

Pentrepoeth Primary School

2023 - 2024

Annual Governors' Report to Parents



Mr J Griffiths
Chair of Governors

'creating a **Caring, Respectful,**
Open Environment
where **Success and**
Opportunity flourish'

Chairperson: Mr J. Griffiths
 C/O Pentrepoeth Primary School
 Bryn Hedydd
 Cwm Cwddy Drive
 Rhiwderin Heights
 Newport
 NP10 8JN
 01633 897400

Clerk to Governors: Mrs Sarah Morgan
 Newport City Council
 Education Department
 Civic Centre
 Newport
 01633 233220

Mr J H Griffiths	Chair. Co-opted Governor
Mr J S Barrowman	Co-opted Governor
Mrs T Jenkins	Co-opted Governor
Mrs R Davies	Co-opted Governor
Councillor Mr J Jones	LEA Rep
Councillor Mr D Williams	LEA Rep
Mr D Walsh	LEA Rep
Councillor Mrs R Howells	LEA Rep
Mrs T Appleton	Community Council
Mr D Taylor	Headteacher
Mr R Cleaves	Teacher Rep
Mr L Nocivelli	Teacher Rep
Mrs L Rowe	Support Staff Rep
Mr D Coles	Parent Governor
Mrs K Prendergast	Parent Governor
Mr T Jones	Parent Governor
Mrs J Cueto	Parent Governor
Mrs Cerys Lloyd	Parent Governor

Arrangements for Next 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

This report is produced by us, the governing body, for you, the parents and carers of pupils in our school.

It contains information which we are required to provide by law, as well as additional information which we hope will aid your understanding of the school. It covers our achievements during 2023 – 2024 and sets out our targets for future improvement.

Through this report, we want to encourage dialogue and communication with parents and carers, and to promote increased interest and involvement of parents in the activities and development of our school.

All governors regularly meet twice a term with additional meetings as and when necessary.

In the event of a vacancy on the governing body for a parent governor, letters will be sent to all parents/guardians informing them of this and they will be given the opportunity to nominate a parent to replace. If more than one nomination is received an election will be held.

The governing body has not received a petition from parents requesting a formal meeting to discuss this report and therefore no meeting will be held (Section 94, School Standards and Organisation (Wales) Act 2013.)

Our Governing Body serves to drive the strategic development of the school ensuring that we raise standards of achievement and meet the needs of all learners. Each member of the Governing Body sits on at least one committee, which focus on key areas including Staffing, Curriculum, Premises and Budget. Governors choose which committee(s) they sit on depending, on their interests or areas of expertise.

SCHOOL PROSPECTUS

The school prospectus was updated, for example, with changes to staffing and staff roles, classes and results. A copy of the prospectus can be found on the school website.

<https://www.pentrepoethprimary.co.uk/school-prospectus>

Name	Pentrepoeth Primary School
Classification	County Primary School
Pupil age range	3 to 11 Years
Address	Cwm Cwddy Drive Rhiwderin Heights Bassaleg Newport NP10 8JN
Telephone	01633-896101
Email	Pentrepoeth.primary@newportschools.wales
Website	www.pentrepoethprimary.co.uk

School year 2023-2024

Term	Start	Half Term starts	Half Term ends	Term ends
Autumn	Fri 1 September 2023	Mon 30 October 2023	Fri 3 November 2023	Fri 22 December 2023
Spring	Mon 8 January 2024	Mon 12 February 2024	Fri 16 February 2024	Fri 22 March 2024
Summer	Mon 8 April 2024	Mon 27 May 2024	Fri 31 May 2024	Fri 19 July 2024

May day - Monday 6 May 2024



Closed for In-Service Training (INSET)

Friday 1st September 2023

Friday 27th October 2023

Monday 6th November 2023

Friday 22nd December 2023

Friday 9th February 2024

Friday 22nd March 2024

Contact methods

- For absences, please telephone or email to inform school before 9.30am on the day.
- For 'quick' issues, you can communicate with staff at the end of the school day, or by telephone or email.
- If you wish to speak with a member of staff and need more than 5 minutes, please telephone or email to arrange an appointment.
- You can follow our school X feed, which you can access from the following link <https://www.pentrepoethprimary.co.uk/news> or by following @PentrepoethPrim on X. It is used to share school activities.
- All Foundation Phase classes use the Seesaw app to share learning and information with parents, while KS2 use Google classroom for all home learning tasks.
- The PTA Facebook page is used to share PTA events and activities.
- Parental Consultations take place twice a year, during the Autumn and Spring terms. We also offer a third consultation for parents to take up if they wish at the end of the summer term to discuss end of year reports.
- 'Teachers2parents', a text messaging communication system, is used to communicate with parents.

Session Times

Foundation Phase – 9:00am – 3:15pm

Key Stage 2 – 9:00am – 3:30pm



Estyn

Estyn carried out a full Inspection in May 2023. The school and Governors were extremely pleased with the outcome of the Inspection and the acknowledgement of the hard work from pupils, staff and Governors. The school was left with one recommendation. This recommendation formed part of the School Improvement Plan Targets for 2023 – 24 and the school has made considerable progress on this. The full inspection report can be found by clicking [here](#)

R1 – Improve opportunities to build pupils' Welsh vocabulary and sentence structures progressively to ensure consistently strong progress as they move through the school

Actions to Promote Healthy Eating and Drinking

The school has already achieved Phase 1, Phase 2, Phase 3 and Phase 4 of the scheme and we have now achieved the NQA award, with no recommendations. Health and Fitness Days for Foundation phase and Key Stage 2 and healthy breaks are now important parts of the scheme. Pupils are encouraged to drink water throughout the school day and 3 water fountains are located around the school. These are maintained by an external company who also provide facilities for hand washing in the pupils' toilets.

Community Links

The governing body are keen to develop links with the local community and to give pupils a sense of belonging as active citizens in their local, national and global community. The community supported a local foodbank at Harvest and also supported Children in Need and Comic Relief.

Attendance

Our Educational Welfare Officer is Rachel Colwill and she is available to help families with regard to attendance and welfare matters concerning school.

The Headteacher and Mr Willmore regularly monitor attendance and punctuality and discuss pupils whose attendance causes concern. Parents are asked to phone or email on the first day of absence to let us know why your child is absent or late. The attendance officer will sometimes follow up on these calls.

Attendance last year was **94%**



Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
NAM	90.4	0.0	6.6	3.0	100.0	90.4
NPM	86.1	0.3	8.6	5.0	100.0	86.4
RLE	92.6	0.5	4.7	2.2	100.0	93.1
RLN	91.7	0.5	5.8	2.0	100.0	92.2
1AD	95.0	0.5	2.5	2.0	100.0	95.5
1SB	93.9	1.0	2.8	2.3	100.0	94.9
2JB	94.8	0.0	3.5	1.8	100.0	94.8
2JR	93.7	0.5	3.7	2.1	100.0	94.2
3TM	92.6	0.5	3.9	3.0	100.0	93.1
3GB	93.4	0.5	3.4	2.8	100.0	93.9
4TG	92.5	1.0	4.6	1.8	100.0	93.6
4RH	95.7	0.0	2.9	1.4	100.0	95.7
5JW	94.4	1.3	2.7	1.7	100.0	95.6
5JB	93.1	0.8	3.3	2.8	100.0	93.9
6GS	93.3	3.1	2.4	1.2	100.0	96.4
6EJ	88.8	3.7	3.9	3.6	100.0	92.5
Totals	93.0	0.9	3.8	2.3	100.0	94.0

We can only achieve the expected standards if you support us by ensuring your child is in school when they should be.

We focus on attendance because...

- School work is easier to cope with
- Pupils feel more secure
- Friendships more easily maintained
- Longer term prospects are better being on time

We focus on lateness because.... If your child is 10 minutes late a day they miss:

- 50 minutes learning a week
- 633 minutes a term
- Over 32 hours a year

MISSION

Our mission at Pentrepoeth Primary is to create a **Caring**
Respectful
Open
Environment
in which **Success and**
Opportunity flourish

AIMS

The whole school community aims to develop pupils who are:

Ambitious, capable learners who are ready to learn throughout their lives.

Enterprising, creative contributors who are ready to play a full part in life and work.

Ethical, informed citizens who are ready to be citizens of Wales and the world.

Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Values

Aim

It is our aim to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy but purposeful atmosphere.

Rationale

We realise that during recent years a great deal of national and local effort has been directed towards school improvement and curriculum development. However we also believe that Values Education has a crucial role in education, because it plays a part in raising achievement and it encourages pupils to be self-disciplined, active learners. Values Education supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

As a whole school community we believe that the ethos of the school should be built on a foundation of values. Some of the values we focus on include peace, equality, courage and empathy.

These are addressed directly through whole school assemblies, at times through lessons and circle times, but also permeate the whole curriculum. Our Values are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to consider these values and thereby to develop the knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civil adults. We are also a Rights Respecting School and acknowledge the clear links between these values and Children's Rights.

Sports and Extra-Curricular Activities

Each week, all classes received two lessons of physical education. Year 6 attended statutory swimming sessions at NSIV, which were delivered daily over a three-week period. In 2023/24 we offered a wide variety of after school clubs. Children had the opportunity to take part in the following clubs.

Reception – Board games, Arts & Craft, Fun & Fitness

Year 1 – Art, Fun & Fitness, Craft

Year 2 – Football, Board games, Fun & Fitness

Year 3 – Sketch, Football, Multi-sports, Code

Year 4 – Code, Football, Sketch

Year 5 – Rugby, Netball, Athletics, Football, Cricket

Year 6 – Netball, Rugby, Engineering, Football, Cricket,

Our teams enjoyed a good deal of success in local tournaments which included, rugby, swimming and cricket. Of particular note was our girls football team, who went an entire season in the girls football league without conceding a goal.

Residential Trip

We were also able to offer our Year 6 residential trip to Gilwern Outdoor Education. Pupils enjoyed a range of activities including rock climbing, hill walking, caving and canoeing.



Visits

All year groups took part in a wide variety of trips during 2022/23 academic year, organised to provide the children with meaningful learning experiences. This included:

- Gilwern Outdoor Education Centre (residential trip) & Bristol Aerospace – **Year 6**
- Harry Potter Studios & Blackwood Cinema – **Year 5**
- Cadbury World & Brynbach Parc – **Years 4**
- Bristol Aquarium & Caerleon – **Year 3**
- Fonmon Castle – **Year 2**
- Cyfarthfa Castle – **Year 1**
- Cefn Mably Farm Park – **Reception**





Parent and Teacher Association

Our PTA had a fantastic year and made a huge contribution to the running of the school. They raised over £7489 with some innovative and entertaining events. The PTA supported the school by helping to fund Leaver's hoodies, the Leaver's party as well as funding some of our school based learning experiences throughout the year, such as animal interactives visit to Year 2. The PTA have also fully funded 10 Lego spike kits, disco lights, a new sound system for the hall and a range of sports equipment

The PTA have also given £150 to each year group to buy playground equipment for them to use at playtimes and lunchtimes.



All staff undertook training in line with our priorities from our school development plan. This included training on the teaching of science and technology, expressive arts, and Welsh, which was a recommendation from our recent inspection report.

Staff also undertook training on Child Protection (Level 1 and Level 2 for certain staff), curriculum reform, approaches to writing, Estyn updates ALN updates and ICT.

The school has worked hard this year to improve and maintain excellent standards in learning and teaching, and has been fortunate enough to be selected as a lead school for literacy and independent learning. This allowed our staff to share their expertise with colleagues from schools in Wales.

Staff have also completed the following training courses

- Allergywise training
- Epilepsy training
- Training from the hearing impairment service
- Trauma informed schools
- GDPR training

The school's Curriculum and Organisation of Teaching

The school aims to provide a broad, balanced and equitable education in a warm and nurturing environment. The teaching and learning opportunities we provide for our children are well aligned to the requirements of the Curriculum for Wales.

Nursery pupils are taught in two sessions; a morning or afternoon session. Each session is for 2 hours and 30 minutes with a maximum Pupil Admission Number of 24 in each session.

Children in school are taught in single age year groups with ideally, no more than our statutory Pupil Admission Number (PAN) of 30 in each class. Each year group is two form entry.



At Pentrepoeth Primary School teaching through a theme/topic is used throughout the school to engage children of all abilities. Fundamental to this approach to learning is a clear progression in skills development. This helps the children to become engaged, enthusiastic and independent learners.

From September 2022, a new curriculum became statutory in Wales for children from 3 to 16 years of age.

The four purposes are at the heart of the new curriculum at Pentrepoeth Primary School to ensure that all children and young people are: -

- ambitious, capable learners;
- enterprising, creative contributors;
- ethical, informed citizens;
- healthy, confident individuals.

The curriculum is planned and taught with a focus on the basic skills of literacy and numeracy. Skills are taught separately and then applied across all areas of the curriculum. Children's acquisition of these key skills is monitored, assessed and reviewed on an on-going basis.

At Pentrepoeth Primary School, we recognise that well-being and mental health is at the heart of all education. We aim to care for our pupils' physical and emotional needs and to help them to take responsibility for their own lives.

Curriculum for Wales

WG Curriculum framework outlines the need for common purposes that apply to all children and young people and promote high aspirations and a determination to achieve. At Pentrepoeth Primary School we advocate that learners should leave school having experienced a broad education that equips them to thrive in an increasingly complex and rapidly changing world.

As a forward-thinking school, we understand how children need to be rooted in their own cultures and have a strong sense of identity as citizens of Wales, the United Kingdom, Europe and the wider world. We aim to equip learners to be able to deal with difficult issues such as those that can arise from developments in science and digital technologies. We encourage and promote active citizenship, building our pupil's confidence and resilience to debate issues that naturally arise. Learners' confidence is built on a strong base of knowledge and respect for evidence.

Throughout Donaldson's review, he reinforces Literacy; Numeracy and Technological skills that children are expected to acquire and apply in their daily lives. These skills are used across the curriculum and in all subject areas. At Pentrepoeth Primary School, learners are given opportunities to confidently engage with intellectual challenge and are ready to build on what they have previously learnt. Creativity and enterprise are central features of modern life, which are developed and extended throughout our school curriculum. The capacity to contribute individually or as a member of a team is an essential part of each child's learning throughout the school day.



Our 'Challenge' Curriculum Summary

Our School Vision

CARING
RESPECTFUL
OPEN
ENVIRONMENT
SUCCESS
OPPORTUNITY

Our Curriculum Vision

To create confident, independent learners who are empowered, resulting in high levels of wellbeing and achievement to prosper in a changing world.

Pupil Voice



The Four Purposes - We plan to ensure our children become ...

Ambitious, Capable Learners

who are ready to learn throughout their lives.

Inspired
 Lifelong Learners
 Resilient
 Growth Mindset
 Problem Solvers
 Independent
 Excited about Learning
 Challenged
 Prepared for the Future

Healthy, Confident, Individuals

who are ready to lead fulfilling lives as valued members of society.

Safe
 Have Good Relationships
 Happy
 Nurtured
 Celebrated
 Social
 Healthy in Body & Mind
 Respectful
 Expressive

Ethical, Informed Citizens

who are ready to be citizens of Wales and the World.

Global Citizens
 Celebrate Diversity
 Equal
 Proud to be Welsh
 Aware
 Cultured
 Curious
 Part of a Community
 Inclusive







Enterprising, Creative Contributors

who are ready to play a full part in life and work.

Responsive to Others
 Reflective
 Flexible
 Adaptable
 Inquisitive
 Creative
 Collaborative
 Sharing Ideas
 Responsible

Challenge Curriculum - How we do it!

Our curriculum is designed to maximise challenge with excellent teaching and learning experiences at its heart. Our curriculum is based on Values, the Rights of the Child and Character based education. We plan a range of experiences utilising ...

 Expressive Arts	 Languages, Literacy & Communication	 Maths & Numeracy	 Science & Technology	 Health & Wellbeing	 Humanities
<input checked="" type="checkbox"/> Four Purposes	<input checked="" type="checkbox"/> What Matters Statements	<input checked="" type="checkbox"/> Cross Curricular Skills	<input checked="" type="checkbox"/> Cross Cutting Themes	<input checked="" type="checkbox"/> Descriptions of Learning	



We plan using the Cross Cutting Themes. We foster an inquiry approach to learning... asking 'Why?' questions and using a cycle that involves 'tuning in', 'finding out', 'sorting out', 'going further' and 'reflecting and acting'. We plan 'Mini inquiries', have 'AOLE' weeks, 'Theme /Celebration' days and 'Off Road' days.

Culture of Learning

We build a culture and love of learning by:

- Building Relationships for Learning** - A culture of sincere and inclusive relationships
- An Environment for Learning** - A place where learning and learners thrive both indoors and outdoors and innovation, collaboration and responsible risk taking takes place
- The Language of Learning** - A dialogue for thinking and learning - utilising our 'Depth of Learning' model and our 'Learning to Learn' qualities
- Modelling Learning** - Opportunities to engage with, and learn from, more experienced learners, the use of our PPS teacher and pupil learning toolkits and strategies
- Expectations for Learning** - Culture of high expectations and challenge for all
- Opportunities for Learning** - An entitlement to a rich, authentic curriculum offer that is exciting stimulating. A blend of in school learning, enhanced through trips, visits, experts, use of 21st Century technology and wider experiences
- Routines for Learning** - A framework for learning and teaching
- Time for Learning** - Time for exploring, investigating and thinking
- Community of Learning** - involving parents, carers and wider experts in curriculum design, learning and school life
- Inclusive Learning** - responsive to individual learners needs, talents, diverse backgrounds and interests

Assessment & Progression

- We plan for progression through the use of progression steps across all AOLES, using principles of progression and with reference to the mandatory code: Increasing effectiveness as a learner
- Progression is guided by Descriptions of Learning which provide information on how children should progress within the What Matters statements for each AoLE. These are expectations across a period of time and broadly relate to age 5, 8, 11, 14 & 16
 - Progression Step 1 -Nursery, Reception, Year 1
 - Progression Step 2 -Year 1, Year 2, Year 3, Year 4
 - Progression Step 3 Year 4, Year 5, Year 6
- Increasing effectiveness as a learner
- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within areas of learning and experience
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new context
- Teachers and learners are involved in continuous assessment of learning and assessment in and for learning using a wide range of assessment tools and strategies

School Development Plan 2023-2024

For the Academic year 2023-2024 the school have been focusing on the following areas.

Year 2: 2023/2024	
1	Improve opportunities to build pupils' Welsh vocabulary and sentence structures progressively to ensure consistently strong progress as they move through the school
2	Review and develop Science and Technology across the school.
3	Review and develop expressive arts provision, teaching and progress.
4	Continue to develop curriculum design , evaluate assessment procedures and focus on progression.

There is a systematic progression in the teaching of Welsh across the school. Over the three terms a clear audit of staff proficiency took place and appropriate professional learning was put in place that allowed staff to improve their language acquisition and pedagogical strategies which impacted on their confidence and planning. A clear and effective overview of progression in Welsh was established and tracked effectively.

Provision for Welsh is now strong – all year groups have refreshed planning in light of their professional learning and in reception, year 1 and 2 welsh is utilised more effectively and consistently in focused, continuous and enhanced tasks. In years 3 – 6 there is clear progression in teaching and provision. Nearly all children enjoy using Welsh in Welsh lessons and are clearly applying this outside of the classroom.

The school continues to develop a Welsh ethos and there is a focus in planning on 'Cynefin'.

External verification from the EAS Welsh advisory team confirmed the improvements and strength of progress across the school.

The school has a clear curriculum model that is highly effective. It is co-constructed involving all stakeholders (Cluster, Staff, Parents, Pupils and the Community). This cluster and bespoke model impacts on provision and learner outcomes strongly. It is supported by matrices of progression that are used effectively and the planning for long, mid and short term planning all ensures what matters statements are covered and a broad, balanced, bespoke curriculum is provided. A cycle of inquiry ensures a blend of teacher direction, pupil influence and community involvement in our themes and inquiry questions.

School Development Plan 2023-2024

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Year 2: 2023/2024	
1	Improve opportunities to build pupils' Welsh vocabulary and sentence structures progressively to ensure consistently strong progress as they move through the school
2	Review and develop Science and Technology across the school.
3	Review and develop expressive arts provision, teaching and progress.
4	Continue to develop curriculum design , evaluate assessment procedures and focus on progression.

The school's 'Culture of Learning' document compliments the curriculum model highly effectively and the interaction of curriculum design, planning and provision is based in effective research that promotes learning across relationships, the environment, within the language used in learning, the opportunities for learning and the routines and time for learning.

During the last year the school has strengthened the teaching and learning toolkit that has been co-constructed, based on research. Agreed teaching strategies are in place – these are consistently implemented as shown in MER processes across the year.

The 'depth of learning' metacognitive approach is now strong, embeded in practice and through the use of teaching pedagogy , focused teaching and differentiation and the highly effective use of pupil toolkits that ensure consistency and progression across the progression steps.

The principles of progression are evident in planning and discussions about pupil progress. Teachers are able to talk about the breadth and depth of knowledge , concepts within AOLEs, the progressive use of skills and the ability of children to transfer skills. Teachers produced portfolios that exemplified these across the year. These were useful processes and supported the planning and implementation of the curriculum. Cluster work was highly effective.

School Development Plan Evaluation of Priorities 2023-2024

Planning for expressive arts is clear within long, mid and short term planning.

Professional learning around the creative process ensure learners utilise this approach across the expressive arts is utilised.

Professional learning for drama took place and strategies are utilise effectively in all Areas of learning and Experience.

Due to providers being unavailable the professional learning in music and art did not take place but will be carried over to this year.

Excellent Professional learning at the start of the Autumn term has ensured that all teachers and teaching assistants have a clear understanding of the what matters statements and practical science activities that support.

A clear 'bespoke' framework has been established that ensures key areas are studied but that activities are flexible enough to fit into the inquiry questions.

The science led inquiry topics are planned effectively to ensure a range of indoor and outdoor activities to give learners a greater understanding of the concepts and knowledge in science and technology.

MER activities show a broad range of topics covered and authentic activities in place.

The Language of the School

English is the everyday working language of the school. All pupils are taught through the medium of English.

Welsh Language

Use of Welsh language skills are taught in every class. Initially, much of the teaching takes place through incidental language during the course of the school day. Staff encourage pupils to use Welsh for everyday routine questions and requests as well as to hold simple conversations with other pupils and adults.

Opportunities are given to develop pupils' oracy, reading and writing skills. We aim to create a Welsh ethos through introducing children to the history, art, music and geography of Wales. No pupils are exempt from Welsh language learning as this is part of the statutory National Curriculum in Wales

New policies Adopted in 2023-24

During the year the Governing Body adopted a number of policies. Statutory policies must be reviewed and adopted annually by every school's governing body. They detail processes in key areas of the school's work.

Provision of Toilet Facilities

Age appropriate toilet facilities are in place for Nursery, Reception, Y1- 2, Y3-6. There are three staff toilets and 3 disabled toilets. The school pays into a service level agreement with the local authority for cleaners. The cleaners work through the whole school each day, including the toilets.

Meetings held following a parental petition

No meetings were held under Section 94 of the Schools Standards and Organisation (Wales) Act 2013

Finance

The budget allocated in 2023-24 was **£1,816,500** Which included a carry forward from 2022-23 of **£173,204**
The financial out-turn statement ending 31st March 2024, giving details of income and expenditure is detailed on the next page. The school budget is overseen monthly by the finance team at Newport City Council and is monitored by the finance committee. Spending is allocated with the priorities of the school

Development plan and a summary is available in the plan. The various headings of the Section 52 statement breaks down expenditure into various areas

No gifts are identified for this financial year and no member of the governing body claimed travel or subsistence.

Pentrepoeth Primary

Financial Statement for Year Ending 31st March 2024

2022/23 Outturn		2023/24 Outturn
£	Employees	£
1,188,534	Teachers	1,244,150
477,003	Support Staff	461,842
28,647	Caretakers	31,198
37,503	Midday Supervisors	24,500
0	Cleaners	0
Other Employee Costs		
23,608	Supply Insurance Premium	26,040
122,061	Agency Staff	71,772
0	Lunch Time Meal Entitlement	0
0	Foreign Language Assistants	0
0	Exam Invigilators	0
0	Advertising	0
485	Interview Expenses	0
1,357	Misc Employee Costs	351
Energy		
7,735	Gas	18,047
13,300	Electricity	29,324
0	Oil	0
117,560	Capitation and ICT	84,758
0	SCC, EIG and PDG Expenditure	0
Premises Related		
673	Hire of Facilities	673
28,890	Rates	9,988
46,422	Building Maintenance and Alarm Lines	15,911
12,937	Grounds Maintenance	14,944
4,326	Water	3,720
22,953	Building Cleaning Contract	22,824
5,420	Refuse Collection	5,891
58,329	Miscellaneous Premises	16,940
Communications		
4	Postage/Fax/Telex	42
5,166	Telephones	3,065

Transport		
10	Vehicle Maintenance	0
0	Purchase of Vehicles	0
9,447	Vehicle Hire	4,875
219	Car Allowance	436
7	Travel Expenses	1,225
0	Exam Fees	0
External Courses		
3,150	School Funded Training	3,160
0	Alternative Curriculum Provision	0
0	Sixth Form	0
35,268	Central Services	40,344
Income		
0	Lettings	0
-7,774	Sales Income	-10,301
-28,135	Music Service Income	-31,374
-11,710	Donations	-12,465
0	Miscellaneous	-20
-14,125	Supply	-28,379
0	Exam Fees	0
-425	Interest	-1,106
0	Rental Income	0
0	EIG	0
0	PDG/EYPDG	0
0	Energy Compensation	0
0	Coaching Fees	0
-271,813	Other Grant and Contributions	-314,921
0	Reserve Transfer	0
0	After Schools Club	0
1,917,032	Total Net Expenditure	1,737,453
Total Funding		
1,788,278		1,816,500
-128,753	In Year Surplus / Deficit	79,047
173,703	Prior Year Surplus / Deficit	44,950
44,950	Accumulated Surplus / Deficit c/fwd	123,997
2.51%	Balance as % of Funding	6.83%