

Reducing Infant Class Sizes Grant

Progress report 2017–19



Audience

The school workforce in the primary sector; governing bodies; parents and carers; regional consortia; local authorities; workforce unions and diocesan authorities.

Overview

One of our key actions in *Education in Wales: Our national mission, Action plan 2017–21* is to 'reduce infant class sizes, targeted at those who will most benefit, supporting teachers to raise standards for all'. This report gives information on the progress the Welsh Government is making to reduce infant class sizes in grant-funded schools.

Action required

None – for information only.

Further information

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Related documents

Education in Wales: Our national mission, Action plan 2017–21 (2017)

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Ministerial foreword



Our national mission is to raise school standards, reduce the attainment gap and deliver an education system that is a source of national pride and public confidence. One of the key actions featured in Our National Mission Action Plan is to reduce infant class sizes, targeted at those who will most benefit, supporting teachers to raise standards for all.

As a key part of the Progressive Agreement between myself and the First Minister, this has resulted in funding that has employed more teachers and teaching assistants, reduced class sizes, improved school performance and supported those learners who need that extra support to reach the highest standards. Over the lifetime of this Welsh Government, we are investing £36 million through the Reducing Infant Class Sizes Grant. I'd like to thank those local authorities across the nation who've supported government officials and headteachers in ensuring that this money gets into the classroom.

International research and evidence shows that the effects of a reduction in class sizes are greatest in the youngest age group. We also know that the impact is stronger for learners from poorer and/or minority language backgrounds, and that a reduction has the largest effect when accompanied by changes and reforms to teaching and pedagogy.

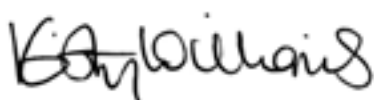
Therefore, based on the evidence, our investment of both revenue and capital funding has been targeted at the largest infant classes in schools where there are high levels of deprivation, where learning and teaching needs to improve and where English or Welsh is not the first language.

I believe that no school or education system can be stronger than its teachers and their teaching. I am delighted that 115 schools across Wales are benefitting from the funding through the appointment of more than 150 teaching staff and the creation of 52 additional classrooms. The grant is also funding the remodelling and upgrading of existing classrooms and facilities and is also supporting other Welsh Government initiatives such as the Childcare Offer.

This grant is not being delivered in isolation but forms part of a wider suite of programmes to help raise standards and reduce the attainment gap.

This report provides an update on progress and how schools are using the grant to create smaller classes, allowing teachers to be more innovative, and the impact this is having on schools, their learners and their teachers.

I'm proud of the progress we have made over the last couple of years in supporting teachers and learners by reducing infant class sizes.



Kirsty Williams AM
Minister for Education



Introduction

Having reviewed international research and evidence¹, it shows that the effects of a reduction in class sizes are greatest in the youngest age group. We also know that the impact is stronger for learners from poorer and/or minority language backgrounds; and a reduction also has the largest effect when accompanied by changes and reforms to teaching and pedagogy.

From all the various studies on class sizes, as well as improved performance, evidence suggests that smaller classes affect teaching practices, in particular the way class groups are organised and the amount of time that can be devoted to individual children.

Based on the evidence, the Welsh Government has therefore taken a strategic view of what can be achieved through this grant to ensure that it reaches the frontline and where it is most needed.

The criteria for the grant is an infant class of 29 learners or more in schools which have at least one or a combination of:

- significant levels of eligibility for free school meals (eFSM)
- significant levels of additional learning needs (ALN)
- significant levels of English/Welsh as an additional language (EAL/WAL)
- below average outcomes and where a school is judged to be in the red or amber category in the school categorisation system.

Identifying schools

Local authorities are administering the grant on the Welsh Government's behalf. They were required to submit business plans evidencing how they proposed to meet the fundamental aim of reducing infant class sizes in schools that met the target criteria. A breakdown of the 115 schools that are benefitting from the grant is at Appendix A (page 21).

Baseline data shows that these schools were made up of approximately 388 infant classes, of which 313 (81 per cent) contained 29 learners or more. Of the 115 schools:

- 70 per cent had significant levels of eFSM
- 80 per cent had significant levels of ALN
- 30 per cent had significant levels of EAL/WAL
- 34 per cent were in the red/amber category in the school categorisation system.

¹ Student/Teacher Achievement Ratio (STAR) Project by the state of Tennessee; *The Impact of Class Size in Primary Schools* (Estyn, 2003); The Class Size and Pupil Adult Ratio (CSPAR) study by the Institute of Education at University College London; Prime Time Project by the state of Indiana; a study of class size by the Alberta Teachers' Association.

Of the criteria above:

- 8 per cent of schools had all four characteristics
- 26 per cent of schools had three of the characteristics
- 43 per cent of schools had two of the characteristics
- 23 per cent of schools had one of the characteristics.

Targets

The revenue element of the grant (£16 million) will fund 110 additional teachers and 42 additional teaching assistants to reduce infant class sizes in schools that meet the target criteria.

The capital element of the grant (£20 million) is creating a total of 59 new fit-for-purpose classrooms, as well as other improvements to existing facilities in 33 schools across Wales. The capital element is also supporting cross-cutting policies such as the Childcare Offer, Cymraeg 2050 and improvements to schools as part of the 21st Century Schools and Colleges Programme.

Summary of key findings

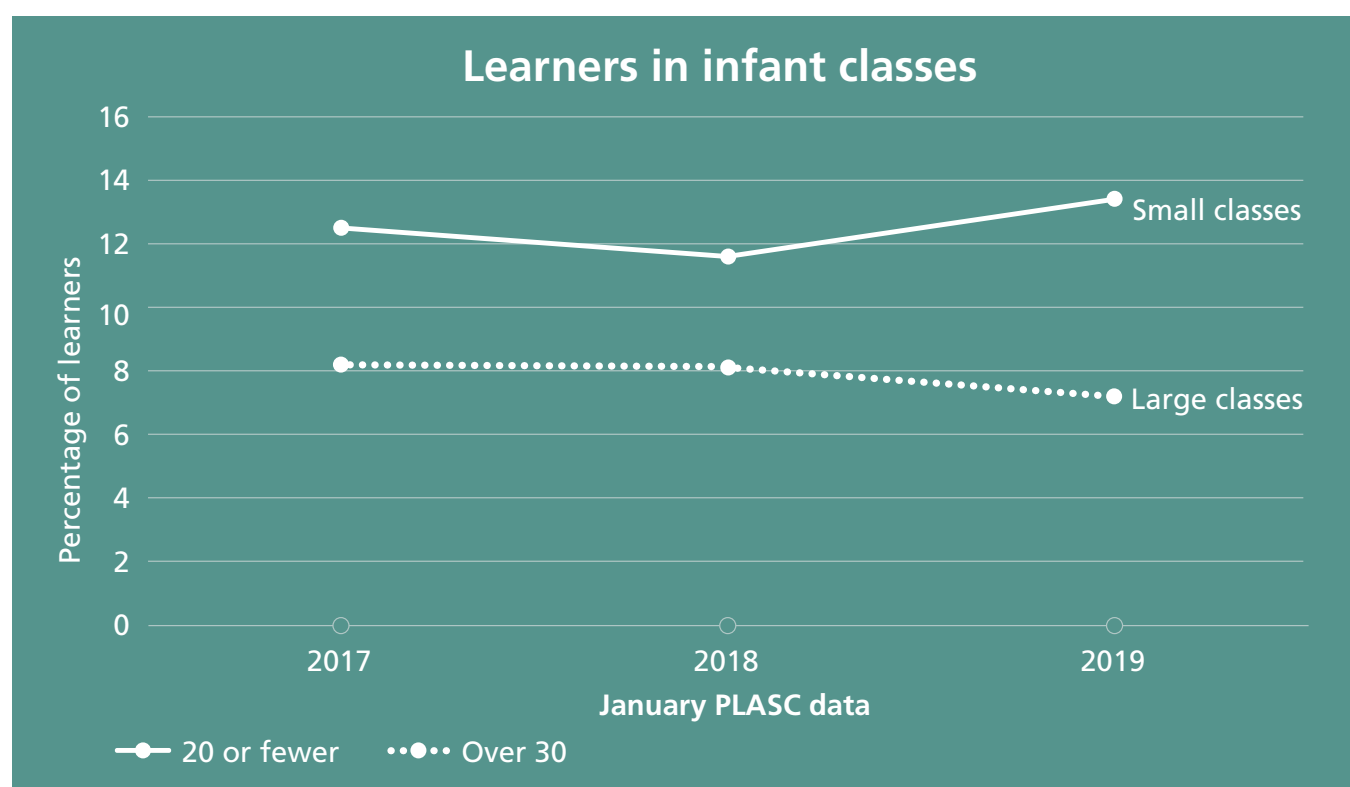
- The grant is making a real difference to schools and infant-aged learners across Wales.
- As of the start of the 2019/20 academic year, 95 additional teachers and 40 additional teaching assistants are in place.
- Infant class sizes have reduced in the targeted schools with an average infant class size of 23.
- The policy has so far targeted 388 infant classes.
- The number of schools which were in the red or amber category of the school categorisation system has decreased during the grant period.
- The percentage of all infant classes and learners in classes over 30 has reduced since the introduction of the grant.
- 770 more learners in classes below 20 learners.
- 2,592 fewer learners in classes of 29 learners or more.



Monitoring and evaluation

The Welsh Government has been monitoring the impact of the grant to schools and its learners. As part of the monitoring process Welsh Government officials have been monitoring infant class sizes in the grant-funded schools and its impact on the all Wales average infant class size.

This information has been provided by progress reports from local authorities and feedback from schools through an end of academic year survey. We also analysed data from the Pupil Level Annual School Census (PLASC).



- The percentage of learners in small infant classes of 20 or fewer has increased since the introduction of the grant.
- The percentage of large infant classes has reduced since the introduction of the grant.

Impact of the grant

At the start of the 2019/20 academic year 95 additional teachers and 40 additional teaching assistants are in place.

Examples of how grant-funded schools are reducing their infant class sizes

- Taking one previous large infant class of around 30 and creating two smaller classes of around 15.
- Taking two previous large infant classes (around 60 learners) and creating three smaller classes of around 20.
- Creating mixed-aged Foundation Phase classes for the whole of the infants to benefit from reduced infant class sizes.
- Creating an additional class for individual year groups where previously infant classes contained mixed year groups.
- Creating smaller targeted classes for learners who need focussed support (around 10 learners).



It is you could fly around
the sky at night when
could you go and what
could you get up to?

Qualitative impact of the grant

The Welsh Government recognises that smaller classes are not the only factor in raising standards. The grant is just one of a suite of policies and programmes which raises standards for all learners, particularly supporting those from a more disadvantaged background.

The Welsh Government also recognises that smaller classes can have a positive impact on qualitative outcomes. Therefore, after one full academic year of grant funding, we were keen to explore the impact the grant is having, from a qualitative perspective, in the targeted schools. In particular we were interested to know whether reduced infant classes have led to changes in teaching practice along with the impact it is having on teacher workload, the well-being of teachers and learners, and what we can learn from having smaller class sizes.

To acquire this information we asked targeted schools to complete a survey to capture the qualitative benefits they have identified from reduced class sizes. We also asked the schools if they could identify benefits the grant was having in relation to the criteria for which it was targeted, i.e. the benefits it has had on eFSM learners or those with ALN. We also asked the schools if they had any issues implementing smaller classes and whether the classes could be sustained.

Of the schools targeted, 57 (74 per cent) have returned completed surveys to date identifying the following benefits as noted in the table below.

Intended benefits from the grant	Number of schools reporting benefit
Increased teacher/learner contact time	57 (100%)
Improved learner achievement	55 (96%)
Improved learner behaviour/attitude	45 (79%)
Improved learner attendance	18 (32%)
Increased staff well-being	52 (91%)
Increased learner well-being	45 (79%)
Improved teaching and learning in the classroom	48 (84%)
Enriched curriculum	47 (82%)
Reduced teacher workload	40 (70%)
Reduced teacher sickness levels	21 (37%)
More opportunity for professional development	38 (67%)

A small number of schools identified additional benefits such as increased engagement with parents/carers – it has enabled them to strengthen home–school relationships, as there is more time to liaise.

Impact on target criteria

On the whole, schools are reporting benefits and improvements to learners across the Foundation Phase regardless of any characteristic they may have. The following information demonstrates how the grant is benefitting different learners with characteristics in the target criteria and schools requiring further support. These are followed by anonymised quotes from schools on how the grant has benefitted their learners and their school.

Eligible for free school meals (eFSM)

On the whole schools are reporting that they are seeing improvements in performance in eFSM learners, and in some cases they are performing just as well as non-eFSM learners. One school has reported that where learners are solely eFSM their performance is improving but where a learner has multiple criteria they are not improving as well.

“eFSM learners whom we had concerns about, i.e. those who were not predicted to achieve Outcome 5 at the end of the Foundation Phase, have now achieved the expected outcome in one or more areas of learning.”

“We have successfully reduced the gap between eFSM and non-eFSM with smaller class sizes this year.”

Additional learning needs (ALN)

On the whole schools with significant levels of ALN are reporting improvements in their progress. One school has reported that learners with significant speech and language difficulties have made considerable progress and this been remarked upon by external speech therapists.

“Learners on School Action and School Action Plus in the Foundation Phase have been targeted with extra literacy support in small groups. These learners have made better progress since the grant has come in.”

English/Welsh as an additional language (EAL/WAL)

On the whole schools with significant levels of EAL/WAL are reporting improvements in progress.

“Nine learners in Years 1 and 2 used English as an additional language. All learners made at least good value-added progress in the Language, Literacy and Communication Area of Learning.”

Red/amber category schools in the schools categorisation system

The number of schools which were in the red or amber category in the school categorisation system has decreased during the grant period, although we can't say that this is solely down to the grant.

One primary school had been rated as an amber school for the previous two years with one recommendation being to improve provision and standards in the Foundation Phase.

During ‘Core Visits’ from their Challenge Advisor, they commented that the school has made great progress with improving the Foundation Phase. Learning and teaching has improved in the Foundation Phase during the first year of the grant.

“We have been able to provide targeted support for the groups of children identified which has impacted on their outcomes. The school was categorised as ‘Green’ during our last categorisation visit.”

The following table shows how the grant-funded schools’ category status in the school categorisation system has changed since the introduction of the grant. There are fewer grant-funded red and amber category schools and more green and yellow category schools.

Category	2017	2018
Red	10 (9%)	4 (3%)
Amber	30 (26%)	16 (14%)
Yellow	40 (35%)	49 (43%)
Green	35 (30%)	46 (40%)



Barriers and lessons learnt

As part of the end of academic year survey we asked schools if they had experienced any issues in implementing the grant and reducing their class sizes.

The majority of the schools benefitting from an additional teacher did not experience any issues in implementing the grant and reducing their infant class sizes. One of the main issues for a small number of schools has been the lack of space to make full use of a teacher. In such cases, schools have used the teacher to support smaller groups of learners (approximately 10) for targeted support. Other schools who are benefitting from the capital element are using existing space, i.e. two teachers in one classroom, until additional classrooms can be occupied.

Additional classes has resulted in the need for additional resources where schools are using existing empty rooms or has facilitated the sharing of resources. Where this has been brought to our attention we have informed local authorities that funding for additional resources can be managed within their overall grant allocation.

We have also clarified that associated costs such as planning, preparation and assessment (PPA) time can be met within the overall allocation.

Sustainability

As part of their business plans for the grant local authorities were required to evidence how their proposals plan to ensure sustainability beyond the period of the grant. As part of the survey we asked schools if they would be able to maintain the additional teacher beyond the period of the grant.

The majority of schools that are benefitting from the revenue element of the grant only said that they will not be able to maintain an additional teacher beyond the grant. Schools are reporting that budgets are becoming more challenging each year and that maintaining the additional teachers would put them in a deficit budget.

A very small number of schools said that they would consider the possibility of maintaining these classes through their Pupil Development Grant (PDG) or careful management of their school budget.

However, the grant has allowed some schools the opportunity for teachers to share expertise and to plan lessons together, and this will continue after the grant period.

Some schools have also used newly qualified teachers (NQTs) which has benefitted these teachers as it has enabled them to gain additional experience as they progress in their career. Existing teaching assistants who are already employed have been able to upskill and develop their roles which will continue to have a positive effect in the schools.

We will continue to monitor the impact the grant is having on the schools and learners at the end of each academic year.

Raising standards for all: Feedback from schools

Caerau Primary School, Bridgend

This grant money has, undoubtedly, had a profound impact upon the well-being of both pupils and staff. It has also enabled us to have numerically smaller classes so our provision is differentiated effectively and delivered to meet the learning needs of pupils far more appropriately. We have seen significant improvements in the well-being of pupils in the Foundation Phase. Incidents of 'poor behaviour' have decreased. This enables all pupils to be in a positive learning 'frame of mind', the knock-on effect is that progress in learning has also improved. The percentage of pupils making the expected, or more than expected, outcome progress in the Foundation Phase has increased. We are able to maintain a range of interventions provided in the Foundation Phase so we are seeing our eFSM pupils in particular, fill the gaps in their learning, impacting upon their well-being and outcome at the end of the phase. The impact of the grant has been particularly effective for our eFSM boys.

Ysgol y Graig, Anglesey

This is a grant that finally has a real positive impact on the well-being and standards of the most vulnerable and disadvantaged children in our society. These children now received the education they deserve.

Central Primary School, Neath Port Talbot

The grant has greatly benefitted our pupils, enabling staff to spend quality time with a small number of pupils. Enriched opportunities for pupils to engage collaboratively and develop their independence have been provided to smaller numbers where it has been possible to deliver a more bespoke curriculum. Positive behaviour and positive attitudes to learning have increased dramatically. The ripple effect upon school improvement and pupil welfare cannot be overemphasised.

Ysgol Gynradd Gymraeg Llwyn y Forwyn, Rhondda Cynon Taf

The grant has significantly improved things for us and has helped us to maintain a full staff and smaller class sizes.

Ysgol Gynradd Gymraeg Bryniago, Swansea

The reduced numbers within the Foundation Phase classes has allowed the school to give a greater focus on individuals. This has led to the raising of standards within the classes. Being taught in classes of a small size has improved pupils' learning experiences and has allowed the staff to ensure that all children develop to their full potential.

Thornwell Primary School, Monmouthshire

This year we have eight learners who have attained Outcome 6 in writing, having had none the previous year. Seven of these learners did not finish last year with Outcome 5. We feel this has been attributable to the additional capacity the teacher has provided, enabling class teachers attain greater than expected progress for a group of able learners.

Ysgol Cae'r Nant, Flintshire

The grant has been such a huge benefit to our pupils. I honestly feel that it would be a backward step to go back to class sizes of 30 again in the future.

Awel y Môr Primary School, Neath Port Talbot

Securing smaller class sizes enables us as teachers to work more closely with individual children. We set high expectations for all pupils but acknowledge that pupils need differentiated levels of support, which is more achievable in smaller classes.

Case study: An example of how the grant has been used in one local authority

The grant is made available through the local authorities to the schools they identified as meeting the criteria to benefit from the grant. The revenue element was allocated on a formula basis which took into account the number of classes of 29 and over in each local authority using a four-year average of PLASC data between 2013 and 2016. This was to ensure that the grant was targeting the areas with the largest class sizes to ensure it was making the greatest impact. Local authorities had to submit bids for the capital element where additional classrooms were needed to reduce class sizes. Capital bids were assessed using the existing 21st Century Schools and Colleges Programme process.

The following case study shows how one local authority has allocated their revenue to provide additional teachers. It also shows how the capital element has maximised the benefits by taking into account other Welsh Government priorities to ensure value for money. It then demonstrates how one of their schools (Llanharan Primary School) has reduced its class sizes and how they will continue to benefit from the additional classrooms.

Rhondda Cynon Taf

Rhondda Cynon Taf (RCT) was awarded £1,384,904 of revenue funding and £1,600,000 of capital funding.

RCT has been funding six additional teachers and six additional teaching assistants in six of their primary schools.

- Gelli Primary School – this school had two infant classes of 29 and over, with significant levels of eFSM and ALN learners.
- Llanharan Primary School – this school had three infant classes of 29 and over with significant levels of eFSM and ALN learners.
- Parc Lewis Primary School – this school had three infant classes of 29 and over with significant levels of eFSM, ALN and EAL learners.
- Penywaun Primary School – this school had two infant classes of 29 and over with significant levels of eFSM and ALN learners, and was in the amber category in the school categorisation system.
- Pontygwaith Primary School – this school had one infant class of 29 and over with significant levels of eFSM and ALN learners, and was in the amber category in the school categorisation system.
- Ysgol Gynradd Gymraeg Llyn y Forwyn – this school had one infant class of 29 and over with significant levels of eFSM and ALN learners.

The capital funding is creating additional classrooms at three of the schools.

- Gelli Primary School – £800,000 to provide an extension with two additional classrooms and improvements to the external play area.
- Llanharan Primary School – £600,000 to provide an extension with two additional classrooms and improvements to the external play area.
- Parc Lewis Primary School – £200,000 to remodel two large open plan classrooms into four teaching classrooms and improvements to the external play area.

Llanharan Primary School

This school met the criteria as it had two infant classes with 29 learners and over and significant levels of eFSM learners.

Although Llanharan Primary School, is subject to capital works to provide additional classrooms, they have made use of the additional teacher and teaching assistant within their existing classrooms, sharing space and resources.

The school previously had larger mixed year groups between two classes. The school has used the revenue funding to provide separate year groups for nursery and infants. January 2019 PLASC data shows their infant class sizes as Reception teacher with a class of 17, Year 1 teacher with a class of 18 and Year 2 teacher with a class of 19.

Capital works started in April 2019 and are currently scheduled to be completed by April 2020. The extension to the school will provide two additional classrooms which will give them four separate Foundation Phase classroom bases for their Nursery, Reception, Year 1 and Year 2 classes. This will enable the school to meet demand for places in the future. The additional classrooms will also enable them to provide wraparound care, which will help support parents/carers who wish to work full time, with the additional classrooms having more secure direct access and appropriate kitchen facilities and toilet facilities with suitable disabled access.

Appendix 1: List of schools benefitting from the Reducing Infant Class Sizes Grant

Anglesey

Ysgol Gynradd Llanfawr, Ysgol y Graig.

Blaenau Gwent

Abertillery Learning Community, Blaen-y-Cwm Primary School, St Illtyd's Primary School, Willowtown Community Primary School.

Bridgend

Caerau Primary School, Croesty Primary School, Pil Primary School, Ysgol Gymraeg Bro Ogwr.

Caerphilly

Greenhill Primary School, Panside Primary School, Park Primary School, Rhydri Primary School, St James Primary School.

Cardiff

Bryn Hafod Primary School, Greenway Primary School, Hywel Dda Primary School, Moorland Primary School, Oakfield Primary School, Pencaerau Primary School, Pentrebane Primary School, St Alban's Catholic Primary School, St Fagan's CW Primary School, St Francis RC Primary School, St Mary's the Virgin Church in Wales Primary School, Trelai Primary School, Trowbridge Primary School.

Carmarthenshire

Bigyn Primary School, Ysgol Bro Banw, Ysgol Bryn Teg, Ysgol Gymunedol Maes y Morfa, Ysgol Pen Rhos, Ysgol Gynradd Penygroes, Ysgol Gynradd Saron, Ysgol Gynradd Bynea, Ysgol y Castell, Ysgol y Ddwylan.

Ceredigion

Ysgol Gynradd Gymunedol Pontrhydfendigaid, Ysgol Bro Pedr, Ysgol Gynradd Aberteifi, Ysgol Gynradd Llanilar.

Conwy

Ysgol Capelulo, Ysgol Nant y Groes, St George Church in Wales Primary School, Ysgol Sŵn y Don.

Denbighshire

Christchurch C.P. School, Bodnant Community School.

Flintshire

Queensferry C. P. School, Saltney Ferry C. P. School, St Mary's Catholic Primary School, Ysgol Cae'r Nant, Ysgol Glan Aber.

Gwynedd

Ysgol Craig y Deryn, Ysgol Ein Harglwyddes, Ysgol Glancegin, Ysgol Maenofferen, Ysgol Gynradd Maesincla, Ysgol Gymuned Penisarwaen, Ysgol Gynradd Tanygrisiau, Ysgol y Faenol.

Merthyr Tydfil

Coed y Dderwen Primary School, Goetre Primary School, Trelewis Primary School, Ysgol Gynradd Gymraeg Santes Tudful.

Monmouthshire

Castle Park Primary School, Thornwell Primary School and Nursery Unit.

Neath Port Talbot

Awel y Môr Primary School, Central Primary School, Crynallt Primary School, Gnoll Primary School, Tywyn Primary School, Ysgol Gynradd Gymraeg Castell-nedd, Ysgol Gynradd Gymraeg Rhos-Afan.

Newport

Llanmartin Primary School, Lliswerry Primary School, Maesglas Primary School, Maindee Primary School, St Gabriel's RC Primary School, St Woolos Primary School, Somerton Primary School, Tredegar Park Primary School.

Pembrokeshire

Fenton Community Primary School, Golden Grove Community School, Neyland Community School, Gelliswick Church in Wales VC School, Ysgol Glannau Gwaun, St Mary's Catholic Primary School²/Ysgol Gymunedol Croesgoch.

Powys

Ladywell Green School, Llandrindod Wells C. P. School, Maesyrhandir CP School, Mount Street Nursery and Infant School, Ysgol Gymraeg Dyffryn y Glowyr.

Rhondda Cynon Taf

Gelli Primary School, Llanharan Primary School, Parc Lewis Primary School, Penywaun Primary School, Pontygwaith Primary School, Ysgol Gynradd Gymraeg Llyn y Forwyn.

Swansea

Hendrefoilan Primary School, Parkland Primary School, Penyrheol Primary School, Sea View Primary School, Ysgol Gynradd Gymraeg Bryniago.

Torfaen

Blaenavon Heritage VC Primary School, Garnteg Primary School, George Street Primary School, Penygarn Community Primary School, Woodlands Community Primary School.

Vale of Glamorgan

Cadoxton Primary School, Gladstone Primary School, High Street Primary School, Holton Primary School, Romilly Primary School.

Wrexham

Barker's Lane Community School.

² School closed and funding transferred to Ysgol Gymunedol Croesgoch.

Appendix 2: Summary of capital works

Sixteen local authorities submitted capital bids, as detailed here.

Blaenau Gwent – £199,600

Willowtown Community Primary School – £129,600

Funding is providing internal adaptations to create an additional classroom including an internal shared resource space and remodelled toilet facilities. They will also benefit from a permanent outdoor learning and play environment to support the Foundation Phase.

St Iltyd's Primary School – £70,000

Funding is providing the remodelling of existing facilities to create additional teaching space. This will also provide a flexible teaching and breakout space to support both vulnerable learners and family engagement. They will also benefit from a suitable play environment to support the Foundation Phase.

Bridgend – £750,000

Ysgol Gymraeg Bro Ogwr – £200,000

Funding is being used to adapt two small rooms to form one suitably sized classroom.

Croesty Primary School – £550,000

Funding is providing a two-classroom extension onto an existing Foundation Phase unit. This will enable all years of the Foundation Phase to be accommodated in one building and manage small class sizes more effectively.

Cardiff – £3,000,000

Oakfield Primary School – £1,000,000

Funding has provided the school with a four-classroom modular extension, with group rooms and toilet space, with a covered walk way to the main school. The additional four classrooms allow all classes to have their own base and remove the reliance on demountable classroom accommodation. There is also space for breakout rooms and to enable the school to accommodate the Childcare Offer.

St Fagan's CW Primary School – £1,000,000

Funding is enabling the school to remodel their building to provide an additional two classrooms to make more effective use of their teaching environment. Works are currently ongoing.

St Francis RC Primary School – £1,000,000

Funding is providing an extension and remodelling of existing facilities to provide an additional two classrooms to make more effective use of their teaching environment. Works are currently ongoing.

Carmarthenshire – £2,000,000**Ysgol Y Ddwylan – £495,000**

Funding is providing two new additional classrooms including internal alterations to the existing school to provide access and circulation to the new classrooms.

Ysgol Gynradd Bynea – £540,000

Funding is providing two new additional classrooms including internal alterations to the existing school to provide access and circulation to the new classrooms. External works include covered outside teaching areas to support the Foundation Phase.

Ysgol Gynradd Saron – £485,000

Funding is providing two new additional classrooms including internal alterations to the existing school to provide access and circulation to the new classrooms. External works include covered outside teaching areas to support the Foundation Phase.

Ysgol Gynradd Penygroes – £480,000

Funding is providing two new additional classrooms in a standalone building with toilet facilities and a covered access to the main school. The project also includes a covered outside teaching space, linked to the circulation canopy to support the Foundation Phase.

Ceredigion – £1,600,000**Ysgol Gynradd Aberteifi – £1,00,000**

Funding will incorporate their two existing buildings currently connected by a covered walkway to provide additional more suitable teaching spaces freeing up the school's hall. They will have a new extension for their Reception class. The school will benefit from a new communal main entrance, office space, community/computer room and new staff room with toilets and up to four resource spaces.

Ysgol Gynradd Gymunedol Pontrhydfendigaid – £600,000

Funding will provide the school with two new classrooms, cloakroom/toilet facilities and circulation space. This will also enable a room currently used as a classroom to be used as a resource/intervention space making the school's layout more efficient and practical to carry out lessons.

Conwy – £300,000**Ysgol Capelulo**

Current proposals are to add an additional classroom with ancillary and circulation space, and new toilet facilities. This project is currently on hold while options are being considered.

Flintshire – £1,320,000

Ysgol Glan Aber

The funding awarded is part of a £2.317 million project to provide a new-build extension and remodelling of existing facilities. The new building will house a purpose-built kitchen and servery, a new additional classroom and storage areas. There will also be extensions to existing classrooms to meet minimum requirements to accommodate 30 learner places. An old adjacent youth club will be demolished to be replaced with a purpose-built new school hall.

Gwynedd – £600,000

Ysgol Glancegin

Funding will provide a much needed extension to support smaller classes and the anticipated growth in the number of children in the school's catchment supporting Welsh-medium provision.

Merthyr Tydfil – £931,000

Ysgol Gynradd Gymraeg Santes Tudful – £661,000

Funding will provide a standalone extension for two classrooms including toilets and a lobby facility. Old demountable accommodation will be removed and external play areas will be created to support the Foundation Phase.

Trelewis Primary School – £270,000

Funding will provide a single classroom extension for the Foundation Phase. This will also enable the school to increase their current space to provide provision for the Childcare Offer.

Neath Port Talbot – £1,890,000

Ysgol Gynradd Gymraeg Rhos-Afan – £1,340,000

Funding will provide a permanent standalone extension of four classrooms, including toilets, cloakroom facilities and circulation space. This will also support their long-term plan for a new-build school on the current site and to meet the increasing demand for Welsh-medium education and facilitate a reduction in infant class sizes.

Ysgol Gynradd Gymraeg Castell-nedd – £325,000

Funding will provide an additional classroom provided by a demountable due to site constraints. This will also support the future demand for Welsh-medium provision in the area.

Gnoll Primary School – £225,000

Funding will see the school be remodelled to provide two additional classrooms. They will also benefit from refurbishment of existing accommodation, upgrade of toilet facilities and a sheltered outdoor learning area to support the Foundation Phase.

Newport – £1,100,661**Maesglas Primary School – £520,661**

Funding will provide a two-classroom base standalone nursery building on the school site. This will enable the school to utilise their current two classrooms to reduce infant class sizes.

St Woolos Primary School – £580,000

Funding will provide refurbishment of a separate annexe building to create a much needed dedicated kitchen and canteen area. This will enable the school to have appropriate dining facilities where catering was prepared off-site and brought to the school. This will allow the current room to be used as a classroom to create reduced separate year group classes.

Pembrokeshire – £308,165**Fenton Community Primary School**

Funding will provide an additional Foundation Phase classroom extension, adaptations to the adjacent areas and upgrade of toilet facilities also needed for existing provision.

Powys – £600,000**Ysgol Dyffryn y Glowyr**

Funding is providing a contribution to an overall project of £2.2 million to provide new fit-for-purpose early years provision in the form of a four-classroom block. This will consist of two classrooms for Foundation Phase provision and two classrooms for the Childcare Offer provision. This will allow the school to reduce their infant classes and have the space to meet future demand for Welsh-medium provision in the area. The whole project is being funded by the Welsh Government with the majority of the costs being met from the Childcare Offer Capital Grant.

Rhondda Cynon Taf – £1,530,000**Gelli Primary School – £730,000**

Funding will provide two new classrooms and improvements to the external play area to support the Foundation Phase.

Llanharan Primary School – £600,000

Funding is providing two new classrooms and improvements to the external play area to support the Foundation Phase. This will allow the school to have separate classes for each year group and to support the Childcare Offer provision.

Parc Lewis Primary School – £200,000

Funding is providing internal remodelling and refurbishment work to create an additional classroom, and external play area improvements to support the Foundation Phase.

Swansea – £1,918,749

Hendrefoilan Primary School – £705,009

Funding is providing a new extension to the existing main building. It will create one additional classroom base, storage facilities, learner and staff toilet facilities, and will include a new mechanical plant facility to allow additional future expansion.

Sea View Primary School – £539,750

Funding is providing internal remodelling of all the classroom bases to create more appropriate teaching space while also creating an additional class. This will greatly improve the efficiency of the building mechanical/heating running costs and assist in reducing the school's backlog maintenance figure with these enhancements to the fabric of the building.

Penyrheol Primary School – £162,812

Funding is providing remodelling and refurbishment of two existing large open plan classrooms into four new classroom teaching spaces. They will benefit from an increased, remodelled school hall and a canopy area to support the Foundation Phase.

Ysgol Gynradd Gymraeg Bryniago – £511,178

Funding will provide remodelling of the school's existing canteen building on the infant site to provide one additional classroom base. This remodelling will also include the relocation of the school's main office and headteacher's office from the junior site, which will make space available for required storage on the junior site to accommodate the new kitchen and associated areas.

Wrexham – £1,000,000

Barker's Lane Community School

Funding will provide four additional classrooms, increasing the school's capacity by 50 per cent, creating 15 spaces across each year group. It is proposed that this will result in a wider reduction in class sizes around the town centre in up to nine other primary schools which are regularly at capacity.