

Parch – Respect

Gofal – Care

Gymnued – Community

Pontlliw Primary School

Ysgol Gynradd Pontlliw Primary



Governing Body Report to Parents

2021-2022



As a Rights Respecting School, we uphold these key rights (and others) in all that we do.

Article 3: Everyone who works with children should always do what is best for each child.

Article 12: All children have the right to say what they think should happen and be listened to.

Article 28: All children have the right to learn and go to school

Article 29: All children have the right to become the best that they can be

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1. Introduction by Mr Ian Humphreys, Chair of the Governing Body

Dear Parents and Carers / Annwyl Rhieni a Gofalwyr,

The Governing Body is pleased to present the Annual Report to parents for the academic year 2021-2022. The lingering effects of the pandemic proved a challenge at the start of the Autumn Term but as the academic year progressed school life began to regain a familiar cycle with us able to return to the usual school calendar of events such as Christmas concerts, football tournaments, PTA activities and community events. The children throughout this period showed enormous patience and resilience and the care they showed for each other was just amazing!

The Governors at Pontlliw Primary School aim to provide positive, strategic support and challenge to the Headteacher and Staff at the school. This report provides parents with a summary of progress and improvements made over the last academic year. We aim to provide an active role in supporting and challenging progress and the many developments initiated by the school. To ensure this, the Governing Body committees meet on a regular basis to monitor progress and have regular presentations from staff and the pupil voice groups as well as school visits to assess new initiatives. Governors also scrutinise the School Development Plan which is available on the school website and identifies priorities the school will work on from all stakeholder reviews. In this report, you will see many examples of the progress the school has made since the last inspection especially linked to our innovative new curriculum. However, you will also note some of the negative effects of the pandemic over the year, for example on attendance.

Feedback from Estyn, Governors, staff and pupils on the new curriculum, learning and leadership has been extremely positive. The children are enjoying the new approaches to learning and especially the enhanced opportunity to be involved in planning their own learning. We are all excited to develop this even further in the next academic year. We look forward to building on our successes this year but understand there will always be challenges, but with our strong team, I know these will be overcome!

In conclusion, on behalf of all the Governors I would also like to offer a huge thank you to the Headteacher, Mrs Norman and all the staff for their endless efforts in providing superb care, support and guidance to help ensure the welfare and education of our children and to the parents and carers who work in partnership with us for the benefit of the children and the whole school community. As Governors, we are pleased to play our part in such a happy and successful school.

Diolch yn fawr
Best Wishes

Mr Ian Humphreys
Chair of the Governing Body

2. School Motto, Aims, Vision and Values

School Motto

'Plannu hadau i dyfu am oes – Planting the seeds for a lifetime of growth'

Mission Statement

School Aims

- To provide an inclusive and inspiring learning environment in which every child is physically and emotionally safe, valued, healthy and happy, ensuring that wellbeing is at the heart of everything that we do.
- To develop in each child a love of learning, an ability to set their own goals to improve, and the confidence to achieve their dreams.
- To ensure every stakeholder is given the opportunity to acquire knowledge and skills through meaningful experiences which they can use in all aspects of their lives.
- To be a successful, child-centred school at the heart of our community. We aim to be a learning organisation where all stakeholders work actively together to be the best we can be.

Our School Vision and Values

Our vision for education at Pontlliw Primary School is based on 4 purposes which we want all of our stakeholders to develop during their time with us. At Pontlliw Primary we want our school community to be:

- *Ambitious, capable learners;*
- *Enterprising, creative contributors;*
- *Ethical, informed citizens;*
- *Healthy, confident individuals.*

Our school values of care, respect and community form the basis of everything we do and help us to build a safe, secure, welcoming, inclusive and happy environment.

3. The Governing Body

The Education Act (no. 2) of 1986 requires the Governors of every school and the Headteacher to report once in every school year to the parents of the pupils, on the general management of the school and the discharge of their duties. This report has been set out in accordance with circular 15/01 Governor Wales website.

The Governing Body has collective responsibility for:

- the school improvement / development plan
- setting the budget
- delivery of the National Curriculum
- school premises (Building / Health and Safety)
- the aims and ethos of the school
- reporting annually to parents
- staffing structure and personnel issues
- action planning following inspection

We achieve this through both direct support and delegation to the Head Teacher and staff.

Each year there is a Governing Body AGM in the autumn term. At this meeting, the Chair and Vice Chair are elected and the membership of each of the committees confirmed. The committees are based on the inspection areas and governors are responsible for specific areas that are important as suggested by the Local Authority (LA).

There is an ordinary governors' meeting every term. In addition to the full Governing Body meetings, the committees meet as required and report back to the next full Governing Body meeting.

Governors have the opportunity to participate in training organised by the LA and region (Partneriaeth) as well as being able to request advice and guidance from the Pupil and Governor Unit.

We have a standard agenda for ordinary Governing Body meetings with feedback from the various sub-committees, including the Learning and Teaching Committee. This ensures that we place learning and teaching at the forefront of our considerations. Some items are reviewed once a term rather than at every meeting to make sure they are given enough time.

Where necessary we have specific governors for development of certain areas for example, Health and safety, which report back to the full Governing Body. Development and use of the school buildings and facilities is a priority so we can make the best use of the resources we have to support the children's learning, now and in the future.

We have a timetable for the review of policies, with the most critical being reviewed first during each academic year.

Governors 2021 – 22

Please find below details of how our Governing body is structured, including the names, categories, responsibilities and terms of appointment for each Governor (4 year terms).

Mr. Ian Humphreys - Chair of Governors (Community Governor) Safeguarding Governor
Mr. David Mathias - Vice Chair of Governors (Community Governor) Health and safety
Mrs Alison Norman- Headteacher
Mrs Leanne Evans – Senior Leadership Team (Teacher Governor)
Mrs Rhian Stonham - Teacher (Staff Governor)
Mrs Melissa Taylor - LEA Governor
Mrs Charlotte Greenslade -Parent Governor
Mrs Laura Wells - Parent Governor
Mrs Shelly Brown - Parent Governor
Mr Gregg Jones - Parent Governor
Mr David Philips - Community Governor
Mrs Joanne Edwards - Community Council Representative Governor

Parent Governor	= a parent elected by the parents
Local Authority	= nominated by the Local Authority
Teacher Governor	= elected as a representative of the teaching staff
Staff Governor	= elected as a representative of the non-teaching staff
Community Governor	= co-opted or nominated by the elected members of the Governing Body as a representative of the Community
Non Governor Member	= a Governing Body can appoint non governor members to attend full Governing Body meetings or to serve on one or more Governing Body committees

The names of the Governors with special responsibilities for the current school year are available in the minutes of the AGM or by contacting the school.

Clerk to the Governing Body

Our clerk can be contacted through the school or Pupil and Governor Support Services at the Local Authority (City and County of Swansea)

Our clerk for Governing Body meetings is Mrs Emma Bawden

Parent Governor Election

When a vacancy becomes available for a Parent Governor all parents are invited to put themselves forward or nominate someone else. If more than one nomination is made for each vacancy, an election is held during which all parents are asked to vote. If no nomination is received, governors may appoint any person with children of school age to the vacant position.

Governors' Expenses

Governors are entitled to claim expenses for attendance at governors' meetings, training events and in order to carry out their duties. During the year ending August 2021, no expenses were claimed.

Governors' Committees

Governors work through a structure of committees, which consider, report and make recommendations to the full Governing Body. The Head Teacher and Chair of Governors are entitled to attend any committee. The committees are reviewed at each AGM. The membership was set in October and updated during the year with the replacement governors.

4. School Roll and Rates of Absence and Attendance

School Roll

The number of pupils attending the school during the academic year September 2021 to July 2022 was 218. The children were taught in eight classes (four classes in Foundation Phase and four classes in Key Stage 2).

Rates of absence and attendance

The law says that parents do not have the right to take their child out of school during term- time. Only in exceptional circumstances can schools allow parents to take their child out of class, and then for a maximum of ten days in a school year. This is at the discretion of the Head teacher and in line with the cluster / LA / Regional Policy.

Authorised absence is absence that is notified to / authorised by the school. Unauthorised absence is where no explanation / authority has been given. The school encourages positive attendance and parents are reminded that every absence is checked.

22-07-18	22-07-19	22-07-20	22-07-21	22-07-22
94.5%	95.4%	(COVID)	COVID)	91.4%

Whole school attendance has been very positive over the three years prior to the interruptions to education due to the global pandemic, with the school being very pro-active in ensuring that it works in partnership with parents and families. The target for 2021/2022 has been agreed by the LA at 95.0%, however due to the nature of the pandemic and the resulting issues surrounding pupil absences, attendance has been significantly affected across the Local Authority.

The Governing Body supports the reconfirmation of the legal responsibility of parents to ensure that children attend all school sessions. Authorisation for absence will only be granted in exceptional circumstances. If the Head Teacher

decides not to authorise the request for a holiday and the subsequent time off is in excess of 10 sessions in a term, then parents are at risk of a Fixed Penalty Notice being issued. A session is defined as half a day. Hence, it is vital that parents inform schools of reasons behind their child's absence. It is important to stress that Fixed Penalty Notices are not automatically served if a pupil goes on holiday, they can only be served if the holiday is unauthorised and the pupils' total unauthorised absence that term is in excess of 10 sessions.

5. The School Prospectus

The prospectus is available in school and on the school web site and has been updated in line with Welsh Government and Local Authority Guidelines.

6. Term Dates

Term dates for academic year beginning September 2022

Term	Term begins		Mid-term holiday begins	Mid-term holiday ends		Terms ends	Total days
Autumn 2022	Monday 5 September	Friday 28 October	Monday 31 October	Friday 4 November	Monday 7 November	Friday 23 December	75
Spring 2023	Monday 9 January	Friday 17 February	Monday 20 February	Friday 24 February	Monday 27 February	Friday 31 March	55
Summer 2023	Monday 17 April	Friday 26 May	Monday 29 May	Friday 2 June	Monday 5 June	Monday 24 July	65
Total							195

7. The School Day

Our School Day timings are as follows:

Typical school day –

Start of first school session - 8.50am

Lunch break 12.00pm – 1.00pm

End of school 3.20pm

The children have a break in the morning at 10.50 am.

8. Healthy Eating and Drinking

The school operates in accordance with the Local Authority Food & Fitness policy. The Local Authority's agreed menus for school lunches, which are cooked and served on the premises, are offered daily. These menus are structured and prescribed by the Local Authority and the school is not able to deviate from the menu provided. However, there are always alternative options to the main meal, including a daily vegetarian, Halal option and dietary requirements can be catered for. A fruit dessert option is always available where children are having school lunch.

The children are taught about healthy / unhealthy lifestyles through the school's wellbeing curriculum and we encourage them to bring a healthy snack for their mid-morning break. The majority of children bring fresh fruit. Due to a pupil with significant banana allergies, the school operates a 'No Banana' school policy.

Drinking water is available throughout the day and children are encouraged to have a bottle of water in class with them. Although only water is allowed in classrooms, they are allowed to bring fruit flavoured drinks to consume at lunch times. We do not allow cans or bottles of fizzy drinks such as lemonade or cola.

We are currently working towards our National Healthy Schools award. The Health and well-being pupil voice group are working hard on the final strands. Pupils have collected bags of second hand clothes as part of a Rags to Riches campaign, which has raised money for the school.

9. Physical Education - Sports and Extra-curricular Activities

Wherever possible we encourage and provide opportunities for pupils to participate in numerous sporting activities, within and in addition to the curriculum, which has at its core the development of key sports skills and physical fitness.

The range of activities offered by staff within the school day includes both outdoor games and indoor PE as well as swimming for junior classes at Penyrheol Leisure Centre.

In 2021-22, we continued to offer extra-curricular clubs covering a wide range of activities with staff running sporting clubs after school to supplement the sessions within the school day.

Sports covered included netball, football and athletics. We also celebrate the sporting achievements of pupils who participate in local clubs: martial arts taekwondo, rugby, football, swimming and gymnastics to name but a few.

Year 5 and 6 pupils were also provided with opportunities to experience outdoor and adventurous pursuits at Borfa House one of the Swansea Local Authority Outdoor Learning Centres and Llangrannog one of the Urdd's Outdoor learning centres. These residential trips covered a wide range of physical activities and outdoor pursuits and effectively developed the children's social & team building skills.

10. Musical opportunities

The Governing Body and staff are committed to ensuring that all pupils at the school have the opportunity to develop their musical skills through the delivery of the curriculum in all year groups. Additionally, a variety of activities are available with the support from visiting peripatetic teachers.

Children have had opportunity to display their musical talents at various school events throughout the year; this has included playing in assembly, Christmas concerts and during other events at the school.

11. Hygiene – Toilet facilities

The standard of toilet facilities and hygiene is always reviewed by pupils and is on the list of priorities for the Health & Safety Committee who regularly visit the school to review this and all aspects of Health, Safety and Building Security. The toilets have been decorated in bright colours and pictures that the pupils requested. All classes have access to a sink in the classroom for handwashing.

Foundation Phase, Lower and Upper Key Stage 2 areas have separate toilet facilities for boys and girls. The Nursery and Reception class pupils have their own designated toilets. They are all inspected three times each day and any incidents or problems are reported and dealt with promptly. Cleaning is done daily by the school cleaners to ensure that these standards are maintained. All facilities are fitted with wash hand basins and hand dryers with hand wash foam.

12. Safeguarding

The Governing Body and Staff throughout the school continue their commitment to providing a safe environment for all pupils where all physical and emotional needs are met. We believe that the safety and well-being of all pupils is paramount and continue to work within the guidance of “All Wales Child Protection Procedures”, “Working together to Safeguard Children” and the more recent “Social Services and Wellbeing Act 2014”. The school Child Protection policy can be found on the school website and a safeguarding leaflet is available in the school foyer.

The Safeguarding Governor meets regularly with the head teacher throughout the school year to ensure a multi-agency approach to safeguarding is adopted and to confirm that all actions in relation to safeguarding are undertaken in accordance with the school and local authority policy.

In October 2021, governors and staff at all grades received annual safeguarding training, to ensure that they are able to identify signs and symptoms of neglect and abuse and are confident in knowing what to do with these concerns. Staff are now in their third year of using “My Concern” to record and monitor all concerns relating to child protection and other concerning behaviour.

13. Additional Learning Needs (ALN)

Universal Provision can be defined as support for the whole school population. This ensures that all children have appropriate support provided through good teaching and learning. This extends into identifying emerging needs that may require additional support. This school policy adopts the definition of ‘additional learning needs’ (ALN) as given (please refer to chapter 2 of the ALN code):

A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision. A child of compulsory school age or a person over that age has a learning difficulty or disability if he or she:-

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home in the ALN Code. The progress of the children is reviewed on an ongoing individual basis to identify any ALN requirements as quickly as possible and to provide appropriate support.

Children can present with 'additional learning needs' at any time in their school career. These may be intellectual, physical, sensory, emotional or behavioural as well as health care or medical needs. Our aim is to identify these children, and to work together with parents and our Additional Learning Needs Co-ordinator (ALNCo) to ensure the most appropriate provision for the child adopting a multi-disciplinary and multi-agency approach to deliver this provision where required.

The ALN aims and principles of our school are:

- To provide a person-centred approach where the views, wishes and feelings of the child and parent or carer are central to the planning and provision of support.
- To ensure early identification, intervention and prevention.
- To provide an inclusive education with differentiated activities suited to all children's needs and abilities, in a broad and balanced curriculum.
- To collaborate and work in partnership with parents, pupils and other agencies e.g Educational Psychologist, Speech Therapists, Social Workers, School Nurse etc.

Children with additional learning needs may receive funding from the Local Authority in some cases. The Governing Body and the school staff believe that both the needs of children with Additional Learning Needs are important in the delivery of education in the school.

The Local Authority can review and withdraw any additional funding or provision for ALN children. Any children with an existing statement transferring into or out of the school may also have their statement/IDP reviewed.

The Governor with responsibility for ALN pupils (Shelly Brown) has met with Mrs Kirsty Cusack (ALNCo) during the school year 2021/22, where she has received updates on pupil progress and provision for pupils within these categories to ensure appropriate developmental and challenge opportunities, which support a growth mind-set approach to the curriculum.

The Additional Learning Needs and Educational Tribunal (Wales) Act came in to effect in early 2018 following a lengthy consultation. This provides a legislative framework for supporting children and young people up to the age of 25 in education by adopting a one system approach. It also replaces the Special Educational Needs tribunal for Wales with the Education Tribunal for Wales providing a route for parents

to challenge decisions made by the local authority in relation to additional learning needs of a child or young person.

Key Messages

- The term Additional Learning Needs (ALN) will replace the terms Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD)
- Special Educational Needs Coordinators (SENCOs) in schools will now be called Additional Learning Needs Coordinators (ALNCOs)
- The mandatory ALN Code for the new system will cover children and young people aged 0-25. This means that early years and further education colleges will have duties under the Act, but this does not include higher education or apprenticeships.
- If your child is on School Action / School Action Plus or they have a Statement of Special Needs, this will change over the roll out timescale. All children and young people with an identified additional learning need (ALN) that requires additional learning provision (ALP) will have an Individual Development Plan (IDP). The IDP will replace Individual Education Plans (IEPs) and Statements of SEN.
- Most Individual Development Plans will be the responsibility of the school but in some circumstances, they may be maintained by the Local Authority. IDPs for children under compulsory school age, who require them, for example in the early years will be the responsibility of local authorities.
- The ALNET Act expects that everyone involved with your child e.g. Childcare settings, Education, Health and Social Care will work in collaboration to support children and young people with ALN.
- There will be increased opportunities for children, young people, parents and carers to contribute to Individual Development Plans.
- It is expected that working together more closely should help to avoid disagreements.

The Governing Body have received relevant briefings on the developments of the ALN bill during Governing Body Meetings and through cluster working with other governors from the local and regional Cluster of schools.

14. Assessment Results

All children in all year groups are assessed by their teachers using a variety of diagnostic assessments and against the Foundation Phase Profile Outcomes and National Curriculum Levels set by Welsh Government. We are required to publish the results given in terms of the percentage of the group that achieves at each level for children in Year 2, as they end Foundation Phase, and Year 6, as they end Key Stage 2. The formal assessing, recording and reporting of these end of key stage outcomes and levels was again suspended for the academic year 2021 to 2022 due to the global pandemic.

The statement that we received from the Local Authority was as follows:

Assessment requirements to be removed for summer term 2022

To make space for practitioners as they prepare their new curriculum and assessment arrangements and create flexibility for them to plan a smoother transition for learners, we intend to make legislative changes. Subject to the Regulations being laid and coming into force on 30 May 2022, the following requirements on schools will be removed from this academic year. This summer term, therefore, schools will not be required to:

- undertake end of Foundation Phase and end of Key Stage 2 teacher assessments*
- moderate end of Key Stage 2 and end of Key Stage 3 teacher assessments*
- include end of Foundation Phase and end of Key Stage 2 teacher assessment outcomes when reporting to parents and carers*
- report teacher assessment outcomes at the end of Foundation Phase and end of Key Stage 2 to the local authority (local authorities will no longer need to report these outcomes to Welsh Government)*

Here at Pontlliw Primary School we consider the individual pupils' progress and the "value added" for each child in every school year, not just the national assessment points.

The value added data we have attained from teacher assessments inform us that as a school we are supporting our children very well in achieving and exceeding their potential. This is a clear reflection of the focus and effort of the staff at the school. They are giving the children a positive and effective education.

What does this mean for our children? The data, percentages and standards we are seeing don't happen by accident but very much depend on our children being inspired to learn and wanting to 'do better' for themselves, their teachers and their school. A curriculum, aligned to the National Literacy and Numeracy Frameworks and Digital Competence Framework, supported by modern and engaging resources, as well as visits and visitors all help inspire an interest in learning and bring learning to life.

In addition, there is thorough and early baselining of children's academic and social and emotional aptitudes. Target setting procedures ensure we have 'high expectations' for each one of our children and a robust tracking system monitors pupil progress against these targets to ensure that we understand the needs of the children and are able to react quickly to these needs.

As a result, a pleasing aspect of the data is that we consistently meet and often exceed the targets we set for our children.

Education is fast moving and we are always looking for ways to improve the children's experience of being at Pontlliw Primary School and to improve their achievement and attainment. Using and applying Literacy, Numeracy and Digital skills across the curriculum and in context is a national priority. We remain focused on developing our provision that caters for our 'more able' pupils who show specific talents and the ability to resolve the challenges that they are set. We also focus on reducing the impact of poverty on educational attainment and ensure we prioritise the improvement of outcomes for disadvantaged learners, another national priority.

15. Standards of Behaviour

Staff and governors work to achieve the right balance for children to be happy and relaxed while working hard, with lessons that challenge and stretch them so that they achieve as much as they individually can.

A consistent comment from visitors to the school is the good behaviour of all children. Children report to school visitors that they are happy and feel safe at Pontlliw Primary, enjoy school and are proud of their achievements. They love the stickers, house points and other privileges, which they earn for trying hard in their work and for behaving with consideration to others.

As already stated in the introduction, the Governing Body encourages all children and parents to identify any issues with behaviour in school. The first contact should be made with the class teacher and if this does not result in the resolution of the situation then the Head Teacher should be contacted.

If, after contacting the Head Teacher, there is still no resolution there is an email address published on the school website and available from the office for the Parent Governors. The Chair of Governors can be contacted if all other options have still not provided a resolution.

16. Welsh as a Second Language

Pontlliw Primary School is an English medium school where lesson instruction is given through the medium of English. However, we are very aware of our role, as a school in Wales, in promoting and developing the use of Welsh as a living language.

The teaching of Welsh as a second language is a statutory requirement from the Welsh Government therefore 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 to children 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.

Within the school we have a Criw Cymraeg, a group of children who chose to help promote the use of the Welsh language and culture. The children learnt a variety of Welsh playground games which they taught to foundation phase children.

In June 2018 we were awarded the 'Cymraeg Campus' Bronze Award – Siarter Iaith. The aim of the Language Charter award is to inspire our children and young people to use their Welsh in all aspects of their lives. We are now working on the 'Silver Award' – Siarter Aur.

We are conscious that many of our pupils join us at varying times during their school careers, several from outside Wales. For these pupils we recognise that it may take a little longer before they volunteer information through the medium of Welsh however, responding through action often comes quickly when they are immersed in our school environment. All members of staff have been trained to deliver this subject.

17. Financial Statement

This is the summary statement for the school's budget for the financial year April 2021 – March 2022. The details of funding provided by the LA are listed in the report in Appendix 1.

A substantial part of the additional income was from additional ALN funding to support pupils new to the school during the year. This is balanced by the extra expenditure required to provide the support. Donations, especially from the PTA and grants that the school have applied for, continue to be a significant contribution to school income. Additional funding also came from Welsh Government Grants, the Pupil Deprivation Grant and the Education Improvement Grant make up the majority of the extra sources of income for the school. Information as to how this money has been allocated can be found on our school website.

18. Community Links and Parental Involvement

We continue to build on our community links and parental involvement both outside and inside the school, where we always endeavour to ensure a warm welcome to all our visitors.

The diverse talents of our pupils are seen in the plays, concerts and events put on by the children. We were extremely grateful for the relaxation of the restrictions that were brought on by the global pandemic and we were able to resume a number of our planned annual activities, such as Sports Days, Discos, Summer Fair and Parents Evenings.

Reaching out into the community and supporting those in need included Red Nose Day, Children in Need, Matthew's house and clothing collections and huge range of other charities that the school supports really is a credit to the generous nature of our school community.

Parent, Teacher Association (PTA)

The PTA were again active in both fundraising and volunteering their assistance in school activities. The Governing Body recognises and appreciates their hard work and dedication, which helps considerably in the smooth running of the school and in purchasing equipment that the school could not otherwise afford.

In 2020-2021 school year, unfortunately our hardworking and dedicated PTA were unable to hold many of their successful events due to COVID restrictions in the

Autumn Term. We were able to hold a small amount of activities for children at Christmas. Fortunately, with restrictions lifting during the Summer Term, our PTA were able to host a Summer Fair, refreshments, disco and the end of term events. Our PTA have provided funding for things like Chrome Books, Outdoor Learning Resources, plus many other smaller items. The PTA Organise and help with things like refreshments at numerous school events.

The PTA works hard and shows a huge commitment to raise funds to benefit the children in school. The events are a lot of fun and are not just about making a profit. Family events included the Summer Fair, Halloween Disco, Valentine's Disco, and Christmas Fair, various pupil events. Ideas for future events are gratefully received and all ideas are considered.

PTA meetings are very informal. They are held in the school and are a good way to meet other parents. Everyone is very welcome.

The PTA has a Facebook and class Whats App groups, which includes their contact details. You can email us at school for further information.

19. Complaints

We pride ourselves on our home-school partnership and 'open door' policy. We therefore anticipate that complaints / concerns will be resolved informally and amicably via parent / teacher communication.

Parents should bring any unresolved complaints / concerns to the Headteacher after speaking with the class teacher.

There is an opportunity to contact the appropriate Governor with specific responsibilities through the parent governor contact address available on the school website or through the school office.

Parents who remain dissatisfied should then contact the Chair of Governors who will deal with the complaint and, if necessary, raise the matter with the Governing Body.

Please note that if a complaint is communicated widely in social media and / or to all governors before the process is completed it will mean that any review / appeal related to the outcome will be compromised because the governors will not be able to take an independent position on a review panel.

Appendix 1 – Financial Summary 2021 to 2022.

SCHOOL: PONTLLIW PRIMARY SCHOOL			
STATEMENT OF ACTUAL EXPENDITURE 2021/22 FINANCIAL YEAR			
	Delegated Expenditure	Non- Delegated Expenditure	Total Net Expenditure
	£	£	£
Teachers' Salaries	519,652	1,340	520,992
Salaries	347,177	-14,807	332,370
Other Employee Costs	0	0	0
Premises	83,300	0	83,300
Transport	1,000	0	1,000
Supplies & Services	41,263	705	41,968
Recharges	65,915	63	65,978
Gross Expenditure	1,058,307	-12,699	1,045,608
<i>Grant Income</i>	-129,781		-129,781
<i>Other Income</i>	-31,250		-31,250
Gross Income	-161,031	0	-161,031
Net Expenditure	897,276	-12,699	884,577
RESERVES:		£	
FINAL FORMULA ALLOCATION:		829,788	
TOTAL NET EXPENDITURE:		897,276	
TRANSFER TO / (FROM) RESERVES:		68,000	
OPENING BALANCE ON RESERVES 01/04/21		131,107	
CLOSING BALANCE ON RESERVES: 31/03/22		157,936	