EAST RIDING OF YORKSHIRE COUNCIL

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Tom Chamberlain Director of Education, Schools and Inclusion

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Date:	Tuesday, 07 October 2025

To: The Resources Committee of Inmans Primary School,

I give below the agenda for the meeting of the Resources Committee of Inmans Primary School, which is to be held on **Monday 20 October 2025 at 6.00pm**. If you are unable to attend the meeting please inform this office at the earliest opportunity, in order that meetings without a quorum can be identified in advance.

The Governors Support Officer who will facilitate your meeting is Sian Trulio who can be contacted on sian.trulio@eastriding.gov.uk

In order to expedite business, governors are asked to submit a request to the Chair before the meeting regarding any urgent items which they wish to raise under any other business. Inclusion of any other business is at the discretion of the Chair.

I would like to take this opportunity to remind you that notification of any items to be added to the next agenda should be submitted to this office no later than three weeks before the next meeting.

A G E N D A

1 **Apologies for Absence**

To receive any apologies for absence.

2 **Consent for Absence**

To consider giving consent for individual governors to be absent from this meeting where apologies have been received.

3 **Confirmation of any items to be raised under any other urgent business**

Please note: any items that are to be raised **must** be agreed by the Chair prior to the meeting.

4 **Declaration of Interests**

Governors are required to declare any pecuniary or non-pecuniary interests they may have in **any items on the agenda** together with the nature of the interest.

5 **Minutes** Enclosure

To authorise the Chair to sign the minutes of the meeting held on 19 May 2025.

6 **Matters Arising from the Minutes**

To review any matters arising from the minutes.

7 **Governor Actions** Enclosure

To review any actions from the previous meeting.

8 **Budget Update**

To receive an update on the current budget position.

9 **Five Year Budget Plan**

To consider the Five Year Budget Plan for approval.

10 **Pupil Premium Plan/Strategy** Enclosure

To receive the action plans/reports.

11 **Sports Premium Plan/Strategy** Enclosure

To receive the action plans/reports.

12 **Financial Standards Comparison** Enclosure

To receive the benchmarking information.

13 **School Fund Account**

a) to approve the auditor of the School Fund Account;

b) to approve the audited annual statement of the School Fund Account.

14 **Catering Enquiry**

To review the Catering Enquiry.

15 **Residential Visits**

To consider the proposed Residential Visits for approval.

16 **GDPR** Enclosure

To receive the Annual Information Governance Report.

17 **Any Other Urgent Business**

Only items identified at the beginning of the meeting to be discussed.

18 **Review of Actions**

To review the actions agreed in the meeting.

19 **Future Meetings**

Monday 2 February 2026 at 6.00pm;
Monday 18 May 2026 at 6.00pm.

PART B

Confidential – Not for Publication

20 **Confirmation of items to be raised under Any Other Urgent Business of a Confidential Nature**

21 **Declaration of Interest on any item on the agenda**

Governors are required to declare any pecuniary or non-pecuniary interests they may have in **any items on the agenda** together with the nature of the interest.

22 **Minutes** Enclosure

To authorise the Chair to sign the minutes of the meeting held on 19 May 2025.

23 **Matters Arising from the Minutes**

To review any matters arising from the minutes.

24 **Governor Actions** Enclosure

To review any actions from the previous meeting.

25 **Any other urgent business of a Confidential Nature**

26 **Review of Actions**

To review the actions agreed in the meeting.

Sian Trulio
Governors Support Officer

Pupil premium strategy statement – Inmans Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	13.8%
Proportion (%) of EYPP	1.3%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023-2025
Date this statement was published	12.01.24
Date on which it will be reviewed	01.12.24
Statement authorised by	S Fellows
Pupil premium lead	S Fellows & S Carlill
Governor / Trustee lead	Nick Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 85,090
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£ 0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£ 85,090

Part A: Pupil premium strategy plan

Statement of intent

Inspire, Promote and Support is our mantra for all our children. It is our absolute aim that every pupil, including disadvantaged pupils, enjoy their time at school, learn more and remember more and are ultimately ready for their next step.

Even though we are a large primary school, we are committed to meeting the needs of every individual child and family. As a community-based school, we are entrenched in our locality and invite our parents to join with us in their child's primary journey. We go above and beyond to support our families, and as a result build strong relationships built on communication.

We ensure that teaching and learning opportunities and wider school experiences meet the needs of all our pupils regardless of their social context.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The children's families require professional services involvement for a variety of reasons. Services need to coordinate to ensure that strategies are in place to support the children. School is required to direct services at times.
2	Children have speech and language difficulties. These difficulties affect vocabulary development and overall fluency with phonics, spelling and then reading. Post pandemic the SALT team are very stretched. Also, parents sometimes miss appointments for a variety of reasons and then children are removed from the program.
3	Children have additional learning needs. They enter school below expected in reading, writing and maths. The challenge is to accelerate learning and enable them to reach expected. However due to the additional needs, some pupils will make good progress but not reach the expected level for their age.
4	School readiness daily and more globally provides a challenge for some of our children. From equipment to mindset – it is essential that our children are in the right place to learn.
5	For a small number of our children – attendance is a challenge. Missing periodic days impacts on their learning as gaps form. The pupils then find the next lessons tricky and this forms a cycle. Their self esteem and confidence in work lowers.
6	Linked to several other challenges, the children require additional emotional support. Sometimes linked to home and sometimes to school, particularly

	friendships. These children can sometimes need daily support without being on SEN register.
7	Home finances mean that children do not have access to extra-curricular experiences and residential visits.

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
Children and families with professional service involvement are well supported. All actions are completed in a timely manner and school will coordinate services where required.	Families engage willingly and can see the outcomes from the work. Children are engaged in school.
Children with speech and language difficulties receive high quality therapy. This is supported with programmes that can followed up in school daily. Use of vocabulary increases and pupils are more confident with unfamiliar words.	Children can communicate with increasing clarity. They can read sounds and blend accurately meaning that they pass the phonics standard and/or show significant progress. In later years pupil reach at least the expected standard in reading.
Children with additional needs are well supported in all areas of school life.	Children are settled. They have bespoke programmes where appropriate and adults support them to make particularly timely progress from starting points.
Children have a positive attitude towards school life. They engage in lessons. They have all they need for the school day.	Children are ready for the school day, including transition into school, and motivation is evident across the curriculum. They report that they enjoy school and progress increases. They participate well in lessons by asking and answering questions, sharing their ideas and their output increases. All pupils participate in an additional school provision.
Attendance for these children improves. Unauthorised absence is reduced and parents communicate with school when there is an absence.	Attendance is in line with the national. Children want to attend school and arrive on time.
Children take more pride in their work and are proud of their work that they produce and this is clear within their presentation.	Work produced is to the best of their ability and it is clear to see that they have taken pride within their work following the school's handwriting policy. Handwriting is produced using the lines and letters are formed correctly. Rulers are used accurately when required.
Children have the same opportunities regarding visits and clubs.	Families can access support to fund residential visits. They attend a club of their choosing. Occasional offers of breakfast and

	late club will be arranged, situation dependent.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers to support with writing SMART targets and understanding the process for speech and language intervention for pupils with additional needs.	Not all pupils with additional needs have SMART targets in their provision. This can hinder learning as the next small steps are not identified for the child or adult working with them. Creating a central storage school system for all CPD	2, 3
CPD given to all new teachers and support staff to Floppy's Phonics scheme. Including staff moving area and new staff in EYFS.	Phonics reading scheme validated by the DFE (Department for Education). GOV.UK Floppy Phonics	2, 3
Instructional coaching CPD sessions with staff to develop practice across the school.	Instructional coaching is known to be the most effective form of CPD to improve teaching practice across schools. It allows staff to follow a clear cycle of identifying, learning and improving practice. The cycle is flexible allowing us to cater to distinct experience and expertise focusing primarily on student outcomes. Headteacher Update	2, 3, 6
Retain additional staffing in classrooms to support/challenge	Additional staff support in the classroom can support teaching staff in children's	3, 6

disadvantaged pupils across all year groups and to support recovery from lost learning.	knowledge and understanding. to complete tasks to a high standard. Reduce pressure on staff. TAs (teacher assistants) add value to what the teachers do. Making best use of Teaching Assistants	
Purchase of oracy curriculum to provide golden thread through Inmans curriculum	Review of current speaking and listening curriculum. Strengthen this with oracy curriculum. Currently exploring 'Voice 21'. Implement the new curriculum	2, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *19,975*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to support reading/phonics. Lexia £6,900	Lexia Reading Core5 has been found to accelerate the development of literacy skills. Lexia Efficacy Research	2
Speech and Language intervention. 'I Can' Speech and Language UK Well Comm speech tool Speech and language flow chart for staff Communication and Language needs. Lego therapy training for 1:1s and Inclusions Team.	Speech and language interventions benefit children by giving them personalised strategies to develop their communication and language skills.	2
TA support with curriculum activities.	Additional staff support in the classroom can support teaching staff in children's	2, 6

1:1 reading and discussion. 1 TA per year group as a min.	knowledge and understanding. to complete tasks to a high standard. Increased ratio of adults to children creating a more personable working environment. TAs add value to what the teachers do. Making best use of Teaching Assistants	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *27,261*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase of ELSA provision to enable ELSA TA sessions with targeted PP FSM and PP LAC/PLAC children.	It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour. The Effectiveness of an ELSA	1, 5 and 6
Developing the learning environment and reading resources to encourage rich vocabulary.	By developing a literacy rich learning environment, the importance of speaking, reading, and writing is emphasised to children. Printed words and pictures create a vocabulary rich environment where children connect words with meaning. Literacy Rich Environments The Benefits of a Literacy Rich Environment	2
Creative Mindfulness. *Increase in capacity for Drawing and Talking and nurture Pod TAs.*	Self-regulation approaches have proven highly successful in supporting a number of disadvantaged pupils classed as SEND make progress both in their learning and in their relationships and attitudes to school life. Self-regulation Activities	1, 5 and 6
Employ Family Liaison Officer	Involving families in their children's education is not only a legal	1 and 4

	requirement in special education, it also predicts academic achievement, social and emotional development, and a variety of other positive school outcomes for all children. Family Liaison- Bridging the Gap	
Pay for residential/ day visits and other activities	Cultural Capital Toolkit	7

Total budgeted cost: £ *85,090*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Inmans there are many measures to see the impact of the allocation of the Pupil Premium fund:

- **EYFS disadvantaged pupils achieve better than national disadvantaged due to the precision of the interventions.**
- **Thorough understanding of the multi-faceted needs of our PP pupils. E.g. Y1 phonic outcomes affected by additional needs however pupils made very good progress and the majority expected to pass the standard in Y2.**
- **At the end of KS1 pupils the above applies again – due to the high level of EHCP and IPOD pupils.**
- **Y6 disadvantaged preformed particularly well compared to national disadvantaged in maths and reading.**
- ***Y6 disadvantaged pupils successfully transitioned to their new settings where identified.***
- ***Each pupil has had the opportunity to attend music lessons and out of school club – uptake = 20 pupils (Autumn term)***
- ***Each pupil (in the specific year groups) could have the residential visit costs paid. Uptake = Approximately 10 pupils in Y3, Y4 and Y6.***
- ***Pupils report that they enjoy school, specifically the wider curriculum.***
- ***Achieved and sustained wellbeing for all pupils.***
- ***Experiences of the wider world, arts, and music. Will take part in educational visits in line with their peers. Some pupils have had additional help with visits.***
- ***Enabling all children to have full access to all educational and social opportunities.***
- ***Engagement from home. School works in partnership with families, parents, and carers.***
- ***All disadvantaged families feel they are supported by school – meaning that the relationship is strong and parents will reach out for support including support with accessing other services as required.***
- ***Some pupils have support with home-school transport, and additional bespoke support. Details can be discussed with the Family Liaison Officer or Headteacher***

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
We identified any emotional needs, where children may have had a parent/carer who was deployed, and provided ELSA support where needed. Academically, children were provided with interventions, matched closely to their individual needs. We identified any emotional

needs, where children may have had a parent/carer who was deployed, and provided ELSA support where needed. Academically, children were provided with interventions, matched closely to their individual needs. These are monitored and reviewed in the normal school practice.
The impact of that spending on service pupil premium eligible pupils
Wellbeing of service children was well provided for, and children's wellbeing was sustained, as observed by teachers and agreed with parents.

Reporting PE and sport premium grant expenditure - your funding allocation

Submission Id : **8PYvHjV87h** 2025-09-03, 11:25 AM

Submission Status : **NOT SUBMITTED**

You must submit your online form before closing your browser window.

UKPRN	10073371

1. Funding grant

Is the total amount for PE and sport premium grant for academic year 2024 to 2025 correct?	Yes
Did your school have any unspent grant funding from the allocation for academic year 2024 to 2025?	No
Did your school carry forward any grant funding from previous years for use in academic year 2024 to 2025?	No

Declaration 1	I have the authority to submit this return on behalf of my school
Declaration 2	the data is true and accurate to the best of my knowledge

Reporting PE and sport premium grant expenditure - categories of grant spending

Submission Id : **SeTnvASxrn** 2025-07-30, 12:59 PM
Submission Status : **SUBMITTED**

UKPRN	**10073371**

2. Categories of grant spending

Has your school spent any of its PE and sport premium grant on CPD?	**Yes**
How much has your school spent on CPD external training courses?	**300**
How much has your school spent on CPD upskilling staff to deliver swimming lessons?	**0**
How much has your school spent on CPD internal learning and development?	**3500**
How much has your school spent on CPD inter-school development sessions?	**150**
How much has your school spent on CPD online training / resource development?	**2500**
How much has your school spent on CPD external coaches supporting confidence and competence?	**1000**
External training courses	**300**
Upskilling staff to deliver swimming lessons	**0**
Internal learning and development	**3500**
Inter-school development sessions	**150**
Online training / resource development	**2500**
External coaches supporting confidence and competence	**1000**

Total school spending on CPD	**7450**
Has your school spent any of its PE and sport premium grant on internal activities?	**Yes**
How much has your school spent on internal school based extra-curricular opportunities?	**2000**
How much has your school spent on internal sports competitions?	**0**
How much has your school spent on internal top-swimming lessons or broadening aquatic opportunities for pupils?	**0**
How much has your school spent on internal active travel?	**50**
How much has your school spent on internal equipment and resources?	**3200**
How much has your school spent on internal membership fees?	**0**
How much has your school spent on internal use of educational platforms and resources?	**0**
School based extra-curricular opportunities	**2000**
Internal sports competitions	**0**
Top-up swimming lessons or broadening aquatic opportunities for pupils	**0**
Active travel	**50**
Equipment and resources	**3200**
Membership fees	**0**
Use of educational platforms and resources	**0**
Total school spending on internal activities	**5250**
Has your school spent any of its PE and sport premium grant on external activities?	**Yes**

How much has your school spent on external activities organised by School Games organiser network?	**3630**
How much has your school spent on external - other inter-school sports competitions?	**1000**
How much has your school spent on external coaching staff?	**2000**
Activities organised by School Games organiser network	**3630**
Other inter-school sports competitions	**1000**
External Coaching staff	**2000**
Total school spending on external activities	**6630**
Total CPD category spend	**7450**
Total internal category spend	**5250**
Total external category spend	**6630**
Total spent of PE and sports premium	**19330**
Declaration 1	**I have the authority to submit this return on behalf of my school**
Declaration 2	**The data is true and accurate to the best of my knowledge**

Reporting PE and sport premium grant expenditure - opportunities, impacts and sustainability details

Submission Id : **qvNN5IX4mA** 2025-07-30, 01:03 PM
Submission Status : **SUBMITTED**

UKPRN	**10073371**

3. Opportunities in sport

Has your school targeted any spending on providing or improving opportunities in PE, sport and physical activities for pupils with SEND or long-term medical conditions?	**Yes**
SEND list	**Training or CPD to support inclusive PE sport and physical activity provision, Supporting participation in extra-curricular opportunities or competitions, Specialist equipment and resources for children with SEND, Other**
Has your school targeted any spending on increasing or improving girls' access to PE lessons or access to extra-curricular sport and physical activities?	**No**
Has your school targeted any spending on providing or improving opportunities in sport and physical activities for disadvantaged pupils?	**No**

4. Perceived impacts and improvements

What impact has this funding had within your school on increasing all staff's confidence, knowledge and skills in teaching PE and sport?	**Positive impact**
What impact has this funding had within your school on increasing engagement of all pupils in regular physical activity and sport?	**Positive impact**
What impact has this funding had within your school on raising the profile of PE and sport across the school to support whole school improvement?	**Positive impact**

What impact has this funding had within your school on offering a broader and more equal experience of a range of sports and physical activities to all pupils?	**Positive impact**
What impact has this funding had within your school on increasing participation in competitive sport?	**Positive impact**
Has your school's PE and sport premium spending achieved any of the following?	**An increase in pupils' physical activity levels, An increase in the number of pupils participating in extra-curricular activities , An increase in staff completing training and CPD, Other**
What impact has your school's spending of this funding had on PE attainment?	**Positive impact**
What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?	**Positive impact**
What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?	**Positive impact**
What impact has your school's spending of this funding had on increasing pupil participation in extra-curricular activities?	**Positive impact**

5. Sustainability

What impact has your school's spending of this funding had on ensuring that the improvements made are sustainable?	**Positive impact**

6. Swimming and water safety

Does your school have year 6 pupils?	**Yes**
What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres?	**65**
What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)?	**65**
What percentage of pupils in your current	**65**

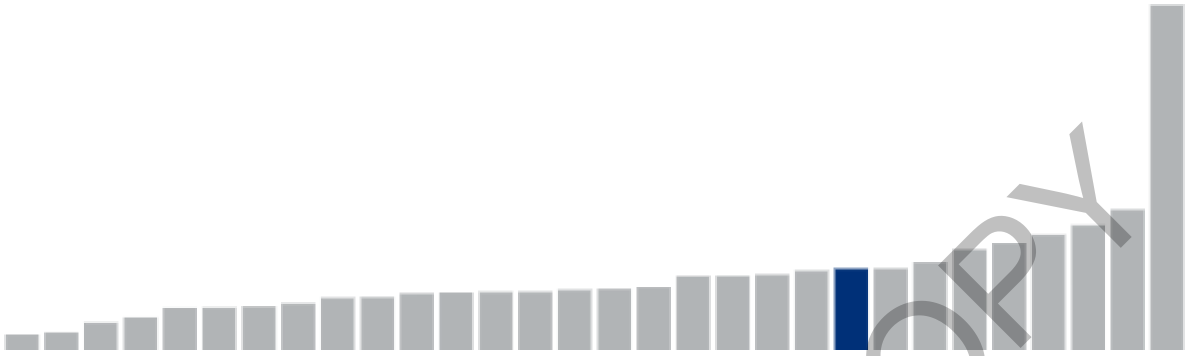
year 6 cohort can perform safe self-rescue in different water-based situations?	
What impact has your school's spending of this funding had on swimming and water safety attainment?	**No impact**

7, Declarations

Declaration 1	**I have the authority to submit this return on behalf of my school**
Declaration 2	**The data is true and accurate to the best of my knowledge**

Administrative supplies

E22 E20D



This school spends
£61
per pupil

Similar schools spend
£45
per pupil, on average

This school spends
£16 (34.9%)
more per pupil

Catering staff and supplies

E06 E25

High priority	Spending is higher than **100%** of similar schools.

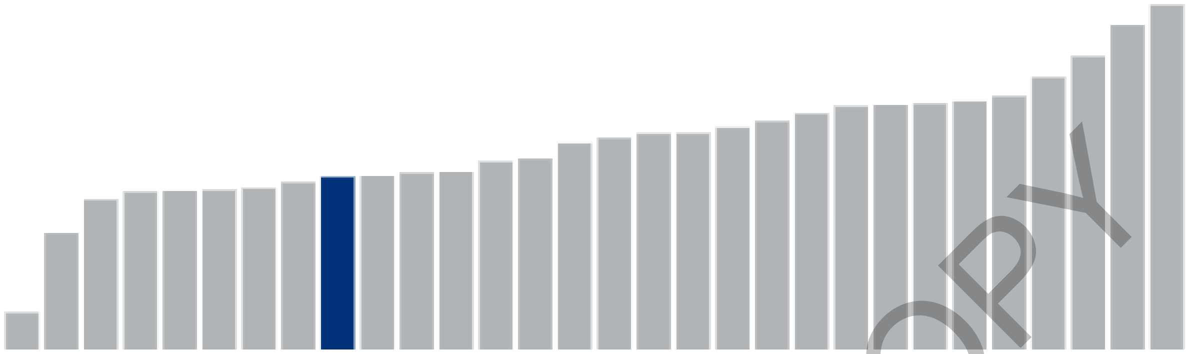
This school spends
£725
per pupil

Similar schools spend
£312
per pupil, on average

This school spends
£413 (132.6%)
more per pupil

Premises staff and services

E14 E12 E18 E04



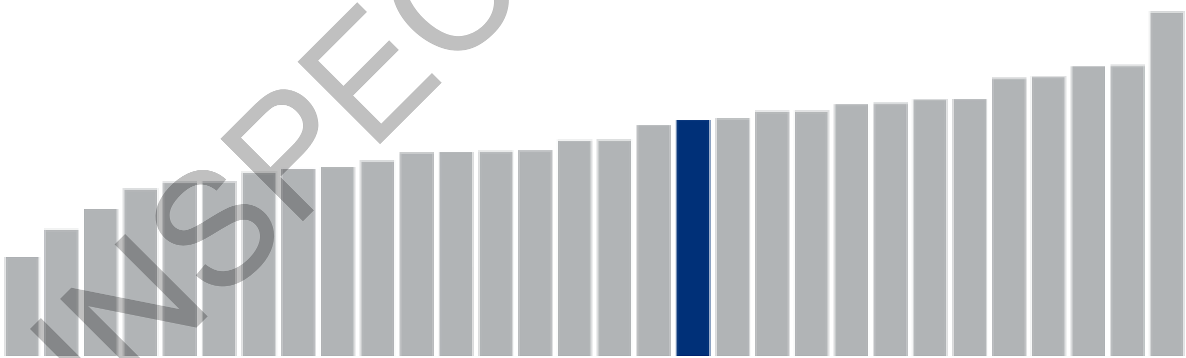
This school spends
£42
per square metre

Similar schools spend
£51
per square metre, on average

This school spends
£9 (17.5%)
less per square metre

Utilities

E16 E15



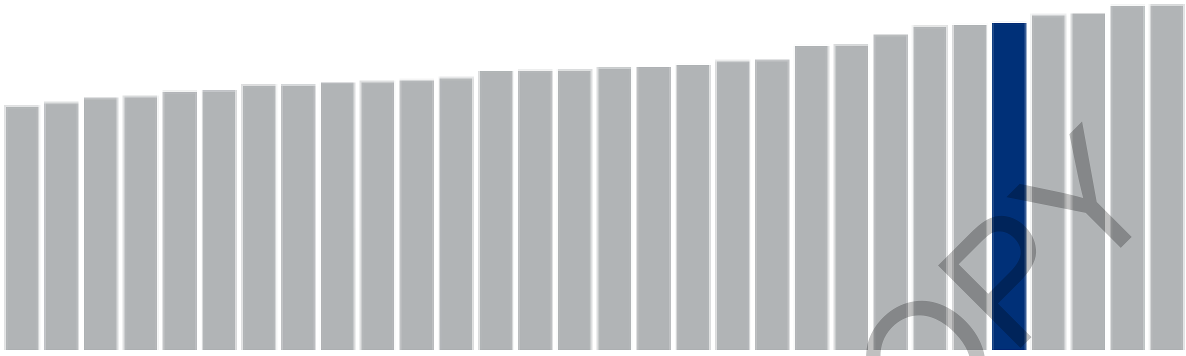
This school spends
£22
per square metre

Similar schools spend
£20
per square metre, on average

This school spends
£2 (9.4%)
more per square metre

Teaching and Teaching support staff

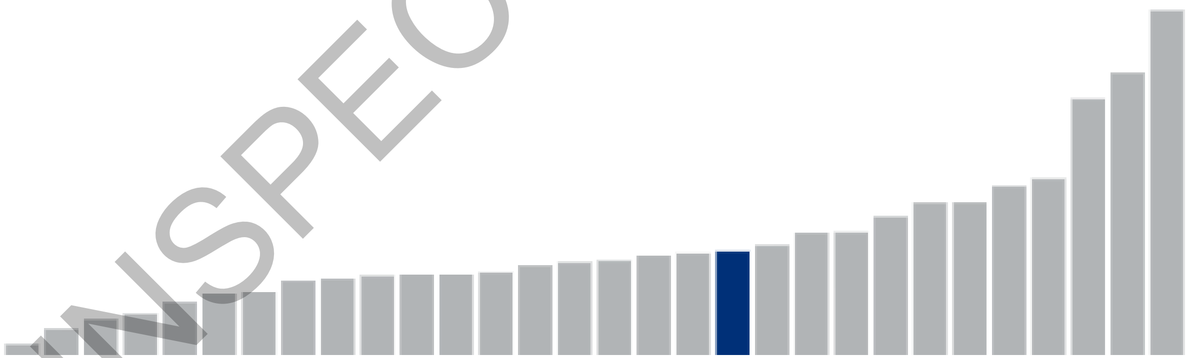
E01 E02 E26 E03 E27



This school spends **£5,212** per pupil	Similar schools spend **£4,478** per pupil, on average	This school spends **£734** (16.4%) **more** per pupil

Educational ICT

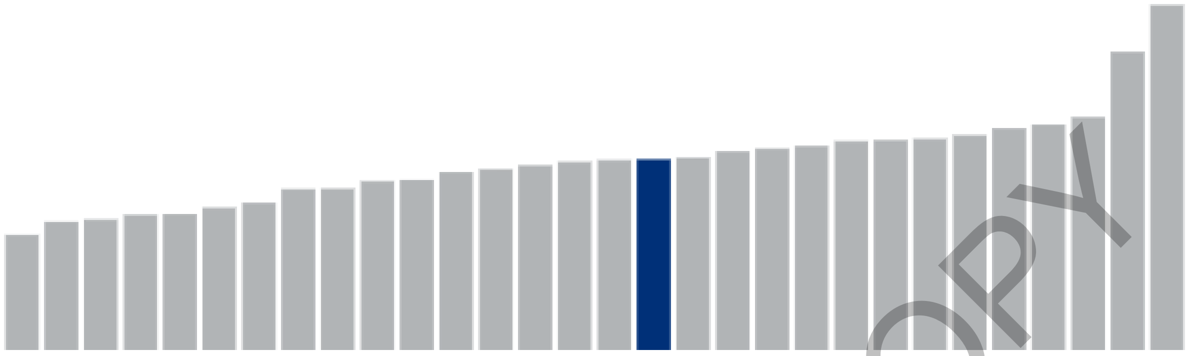
E20A E20B E20C E20E E20F E20G



This school spends **£58** per pupil	Similar schools spend **£52** per pupil, on average	This school spends **£6** (10.8%) **more** per pupil

Educational supplies

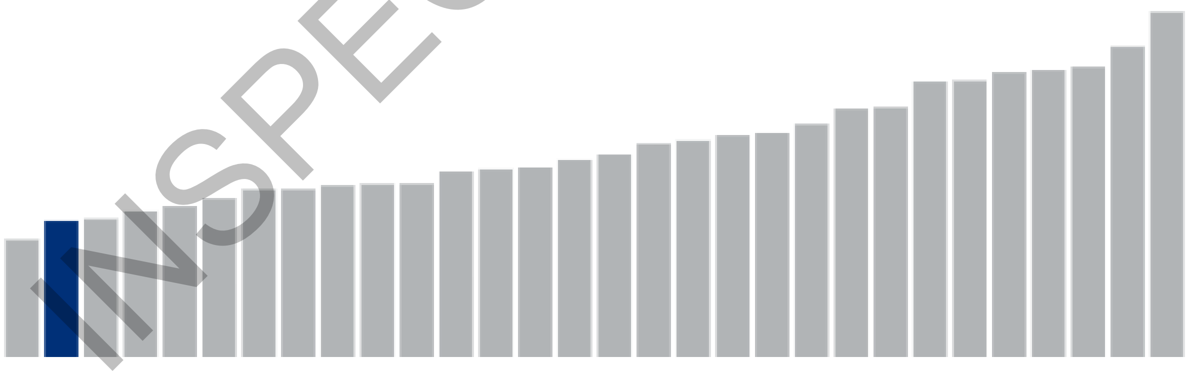
E21 E19



This school spends	Similar schools spend	This school spends
£256	**£254**	**£2** (0.8%)
per pupil	per pupil, on average	**more** per pupil

Non-educational support staff

E05 E07 E28a



This school spends	Similar schools spend	This school spends
£352	**£518**	**£166** (32.1%)
per pupil	per pupil, on average	**less** per pupil

Inmans Primary School

Annual Information Governance Report 2024/25

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1. Summary

1.1 Data protection legislation affects all organisations including schools and the school has retained the Information Governance Training and Support Service Level Agreement, Data Protection Officer (DPO) Provision.

1.2 This means that East Riding of Yorkshire Council continue as the school's DPO and provide a higher level of support and advice to ensure that the school have compliance going forward.

1.3 As part of this support the Information Governance Compliance Assessment continues to be reviewed on a regular basis to ensure that all required elements are kept up to date as required. Additionally, the school meets on a 4-6 weekly basis with the Information Governance and Feedback team for at least one hour so that continued communication is maintained, and updates provided on a regular basis.

1.4 The school is continuing to maintain its good position in relation to compliance under data protection legislation, and the support arrangements between East Riding of Yorkshire Council and the school will ensure that this compliance continues in future.

2. Background

2.1. The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018), now reinforced through the Data (Use and Access) Act, (DUAA 2025) are the key pieces of legislation which affect all school staff. The main purpose of the data protection legislation is to protect the 'rights and freedoms' of individuals and to ensure that personal data is not processed without their knowledge.

2.2. This report provides an update on key data protection activities across the school, as well as a summary of performance in 20204/2025 in relation to data protection. It also highlights work undertaken around ensuring staff are trained.

3. Access to Information

3.1 The school log a number of different types of requests for access to information, these include:

- Subject Access Requests (SARs), a request by an individual to access information about themselves.

- Exemptions (EXs), a request normally made by other organisations to access information on individuals, for example the Police seeking to access schools files in relation to criminal offences.
- Freedom of Information requests (FOIs), a request made by either an individual or an organisation requesting recorded information held by public authorities.

3.2 In 2024/25 the school received 2 requests, of these 1 were SARs. The response rate was 100%.

	2024/25
Total requests received	
SARs	1
Valid SARs	1
% SARs completed within deadline	100%
Exemptions	0
FOIs	1

3.3 In addition to the above access requests, the following data protection rights exist around an individual right to request erasure of records, rectification or objection requests. The school did not receive any in the last year.

4 Data Protection Issues

4.1 During 2024/25 there were no data protection breaches reported.

4.2 Since the changes to data protection legislation in 2018 this has highlighted the importance of reporting breaches, however it remains important to ensure that all staff continue to report any data protection incidents, no matter of the severity, as this will help to improve policies and procedures. Minor or suspected breaches being raised can help ensure that the proper systems and procedures are in place, and thereby prevent more serious issues occurring.

4.3 No breaches needed to be reported to the ICO. Continued awareness raising within the School to report all incidents, including any suspected incidents, immediately, will help continue to ensure that timescales of reporting are met, so that if and where incidents need reporting to the ICO, that this will be done within the 72 hours required. Once logged an investigation is undertaken with the DPO reviewing the investigation. The timescales for reporting are a statutory requirement and failure to report these by the school is considered a further data protection breach by the ICO.

5 Data Protection Impact Assessments

5.1 Data Protection Impact Assessments (DPIAs) are a statutory requirement which ensures the school can evidence that it has considered privacy issues as part of any new or change to the way the school processes personal data. The DPIA process is a two-stage process, both stages are approved and signed off by the DPO to ensure that all risks have been addressed and reduced around the processing of personal data.

5.2 Work on DPIAs was initially as most of the schools' processes and systems have been in place for a number of years. The school is now approaching a position where DPIAs can be carried out as part of the procurement process, ensuring Privacy by Default and Design. It remains important to undertake DPIAs on historic systems to ensure that the school is properly assessing data protection and privacy implications in the way in which it processes personal information.

5.3 The school is aware of the need to carry out a Data Protection Impact Assessment before using personal data with new or innovative technologies in school. The school has not approved the use of any AI tools after carrying out a Data Protection Impact Assessment yet. Should the school consider using personal data with any generative AI tools in future, staff will need to ensure that a DPIA is carried out and approved before any personal data is added.

5.4 In line with the safeguarding expectations set out in Keeping Children Safe in Education, the school have a filtering and monitoring system in place. A DPIA has been carried out to ensure the system used by the school is appropriate and all appropriate safeguards have been considered

5.5 Eight DPIAs have been undertaken so far, with more expected in the upcoming academic year.

6 Records of Processing Activities.

6.1 Schools are required to keep records that detail the data assets they process, the lawful basis for processing, the security arrangements for those assets and the retention period for which they are keeping those assets. Schools must ensure that they have these in place and that they are accurate and reflect school practice.

6.2 The school has access to three templates for holding this information, an Information Asset Register, a Retention Schedule and a Record of Processing Activities.

6.3 The school has a Retention Schedule and Record of Processing Activities in place, which reflects the period the school is holding information and the lawful basis for processing.

7 Surveillance Cameras

7.1 Capturing images and/or sound on cameras has wide ranging data protection implications. A Surveillance Camera Policy and Code of Practice is available to cover any cameras operated by the school.

7.2 The school currently has ten cameras in place, with no concerns of issues arising from the use of the cameras. Any members of staff who use the system are expected to be trained in the use of the system, and when information should be used from the system, and all staff should be aware of the Policy and Code of Practice and read it as required.

Any upgrades to the cameras or the system which could involve facial recognition software or any use of AI will need to be considered very carefully, and advice sought, as the risks to the rights and freedoms of individuals may outweigh the potential benefits to the school.

8 Training

8.1 The school have access to the eLearning Data Protection and Records Management Courses as part of the SLA in place. The school must ensure that all staff are training in data protection at least every two years, and those that handle records undertake the records management training, again at least every two years.

8.2 To date 80% of staff have completed Data Protection training. Staff who have not met the requirement have been sent reminders to complete. New staff should be undertaking the data protection training as part of the induction process, to ensure that no information is accessed without being aware of data protection responsibilities.

9 Next Steps

9.1 Whilst the foundations have been put in place the larger pieces of work still need to be maintained. There also needs to be continued reporting/logging of both data breaches and requests for information.

9.2 With regards to DPIAs, these are ongoing pieces of work, and a particular point of focus at present. The school should begin to ensure that Data Protection is one of the key points of focus during procurement, particularly when considering the use of new or innovative technology such as AI.

10 Conclusion

10.1 While recent technological advances have led to a possible increase in workload, the legislation underpinning existing processes has not changed. The school has a growing foundation of compliant systems and has a growing understanding of the school's future actions in terms of new and innovative technology.

10.2 Information governance work continues to evolve at pace, with the rise in the use of generative AI in education and consequent legislative requirements to ensure the protection of sensitive and personal data. With the School continuing to work closely with the East Riding of Yorkshire Council as part of the SLA, this will ensure that the School will continue to improve compliance and ensure personal data is used appropriately.

EAST RIDING OF YORKSHIRE COUNCIL

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Tom Chamberlain   Interim Director of Children and Young People, Education and Schools

Post Agenda Documentation

SCHOOL – Inmans Primary School (Resources Committee)

DATE – Monday 20 October 2025

Following the publication of the agenda, the following documents were either circulated prior to the meeting or tabled at the meeting:

Agenda Number	Item
9	Budget CFR Report
9	Revenue Forecast (including Key Assumptions)
13	School Fund Account
14	Catering Enquiry

Merlin Joseph
Executive Director of Children, Families and Schools

Budget Forecast by CFR Level

School Name: Inmans Primary School
DFE No.: 2881
Financial years: 2025/26 to 2029/30
Version Name: Sep 25 rev. Budget 15.10.25
Version: General
Version Description: Employee: Sep 25 Employees 16.10.25, Funding: Sep 25 revised budget - 16.10.25 2, Other I/E: Sep 25 - meet 16.10.25 3

	2025/26(£)	2026/27(£)	2027/28(£)	2028/29(£)	2029/30(£)
REVENUE INCOME					
I01-FUNDS DELEGATED BY THE LOCAL AUTHORITY	1,971,846.00	1,987,817.00	2,027,199.00	2,035,352.00	2,032,114.00
I03-HIGH NEEDS TOP-UP FUNDING	435,731.00	399,904.00	400,929.00	354,777.00	319,575.00
I05-PUPIL PREMIUM	85,725.00	79,315.00	69,875.00	60,700.00	41,920.00
I06-OTHER GOVERNMENT GRANTS	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
I07-OTHER GRANTS & PAYMENTS RECEIVED	28,000.00	12,000.00	12,000.00	12,000.00	12,000.00
I08-INCOME FROM FACILITIES & SERVICES	146,008.00	139,500.00	139,500.00	139,500.00	139,500.00
I09-INCOME FROM CATERING	48,047.00	44,355.00	48,063.00	45,201.00	47,374.00
I11-RECEIPTS FROM OTHER INSURANCE CLAIMS	10,176.00	0.00	0.00	0.00	0.00
I12-INCOME FROM CONTRIBUTIONS TO VISITS ETC	29,700.00	29,700.00	29,700.00	29,700.00	29,700.00
I13-DONATIONS / VOLUNTARY FUNDS	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
I18-ADDITIONAL GRANTS FOR SCHOOLS	88,670.00	98,117.00	98,369.00	97,962.00	98,387.00
Total	**2,854,903.00**	**2,801,708.00**	**2,836,635.00**	**2,786,192.00**	**2,731,570.00**
REVENUE EXPENDITURE					
E01-TEACHING STAFF	1,184,413.92	1,210,204.13	1,244,103.17	1,280,375.96	1,298,543.46
E02-SUPPLY TEACHING STAFF	8,000.00	0.00	0.00	0.00	0.00
E03-EDUCATION SUPPORT STAFF	866,627.64	767,177.09	730,949.26	745,955.02	761,267.89
E04-PREMISES STAFF	89,782.58	92,537.95	94,503.40	96,562.77	98,646.76
E05-ADMINISTRATIVE & CLERICAL STAFF	172,161.45	112,806.40	109,995.29	112,285.93	114,595.90
E06-CATERING STAFF	148,900.18	150,210.45	153,669.56	156,962.05	160,208.89
E08-INDIRECT EMPLOYEE EXPENSES	2,460.00	2,460.00	2,460.00	2,460.00	2,460.00
E09-STAFF DEVELOPMENT & TRAINING	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00
E10-SUPPLY TEACHER INSURANCE	6,189.00	6,189.00	6,189.00	6,189.00	6,189.00
E11-STAFF RELATED INSURANCE	10,250.00	10,250.00	10,250.00	10,250.00	10,250.00
E12-BUILDING MAINT.& IMPROVEMENTS	24,000.00	24,000.00	24,000.00	24,000.00	24,000.00
E13-GROUNDS MAINT.& IMPROVEMENTS	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
E14-CLEANING AND CARETAKING	7,555.00	7,555.00	7,555.00	7,555.00	7,555.00
E15-WATER AND SEWERAGE	17,000.00	17,000.00	17,000.00	17,000.00	17,000.00
E16-ENERGY	50,500.00	50,500.00	50,500.00	50,500.00	50,500.00
E18-OTHER OCCUPATION COSTS	7,700.00	6,840.00	6,840.00	6,840.00	6,840.00
E19-LEARNING RESOURCES (NOT ICT)	94,150.00	94,150.00	94,150.00	94,150.00	94,150.00
E20-ICT LEARNING RESOURCES	34,700.00	29,700.00	29,700.00	29,700.00	29,700.00
E22-ADMINISTRATIVE SUPPLIES	24,727.00	24,700.00	24,700.00	24,700.00	24,700.00
E23-OTHER INSURANCE PREMIUMS	12,322.00	12,322.00	12,322.00	12,322.00	12,322.00
E24-SPECIAL FACILITIES	3,700.00	3,700.00	3,700.00	3,700.00	3,700.00
E25-CATERING SUPPLIES	140,250.00	140,250.00	140,250.00	140,250.00	140,250.00
E26-AGENCY SUPPLY STAFF	15,000.00	10,000.00	10,000.00	10,000.00	10,000.00
E27-BOUGHT IN PROFESSIONAL SERVICES - CURRIC.	11,270.00	11,470.00	11,670.00	11,870.00	11,870.00
E28-BOUGHT IN PROFESSIONAL SERVICES - OTHER	22,758.00	22,758.00	22,758.00	22,758.00	22,758.00
Total	**2,963,916.77**	**2,816,280.01**	**2,816,764.67**	**2,875,885.72**	**2,917,006.90**

REVENUE BALANCES

	2025/26(£)	2026/27(£)	2027/28(£)	2028/29(£)	2029/30(£)
TOTAL REVENUE INCOME	2,854,903.00	2,801,708.00	2,836,635.00	2,786,192.00	2,731,570.00
LESS:TOTAL REVENUE EXPENDITURE	2,963,916.77	2,816,280.01	2,816,764.67	2,875,885.72	2,917,006.90
REVENUE BALANCE THIS YEAR	-109,013.77	-14,572.01	19,870.33	-89,693.72	-185,436.90
REVENUE BALANCES FROM LAST YEAR					
OB01 **OPENING PUPIL FOCUSED REVENUE BALANCE**					
Committed revenue balances	129,167.00	0.00	0.00	0.00	0.00
Uncommitted revenue balances	0.00	20,153.23	5,581.22	25,451.55	-64,242.17
SubTotal	129,167.00	20,153.23	5,581.22	25,451.55	-64,242.17
OB02 **OPENING COMMUNITY FOCUSED REVENUE BALANCE**					
Community focused school revenue balances	0.00	0.00	0.00	0.00	0.00
SubTotal	0.00	0.00	0.00	0.00	0.00
REVENUE BALANCE FROM LAST YEAR	129,167.00	20,153.23	5,581.22	25,451.55	-64,242.17
CUMULATIVE REVENUE BALANCE C/F	20,153.23	5,581.22	25,451.55	-64,242.17	-249,679.07
REVENUE BALANCE C/F INFORMATION					
B01 COMMITTED REVENUE BALANCE	0.00	0.00	0.00	0.00	0.00
B02 UNCOMMITTED REVENUE BALANCE	20,153.23	5,581.22	25,451.55	-64,242.17	-249,679.07
B06 EXTENDED SCHOOL BALANCE	0.00	0.00	0.00	0.00	0.00

	2025/26(£)	2026/27(£)	2027/28(£)	2028/29(£)	2029/30(£)
CAPITAL INCOME					
CI01-CAPITAL INCOME	8,399.00	0.00	0.00	0.00	0.00
Total	**8,399.00**	**0.00**	**0.00**	**0.00**	**0.00**
CAPITAL EXPENDITURE					
CE02-CONSTRUCTION, CONVERSION & RENOV.	23,464.00	0.00	0.00	0.00	0.00
Total	**23,464.00**	**0.00**	**0.00**	**0.00**	**0.00**

Budget Forecast by CFR Level

		2025/26(£)	2026/27(£)	2027/28(£)	2028/29(£)	2029/30(£)
CAPITAL BALANCES						
TOTAL CAPITAL INCOME		8,399.00	0.00	0.00	0.00	0.00
LESS:TOTAL CAPITAL EXPENDITURE		23,464.00	0.00	0.00	0.00	0.00
CAPITAL BALANCE THIS YEAR		-15,065.00	0.00	0.00	0.00	0.00
	OPENING CAPITAL BALANCE					
OB03	**CAPITAL BALANCES FROM LAST YEAR**					
	Devolved formula capital balances	15,065.00	0.00	0.00	0.00	0.00
	Other capital balances	0.00	0.00	0.00	0.00	0.00
	SubTotal	15,065.00	0.00	0.00	0.00	0.00
	CAPITAL BALANCE FROM LAST YEAR	15,065.00	0.00	0.00	0.00	0.00
	CUMULATIVE CAPITAL BALANCE C/F	0.00	0.00	0.00	0.00	0.00
	CAPITAL BALANCE C/F INFORMATION					
B03	DEVOLVED FORMULA CAPITAL BAL	0.00	0.00	0.00	0.00	0.00
B04	OTHER STDS FUND CAPITAL BAL	0.00	0.00	0.00	0.00	0.00
B05	OTHER CAPITAL BALANCE	0.00	0.00	0.00	0.00	0.00

REVENUE FINANCIAL FORECAST

School Name: Inmans Primary School
DFE No.: 2881
Revenue Financial Forecast: 2025/26 to 2029/30
Version: Current
Version Name: Sep 25 rev. Budget 15.10.25
Version Description: Employee: Sep 25 Employees 16.10.25, Funding: Sep 25 revised budget - 16.10.25 2, Other I/E: Sep 25 - meet 16.10.25 3

1. REVENUE FINANCIAL FORECAST (based on pupil and staff number assumptions detailed below)

	2025/26 Financial Year £'000	2026/27 Financial Year £'000	2027/28 Financial Year £'000	2028/29 Financial Year £'000	2029/30 Financial Year £'000
a) Income					
Funds Delegated by The LEA	1,971.8	1,987.8	2,027.2	2,035.4	2,032.1
Funding for 6th Form Students	0.0	0.0	0.0	0.0	0.0
High Needs Top-up Funding	435.7	399.9	400.9	354.8	319.6
Pupil Premium	85.7	79.3	69.9	60.7	41.9
Other Income	272.9	236.6	240.3	237.4	239.6
Community Focused School Income	0.0	0.0	0.0	0.0	0.0
Additional Grant for Schools (AGS)	88.7	98.1	98.4	98.0	98.4
Total Income	**2,854.9**	**2,801.7**	**2,836.6**	**2,786.2**	**2,731.6**
b) Expenditure					
Teaching Staff	1,184.4	1,210.2	1,244.1	1,280.4	1,298.5
Supply Teachers	8.0	0.0	0.0	0.0	0.0
Techs/Teaching Staff Support	866.6	767.2	730.9	746.0	761.3
Admin and Clerical Staff	172.2	112.8	110.0	112.3	114.6
Other Employees Costs/Expense	262.1	266.1	271.6	276.9	282.3
Premises Costs	111.8	110.9	110.9	110.9	110.9
Learning Resources	128.9	123.9	123.9	123.9	123.9
Supplies and Services	230.0	225.2	225.4	225.6	225.6
Capital Financing From Revenue	0.0	0.0	0.0	0.0	0.0
Community Focused School Costs	0.0	0.0	0.0	0.0	0.0
Total Expenditure	**2,963.9**	**2,816.3**	**2,816.8**	**2,875.9**	**2,917.0**
c) Summary Position					
In Year Position	-109.0	-14.6	19.9	-89.7	-185.4
Balance Brought Forward	129.2	20.2	5.6	25.5	-64.2
Balance carried forward	**20.2**	**5.6**	**25.5**	**-64.2**	**-249.7**
2. BALANCE INFORMATION					
General School Revenue Balance	20.2	5.6	25.5	-64.2	-249.7
Community Focused School Balance	0.0	0.0	0.0	0.0	0.0
School Revenue Balance Percentage(%)	0.00	0.00	0.00	0.00	0.00

3. PUPIL NUMBER ASSUMPTIONS

	OCT 2024 Census, 2025/26 Funding	OCT 2025 Census, 2026/27 Funding	OCT 2026 Census, 2027/28 Funding	OCT 2027 Census, 2028/29 Funding	OCT 2028 Census, 2029/30 Funding
Reception	57.00	52.00	53.00	53.00	53.00
Year 1	55.00	56.00	52.00	53.00	53.00
Year 2	47.00	56.00	56.00	52.00	53.00
Year 3	63.00	51.00	56.00	56.00	52.00
Year 4	61.00	61.00	51.00	56.00	56.00
Year 5	52.00	59.00	61.00	51.00	56.00
Year 6	56.00	53.00	59.00	61.00	51.00
Totals	**391.00**	**388.00**	**388.00**	**382.00**	**374.00**
Total Nursery/PreReception	0.0	0.0	0.0	0.0	0.0
Total Main School	391.0	388.0	388.0	382.0	374.0
Total Sixth Form	0.0	0.0	0.0	0.0	0.0
Number of classes	0.0	0.0	0.0	0.0	0.0

REVENUE FINANCIAL FORECAST

4. STAFFING ASSUMPTIONS

	2025/26	2026/27	2027/28	2028/29	2029/30
a) Teaching Staff(full time equivalent)					
April	16.2	17.0	16.0	16.0	16.0
September	17.0	16.0	16.0	16.0	16.0
January	16.0	16.0	16.0	16.0	16.0
b) Technicians(hours per week)					
April	0.0	0.0	0.0	0.0	0.0
September	0.0	0.0	0.0	0.0	0.0
January	0.0	0.0	0.0	0.0	0.0
c) Admin and Clerical Staff(hours per week)					
April	129.0	125.0	109.0	109.0	109.0
September	125.0	109.0	109.0	109.0	109.0
January	125.0	109.0	109.0	109.0	109.0
d) Teaching Support Staff(hours per week)					
April	1,094.5	960.5	812.3	812.3	812.3
September	971.8	812.3	812.3	812.3	812.3
January	979.5	812.3	812.3	812.3	812.3
e) SEN Teaching Support Staff(hours per week)					
April	0.0	0.0	0.0	0.0	0.0
September	0.0	0.0	0.0	0.0	0.0
January	0.0	0.0	0.0	0.0	0.0

5. KEY BENCH MARKING INDICATORS

Pupil:Teacher Ratio(as at April)	24.1	22.8	24.3	23.9	23.4
Average Class Size (as per No. of classes)	0.0	0.0	0.0	0.0	0.0
Classes:Teachers Ratio(as at April)	0.00	0.00	0.00	0.00	0.00

6. OTHER KEY ASSUMPTIONS/INFORMATION

REVENUE FINANCIAL FORECAST

Schools should:
1) Ensure the accuracy of the plan (Headteacher & Governor responsibility)
2) Ensure the plan is approved by the Governing Board
3) Monitor pupil numbers to consider the impact on funding of changing rolls
4) Contact HR if staffing reductions are necessary

Key Assumptions/Information:
• Please refer to the Schools Budget 2025/26 letter dated 28th February 2025, the Funding and Pay Tables in HERE for Schools and the monthly finance newsletters.
• Funding for 2026/27 onwards - Future years funding will be calculated using the funding template. Following the decision to move to the National Funding Formula (NFF) in 2023/24 it is assumed this will continue in future years. For 2026/27 an adjustment has been made to the level of the DSG Schools Block funding to reflect the anticipated (but not yet approved) 0.5% transfer to the high needs block. The assumed 2% pay awards for 2026/27 onwards have been matched by an assumed increase in the school's block funding factors. The Minimum Funding Guarantee (MFG) has reduced to 0% (this is the top of the allowable limit set by the DfE of -0.5% to 0%). From April 2026 the NI contribution grant and School budget Support Grant (SBSG) will be included in core budget.
• Early Years hourly rates - Increases of 2% for both the 3 & 4-yr old rate and 2-yr old rate are assumed for 2026/27 onwards.
• The minimum per pupil funding level (MPPFL) - An increase of 2% has been assumed for 2026/27 onwards and also takes account of the increase in NI contribution grant and SBSG being included in core funding.
• National Insurance Contributions Funding - The DfE announced new funding for the April 2025 employer contribution rate increases. This has been included as an additional grant in 25/26 and has been added to the core budget 26/27 onwards.
• Schools budget support grant (SBSG) The DfE announced new funding from September 25 onwards to assist schools with their additional costs.
• Teachers Pay Additional Grant (TPAG), Teachers Pension Employer Contribution Grant (TPECG) & Core School Budget Grant (CSBG) – All were separate grants in 2024/25 and are now part of the core budget 2025/26 onwards.
• SEND Floor Funding - The 2025/26 calculation includes other LA pupils, but not pupils in ERP. Floor Funding has been built in for schools with a disproportionate number of pupils with an EHCP to maintain a 40% notional SEN funding level. Floor funding is recalculated on a termly basis.
• SEN Support Delegated Funding - To fund an identified shortfall in meeting the cost of SEN support for pupils whose needs do not qualify for an EHCP. Funding has been allocated to schools based on the Reception to Yr 11 pupils on roll in the Oct 2024 census. The rate per pupil for 2025/26 has been increased by 5.4% to £27.34.
• Infant Class Size Funding - It was mentioned in the letter sent with the funding statements that, due to the decrease in our growth funding allocation, the criteria for Infant Class Size Funding for 2026-27 is being reviewed. Due to this change, we have not included any allocations for Infant Class Size Funding from 2026-27 onwards.
• Teaching Staff Pay Awards – 4% (agreed pay award) included from September 2025 and future years 2% each September. Please see the Funding and pay tables spreadsheet for detail.
• Non-Teaching Staff Pay Awards - Increased by 3.2% from April 2025. Assumed 2% for all grades 2026/27 onwards. Please refer to the pay tables for detail.
• HN SEN top-up levels - Increased by 5.4% in 2025/26, 3.2% in 2026/27 and 2% from 2027/28 onwards. Special School SEN top-ups have increased in 2025/26 taking account of the increases for 2024/25 and 2025/26, and then by 3.2% in 2026/27 and 2% from 2027/28 onwards.
• National Insurance (NI) & Superannuation (Sup) Rates - NI rates and thresholds include the Governments published rates and thresholds for 2025/26. The Sup rate for teaching staff is built in at 28.68% for all years. The Sup rate for non-teaching staff is built in at the current 19.3% for all years.
• Pupil Premium Grant – Assumed for future years at 2025/26 rates; FSM Ever6 Primary £1,515, FSM Ever6 Secondary £1,075, Service £350, Post LAC £2,630.
• Universal Infants Free School Meals Funding (UIFSM) - Assumed for future years at the rate of £2.61 per meal taken, increased from £2.58 currently.
• PE & Sport Grant - Assumed for all years at current rates; a block sum of £16,000 and £10 per pupil for schools with 17 or more pupils or £1,000 per pupil for schools with 16 or fewer pupils. The grant will be distributed to schools 50% in Autumn term and 50% in the summer term.

7. ANALYSIS OF MAIN VARIATIONS SINCE LAST FORECAST

	2025/26 £'000	2026/27 £'000	2027/28 £'000	2028/29 £'000	2029/30 £'000
In year revenue position as above	-109.0	-14.6	19.9	-89.7	-185.4
In year revenue position reported to Governors on:	0.0	0.0	0.0	0.0	0.0
Variances	-109.0	-14.6	19.9	-89.7	-185.4

Analysis of main variances:

Inmans Primary School

Financial Year 2024/2025

I have obtained all of the information and explanations that in my opinion were necessary for the purpose of the audit.

The accounts have been independently examined and, in my opinion, proper books have been kept in full. The attached statement of accounts is in agreement with the accounting records, and in my opinion presents a true and accurate statement of the school fund.

Rachel Headley
(Auditor of school fund (not involved in the day to day administration of the school fund account))

Date: 14th October 2025

SCHOOL FUND SUMMARY FOR THE YEAR BEGINNING:		01-Apr-24			INMANS PRIMARY SCHOOL			
	ACCOUNT	INCOME RECEIVED	Bank	rom cash a/c	CHQ EXPENDITURE	Bank	from cash a/c	SCHOOL FUND ACCOUNT BALANCES
01/04/2024	Brought Forward	2227.52			0.00			
	Uniform	0.00			0.00			0.00
	Photos	76.08			0.00			76.08
	Fund Raising	584.77			1355.00			-770.23
	Y6 Fundraising	438.25			0.00			438.25
	Y6 Ice Creams	241.28			0.00			241.28
	SATs Books	0.00			0.00			0.00
	Budget	0.00			0.00			0.00
	Y5 Fair	434.83			0.00			434.83
	Secret Market - FIS	0.00			5474.58			-5474.58
	Bookfair	0.00			0.00			0.00
	Guinea Pigs	0.00			0.00			0.00
	Bottles/Bookbags	0.00			0.00			0.00
	Residential	640.80			0.00			640.80
	Trips	0.00			0.00			0.00
	School Council	0.00			0.00			0.00
	Donations	2793.94			0.00			2793.94
	account 17	6442.24			0.00			6442.24
	account 18	0.00			0.00			0.00
	Interest	0.00			0.00			0.00
	TOTAL	13879.71	13879.71	0.00	6829.58	6,829.58	0.00	4822.61
	BANK + CASH							
01-Apr-24	Carried Forward	£7,050.13	£7,050.13	£0.00				

Bank reconciliation :		
Balance as per sch fund account		£7,050.13
Add unreconciled payments	£	-
Less unreconciled receipts	£	-
balance to agree with bank statement		**£7,050.13**

Link to notes - please read

Catering Income and Expenditure Account

Financial Year	**2025**
To Period	**5**

Description	Period 1 Apr	Period 2 May	Period 3 Jun	Period 4 Jul	Period 5 Aug	Period 6 Sep	Period 7 Oct	Period 8 Nov	Period 9 Dec	Period 10 Jan	Period 11 Feb	Period 12 Mar	Period 13 Yr End	Cumulative to Date 2025	Current Annual Budget 2025	Previous Year Actual
Meal Numbers - Infants *(enter numbers)*																
Packed lunches														0		
UIFSM - total meals taken *(incl eligible for fsm)*														0		
UIFSM - number of meals actually eligible for fsm														0		
Number of 'meal days' in the month														0		
Average per day - packed lunches	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Average per day - uifsm total meals	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Average per day - uifsm actually eligible for fsm	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Meal Numbers - Juniors *(enter numbers)*																
Packed lunches														0		
Free school meals														0		
Paid meals														0		
Number of 'meal days' in the month														0		
Average per day - packed lunches	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Average per day - free school meals	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Average per day - paid meals	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Expenditure *(enter as positive figures)*																
E06 12251 to 7 - Catering staff costs			£38,164	£11,618	£13,874									£63,656	£155,633	£144,220
E25 42001 - External catering contracts			£788	£307	£0									£1,095	£3,000	£2,799
E25 42011 - Internal catering recharges			£6,606	£0	£0									£6,606	£16,000	£16,089
E25 42014 - Other catering costs			£358	£477	£0									£835	£4,500	£4,630
E25 42020 - Food			£30,913	£9,338	£0									£40,251	£115,000	£113,138
E25 42021 - Drink			£228	£73	£0									£301	£1,000	£616
E25 42022 - Catering equipment purchases			£0	£0	£0									£0	£250	£0
E25 42024 - Catering equipment repairs & maint			£0	£0	£0									£0	£0	£167
E25 43001 - Clothing & uniforms			£0	£0	£0									£0	£500	£285
Total Expenditure	**£0**	**£0**	**£77,057**	**£21,813**	**£13,874**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**£112,744**	**£295,883**	**£281,944**
Income *(enter as negative figures)*																
I08 95507 - Income from other schools for meals			-£24,084	-£7,189	£0									-£31,273	-£92,000	-£92,967
I09 93121 - Catering general income			-£495	£0	£0									-£495	-£3,000	-£1,709
I09 93149 - Pupil school meals			-£10,042	-£3,207	-£2,174									-£15,423	-£42,000	-£43,868
I09 93150 - Adult school meals			-£752	-£102	£0									-£854	-£2,000	-£2,767
Total Income	**£0**	**£0**	**-£35,373**	**-£10,498**	**-£2,174**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**-£48,045**	**-£139,000**	**-£141,311**
Net position before funding & grant income	**£0**	**£0**	**£41,684**	**£11,315**	**£11,700**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**£64,699**	**£156,883**	**£140,633**
Funding & Grant Income *(no entry required)*																
Free School Meals Funding	-£6,578	-£6,578	-£6,578	-£6,578	-£6,578	£0	£0	£0	£0	£0	£0	£0	£0	-£32,890	-£78,930	-£65,535
Universal Infants Free School Meals Grant	-£7,549	-£7,549	-£7,549	-£7,549	-£7,549	£0	£0	£0	£0	£0	£0	£0	£0	-£37,745	-£90,582	-£69,938
Total Funding	**-£14,127**	**-£14,127**	**-£14,127**	**-£14,127**	**-£14,127**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**-£70,635**	**-£169,512**	**-£135,473**
Monthly Profit (-) / Loss (+)	**-£14,127**	**-£14,127**	**£27,557**	**-£2,812**	**-£2,427**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**£0**	**-£5,936**	**-£12,629**	**£5,160**

Funding (enter as negative figures)	2025	1	2	3	4	5	6	7	8	9	10	11	12	13
FSM funding per Appendix A	**-78,930**	-£6,578	-£6,578	-£6,578	-£6,578	-£6,578	-£6,578	-£6,578	-£6,578	-£6,578	-£6,578	-£6,578	-£6,572	0
Universal Infants FSM Grant	**-90,582**	-£7,549	-£7,549	-£7,549	-£7,549	-£7,549	-£7,549	-£7,549	-£7,549	-£7,549	-£7,549	-£7,549	-£7,543	0