

Llwyncrwn Primary School



Governors Annual Report to Parents 2024/2025

Dear Staff, Parents, Guardians and Carers

Well we all made it, to the end of another school year and what a year it was!

There was so much going on in school last year that I would be here all day trying to fit it all in, so I would just like to highlight a few things

- Our Estyn Inspection report was published in May and confirmed what we already knew ...that this is a fabulous school!
- We gained the Platinum Eco Award, the first school in the cluster to be awarded this.
- We were also awarded the gold Siarter Iaith award, again the first school in the cluster to be awarded this. I was lucky enough to attend an assembly held by the Criw Cymraeg as part of the assessment for this award. Da iawn pawb!

A huge thank you to everyone involved for the hard work and dedication involved in these massive achievements.

It was so lovely to see so many of you at our Summer Fete and again we were so lucky with the weather. The children sounded amazing with their songs celebrating Diversity and Inclusion and I'm sure you were as impressed as me with the artwork on display - what a fantastic way to celebrate us!

We continued to build our links with the school and wider community during the year providing courses in our community room, having visitors in to talk to the children about various topics and staff taking them litter picking, carol singing and even teaching Welsh to one of the groups in the Library! We also gave a big welcome to Ivy our gorgeous well-being dog!

We were excited to announce that we would be starting Llwyncrwn Ffrindiau Bach/Little Friends Parent, Baby and Toddler Group in September. Please if you know any families who would be interested in attending let them know.

I'd like to take this opportunity to thank all the staff for their continued dedication and commitment to ensuring that our children are educated in a happy and safe environment. The teaching staff for providing the many exciting learning opportunities and all the other valued members of staff for ensuring the smooth running of the school and its upkeep. It really is appreciated, particularly this year with all that was involved with the Estyn inspection.

Thank you to all our school governors for giving up your time to support the school, this really is appreciated.

Thank you to you our parents, guardians and carers for continuing to allow us to educate your children. It really is a pleasure to see them all grow and develop.

Regards

Ruth Price

Chair of Governors

Governors' details

The Clerk to the Governing Body is Mrs Gaynor Davies, Director of Education and Inclusion, Valleys Innovation Centre, Navigation Park, Abercynon, CF45 4SN.

The Chairperson of the Governing Body is
Mrs Ruth Price
c/o Llwynocrwn Primary School,
Beddau,
Pontypridd,
CF38 2BE

The following people are currently members of the Governing Body.

Name	Category of Governor	Appointed By	Retirement Date
Mr Lee Jones Mrs Stephanie Mahoney	LEA	Council Members	30-11-2026
			25-11-2028
Mrs Rhiannon Hibbert Mr Simon Newman Mrs Lisa Pitt Mr Gary Williams Miss Hayley Wren	Parent	Parents	02-05-2027
			16-10-2028
			12-10-2025
			16-10-2028
			02-05-2027
Mrs Charlotte Dando Ms Amber Ellis Mrs Ruth Price Mrs Lisa Shearer	Community Governor	Governing Body	22-10-2028
			06-02-2029
			22-10-2028
			22-10-2028
Mr Malcolm Davies	Minor Authority	Community Council	08-10-2028
Mrs Nicola James Mrs Wendy May	Teacher	Teaching Staff	11-01-2028
			29-01-2027

Mrs Lorayne Hunt	Staff	Non-Teaching Staff	20-10-2028
Mrs Claire Charles	Headteacher		

When fully constituted this governing body is made up as follows

LEA Representatives	4	Community Governors	4
Parent Governors	5	Teacher Governor(s)	2
Staff Representative	1	Minor Authority (if applicable)	1
Headteacher	1	Total	18

We currently have 2 LEA vacancies.

Attendance Information

Llwynyrwn Primary School is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all.

We will provide an environment where all pupils feel valued and welcomed and are committed to the fundamental principle that early intervention and partnership working is crucial in ensuring the attendance, protection and wellbeing of all children.

The school will follow the All Wales Child Protection procedures and local protocols in relation to specific and identifiable wellbeing issues that prevent a child from accessing education, or where there are safeguarding concerns.

For a pupil to reach their full educational achievement, a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all pupils. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance.

School attendance is subject to education law and guidance and our school attendance policy is written to reflect this legislation and the guidance produced by the Welsh Government.

The school will review its systems for improving attendance on an annual basis to ensure that it is achieving its set goals and targets as identified by the Governors, local authority, Central South Consortium and the Welsh Government.

This policy will contain the procedures that the school will use to work towards meeting its attendance targets, as set by the local authority.

The foundation for good attendance is a strong partnership between the school, parents, carers and pupils.

We will ensure that our pupils are made aware of the importance of good attendance and how this will benefit them, both now and in the future; we will offer reward schemes for individual learners, classes

and year groups who have high levels of school attendance, no unauthorised absence and/or have shown to significantly improve their attendance rates.

We will use a variety of strategies to intervene at an early stage to encourage improved attendance of individual pupils and assist to overcome any barriers that may be preventing the expected level of attendance. These strategies may be school-based, or may be implemented jointly with other partners to ensure the most appropriate support for the individual and their family.

The school will produce an action plan to show how the school will set about achieving its attendance targets. This will include the school's aims for its vulnerable groups of learners, how it intends to close the gaps between the FSM and non-FSM pupils' attendance, the operational management of attendance, the strategic management of attendance including the evaluation of impact of interventions etc.

The school target for 2024-2025 was set at 92%.

The Attendance for 2024-2025 was **93.16%**.

Vision and Aims of Llwynocrwn Primary School

Our school aims are founded on the shared values and ambitions of the school and its wider community. They give a framework from which priorities in the school development plan will be developed.

Forward Together – Ymlaen Gyda'n Gilydd

At Llwynocrwn Primary School we pride ourselves on holding a vision for all our pupils that ensures they achieve the very best education.

Our vision at Llwynocrwn Primary School is:

“To be a successful, child-centered school at the heart of our community. We aim to be a school where pupils, staff, governors, parents and carers work actively together, to ensure a rich, inspiring and engaging education; enabling every child to become a life-long learner, aspiring to high standards of achievement in all aspects of their life”.

Our vision for education at Llwynocrwn Primary School is based on 4 purposes which we want all of our pupils to develop during their time with us.

At Llwynocrwn Primary we want our pupils to be:

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

Values

Alongside our vision, we hold a set of values that we aim to develop within our pupils and staff. Not only do we want to develop our pupils academically, but believe our role as a school is to also

promote our pupils as good citizens in their community; with high levels of well-being and self-esteem too.

At Llwynocrwn we are:

- Friendly
- Kind
- Hard-working
- Creative
- Polite
- Honest
- Forgiving
- Determined
- Thoughtful
- Respectful
- Imaginative
- Caring

The curriculum was developed in consultation with stakeholders to realise the vision, including:

- staff engagement in professional learning, reading and research
- all staff considering the learners needs and the school context related to the four purposes.
- Surveys for governors, staff, parents and pupils considering what all pupils should know and be able to do, and which values they should develop during their time at the school.
- Cluster working in planning to ensure progression along the 3-16 continuum.
- Partnerships with a range of providers from the local and wider community on providing learners with distinct and enriching experiences.

The curriculum for Wales offers schools the opportunity to build a curriculum which reflects the diverse needs of each school across Wales.

For us at Llwynocrwn Primary School, this means we have the creative freedom to build a curriculum which is relevant to us being based here in Beddau, as well as being citizens of Wales and the wider world.

We have carefully considered what is important to our pupils and how this connects with their 'cynefin'.

Cynefin is a Welsh term defined by Curriculum for Wales as 'the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.'

As a school we feel this is so important as it allows us to personalise the curriculum for our pupils so that they can find meaningful connections within their learning made through their immediate surroundings.

Llwynocrwn Primary has a wealth of opportunities for pupils exploring cynefin. Indeed, many of them exist in the history and beauty of our local woods, the local area, including, The Mint, Cwm Colliery, Old Llantrisant, Pontypridd etc

Our learners will have the opportunities to become enterprising, creative contributors, ready to play a full part in life and work, as well as opportunities to become responsible citizens, as they engage critically with local, national and global challenges and opportunities past and present, and seek to imagine possible futures.

All the while, they will be encouraged to think about how they themselves can take positive action to improve the lives of people in their cynefin, in Wales and in the wider world.

The school has considered pedagogy and developed professional learning and support focused on high-quality teaching.

Organisation, plans and policies

Governors are responsible for drawing up (in conjunction with staff) the School Development Plan. The plan identifies the direction the school will take over a three-year period, in delivering the curriculum. The plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements.

The School Development Plan for the 2024-2025 academic year was approved by Governors. The targets set included short, medium, and long-term aims, and were regularly reviewed by the Governing Body.

Priority 1

To develop and improve the curriculum in order to ensure that the 5 cross-cutting themes are interwoven into our development of the curriculum.

Priority 2

To develop the breadth and depth of opportunities for extended writing, and also across the curriculum. To further embed Welsh, Spanish and BSL for all Learners

Priority 3

To continue to improve Numeracy and Maths progress and attainment across the school

Priority 4

To further develop our whole school approach to promoting positive emotional and mental wellbeing in order to reduce the impact of poverty, and improve pupils wellbeing, engagement and attendance at school

Community links

Llwyncrwn is proud to be a Community Focused Primary School, deeply committed to supporting our families and helping them overcome barriers.

Our catchment area is predominantly classified as deprived, and we work proactively to provide practical assistance across a range of areas.

We are keen to promote links with local businesses and other organisations within our community and benefits greatly from their support.

We have strong links with Bryncelynog High School and the cluster primary schools.

We aim to ensure a smooth transition for our Year 6 pupils as they move to their retrospective high schools.

Visits are planned each year giving opportunities to attend a range of lessons. Liaison meetings take place between teachers of all cluster schools in a number of areas each year including - English, Welsh, Mathematics and Science.

Pupils traditionally visit Bryncelynog in the summer term to meet other children who will be attending the school. Transition activities include a mix of social and educational tasks.

Children have many opportunities to listen to a wide range of speakers from various agencies. These include our community police liaison officer, local Fire Safety Officers, local clergy, school dentist, school nurse, Welsh authors and artists and other visitors who bring with them specialist skills and knowledge.

Charities that we support include Children in Need, Comic Relief, NSPCC and Cancer support.

We have been supporting Beddau Food Hub by collecting donations for them via the food hub donation box located at the school. Through Beddau Food Hub we provide Food Parcels for families who require them weekly. We carried out a harvest collection where all tins which were brought into school from the children were donated to the Food Hub. Food parcels are collected from school from Beddau Hub and weekly collection of food parcels via a local church, through the holidays for families.

We run pre-loved uniform events scheme, which is very popular with our parents. We receive donations of unwanted uniform which allows us to recycle this for other families of the school.

We also collect pre-loved Christmas jumpers, Halloween outfits, Prom dresses etc.

Our Family and Community Engagement Room is utilised well.

Training that has been organised for parents and the community include:

Finance/Budgeting

Supporting Children Through Play

How Maths is taught in school

Safeguarding

Slow cooker

Lego Therapy

Paediatric First Aid

I.T Skills (various levels)

Food Hygiene

Digital Work Shops

ASD Awareness

Confidence Building

ADHD Awareness

Emotional Coaching

Science

ALN Introduction

Understanding Trauma

Stress Management

We have planned community events, including training and courses for parents and carers.

A community-focused school celebrates diversity and ensures every child feels valued.

In Summer 2025 we held a fabulous Diversity Community Events, entitled 'Celebrating Us!'

We were very pleased that ESTYN recognised the hard work we have done with Community Focused Schools.

Spotlight 1: A community focused school approach to support families and pupils

The school's well-being team work effectively to support pupils, families and the community to reduce the impact of socio-economic challenge. The school's family community room enables parents to meet regularly in a cosy, safe and supportive environment. The Family Engagement Officer (FEO) leads family learning programmes, including providing information for parents on how to support their children with literacy and how to develop their own finance and budgeting skills. The FEO helps leaders to address any poor attendance successfully.

School Term dates

Term	From	To
Autumn 2025	Monday, September 1 2025	Friday, October 24 2025
Half Term	Monday, October 27 2025	Friday, October 31 2025
Autumn 2025	Monday, November 3 2025	Friday, December 19 2025
Christmas Holidays	Monday, December 22 2025	Friday, January 2 2026
Spring 2026	Monday, January 5 2026	Friday, February 13 2026
Half Term	Monday, February 16 2026	Friday, February 20 2026
Spring 2026	Monday, February 23 2026	Friday, March 27 2026
Easter Holidays	Monday, March 30 2026	Friday, April 10 2026
Summer 2026	Monday, April 13 2026	Friday, May 22 2026
Half Term	Monday, May 25 2026	Friday, May 29 2026
Summer 2026	Monday, June 1 2026	Monday, July 20 2026

- i) **Mon 1 Sept 2025 and *Monday 20 July 2026** will be designated INSET days for **all** LEA Maintained Schools. The remaining three INSET days to be taken will be at the discretion of each individual school following appropriate consultation with staff. ***It is intended that this INSET Day will either be taken on Mon 20 July 2026 or at an alternative time for example in the form of twilight sessions.**

All schools will be closed on **Monday 4 May 2026** for the May Day Bank Holiday.

Significant dates: Christmas Thursday 25 December 2025
 Easter Good Friday 3 April 2026
 Easter Monday 6 April 2026

May Bank Holidays Monday 4 May 2026

Monday 25 May 2026

ALN

The school's policy for the Assessment of and Provision for Pupils with Additional Learning Needs is summarised as follows:

The school's policy for the identification, assessment and provision for pupils with additional learning needs is consistent with the requirements of the Additional Learning Needs Code for Wales (approved by the Senedd on 23rd March 2021) under section 4 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

The school's Additional Learning Needs Co-ordinator (ALNCo) works closely with all other members of staff to ensure that individual educational plans are developed and implemented to meet the needs of pupils, appropriate to those who require them.

The ALNCo also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches his or her potential.

During the academic year 2024/2025:

		YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Pupils with ALN	Number Pupils	3	3	3	3	5	6	4	4	31

RCTCBC is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary. The school's admission arrangements are therefore operated in line with the Authority's policy on school admissions which is contained in the publication Starting School Book. The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's website.

Pupils will usually remain in the school until they complete year six and then transfer to secondary school. This school is a feeder school for Bryncelynnog Comprehensive School however pupils may apply to attend any secondary school they choose, subject to compliance with the Authority's admissions policy.

It is the Authority's policy that all children, as far as is possible within the terms of the Education Act 1996 (amended by the Special Educational Needs and Disability Act 2001 and the Additional Learning Needs and Educational Tribunal Act 2018) should be educated in mainstream Welsh, English and dual language schools within their local communities. The Additional Learning Needs Code 2021 provides statutory advice to

professionals regarding their roles and responsibilities and further guidance is provided within the Equality Act 2010.

The Additional Learning Needs and Education Tribunal Act 2018 clearly states that most pupils with additional learning needs should receive appropriate and inclusive additional learning provision within their local mainstream Welsh, English or dual language school. However, children with significant and very complex learning difficulties may be offered placement in a Learning Support Class within a mainstream school or in a special school. Children with significant and highly complex social, emotional and behavioural difficulties may receive their education via RCT's EOTAS (Education Other Than At School) Provision. Decisions regarding specialist placements are made by the Access and Inclusion Service following consultation with parents, schools, health professionals and other relevant support services.

The Governing Body is mindful of the requirements of the Equality Act 2010 and the Special Needs and Disability Act (SENDA) 2001 in drawing up the School Development Plan/Post Inspection Action Plan, and the day-to-day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

The Authority has in place an Accessibility Strategy Plan and in line with this strategy has had an audit of the school site undertaken, as part of an Authority wide brief, to identify any potential barriers and to improve the access to the school.

Sport 2024/2025

- **Swimming** (all children from Year 3 – 6)
- **After School Clubs** (football, rugby, netball, athletics club)
- **Cardiff City Foundation**
 - All children in PS2 and PS3 had a 6-week block of sessions where they worked on football skills. This ran over a 12-week period. The CCFC Foundation also ran an after-school club – 6 weeks with Year 3/4 and 6 weeks with Year 5/6
- **Sports Ambassadors:**
 - Attended a training event at Llantrisant Leisure Centre during the Autumn term, hosted by SportRCT, to develop their skills in leading sports and creating sporting projects to drive pupil engagement.
 - Following the Pupil Sport Survey that was designed by the Sports Ambassadors; they applied for and successfully secured £250 funding from SportRCT, through their 'Dragon's Den' initiative. The Sports Ambassadors wanted to improve P.E. lessons and expand our sports day by purchasing more 'field event' based athletics

equipment. This included shot puts, more javelins and measuring mats for jumping events. Their hope was to diversify P.E sessions for all pupils and improve sports day by making it longer and 'accessible' for children whose talents lay outside of track/running events.

- The equipment was also used to establish an after-school athletics club. 32 children aged Year 3 - 6 attended afterschool athletics clubs, using the equipment gained due to the project. Of the 32 children, all of them returned consistently over an 8-week period. All of the children who participated in these sessions reported feeling 'happier', 'healthier' and 'more confident' (this data was gathered by the Sports Ambassadors during a 'hands-up survey'). At least one of the Young Ambassadors was present every week, assisting the teacher with the sessions as well as participating. Athletics Club will now form a part of our after-school provision this year and hopefully for years to come.

- Urdd Football Y5/6 3-10-24
- Sessions with Beddau Rugby Club (Autumn Term)
- Engagement with SportRCT virtual events throughout the year - this included: dance, boxercise and HIIT sessions
- RCTSFA Boys Qualifier Tonyrefail 20-2-25
- Urdd Open Rugby Tournament-Bridgend 20-3-25
- RCT Football Tournament Y5/6 15-5-25
- Sports Day 18-6-25
- Year 6 Transition Sports Day at BC 24-6-25
- Mr Brown Tennis Tournament LLC 25-6-25
- Beach Rugby Festival at Barry 8-7-25

Healthy eating and drinking

We continue to support and promote our pupils' health and wellbeing. The development of healthy lifestyles is of high priority in our school. Children take part in a range of activities to ensure that they feel safe and staff and Governors receive annual child protection training.

In surveys children highlight very positive attitudes to school life and report that they feel safe and happy at Llwynocrwn Primary School.

The school continues to have a robust safeguarding and child protection procedure in place, including safer recruitment.

School lunches are always nutritionally balanced by our catering team and we actively encourage parents to supply pupils with a healthy packed lunch, where school dinners are not taken. Pupils are encouraged to bring with them a piece of fruit for break time and also a water bottle.

Foundation pupils receive milk during their morning break.

Fizzy drinks, chocolate, sweets or foods high in fat and salt are not encouraged by the school.

We have ELSA support in school and also a Family Liaison Officer who will support the families of Llwynocrwn and help to improve attendance and wellbeing throughout the school.

Welsh language

It is important that the children of Llwynocrwn Primary School are taught Welsh. It enriches their knowledge and understanding of the culture and heritage of Wales. It develops their personalities and ability to contribute to the community giving them a sense of place and identity. We recognise that very few children at Llwynocrwn Primary School speak Welsh at home and that school is often their only contact with the language and culture of Wales.

The aims of teaching Welsh at Llwynocrwn Primary are;

- To develop pupils knowledge, understanding and skills within an integrated programme of speaking and listening, reading and writing;
- To create a Welsh ethos within which to promote the teaching of the Welsh language;
- To create opportunities for children to enjoy the rich heritage of Wales;
- To offer children opportunities to perform and compete in Welsh during school Eisteddfods

Llwynocrwn achieved the Cymraeg Campus Bronze Award in November 2021 and the Cymraeg Campus Silver Award in July 2023.

Cymraeg Campus Aims

We want to inspire children and young people to use Welsh in all aspects of their lives. The Siarter Iaith is for everyone; all members of the school community have a part to play - the school council, learners, workforce, parents, carers, governors and the wider community.

Together we will increase the social use of Welsh by children and young people.

Llwynocrwn achieved the Cymraeg Campus Gold Award March 2025. We are very proud of this achievement.

Provision of school toilet facilities

The building is generally in a good state of repair.

Recently, the following refurbishment/repairs have been carried out.

- New handrails on the outdoor yard steps
- Step edges have been painted
- New security fob mechanisms at reception

Our current Nursery class has moved into two Foundation Phase classrooms. The Nursery building will be modernised and equipped for the 21st century during Summer Term 2026.

SOLO continue to be the cleaning company under contact

Our website has weekly Newsletters with upcoming dates for the year.

PDG funding

This statement details our school's use of the PDG for the 2024 to 2025 academic year. It outlines our strategy, how we intend to spend the funding in this academic year.

School Overview

Detail	Data
School name	Llwyncrwn Primary School
Number of pupils in school	270
Proportion (%) of PDG eligible pupils	28%
Date this statement was published	March 2024
Date on which it will be reviewed	March 2025
Statement authorised by	C. Charles
PDG Lead	C. Charles
Governor Lead	R. Price

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£95,450

Statement of Intent

At Llwynrwn Primary School we aim to ensure all our current plan for PDG is integrated into our overall SDP-School Development Plan.

We focus on planning actions and interventions that focus on improving the attainment of pupils from deprived backgrounds, especially those who are eFSM.

Our key principles include:

- Providing high quality interventions
- Providing enriching activities for disadvantaged pupils
- Providing high quality Social and Emotional learning
- Developing family and community engagement

We have drawn on best practice, previous successes, and well-evidenced interventions to develop our whole-school strategy. We have clear expectations from our interventions and monitor progress and evaluate their effectiveness. We understand that classroom teaching has the greatest influence on pupils' learning of all education factors and that pupils from disadvantaged backgrounds will benefit even more than their peers from high-quality teaching. To support this, we have clear performance management and a planned professional learning programme for all staff focused on raising achievement of disadvantaged learners. We place the wellbeing of every child at the heart of our work. We support our disadvantaged and vulnerable pupils with a strong focus on providing a safe and nurturing environment where pupils and staff feel secure.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Reading Ages for eFSM pupils	Differences in Reading age and Chronological age The gap between the reading ages of eFSM and non eFSM narrows
Improved engagement and wellbeing of disadvantaged pupils	Improved attendance of eFSM pupils Improved wellbeing of eFSM pupils
Pupils provided with high quality social and emotional support	Pupils are able to access mainstream teaching. Improved national test scores of identified pupils
Improved parental engagement	Improved attendance at community meetings and parental workshops Greater % of parents engaging in home school activities
High quality teaching and learning	Specific tracking system developed for eFSM pupils to track performance and progress Teaching is judged at least good in 100% of lessons with 25% judged as excellent

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

We aim to provide high quality interventions

We will provide enriching activities for disadvantaged pupils

We will continue to provide high quality social and emotional learning

We will further develop family and community engagement

Learning and Teaching

Budgeted cost: £ 95,450

Activity	Evidence that supports this approach
Providing high quality interventions	Early Years intervention: Evidence suggests that early years intervention is beneficial with above average levels of impact Oral language interventions show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.

Community Schools

Activity	Evidence that supports this approach
Developing family and community engagement	Parental involvement: Actively involving parents in supporting their children's learning at school. This includes training for parents and carers such as improving IT skills, Mathematics skills, ADHD Awareness, Cookery. Also, more intensive programmes for families in crisis.

Wider strategies

Activity	Evidence that supports this approach
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Providing high quality social and emotional learning	Social and emotional learning ELSA results show increased wellbeing
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A Financial Statement

<u>EMPLOYEE COSTS</u>	<u>Total Spent</u>
STAFFING COSTS INCLUDING SUPPLY	£1,473,679
<u>PREMISES RELATED COSTS</u>	
INCLUDES ENERGY, REPAIRS, CLEANING, BUILDING RELATED SLA's	£145,247
<u>TRANSPORT</u>	
INCLUDES INSURANCE, PETROL, TRAVEL CLAIMS	0
<u>SUPPLIES AND SERVICES</u>	
INCLUDES CAPITATION, ICT, COURSES, PHOTOCOPYING, STAFF INSURANCE, SERVICE SLA's	£108,915
<u>GRANTS</u>	
EIG, PDG, EYPDG, PDGCLA	£194,265
<u>ADDITIONAL INCOME</u>	
INCLUDES WELSH GOVERNMENT GRANTS, MISCELLANEOUS, STAFF INSURANCE CLAIMS,	£1,391,405

