SOMERTON 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 Somerton Primary School 2024 and recent Interim visit by Estyn Interim visit letter Somerton 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 Somerton 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	Somerton Primary School
Classification	English medium community Primary School
Pupil age range	Children aged 3 to 11 years
E-mail	somerton.primary@newportschools.wales

GOVERNORS
Chair
Mr A. Speight
C/o the school

Address
Somerton Primary School
Hawthorne Avenue
Newport
NP19 9AB
Tel: 01633 272504

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 Somerton 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, 'Respectful, Safe, Successful'- 'Parchus, Diogel, Llwyddiannus'. 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 safeguarding, curriculum: progress and standards and self evaluation.

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 currently has 1 (Executive) headteacher, 1 deputy headteacher and 6 full-time teachers and 1 part-time teacher. There are 6 full-time teaching assistants, (1 works part of her time on family engagement and nurture support) and 2 part-time teaching assistants, 1 school support officer, a caretaker, Cyson Cymru cleaners and Chartwells kitchen assistants . The school is also supported by Gwent Ethnic Minority Support Service (GEMS) support teachers.

The 2025-2026 year ended with 169 pupils on roll. There were 7 classes in addition to the Nursery class. We offered nurture support to pupils who needed it.

Year 6 leavers

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



St Julian's	Llanwern	Lliswerry	St Josephs	Not yet confirmed
8	14	3	1	1

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 91.8%. 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 R. Sultana is the governor and staff member with responsibility for ALN. Mrs L. Jordan took over this post in September 2026. 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 49 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 Somerton 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.





Younger pupils enjoying an environment that encourages curiosity, to enhance their learning

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

Sport and Extra-curricular activities

At Somerton Primary School the development of children's physical skills is supported through a number of initiatives and involve support from the County in the Community and Dragon Rugby.

All children take part in sports days towards the end of the summer term.

Swimming instruction was scheduled for our Y3 Pupils and they enjoyed this in the summer term. The children did exceptionally well and definitely benefited from these sessions.



Extra-curricular clubs included choir, ballet, netball, football, arts and crafts, lego and gardening.

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

Links with the wider 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.

Somerton Primary School has been working regularly with the cluster, including Eveswell 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.

Our families donate generously to our annual Harvest Festival and the items received are donated to a local Newport food bank

Police Schools' Liaison officers have visited the school regularly, presenting a number of sessions on keeping safe - road safety, dangers of electric scooters and anti-social behaviour. Additionally, they have launched a drawing competition with Year 4 and 5 pupils, linked to the positive impact of the community.

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.

Our Family Engagement Officer provided a range of support to help parents to engage in school life and to support their children. These included communicating with outside agencies such as Gwent Ethnic Minority Service, County in the Community, Newport City Homes, giving out food parcels and helping with accessing IT.

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, class assemblies, stay and play sessions as well as reading workshops which were held by all class teachers.

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.

The local authority commissioned for the replacement of the school roof as well as windows along the upper floor.

Additionally, the school secured a Welsh Government grant to replace the old demountable building with a brand new cabin - this will be used by the school's Nurture group, for interventions and community/family engagement opportunities.

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.

The courtyard area has been developed for outdoor learning to take place.
The Nurture group has made use of alternative spaces around the school this year whilst they have awaited the completion of the new cabin.

There are suitable arrangements for pupils to access toilet facilities. Toilets are maintained by the caretaker and cleaners on a daily basis. The Year 5 and Year 6 toilets will be refurbished during Autumn Term 2026.





Pupils enjoying using both indoor and outdoor spaces and the school is lucky to have so much green space for activities

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. All school meals are now free of charge for Primary School Pupils in Wales. Somerton Primary School makes use of the Parent Pay system for parents to pre book meals two weeks in advance.

The school is fortunate to have a separate canteen facility for breakfast club and lunch provision. 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), Senedd 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.

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 permitted to bring either a piece of fruit or vegetables for their playtime 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.





Healthy options on offer in the canteen, provided by Chartwells

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 wellbeing and behaviour policy. All 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. Children with English as an additional language make very good progress over time with us and we are proud to celebrate different cultures and languages in school. In analysing our results, we find that children from different ethnic groups achieve and attain highly.

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 Somerton family and a sense of togetherness, with opportunities to learn from each other.

The Parent Teachers' Association (PTA)

A small group of parents supported the school through the year with things such as preparing for the Christmas and Summer Fetes. The PTA raised a total of £801.72 from the Christmas Fayre, £445 from the Summer Fayre and £186.28 from discos.This money is spent directly on the children.

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 Welsh, tackling the impact of poverty on achievement and 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.

Robust monitoring systems have been implemented, with termly tracking led by the Deputy 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. The School Council has developed and implemented a reward system for home reading, which has increased pupil engagement and motivation. This work has been formally shared through a governing body meeting and whole-school assembly, demonstrating the school's commitment to involving pupils in school improvement and promoting reading for pleasure.

Priority 2: To develop high-quality, purposeful indoor and outdoor learning experiences to support Independence and Curiosity

The school has made strong progress in developing the indoor learning environment, with increasing consistency evident across classrooms, as validated through the Estyn interim visit (March 2026) and School Improvement Partner monitoring.

Indoor spaces are now well-organised, purposeful and supportive of learning, with children's work displayed, clearly labelled resources and decluttered environments enabling pupils to work more independently and with greater focus. Significant investment in resources and professional learning, including visits to partner primary schools to observe effective Foundation Phase practice, has strengthened provision and contributed to improved consistency across the federation.

Whilst early steps have been taken to enhance outdoor learning, including targeted resource investment to promote independence and curiosity, this remains less embedded. Moving forward, the school will prioritise the development of progressive, skills-based outdoor provision, ensuring greater consistency and impact to match the strong practice now evident indoors.

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.

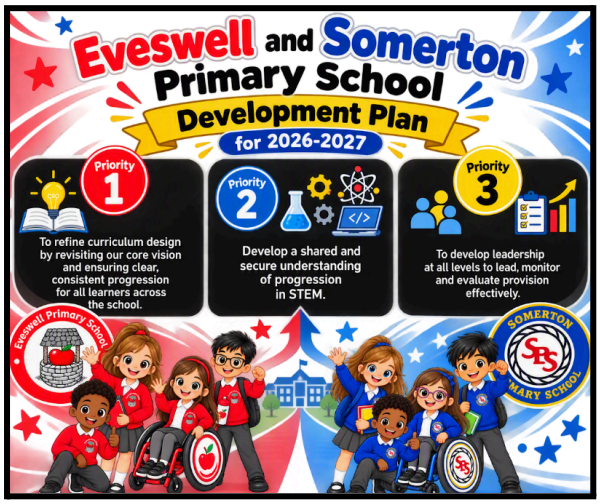
Estyn Interim Visit - March 2026

The school received an Interim Visit from Estyn during March 2026 to review the school's progress towards the following recommendations from the Estyn core inspection in 2024:
R1 Improve the quality and consistency of teaching to ensure that all pupils have suitable challenge and are actively engaged in their learning.

R2 Improve the learning environments to support teaching, particularly for younger pupils to develop their independence and curiosity.

The interim visit identified that 'teachers plan and deliver purposeful activities that engage pupils and build their knowledge, skills and understanding during lessons effectively' and 'In younger classes, staff plan provision carefully to enable pupils to develop a broad range of skills independently in indoor and outdoor environments'.

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:

- Provide nurture support and check-ins for vulnerable pupils,
- Provide family support,
- Provide general support and intervention for vulnerable pupils across the school,
- Provide ELSA for vulnerable pupils throughout the school.

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 monitors the budget throughout the year.

Somerton Primary

Financial Statement for Year Ending 31st March 2026

2024/25 Outturn		2025/26 Outturn
£	**Employees**	£
568,746	Teachers	562,127
141,965	Support Staff	216,205
13,415	Caretakers	13,624
0	Midday Supervisors	598
0	Cleaners	0
	Other Employee Costs	
11,023	Supply Insurance Premium	11,873
139,737	Agency Staff	191,679
0	Lunch Time Meal Entitlement	0
0	Foreign Language Assistants	0
0	Exam Invigilators	0
419	Advertising	0
0	Interview Expenses	0
295	Misc Employee Costs	236
	Energy	
12,413	Gas	10,315
15,829	Electricity	11,014
0	Oil	0
40,958	**Capitation and ICT**	42,537
0	**SCC, EIG and PDG Expenditure**	0
	Premises Related	
741	Hire of Facilities	673
12,285	Rates	12,922
15,308	Building Maintenance and Alarm Lines	19,394
5,869	Grounds Maintenance	4,539
6,193	Water	6,121
21,857	Building Cleaning Contract	25,117
1,646	Refuse Collection	5,257
9,798	Miscellaneous Premises	6,209
	Communications	
36	Postage/Fax/Telex	23
7,251	Telephones	2,618
	Transport	
0	Vehicle Maintenance	0
0	Purchase of Vehicles	0
1,140	Vehicle Hire	0
205	Car Allowance	0
0	Travel Expenses	0
0	**Exam Fees**	0
	External Courses	
1,383	School Funded Training	918
0	Alternative Curriculum Provision	0
0	Sixth Form	0
43,591	**Central Services**	50,564
	Income	
0	Lettings	0
-1,753	Sales Income	-2,050
0	Music Service Income	0
0	Donations	0
0	Miscellaneous	0
-7,671	Supply	-37,187
0	Exam Fees	0
-8,219	Interest	-10,691
0	Rental Income	0
0	EIG	0
0	PDG/EYPDG	0
0	Energy Compensation	0
0	Coaching Fees	0
-231,759	Other Grant and Contributions	-218,831
0	Reserve Transfer	0
0	After Schools Club	0

822,701	**Total Net Expenditure**	925,801
871,341	**Total Funding**	921,286
48,640	In Year Surplus / Deficit	-4,515
169,107	Prior Year Surplus / Deficit	217,748
0	Contingency payments	0
217,748	**Accumulated Surplus / Deficit c/fwd**	213,233
24.99%	Balance as % of Funding	23.15%

	Transport	
0	Vehicle Maintenance	0
0	Purchase of Vehicles	0
225	Vehicle Hire	1,140
0	Car Allowance	205
0	Travel Expenses	0
0	**Exam Fees**	0
	External Courses	
480	School Funded Training	1,383
0	Alternative Curriculum Provision	0
0	Sixth Form	0
32,832	**Central Services**	43,591
	Income	
0	Lettings	0
-1,595	Sales Income	-1,753
0	Music Service Income	0
-413	Donations	0
0	Miscellaneous	0
-27,639	Supply	-7,671
0	Exam Fees	0
-3,529	Interest	-8,219
0	Rental Income	0
0	EIG	0
0	PDG/EYPDG	0
0	Energy Compensation	0
0	Coaching Fees	0
-190,239	Other Grant and Contributions	-231,759
0	Reserve Transfer	0
0	After Schools Club	0
768,507	**Total Net Expenditure**	822,701
794,145	**Total Funding**	871,341
25,638	In Year Surplus / Deficit	48,640
143,469	Prior Year Surplus / Deficit	169,107
169,107	**Accumulated Surplus / Deficit c/fwd**	217,748
21.29%	Balance as % of Funding	24.99%