

Rhydypenau Primary School



Governors' Annual Report to Parents

All governing bodies of maintained schools are required to produce an annual report to parents reflecting on 2024-25. The statutory contents are detailed in this guidance, however governing bodies may, of course, choose to add additional information which they think will be helpful.

As the Chair of Governors at Rhydypenau Primary School, I am very pleased to write to you with a summary of the school over the past year.

The work of the Governing Body is a very important aspect of school life. It operates mainly through the sub-committees who meet regularly and feedback to the full governing body on issues such as finance, estates, curriculum and standards, personnel and wellbeing.

There are many challenges faced by education workers across Wales. However, I am delighted to share, despite these challenges, progress and wellbeing continues to be excellent. In the previous academic year we saw an increase in community involvement and saw more parents enhancing our curriculum.

We are extremely pleased with the result of our ESTYN inspection in June where many strengths were highlighted including literacy, numeracy and ALN provision.

We are also pleased to welcome Ms Scaccia to our team and Ms Davies has moved to a fulltime teaching position. We are pleased to welcome Ms Williams back from their maternity leave and we look forward to the return of Ms Draper, Ms Foreman and Ms Nash in the very near future. We wished Ms Dorsett, Ms Dawson and Mr Jones all the best of luck on their new adventures along with Ms Mohamad a very happy retirement.

The last academic year was another extremely exciting and successful year!

Section 1: Members of the Governing Body

- The Governing Body and the Headteacher share responsibility for the strategic management of the school, acting within the framework set by legislation and by the policies of the Local Authority. The Headteacher has responsibility for the leadership, direction and the management of the school within the strategic framework. The Headteacher is responsible for the internal organization, management and control of the school.
- The Full Governing Body meets once a term. In addition, sub-committees meet regularly to discuss specific issues. They report to the full Governing Body for formal ratification of proposals.
- The minutes of Governing Body meetings are available from the clerk to governors: Mr Adam Williams at Williamsa3007@Hwbcymru.net.
- The Governing Body of our school for the previous year:

Our Chair of Governors is Nonny Matthewson			
Parent Governors	Community Governors	Local Authority Governors	Staff Governors
Claire Gilhooly Elisabeth Von Dem Hagen	Craig Jones Julia Phillips-Lewis Jan Hill	Nonny Matthewson Dr Hamida Mitha Sian Evans	Nicola Hammond Emma Dennis Clare Sanders

Mat McCarty John Evans Una Hicks	Nicola Andrews	Richard Norton	Lesley Ann Powell
--	----------------	----------------	-------------------

Sub-committees

Estates	Curriculum & Standards	Personnel	Finance	Wellbeing
Nonny Matthewson E Von Dem Hagen Craig Jones (Chair) Nicola Hammond Richard Norton	Nonny Matthewson Sian Evans (Chair) Nicola Hammond Clare Sanders E Von Dem Hagen John Evans	Nonny Matthewson (Chair) Jan Hill Mat McCarty Julia Phillips-Lewis Sian Evans Nicola Andrews Nicola Hammond Claire Gilhooly	Craig Jones Julia Phillips-Lewis Sian Evans Nicola Hammond Nonny Matthewson Clare Sanders Richard Norton (Chair) Mat Mccarty	Nonny Matthewson Jan Hill (Chair) Emma Dennis Julia Phillips-Lewis Nicola Andrews Nicola Hammond Una Hicks Clare Sanders Leslie Anne Powell

Section 2: Members of Staff at School, their Roles and their Responsibilities

All teachers share responsibility for the implementation of the National Curriculum, both in the planning of teaching activities for their specific classes and in the coordination of curriculum areas through the school. In the academic year 2024/2025 the areas of responsibility were as follows:

Roles & Responsibilities 2024-2025

Name	Role	Responsibility	AOLEs
Nicola Hammond	Headteacher	Strategic Whole School Leadership and Management Culture of Safeguarding Performance Management Staff Wellbeing Self Evaluation School Improvement Collaboration	
Erica Williams	Deputy Headteacher	Assessment/Progression ALNco EAL/Vulnerable Learners Behaviour/Anti bullying Equality Coaching and Mentoring Attendance	Maths & Numeracy
Chris Evered-Davies	Teacher Y6 SLT Assistant Head	Phase Lead Pedagogy Progression Step 3 Lead Curriculum Development Culture and Diversity National Enquiry RVE & Values	Science and Tech RVE
Jade Tudur (temp) Sharon Staford (supply cover for Jade)	Teacher Y6	Peer mentors Eco committee	Maths & Numeracy
Emma Dennis	Teacher Y5 SLT TLR2	Pupil well being and attitudes to learning Thrive/ELSA Lead RSE Mentoring	Health and Wellbeing

		Whole School Approach to Emotional and Mental Wellbeing	
Lucy Foreman Harriett Dawsett (maternity cover)	Teacher Y5	French & International languages	Languages, Literacy and communication (French)
Kate Clarke	Teacher Y4	Events coordinator	Expressive Arts
Maryam Draper Hannah Stebbings (maternity cover)	Teacher Y4	Outdoor Learning Values	Humanities
Miriam Williams Eve Williams (maternity cover)	Teacher Y3 SLT TLR2	Progression Step 1 Partnership Working (community, industry and international links)	Languages, Literacy and communication - Spelling, writing, oracy
Jacqui Richards	Teacher Y3	NQT & students	Languages, Literacy and Communication - (spelling & reading)
Caroline Davies 0.5	Teacher Y2	Whole school approach - Healthy Schools Food and Nutrition Educational visits	Health & Wellbeing
Sian Davies 0.5	Teacher Y2	DCF	Sci & Tech
Clare Sanders	Teacher Y2 SLT Assistant Head	Phase Lead Progression Step 2 Professional Learning Pupil Voice/Senedd	Maths & Numeracy (Lead)
Maddie Dawson	Teacher Y1	NQT	Expressive Arts
Chantelle Williams	Teacher Y1 SLT TLR2	Cymraeg Campus Progression Step 1	Languages, Literacy and Communication - Welsh
Tracey Simpkins 0.6	Teacher Reception SLT TLR3 (Temp)	Partnership Working (community, industry, and international links) Outdoor Learning	Humanities (Lead)
Rachel Joll 0.4	Teacher Reception	In school events	Expressive Arts
Beau Fryer (temp)	Teacher Reception	No Outsiders	Humanities
Jennie Finn	Teacher Nursery	Child initiated learning	Maths & Numeracy
Imogen Wray	PPA		
Mark Backhouse	PPA		

Adam Williams	Business Manager- SLT	Finance HR-Staffing (including supply) Performance management (Dinner supervisors) Communication Induction	
Stacie Bolton	Admin Support Officer	School Fund Pupils SIMS Attendance - daily School trips & Residentials Website Events list After school clubs	
Hannah Stebbings	Teacher Year 4		Humanities
Harriette Dorsett	Teacher Year 5	NQT	Sci & Tech

Peripatetic Teachers

Natalie Horne Guitar Tutor

Miss J El-Malali Cello Tutor

Mr C Maynard Brass Tutor

Mrs C Hunter Clarinet/Saxophone Tutor

Mrs H MacLeod Flute Tutor

Mrs A Howells Violin/Viola Tutor

Mr P Jenkins Percussion Tutor

Section 3: Dates and Times

Term Dates

2024/2025 ACADEMIC YEAR					
		Start	End	Start	End
Autumn 2023		2nd September	25th October	4th November	20th December
Spring 2024		6th January	21st February	3rd March	11th April
Summer 2024		28th April	23rd May	2nd June	21st July

INSETS

Monday 2nd September 2024

Thursday 24th October 2024
 Friday 25th October 2024
 Monday 2nd June 2025
 Tuesday 3rd June 2025
 Monday 21st July 2025

Times of the School Day

	Start	Lunch		Finish
		Start	End	
Nursery	8.55 am 12.50 pm			11.25 am 3.20 pm
FP	8.55 am	12 noon	1.05 pm	3.30 pm
KS2	8.55 am	12.20 pm	1.20 pm	3.35 pm

Section 4: Data on attendance

The graph below shows the average % attendance. These are amongst the highest attendance rates in any Cardiff school. We are very grateful to parents for strongly supporting pupils' attendance at school.

Attendance		
2022-2023	2023-2024	2024-2025
95%	96%	96%

We applaud the motto adopted by Cardiff Local Authority: Missing School; Missing Out. We feel that the diagram below shows very clearly the impact that absence from school can have on pupils' attainment:

100% - 98%	Excellent Attendance
97.9% - 95%	Expected Attendance
94.9% - 90%	Risk of under achievement
89.9% - 85%	Serious Risk of under achievement
Below 85%	Extreme Risk of under achievement

Parents who plan to take children out of school for any reason are asked to complete a form outlining details and reasons for the absence. If a child is absent due to unexpected illness, please contact the administrator first thing in the morning to explain the reason for absence. In the interests of children's safety, the administrator will telephone parents at home if they have not received a call by 9:30 a.m. In line with Welsh Government guidelines, the Headteacher is no longer authorised to agree to absence from school for holidays unless there are exceptional circumstances.

Punctuality: Pupils arriving after the register has closed are registered as late.

Section 5: End of Key Stage Assessments and Targets:

Percentage outcomes at the expected and higher levels in the Foundation Phase and key stage 2 are excellent. Progress of individuals and groups is monitored termly. Expected progress is made by nearly all pupils.

Performance

Progress of individuals and groups is monitored termly.

Test data

Reading:

Year 2

60% of pupils scored above the expected level (115+)

97% of pupils scored at the expected level (85+)

Year 6

60% of pupils scored above the expected level (115+)

100% of pupils in scored scored at the expected level (85+)

Procedural:

Year 2

43% of pupils scored above the expected level (115+)

97% of pupils scored at the expected level (85+)

Year 6

50% of pupils scored above the expected level (115+), an increase of 23% from the previous year

100% of pupils scored scored at the expected level (85+)

Reasoning:

Year 2

32% of pupils scored above the expected level (115+)

97% of pupils scored at the expected level (85+)

Year 6

55% of pupils scored above the expected level (115+), a decrease of 4% from the previous year

100% of pupils scored scored at the expected level (85+)

Section 6: School Improvement Priorities:

Summary of the School Development Priorities for 2024-2025

PRIORITY	Success Criteria
<p>IA 1 Teaching and Learning</p>	<ul style="list-style-type: none"> ● Assessment procedures/tracking systems are robust and used effectively to move learners forward. ● Our current curriculum is embedded ● Welsh oracy skills develop well as pupils move through the school with a reduced gender gap in all year groups ● Pupils have a strong sense of belonging ● The gender gap in maths is reduced by 10% ● Highly effective and robust monitoring ensures the continued excellent progress in LLC ● There is sustained and purposeful outdoor learning across the school ● A range of IT & Sci-Tech skills are taught and applied whole school ● FSM pupils reach their full potential as they progress through the school

IA2 Well-being, care, support and guidance	<ul style="list-style-type: none"> • There is equality of opportunity for all families across the school • The school is a calming environment for all learners and staff • Improved attendance 96%+
IA 3 Leading and Improving	<ul style="list-style-type: none"> • There is strong professional learning and collaboration of all staff • All teachers are involved in AOLE monitoring and evaluation and action planning to ensure improvement (due to new staff members) • Communication systems are effective • Rhydypenau's core values reflect views of all stakeholders • Effective interaction, communication and skills set ensure Governance provides effective support and challenge

Section 7: Financial Report:
Report of the Finance Sub-Committee on the Outturn for 2024-2025
(Please see full financial report in Appendix 2)

The budget allocated to the school by the LA for the financial year 2023-2024 was assigned to the various categories of expenditure by the Governing Body. This has been monitored by the financial subcommittee throughout the year. The budget has been managed very carefully and the minor variations in estimated and actual spend were found by the committee to be reasonable.

Once again the Governing Body would like to thank the School Association for its dedication and commitment to raising funds for the school. Their hard work is appreciated by all stakeholders. In addition to the many wonderful events organised by the School Association which take a tremendous amount of hard work they have also supported the school with planned events arranged to encourage the community to come together once again. We look forward to many more events this academic year.

There were no expenses claimed by the governing body.

Section 8: Curriculum

- We have made excellent progress in preparing for the new curriculum. Planning has been developed and is now embedded in our school. The four purposes underpins our curriculum and pupil voice and the cross curricular responsibilities are embedded. All areas of learning experiences have been developed and are embedded. Teachers and HLTA's use what matters statements and progression steps to plan lessons in all areas of learning.
- We have designed a new school based curriculum that is bespoke to our community, with a focus last next academic year on Cynefin.
- Children throughout the school experience a wide range of well-balanced and authentic learning opportunities.
- Areas of learning are taught across the curriculum, both discreetly and through a range of interesting 'contexts for learning'. When planning new contexts, teachers work carefully alongside children to capture their creative and imaginative ideas, which shape their learning and engage pupil interests.
- Alongside areas of learning and experience, children use and apply their literacy, numeracy and digital competency skills across the curriculum.
- A wide range of technology, including iPads, laptops and Chrome books (using hwb technology) is used creatively throughout the school to enhance teaching and learning.
- Children with additional needs are equally well catered for and we have made excellent progress with ALN reform. We have increased our range of specific interventions to support the development of skills in literacy, numeracy and emotional wellbeing, and as such pupils consistently achieve well against prior attainment and personal targets and make good progress relative to their ability.
- A small number of pupils have a statement of additional need or a funded IDP and some have individual support throughout the day. Equally, some children benefit from specific strategies to challenge them to achieve at a higher level.

Section 9: School Links with the Community

The school is keen to promote links with local businesses and other organisations within our community and benefits greatly from their support.

- We have strong links with our cluster schools: Howardian, Lakeside, Marlborough and Roath Park Primary Schools and Cardiff High School. We aim to ensure a smooth transition for our Year 6 pupils as they move to High School. We have worked with teachers from Cardiff High School to plan regular visits for children in the summer term including a range of induction days. Regular liaison meetings take place between senior leaders and teachers of all six schools in a number of areas including - leadership, languages, literacy and communication, maths and numeracy development, science and technology, humanities, expressive Arts, health and wellbeing, assessment and ALN.
- As part of Cardiff’s commitment to collaborative working, we are now part of a collaborative learning partnership (CLIP). Schools include, Howardian, Lakeside, Marlborough, Roath Park, Fair oak, Albany and St Monica’s Primary Schools
- The children at school have previously benefited from coaching provided by experts within a variety of organisations and have thoroughly enjoyed being involved in sporting initiatives during the year.
- Further links with industry and commerce include Recycling and Environmental Projects and strong links with the Police Liaison Officer.
- Children have many opportunities to listen to a wide range of speakers from various agencies. These include our community policeman, Cardiff magistrates, Assembly Members, school nurse, librarians from Rhydypenau Library, STEM ambassadors, the fire brigade and a wide range of parents.
- We have links with local churches and have previously welcomed their ministers into school assemblies as well as visiting their churches.
- Contributions from the Harvest Festival are regularly distributed to Cardiff Food Bank.
- Other charities that we regularly support include the British Legion, Velindre Hospital, Jeans for Genes, Children in Need and Comic Relief.
- We have benefited from the outstanding contribution made by parents at the school. Parents have been actively involved in the school in a number of ways such as preparing fruit for children’s mid-morning snack. enriching the curriculum and raising additional funds for the school.
- Last academic year we saw an increase in parents attending our school to support curriculum development, the visits have been enjoyed by parents, staff and the pupils.

Section 10: Provision made for pupils to participate in sport at the school

Sport has always played an important part in school life. Children benefited from the work of teachers, teaching assistants and qualified sports coaches who teach them every week. Such opportunities included netball, football, rugby, tennis, cricket, athletics, sailing and swimming. We aim to ensure that each child finds a degree of personal success and enjoyment.

Sports Days and Fun days for pupils in the Foundation Phase and Key Stage 2 were well attended, providing an enjoyable day for children and their families.

Section 10: Extra-curricular provision for pupils.

We offer a wide range of extra-curricular activities, both at lunchtime and after school. A comprehensive timetable was planned for 2024-2025

	After School Clubs 3.35-4.30			
	Monday	Tuesday	Wednesday	Thursday
Club Year group	Cricket Yrs 3 - 5	Multisports Yrs 1 & 2	Netball Yrs 4 - 6	Dodgeball Yrs 3 - 6

Club Year group	Debutots Drama Yrs 1 & 2	Dance Yrs 3 - 5	Arts & Crafts Yrs 2 - 5	Drama Yrs 3 - 6
Club Year group	Football Yrs 5 & 6	Chess Yrs 3 - 6	Football Reception	Mad Science Reception - Yr 5
Club Year group		Debutots Drama Reception		
Club Year group		Gymnastics Yrs 3 - 6		

Section 12: The language category which most closely describes the school:

Rhydyphenau Primary school teaches through the medium of English.

Section 13: The use of the Welsh language in the school by pupils of all age groups

All children are taught Welsh and by the end of Key Stage 2. We use as much Welsh as possible throughout the day and the use of incidental Welsh by both teachers and pupils is strongly encouraged.

Section 14: The provision of toilet facilities at the school for pupils registered at the school and the arrangements in place for cleaning such toilet facilities

Toilet facilities at school meet statutory requirements. We also have three disabled toilets. All toilets are cleaned daily, while those catering for our youngest children are cleaned at least twice daily.

Section 15: Information on the action taken to promote healthy eating and drinking by pupils of the school

A rota of parental support will ensure that all children are offered a fruit snack at break-time in the morning. They also have lessons about healthy lifestyles, including details of how to eat healthily. They have ready access to water throughout the day and understand the importance of drinking regularly.

Section 16 a) Additional Information for Parents:

The Additional Learning Needs and Educational Tribunal (2018) Act Wales provides a new statutory framework for supporting learners with additional learning needs (ALN), and is accompanied by a mandatory Code which makes sure that the new system has a set of clear, legally enforceable parameters within which schools, local authorities and other partners responsible for the delivery of services to learners with ALN must act.

The overall purpose of the Act is captured in three overarching objectives and 11 core aims.

The three overarching objectives in the Act are:

1. To provide a unified legislative framework to support children and young people aged 0-25 with ALN in schools and further education institutions (FEIs)
2. To promote an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions

3. To have a fair and transparent system for providing information and advice for resolving concerns and appeals

The new statutory framework is underpinned by the following 5 principles:

1. A rights-based approach where the views, wishes and feelings of the learner and their parents/carers are central to the planning and provision of support, enabling them to participate as fully as possible in the decision making processes and have the right to challenge decisions about ALN and additional learning provision.
2. Early identification, intervention and effective transition planning where needs are identified and provision put in place at the earliest opportunity and where appropriate interventions are put in place to prevent the development or escalation of ALN.
3. Collaboration where services work together to ensure ALN are identified early and appropriate co-ordinated support is put in place to enable learners to achieve positive expectations, experiences and outcomes.
4. Inclusive education supporting participation fully in mainstream education, wherever feasible and a whole setting approach to meeting the needs of learners with ALN.
5. A bilingual system where all reasonable steps are taken to deliver additional learning provision in Welsh.

Our practices provide equal access to the curriculum for all children and facilitate the measuring of children's progress and the reporting to parents. The Governor designated as having special responsibility for Additional Learning Needs is Mrs Nonny Matthewson.

The ALNCo at school (Coordinator of provision for Additional Needs and Inclusion) is Mrs Erica Williams. Through our single ALN Support budget, we make Additional Learning Provision (ALP) for all learners with ALN. This budget is determined by a formula. We are able to purchase the services of specialist members of the Pupil Support Services, e.g. Educational Psychologists and Specialist Teachers.

Teachers work to cater for children's individual needs through appropriate differentiation of the curriculum both in the classroom and where appropriate, in an individual or small group situation. We acknowledge the importance of involving parents at every level of their children's education and of identifying a child's additional needs at an early stage and have well established person centred practices in place. In liaison with the pupil, parents, class teacher and other relevant adults, we work to devise an individual plan, and where appropriate, organise Additional Learning Provision to support the child's needs.

The admission to school of children with additional learning needs is arranged with parents, in full consultation with the Headteacher and with the support of services provided by the Local Education Authority. We seek to ensure that all children with additional needs are fully integrated into the academic and social life of the school.

Section 16 b)

Arrangements for pupils with additional needs and disabilities

Based on our belief that all individuals deserve to be treated with equal respect, we aim to structure the curriculum, the organisation and the management of the school so that all individuals are offered equal opportunities for participation and for inclusion, for advancement and for growth, regardless of gender or social class, race, religion, age or disability.

To this end we seek to foster a climate of equality underpinned by a policy which is supported by staff, by governors, and by parents.

The governors and staff of Rhydypenau Primary School endeavour to eliminate discrimination on the grounds of colour or culture, gender or ability.

The school's vision and ethos are underpinned by these principles. We strive to:

- i) foster an understanding and appreciation of the diverse cultures within our society. We believe that by introducing a multicultural perspective into the curriculum we will:
 - enrich the education of all children
 - give children opportunities to view the world from a wider perspective
 - help children to question prejudice and develop open-mindedness.

- ii) provide equal opportunities for all pupils and adults irrespective of gender or ability, culture, race or religion.
- iii) cater whenever possible for the additional needs of pupils and adults in ways which make accessible not only the curriculum, but also extra-curricular activities.

Governors are working to make the school more accessible and have agreed an Accessibility Plan, in line with the requirements of the Equality Act 2010. This includes access to the curriculum, to information in different formats and to the buildings.

We recognise that our school, built in the 1930s, was not designed to facilitate easy access for pupils and Adults with physical disabilities. However, we have installed a disabled toilet and a series of ramps within the Foundation phase corridor and KS2 building. We also have rails on the steps to the main entrance and a parking space allocated for disabled visitors. This now goes some way towards providing access to those with limited mobility.

The Equalities Policy is available on the website or on request from the Headteacher.

Section 18 d)

Supplementary Information:

Appendix 1:

Your right to request a meeting with the school's governing body

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body, on matters which are of concern to them.

If parents wish to use their rights under the Act to hold a meeting, 4 conditions will need to be satisfied:

1. Parents will need to raise a petition in support of holding a meeting.

- The parents of at least 30 registered pupils will need to sign the petition. If it is a paper petition, then a written signature must be given as well as the name and class of each child who is a registered pupil at the school. If the petition is in electronic format, the 'signature' required is the typed name of the parent plus the name and class of each child who is a registered pupil at the school and the email address of each parent who 'signs' the electronic petition.
- For Rhydypenau Primary School the requirement would be for the parents of 30 registered pupils to request a meeting.

2. The meeting must be called to discuss matters which affect the school

- The meeting cannot be called to discuss such matters as the progress of individual pupils, or to make a complaint against a member of the school's staff or governing body.
- The petition should contain brief details of the matter(s) to be discussed, and the reasons for calling the meeting. This information should be clearly displayed at the top of the petition, with parents' signatures appearing below.

3. A maximum of 3 meetings can be held during the school year

- The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.

4. There must be at least 25 school days left in the school year

- The law makes it a condition that at least 25 school days are left in the school year when the petition is received so that the meeting can be held.

- A “school day” means a day when the school is open to pupils: it does not include weekends, public holidays, school holidays or INSET days.

The address for service of a petition requesting a meeting with this school’s governing body is: Mr Williams, Rhydypenau Primary School.

Further advice on how parents may go about requesting a meeting with a governing body is available on the Welsh Government’s website at:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en>

Appendix 2:
Outturn Report 2024 - 2025

CARDIFF COUNCIL/YSYNGOR CAERDYDD				
SCHOOLS OUTTURN OF EXPENDITURE/CANLYNIAD GWARIANT YSGOLIION 2024-2025				
Governing Body/Corff Llywodraethu of:		Rhydypenau Primary School		
	Governor Approved Budget/Cyllideb a Gymeradwywyd gan y Llywodraethwyr		Actual Expenditure/Gwariant Cyflawmedig	
	£	£	£	£
Staffing costs/Costau Staff				
Teaching Costs/Costau Addysgu	1,139,934		1,179,692	
Special Needs Teachers/Athrawon Anghenion Arbennig	0		0	
Teachers for statemented pupils/Athrawon ar gyfer disgyblion sy'n destun datganiad	0		0	
Short Term Supply/Uanw Byr Dymor	0		0	
Long Term Supply/Uanw Hir Dymor	37,960		130,384	
Special Needs Support Staff/Staff Cymorth Anghenion Arbennig	48,178		36,178	
Nursery Assts/ Teachers Aides / Adult Helpers/Cynorthwyrwr Meithrinfa/ Cymhorthion Athrawon / Cynorthwyrwr	363,527		349,201	
Foreign Language Assistants/Cynorthwyrwr Ieithoedd Tramor	0		0	
Technicians/Technegwyr	0		0	
Mid Day Supervisors/Gorychwytywyr Canol Dydd	13,427		16,122	
Library Staff / Attend Officer/Staff Llyfrgell / Swyddog Presenoldeb	0		0	
Administrative Staff/Staff Gweinyddol	64,633		56,949	
Non teaching supply costs/Costau llanw staff heb fod yn athrawon	0		0	
Training Costs/Costau hyfforddi	8,022		9,082	
Other Staff Costs/Costau staff eraill	102,116		128,069	
Performance Management/Rheoli Perfformiad	0		0	
Total Staffing Costs/Cyfanswm Costau Staff		1,779,797		1,925,876
Premises Related Costs/Costau Eiddo				
Caretaking Staff/Staff Gofalwyr	38,764		37,900	
Domestic Staff/Staff Domestig	0		0	
Grounds Staff/Staff y Tir	5,355		5,284	
Cleaning Costs/Costau Glanhau	66,205		68,683	
Energy Costs/Costau Ynni	49,930		57,309	
Rates/Cyfraddau	31,753		31,753	
Repairs and Maintenance/Atgyweiriau a Chynhaliaseith	29,340		25,739	
Water/Dŵr	5,339		6,924	
Total Premises Related Costs/Cyfanswm Costau Eiddo		226,706		233,791
Transport Costs/Costau Cludiant				
Pupil Transport Costs/Costau Cludiant Disgyblion	0		0	
Staff Transport Costs/Costau Cludiant Staff	250		233	
Vehicle Costs/Costau Cerbydau	1,000		452	
Total Transport Costs/Cyfanswm Costau Cludiant		1,250		686
Supplies and Services/Cyflenwadau a Gwasanaethau				
Teaching Materials/Adnoddau Addysgu	10,000		18,988	
Equipment, Furniture, Materials & music tuition/Offer, Dodrefn, Deunyddiau a hyfforddiant cerddoriaeth	1,936		2,626	
Library Books & Materials/Llyfrau a Deunyddiau Llyfrgell	0		0	
Catering Costs/Costau Arlwyyo	300		0	
Unallocated / Savings to be found/Arian heb ei ddsbarthu / Cynllion	51,683		0	
Communications Equipment and Services/Offer a Gwasanaethau Cyfathrebu	2,030		4,940	
Consultants Fees/Pfioedd Ymgynghorwyr	0		0	
Examinations Fees/Pfioedd Arholiadau	0		0	
Games & School Activities/Gemau a Gweithgareddau Ysgol	2,500		2,950	
Clerk to Governing Body/Clerc y Corff Llywodraethu	1,135		1,123	
Other office costs/Costau swyddfa eraill	26,035		30,213	
Printing & Stationery/Argraffu a Deunydd Ysgrifennu	12,590		10,728	

Pupil Exclusions/Gwaharddiadau Disgyblion	0		0	
Subsistence and expenses/Cynhaliaeth a threuliau	0		119	
Total Supplies and Services/Cyfanswm Cyflenwadau a Gwasanaethau		108,249		71,687
Central Services/Gwasanaethau Canolog				
School Meals/Prydau Ysgol	0		0	
Service Level Agreements/Trefniadau Lefel Gwasanaeth	17,137		17,457	
Total for Central Services/Cyfanswm ar gyfer Gwasanaethau Canolog		17,137		17,457

Income/Incwm				
Additional Central Funding/Newdd Canolog Ychwanegol	-276,044		-103,806	
Community Education/Addysg Cymunedol	0		0	
Donations/Rhoddion	0		-12,163	
Lettings/Gosodiadau	-8,300		-12,457	
Other Income/Incwm arall	-3,000		-40,222	
Grant Income/Incwm rhent	0		-379,825	
Sales/Gwerthiannau	0		0	
School Meals Recharge/Talu am Brydau Ysgol	0		0	
Training and Tuition Income/Incwm Hyfforddiant	0		-3,982	
Total Income/Cyfanswm Incwm		-287,544		-552,455
Interest and Other/Ulog ac Arall				
Interest on investments/Ulog ar fuddsoddiadau	0		0	
School Investments/Buddsoddiadau Ysgol	0		0	
Withdrawal Investments/Buddsoddiadau Dileadau	0		0	
School Deficit/Gwariant Ysgol	0		0	
Temporary Loans/Benthyciadau Dros Dro	0		0	
Temporary Loans/Benthyciadau Dros Dro	0		0	
Interest/Ulog	-1,000		-5,721	
Total Interest and Other/Cyfanswm Ulog ac arall		-1,000		-5,721
Total Net Expenditure/Cyfanswm Gwariant Net		1,844,595		1,691,320
Less Uninvested Balance Brought Forward/Uai'r Balans na fuddsoddiwyd a ddygwyd ymlaen		-101,845		
Less earmarked Rates/Uai'r Cyfraddau a glustnodwyd		-31,753		-31,753
Contribution to / from balances/Cyfraniad i / o falansys				51,430
Revised Net Expenditure/Gwariant Net Diwygiedig		1,710,997		1,710,997
Summary/Crynodeb				
Total resources available in 2024-2025 / Cyfanswm adnoddau ar gael yn 2024-2025	£			
School balances Brought forward from 2023-2024/Balansau ysgol a ddygwyd ymlaen o 2023-2024	101,845			
School Loans Brought forward from 2023-2024/Benthyciadau Ysgol a Ddygwyd ymlaen o 2023-2024	0			
Prior Year Adjustment/Cyn Addasiad Blwyddyn	0			
Total delegated resources/Cyfanswm adnoddau dirprwyedig	1,742,750			
Total/Cyfanswm	1,844,595			
Actual Expenditure/Gwariant Cyflawnedig	1,691,320			
Less change in investments/Uai'r newid mewn buddsoddiadau	0			
Less Movements in Temporary Loan/Uai'r Symudiadau â Benthyciadau Dros Dro	0			
Less variance in earmarked rates/Uai'r amrywiad â chyfraddau a glustnodir	0			
Total balance carried forward to 2025-2026/Cyfanswm Balans a ddygwyd ymlaen i 2025-2026	153,274			
Statement of Balances Held/Datganiad Balansau	£			
Uninvested Balance as at 31st March 2025/Balans na fuddsoddiwyd ar 31 Mawrth 2025	153,274			
Invested Balance as at 31st March 2025/Balans a fuddsoddiwyd ar 31 Mawrth 2025	0			
Outstanding Loans as at 31st March 2025/Benthyciadau dros ben ar 31 Mawrth 2025	0			
Total Balances held as at 31st March 2025/Cyfanswm Balansau ar 31 Mawrth 2025	153,274			

