly, with parents informed of the drill.

**Facilities**

Our school building and grounds are maintained by the caretaker who is supported through Local Authority service level agreements for: grounds maintenance; property services and cleaning.

There are suitable arrangements for pupils to access toilet facilities. Toilets are maintained by the caretaker and cleaners on a daily basis.

**Pupils with Disabilities**

The additional needs provision within the school includes pupils with disabilities who are integrated into mainstream classes with the appropriate support according to their disability. These pupils are encouraged to take a full part in the curriculum and all the other activities provided within the school environment. The school accommodation is mostly furnished with disabled facilities and all reasonable adjustments are made to accommodate disabled pupils and visitors. The nursery toilets have been adapted to allow for disabled access, and there are disabled toilets in the main building.

Staff training on positive handling is updated as needed. Staff are regularly trained in manual

handling or to meet the needs of specific pupils, for example, in supporting diabetes, epilepsy, asthma and allergies.

**School dinners**

Chartwells (part of the Compass Group) provides dinners in the local authority's primary schools. The school is serving fresh food daily, which is cooked on site. A school meal is free to all pupils. Eveswell Primary School makes use of the Parent Pay system for parents to order meals with their child. The dinner provided complies with Welsh Government's healthy eating and drinking requirements.

We have a breakfast club which operates from 8.20am.

**Pupil groups**

There are several pupil groups running across the school including the Eco Warriors, Attendance Champions, School Council, Digital Leaders, Heddlu Bach (mini Police), Wilding Council and Criw Cymraeg. These groups meet regularly and make important decisions about school events and everyday life. They have been elected by their peers to represent all pupils. They have developed action plans and share their progress in assemblies. The School Council has developed a reading initiative to support our school development plan. The Eco Council have prepared for the platinum flag award. Eveswell's Language Ambassadors continue to celebrate the range of language spoken at the school and support pupils who are new to English.

Year 5 and 6 pupils have had the opportunity to attend Grand Council meetings, alongside peers from across other schools in Newport. These meetings have been facilitated by the Local Authority and other organisations who deliver fun and engaging activities.

We believe that our children have great and diverse potential and we aim to enable them to grow in confidence and to develop a love of learning that will stay with them throughout life. Improving their confidence by encouraging them to express their views confidently and appropriately is an aim for all pupils.

**Healthy Schools**

We now use the Whole School Approach to Well-being. We teach about, and encourage all aspects of healthy living and we maintain high standards in areas including food and fitness, mental and emotional health and wellbeing, safety, the environment, substance misuse education, personal relationships education and community. Children are expected to drink water (not flavoured) on a daily basis in school. Our children run a school tuck shop where a variety of fruit is sold on a daily basis. Children are only permitted to bring fruit or vegetables for break-time snack.

We encourage healthy eating, water on desks and regular exercise. Pupils have lots of opportunities to play and learn outdoors. This helps their physical development, their health and well-being.






## Equalities

Our vision for equality and community cohesion has been developed in line with changes in legislation. The following equalities statement summarises our approach:
'We seek to remove barriers to learning with imaginative curriculum delivery that will use the best of innovative educational practice and enterprise to transform learning and teaching. We seek to provide an inspirational learning environment based on a personalised style of learning. Learning is at our core and we believe it will broaden horizons, raise aspirations and enhance students' self-confidence as successful learners, both now and in the future. Students will have every opportunity to achieve standards that match their potential and to gain successes as effective lifelong learners. We are committed to equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act 2010. We further recognise the protected characteristics as detailed in the Act. We will advance equality of opportunity between all learners and foster good relationships between all our learners and our stakeholders.'

This year we have ensured that:
• Children who are multilingual learners are supported by G.E.M.S. (Gwent Multi-Ethnic Service), helping them to learn effectively.
• Resources in school reflect the multi-ethnic nature of our society.

We continue to ensure that all children and staff have equal opportunities and rights. We do not tolerate any form of bullying or prejudice and continue to be proactive by raising awareness through the curriculum. For disputes within school, we follow a restorative approach, which supports our Respect and Wellbeing Policy. Many staff have been trained in this and we use this approach across the school. Essentially, it is a positive way of repairing harm done to relationships (when people fall out and argue) and we use this approach consistently.

## English as an Additional Language

Children who speak English as an additional language receive support from bilingual assistants and support teachers. We are proud to celebrate different cultures and languages in school.

We promote diversity positively in all its forms. We celebrate Eid, Christmas and Easter every year and pupils lead the learning by sharing their own cultures and traditions. We visit different places of worship and promote understanding and respect for difference. We also promote our Eveswell family and a sense of togetherness, with opportunities to learn from each other.

## Friends of Eveswell

The Friends of Eveswell usually meet regularly throughout the year and arrange functions including Santa's grotto, discos, and a Mothers' and Fathers' Day gift sale.

In 2026, the 'Friends' purchased leavers' hoodies for Year 6 at the end of the year and they paid for ice creams for all of the pupils during the summer. We are always looking for new members of the Friends so please ask at the school office if you are interested.

## School Communication

The school has a federation website for general information.
www.eveswellandsomertonschoolspartnership.co.uk:

Seesaw is used in order to inform parents of up and coming events.

Half termly newsletters and weekly 'Friday Fliers' also provide information via Seesaw .

**School Targets for Improvement (School Development Plans)**
Each year we review our school aims and our plans for continual improvement. Plans reflect our own identified priorities, along with local and national priorities, such as the use of Welsh language skills, tackling the impact of poverty on achievement and developing the Curriculum for Wales.

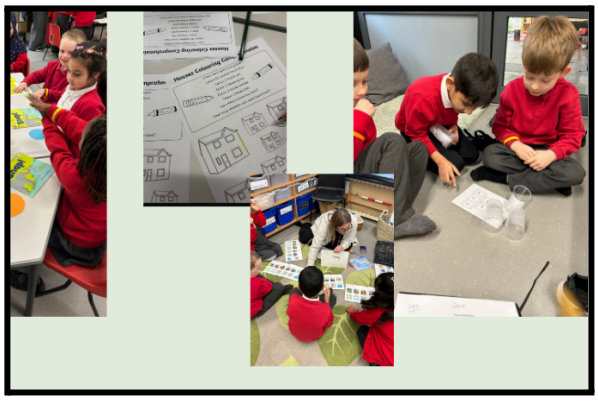
**Priorities for 2025-2026 were:**
**Priority 1:To ensure high-quality teaching of phonics, grammar and reading**
This priority has made good progress across the academic year, with clear improvements in provision and consistency of approach emerging across the federation. Leaders from Eveswell have facilitated professional learning across the federation for this priority.

Robust monitoring systems have been implemented, with termly tracking led by the Deputy Headteacher and Assistant Headteacher, including structured meetings with individual class teachers and collaborative discussions with the LLC leads across both schools.

First-hand evidence through lesson observations in both phonics and guided reading indicates that practice is developing positively, with many classes embedding structured approaches more securely. Additionally, significant investment in high-quality resources, including phonics schemes, home reading books and guided reading texts has enhanced the quality and consistency of provision across the schools.

Pupil voice has contributed meaningfully to this priority. Pupils in Year 5 have developed reading buddies with Pupils in Year 1 and support them in developing their reading skills. Pupils have shared their interest in reading digital books as well as physical paper books and this has been incorporated into daily Guided Reading activities. Pupils have also been instrumental in helping to develop and maintain inviting, comfortable reading corners in each class and texts included in these areas are selected with pupils' interests, cultures and experiences in mind.





**Priority 2: To develop high-quality, purposeful outdoor learning experiences**

The school has made strong progress in developing purposeful learning experiences, particularly through significant improvements to indoor and outdoor provision. Outdoor learning has been notably enhanced, with expanded access across the site and developments such as redesigned play areas, new resources, outdoor classrooms, and opportunities for large-scale, collaborative play. Provision in Nursery and Foundation Phase now promotes curiosity and hands-on learning through features such as mud kitchens, water areas and gardening spaces, supported by improved staff confidence following professional learning. Whole-school initiatives, including the 'Cynefin' project, demonstrate the impact of these changes, with pupils engaging enthusiastically in meaningful, real-life learning. While progress is strong, next steps include ensuring all experiences are clearly linked to progressive skill development, widening access to all outdoor areas, and embedding outdoor learning consistently

through structured timetabling. Overall, the school has made effective progress, with increasingly engaging and authentic learning experiences across the school.






**Priority 3: To develop and empower effective leadership, at all levels**
Areas of the leadership priority have been securely established and continue to develop effectively. Notable progress includes the creation of a parent workshop group, led by the Deputy Headteacher, which has begun to engage parents meaningfully in evaluating key aspects of school provision and identifying strengths and areas for further development.

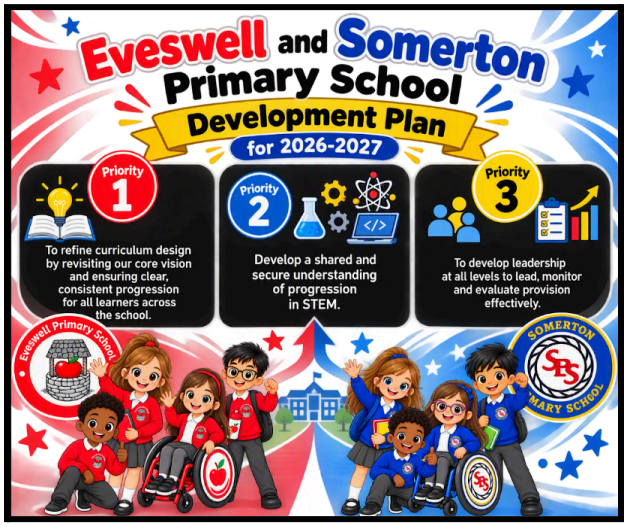
Pupil leadership groups are increasingly active and influential within the school. These groups have met regularly to discuss priorities, share their views in assemblies, and contribute to whole-school improvement. Importantly, pupils have had opportunities to present their ideas directly to the Governing Body, demonstrating growing confidence and an improved understanding of their role in shaping the school.

Leadership capacity has been further enhanced through active engagement in professional networks. Some leaders have attended relevant network meetings and governing body sessions, where they have not only contributed to discussions, but also delivered professional learning for colleagues across the federation. This reflects a strengthening culture of collaboration and distributed leadership.

**<u>Estyn Interim Visit - March 2026</u>**
The school received an Interim Visit from Estyn during March 2026 to review the school's progress towards the following recommendation from the Estyn core inspection in 2024:
*R1 Refine teaching to ensure that pupils have enough opportunities to apply their skills more regularly in challenging contexts.*
Estyn also focus on School Development Priority 1: *Ensure high-quality teaching of phonics, grammar and guided reading*

The interim visit identified that 'Teachers plan many worthwhile opportunities for pupils to use their skills purposefully in authentic contexts. For example, they make imaginative use of local visits to provide a real-life stimulus for pupils' writing and draw on the school's partnership with a community environmental project to inspire and inform pupils' learning about their neighbourhood' and 'Leaders and staff monitor pupils' progress in reading closely. This enables teachers to plan experiences that build appropriately on what pupils already know and to identify accurately where pupils may benefit from additional support or challenge'.

## Priorities for 2026-2027




## Professional Learning

All staff have had the opportunity to complete training in line with our priorities from our school development plan. This has included training on: Reading and Phonics, Writing, success criteria, independent learning, learning environments, assessment, safeguarding, fire safety, GDPR and asthma.

## Pupil Development Grant (PDG)

The school undertakes the following activities in order to support pupils facing the challenges of poverty and deprivation:

- *Working with families to improve attendance and support family engagement*
- *Extra support for identified needs – 'catch-up' or boost sessions*
- *Monitoring and evaluating the progress and provision for identified pupils; training for staff to meet the needs of those pupils.*
- *Provision of ELSA and small group provision*

The school's PDG and other grant plans are regularly scrutinised by the governing body, supported by advice from LASIS - Local Authority School Improvement Service.

**Appendix A** - **Financial Statement** - This statement is prepared by Newport City Council. The governor's finance committee monitor the budget throughout the year.

**Eveswell Primary**

**Financial Statement for Year Ending 31st March 2026**

| 2024/25 Outturn | | 2025/26 Outturn |
|---|---|---|
| £ | **Employees** | £ |
| 1,293,092 | Teachers | 1,385,065 |
| 531,487 | Support Staff | 597,264 |
| 30,870 | Caretakers | 36,300 |
| 11,425 | Midday Supervisors | 10,673 |
| 0 | Cleaners | 0 |
| | **Other Employee Costs** | |
| 27,772 | Supply Insurance Premium | 29,267 |
| 250,451 | Agency Staff | 207,794 |
| 0 | Lunch Time Meal Entitlement | 0 |
| 0 | Foreign Language Assistants | 0 |
| 0 | Exam Invigilators | 0 |
| 768 | Advertising | 0 |
| 0 | Interview Expenses | 0 |
| 215 | Misc Employee Costs | 544 |
| | **Energy** | |
| 11,269 | Gas | 12,282 |
| 15,842 | Electricity | 14,659 |
| 0 | Oil | 0 |
| 63,041 | **Capitation and ICT** | 81,660 |
| 0 | **SCC, EIG and PDG Expenditure** | 0 |
| | **Premises Related** | |
| 741 | Hire of Facilities | 1,511 |
| 34,844 | Rates | 35,216 |
| 213,171 | Building Maintenance and Alarm Lines | 96,817 |
| 20,993 | Grounds Maintenance | 5,614 |
| 5,915 | Water | 10,298 |
| 32,287 | Building Cleaning Contract | 38,550 |
| 9,270 | Refuse Collection | 6,802 |
| 3,961 | Miscellaneous Premises | 1,963 |
| | **Communications** | |
| 12 | Postage/Fax/Telex | 98 |
| 6,609 | Telephones | 3,096 |
| | **Transport** | |
| 0 | Vehicle Maintenance | 0 |
| 0 | Purchase of Vehicles | 0 |
| 4,440 | Vehicle Hire | 2,250 |
| 286 | Car Allowance | 0 |
| 109 | Travel Expenses | 0 |
| 0 | **Exam Fees** | 0 |
| | **External Courses** | |
| 2,582 | School Funded Training | 1,650 |
| 0 | Alternative Curriculum Provision | 0 |
| 0 | Sixth Form | 0 |
| 73,555 | **Central Services** | 72,282 |
| | **Income** | |
| 0 | Lettings | 0 |
| -1,540 | Sales Income | -1,553 |
| 0 | Music Service Income | 0 |
| -200 | Donations | 0 |
| 0 | Miscellaneous | 0 |
| -51,959 | Supply | -45,251 |
| 0 | Exam Fees | 0 |
| -29,043 | Interest | -24,820 |
| 0 | Rental Income | 0 |
| 0 | EIG | 0 |
| 0 | PDG/EYPDG | 0 |
| 0 | Energy Compensation | 0 |
| 0 | Coaching Fees | 0 |
| -502,117 | Other Grant and Contributions | -417,018 |
| 0 | Reserve Transfer | 0 |
| 0 | After Schools Club | 0 |
| 2,060,149 | **Total Net Expenditure** | 2,163,013 |
| 1,968,051 | **Total Funding** | 2,063,165 |
| -92,098 | In Year Surplus / Deficit | -99,848 |
| 597,589 | Prior Year Surplus / Deficit | 505,491 |
| 0 | Contingency payments | 0 |
| 505,491 | **Accumulated Surplus / Deficit c/fwd** | 405,643 |
| 25.68% | Balance as % of Funding | 19.66% |