



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

17th JUNE 2021

CONSIDERATION FOR FAMILY ENGAGEMENT OFFICER ROLES – FEEDBACK

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSIONS WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES (COUNCILLOR J ROSSER)

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1. PURPOSE OF THE REPORT

- 1.1 The purpose of this briefing is to consider the impact and potential extension of the Family Engagement Officer (FEO) pilot currently in six secondary/through schools to help tackle barriers to engagement in education.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Note the information contained in the report.
- 2.2 Determine whether to agree to the extension of the Family Engagement Officer pilot programme in six secondary/through schools for an additional 12-month period until August 2021
- 2.3 Determine whether to agree to the introduction of a primary phase pilot for 24-months within thirteen primary schools.

3. REASONS FOR RECOMMENDATIONS

- 3.1 The initial pilot within secondary/through schools was developed with a focus on improving attendance within these settings. However, the impact of the Covid-19 pandemic has made it extremely difficult to quantify whole school improvements in attendance particularly in quantitative terms. Feedback from schools has been very positive however and suggests that these roles have been very beneficial in overcoming the multiple barriers to learning and engagement. We therefore wish to extend the pilot to ascertain the wider improvement these roles can support.
- 3.2 We are requesting an extension of the pilot into primary settings due to the significant impact the Covid-19 pandemic has had. These roles have been vital in many settings to support communication and engagement with pupils and their families who have faced emotional and economic hardships as a result of the

pandemic and the associated impact this had on education. We therefore wish to quantify the potential impact of these roles in thirteen primary settings. This will provide schools with enhanced capacity to engage with a range of agencies and vulnerable families to address barriers to school engagement. At the heart of this approach will be the building of positive relationships between the school, families and the community.

These proposed family engagement roles will strengthen the capacity of schools to engage with families beyond the school gate, promoting multi-agency working and access to timely family support to overcome hardship and any barriers to children's learning and engagement. There is well documented research evidence which highlights that family involvement is one of the strongest predictors of children's school success, and that families play pivotal roles in their children's cognitive, social, and emotional development from birth through adolescence. Nevertheless, many families require support to develop resilience and to overcome the multiple stress factors commonly associated with financial hardship so they are better placed to support their child's learning and engagement in education.

4. BACKGROUND TO THE REPORT

- 4.1 In the academic year 2018/19, secondary school attendance (including special schools) in RCT declined 0.1% from the previous year to 92.8%. This is the lowest point since the 2012/13 academic year and placed RCT 22nd in the all-Wales attendance table.
- 4.2 As a result of declining figures in recent years, attendance was made a RCT priority. To ensure that the most vulnerable pupils are supported, the Education and Inclusion Services Directorate identified a model of best practice within our primary schools that was considered beneficial to supporting attendance in secondary settings, as well as enhancing relationships with parents/carers in our settings with the greatest engagement challenges. This model is based around the role of Family Engagement Officers and the proposal drew on the good practice that was evident in Glenboi Primary School.
- 4.3 On 13th February 2020, a proposal was approved by Cabinet to fund a pilot across six secondary/through schools. These schools, and their categorisation at the time, were:
 - Porth Community School (Red)
 - Aberdare Community School (Red)
 - Mountain Ash Comprehensive School (Amber)
 - Ferndale Community School (Amber)
 - Tonyrefail Community School (Yellow)
 - Ysgol Nantgwyn (Yellow).
- 4.4 The rationale for these six schools was a combination of attendance and deprivation data. They were the six lowest performing schools for secondary mainstream attendance in 2018/19, with five also being the lowest performing schools in the previous academic year as well. All but Porth Community School ranked in the five most deprived secondary/through schools when looking at datasets from the WIMD at the time of proposal. Porth Community School ranked 8th. The two schools falling in 6th and 7th place were Hawthorn High School and Ysgol Gyfun Cwm Rhondda. However, attendance at these schools was significantly higher than those chosen for inclusion in the 2018/19 academic year.

4.5 Cabinet approved £174,000 for the employment of the six positions with an April 2020-August 2021 window for the pilot to take place. As specified in the original proposal, the positions were to be managed by each school with a bespoke action plan created and reports being centrally monitored by Education and Inclusion Services.

5. DELIVERY AND OUTCOMES

5.1 Unfortunately, the onset of the Covid-19 pandemic, and associated school closures, led to delays in some schools in the employment of their Family Engagement Officer and also led to the intended focus on attendance being somewhat shifted to deal with various new issues that schools were presented with and made data comparisons to previous academic years difficult to work with.

5.2 The delays in appointment were as a result of complexities surrounding appointment systems during lockdowns and the concern of some schools to appoint whilst in a situation where they could not utilise the Family Engagement Officer within the initial focus.

5.3 However, despite this, all six schools involved in the pilot have fed back the invaluable role that their Family Engagement Officer has played throughout their period of employment in key areas which are considered below.

5.4 Attendance

5.4.1 All schools identified cohorts within their settings to specifically target as a result of historic attendance concerns. This differed between schools where some identified whole year groups to target whilst others identified cohorts such as pupils identified as truants; persistent absentees (those under 80% attendance); eFSM pupils, pupils persistently late, etc.

5.4.2 All schools identified some improvement in attendance with individuals targeted but success rates differed from school to school as would be expected due to the differing community concerns throughout this period in relation to Covid-19 cases. The prevalence of community transmission is identifiable across the local authority via changes in attendance data which has affected all educational settings.

5.4.3 Particular successes in attendance have been seen across the board. For example, attendance in Ferndale Community School increased from 75.5% in Autumn Half Term 1 to 86.7% in Autumn Half Term 2. This is despite a surge of Covid-19 cases in late November and attendance for the first three weeks of the month was 90%. Ysgol Nantgwyn similarly increased attendance in the same timeframe by 3.9% with FEO individual pupil intervention showing a mean average increase in attendance of 32%. Tonyrefail Community School showed 66% of Year 11 pupils improved attendance from the commencement of school after the half term break up to 11th December in comparison to the first half term.

5.4.4 Porth Community School identified that, by disaggregating pupils who had needed to self-isolate, their persistent absentee figure (pupils below 80% attendance) reduced by 28 pupils from Autumn Term 2019/20 to Autumn Term 2020/21.

- 5.4.5 Aberdare Community School noted that late arrivals have decreased 2.3% from the same period two years ago and this is even evident across the same term in other settings as identified by Porth Community School who show a drop in late arrivals from 1.1% in the Autumn Half Term 1 to 0.3% in Autumn Half Term 2.
- 5.4.6 Porth Community School focused some of their FEO time to work closely with the school ALNCO to improve attendance in the school's four Learning Support Classes. Even during the challenges that the pandemic has placed on attendance, this has shown significant results. Two classes improved attendance from the same period last year (34.2% and 17.0% increase), one class improved slightly (2.1%) and the fourth declined slightly (0.7%).
- 5.4.7 Targeted support mechanisms in Mountain Ash Comprehensive School have shown attainment improvements as well. A Year 11 key marginal group was identified and between two monitoring period the average Capped 9 score for the group increased from 350.9 to 363.2.
- 5.4.8 Schools also identified specific case studies where the FEO role has been instrumental in developing relationships, supporting families affected by Covid-19 and helping to increase attendance or distance learning engagement. These have been included in Appendix 1.
- 5.4.9 The pandemic has undoubtedly placed attendance at the forefront of issues within our educational settings, and despite the challenges, the above shows numerous instances where the FEO role has supported in this area. Lockdown periods and school closures have been difficult for settings and Education and Inclusion Services to effectively analyse attendance data at times but the FEO has been integral in wider key areas, beyond attendance rates, which is explored below.

5.5 Other Key Support Areas

- 5.5.1 When the initial proposal was drafted, the impact of Covid-19 on our schools and communities could not have been foreseen. Numerous new challenges faced our educational settings and the FEO role was utilised by settings in supporting some key areas and emerging themes.
- 5.5.2 All schools identified that having a non-teaching member of staff who could solely focus on supporting families has been a lifeline and one which they believe can continue to support in the future with the longer-term issues they will face as an outcome of the pandemic.
- 5.5.3 The main focus of these key support areas is learner and family wellbeing as well as digitally excluded learners.
- 5.5.4 All settings identified that their FEO has been involved in supporting learner wellbeing and wider family wellbeing. This has been particularly needed during periods of lockdown where schools remained open only for vulnerable learners or key workers' children.
- 5.5.5 This work entailed various aspects including: pupil/parental surveys; home visits to families that have not been in contact with school for engagement and safeguarding purposes; phone calls as part of wellbeing checks for families with follow up referrals to the Attendance and Wellbeing Service and referrals to other support services

including Eye to Eye Counselling, Resilient Families Service and the Youth Engagement and Participation Service. Across the six settings in the Autumn Term, 1283 families were identified as receiving a home visit and/or phone call from the FEO.

- 5.5.6 All six settings also identified that their FEO has been involved in some way with distance learning for learners either during periods of self-isolation or during lockdown periods.
- 5.5.7 The involvement in distance learning includes: identifying Digitally Excluded Learners and delivering internet-enabled devices to families where needed; support for learners and parents/carers to be able to use devices to access learning including practical lessons on how to use online platforms and delivery of paper packs where this approach is better suited to the family or prior to the learner receiving an electronic device.
- 5.5.8 Targeted work was also utilised to work with those learners and their families who had not been engaging in distance learning. Numerous examples were provided by settings where the FEO has worked with families to increase engagement in this area. In Ferndale Community School for example, the FEO worked with a Year 11 target group who had failed to engage in any distance learning during the first lockdown. 41% of this group completed work during the November lockdown following the FEO intervention.
- 5.5.9 Other areas which the pilot schools identified utilisation of the FEO included: links with wider pastoral and attendance teams within the school; liaison with the Attendance and Wellbeing Service to dovetail services to families and home visits; creation of reassurance and motivational letters to support attendance; internal and external truancy; implementation of remote attendance systems with a graduated response during school closures; assertive mentoring programmes and pastoral support to families reluctant to attend to medical issues or shielding.

6. RATIONALE FOR THE RECOMMENDATIONS

- 6.1 The Children's Commissioner for Wales undertook a survey with learners aged 7-18 entitled 'Coronavirus and Me' in the Autumn Term with disaggregated data for RCT provided in early November.
- 6.2 Within this survey data, children were asked how they were feeling during the Coronavirus crisis. 59% of 12–18 year olds said they were worried some or most of the time and 61% were sad some or most of the time. This presents a substantial challenge to our settings currently and moving forward where wellbeing issues are significant across our secondary cohorts.
- 6.3 Education and Inclusion Services, with the support of our educational settings, have also undertaken parental surveys which has run into the Spring Term. At the time of writing this report, 5480 parental responses had been received to the RCT parental survey.
- 6.4 5351 parental responses were provided to the query rating wellbeing support provided by schools with an average rating of 3.93 on a 1-5 scale. These place our schools in a positive position to support and the work highlighted in Section 3 shows

that the ability of a non-teaching member of staff to support wellbeing has been integral to allow teaching staff to focus on teaching and learning.

- 6.5 Feedback from schools has been universally positive around the role of the FEO. Schools have quoted the added importance of the role during the Covid-19 pandemic and the potential role they can play as we hopefully transition out of the pandemic.
- 6.6 The initial focus of the FEO pilot on attendance has been difficult to quantify in the current climate as comparative data sets from previous years is simply not available due to the sheer impact of the pandemic and its effect on education and wider society.
- 6.7 However, we are seeing some successes within the FEO role, particularly when considering the impact on targeted individuals, and the added benefit that a non-teaching role has had in creating relationships with families and supporting at-risk families.
- 6.8 The initial idea behind the pilot was to ascertain the need for rollout of the FEO role across all secondary settings. Due to the impact the pandemic has had on achieving wider quantitative impact on attendance, we do not feel we are currently in a position to request this full rollout but would like to consider the impact these roles could have in some of our primary settings with pupils from high deprivation areas and with low historic attendance.
- 6.9 There has been a clear impact that we have seen at individual level, and the impact we can see on relationship-building which may become more prevalent as shown in the data in Section 4, we are making a key recommendation that Cabinet consider an extension of the pilot for all six secondary/through settings until August 2022. This will allow us time to show wider impact on attendance as education hopefully resumes without lockdown situations and provides a resource within secondary mainstream settings with the highest deprivation and lowest historical attendance.

7. RATIONALE FOR INCLUSION OF PRIMARY SETTINGS

- 7.1 The thirteen primary settings which we are requesting are included in the pilot are:
 - Pontygwaith Primary School
 - Penywaun Primary School
 - Perthcelyn Community Primary School
 - Trealaw Primary School
 - Maerdy Primary School
 - Penrhys Primary School
 - Pontrhondda Primary School
 - Tref-y-Rhyg Primary School
 - Tylorstown Primary School
 - Heol y Celyn Primary School
 - Pengeulan Primary School
 - Penpych Primary School
 - Penrhiwceibr Primary School.
- 7.2 Appendix 2 outlines the rationale for the inclusion of the thirteen primary settings proposed. This is based on a simple ranking/scoring system of those with the highest

percentage of pupils living within the top 20% of deprived communities as identified in the Welsh Index of Multiple Deprivation and the ranking of overall attendance in the last complete academic year in 2018/19. The ranks have been added together and 11 of those with the lowest score therefore deemed most in need and chosen for inclusion in this pilot proposal.

- 7.3 Two additional schools have been included due to the high percentage of deprivation in those areas as identified by 93% of their pupils living within the top 20% of deprived communities.
- 7.4 We have based this proposal on the understanding of the negative impacts Covid-19 has had on families who were already living in deprived communities. The number of learners accessing free school meals has increased dramatically in Rhondda Cynon Taf during the pandemic with many facing higher levels of economic disadvantage than ever before. It is hoped that the pilot will strengthen the relationship between schools, families and the wider community so that improvement in both engagement and learning takes place.
- 7.5 It is hoped that by successfully engaging with the families experiencing the greatest barriers to learning and attendance, this will foster greater equity and more enhanced opportunities for improving the attainment and outcomes of those facing disadvantage. By extending the family engagement role, support can be provided to secure parental engagement in children's learning and active involvement in the life and work of school settings. To realise this ambition, families experiencing hardship may well require support and signposting to appropriate agencies to ensure that they are better placed to support their child's learning. It is hoped that through effective family engagement and family learning approaches, educational disadvantage can be minimised, positive attitudes towards learning fostered and socio-economic resilience created.

8. FINANCIAL IMPLICATIONS

- 8.1 The initial Cabinet report of 13th February 2020 requested Family Engagement Officers employed at Grade 6 of the Pay Scale for the six settings. In line with the recommendation, it is requested to extend the pilot for a further 12-month pilot period to ascertain effectiveness from 1st September 2021 to 31st August 2022. To employ officers to cover this period would equate to approximately £152,000. It is proposed that this cost will be met from within existing resources.
- 8.2 The inclusion of thirteen primary settings into the pilot would cost an additional £659,000 for the period 1st September 2021 to 31st August 2023. This additional cost for a 24-month period is proposed to be match-funded with 50% from the reprioritisation of existing and one-off resources if agreed by Cabinet and 50% from school budgets. Some schools are likely to tailor staff hours to their individual school context which may result in some part-time posts particularly where schools have already funded roles with a wellbeing, pupil or family engagement focus from their existing resources. The funding will only be used for additionality to any existing provision to complement and enhance the provision at those schools.
- 8.3 Regular performance reporting in relation to the funding would continue and outcomes closely monitored.

9. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

9.1 None at present.

10. LINKS TO THE COUNCIL'S CORPORATE PLAN/OTHER CORPORATE PRIORITIES/SIP

10.1 Educational performance has a clear link to the Council's priority of Building a Strong Economy. Improved educational performance will have a positive impact on this priority.

11. CONCLUSION

11.1 We are seeking agreement to help enhance family engagement and tackle poor attendance at secondary level, and support relationship building with families, via the continuation of the Family Engagement pilot in six educational settings for an additional 12-month period. This would allow effective analysis of the pilot programme where the initial pilot period has been impacted by the Covid-19 pandemic.

11.2 We are also seeking agreement to reprioritise resources to help tackle multiple barriers to engagement in education and learning experienced by the most vulnerable families of primary aged children. By fostering relationships with families at thirteen targeted primary settings for a two year period, it is hoped that greater socio-economic resilience can be created and barriers to learning and engagement successfully overcome.

11.3 We will monitor the effectiveness of the pilot to ascertain whether further rollout is needed across additional settings.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

17TH JUNE 2021

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSIONS WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES (COUNCILLOR J ROSSER)

Item:

Background Papers

Consideration for Family Engagement Officer Roles, Cabinet, 13 February 2020. Report of the Director of Education and Inclusion Services in Discussions with the Cabinet Member for Education and Inclusion Services (Councillor Mrs J Rosser).

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Appendix 1 – School FEO Case Studies

- (a) A school refuser who has not attended school for over a year (and refused to engage with home tuition via RCT EOTAS provision) has just returned to school after working with the FEO/AWS Officer and ALNCO closely. Attendance was 0% and now has increased to 9.4% due to a phased return. This is a fantastic achievement to engage this pupil who has been completely disengaged from mainstream and EOTAS provision for a number of years.
- (b) Two pupils (siblings) refused to attend in the first five weeks of school as the father was extremely anxious about letting the pupils return. After working closely with the FEO and after receiving new attendance (reassurance) letters accompanied alongside the school risk assessment and COVID guidance, both pupils returned to school. Their attendance improved from 0% on 09.10.20 to 43% 03.12.20. The reassurance letters were created in conjunction with another secondary setting and shown as an area of best practice. A modified version was sent to all schools via the Attendance and Wellbeing Service.
- (c) One pupil moved significantly out of catchment area during Year 11. Parents reluctant to move schools due to issues in previous schools and the good relationships formed. FEO worked closely with family to arrange a bus pass, provided the family with times of buses and supported the pupil with engaging with school. A laptop was also provided due to the pupil being identified as digitally excluded. The impact of this intervention has resulted in a pupil potentially not attending school to being on track to achieve the equivalent of Level 2+.
- (d) Another year 11 pupil identified as a key marginal has had significant difficulties in her home life. FEO has maintained daily contact with the parent and organised a laptop to be delivered. FEO has supported both parent and pupil to access the online learning and supported with any difficulties. Individual pupil's Capped 9 score has improved from 246 points to 288 points from the start of September to December. She is currently working at a C grade in English Literature and on track to achieve a C grade in Mathematics.

Appendix 2 – Primary Settings Deprivation and Attendance Data

School	% in 10% most deprived	% in 20% MD	Deprivation Rank (1 being highest w/in 20%)	Attendance % 2019	Attendance Rank (1 being lowest)	Deprivation & Attendance (Lowest = most need)
Pontygwaith Primary School	38%	97%	1	91.71	2	3
Penywaun Primary School	91%	92%	6	92.39	7	13
Perthcelyn Community Primary School	69%	91%	8	92.39	8	16
Trealaw Primary School	35%	87%	11	92.17	5	16
Maerdy Primary School	93%	94%	3	92.96	14	17
Penrhys Primary School	89%	91%	7	92.44	10	17
Pontrhondda Primary School	65%	69%	16	91.15	1	17
Tref Y Rhyg Primary School	82%	82%	13	91.86	4	17
Tylorstown Primary School	73%	96%	2	93.13	16	18
Heol Y Celyn Primary School	51%	67%	18	91.80	3	21
Pengeulan Primary School	24%	82%	12	92.39	9	21
Capcoch Primary School	5%	88%	10	92.64	13	23
Cymmer Primary School	65%	66%	20	92.60	11	31
Cwmclydach Community Primary School	56%	56%	27	92.61	12	39
Craig Yr Hesg Primary School	45%	61%	21	93.32	19	40
Hirwaun Primary School	52%	53%	28	93.06	15	43
Glenboi Primary School	77%	90%	9	93.95	36	45
Ynysboeth Primary School	70%	73%	14	93.84	33	47
Miskin Primary School	4%	34%	42	92.30	6	48
Penrhiwceibr Primary School	26%	93%	4	94.05	43	48
Hendreforgan Primary School	57%	61%	22	93.70	27	49

School	% in 10% most deprived	% in 20% MD	Deprivation Rank (1 being highest w/in 20%)	Attendance % 2019	Attendance Rank (1 being lowest)	Deprivation & Attendance (Lowest = most need)
Ysgol Gynradd Gymraeg Llyn Y Forwyn	39%	68%	17	93.81	32	49
Oaklands Primary School	2%	46%	33	93.27	18	51
Bodringallt Primary School	47%	47%	31	93.48	22	53
Trerobart Primary School	1%	71%	15	93.98	38	53
Penpych Primary School	21%	93%	5	94.36	53	57
Cefn Primary School	59%	66%	19	93.99	40	59
Tonyrefail Community School	36%	42%	36	93.60	25	61
Cwmaman Primary	1%	60%	24	94.02	41	65
Ysgol Nantgwyn	26%	38%	41	93.65	26	67
Ynyshir Community Primary School	22%	25%	51	93.15	17	68
Darrenlas Primary School	4%	47%	32	93.98	37	69
Penderyn Primary School	23%	24%	52	93.46	21	73
Porth Community School	23%	29%	47	93.75	29	76
Cwmbach Primary School	2%	48%	30	94.17	49	79
Ysgol Gynradd Gymraeg Abercynon	22%	42%	37	94.03	42	79
Llanhari Primary School	2%	61%	23	94.53	57	80
Penyreglyn Primary School	28%	49%	29	94.42	55	84
Cwmbach C in W Primary School	0%	59%	25	94.75	62	87
Llwyncrwn Primary School	14%	15%	65	93.52	23	88
Ysgol Gynradd Gymraeg Ynyswen	16%	38%	40	94.15	48	88
Blaengwawr Primary School	2%	22%	55	93.89	34	89
Parc Lewis Primary School	12%	27%	50	93.98	39	89

School	% in 10% most deprived	% in 20% MD	Deprivation Rank (1 being highest w/in 20%)	Attendance % 2019	Attendance Rank (1 being lowest)	Deprivation & Attendance (Lowest = most need)
Caradog Primary School	7%	38%	39	94.21	52	91
Llwynypia Primary School	11%	11%	71	93.34	20	91
Williamstown Primary School	21%	31%	46	94.07	45	91
Abernant Primary School	1%	17%	64	93.71	28	92
Alaw Primary School	8%	23%	53	94.05	44	97
Ysgol Gynradd Gymraeg Aberdar	14%	34%	43	94.4	54	97
Aberdare Park Primary School	10%	17%	63	93.92	35	98
Ton Infants School	11%	12%	68	93.81	31	99
Our Lady's RC Primary School	17%	42%	35	94.91	68	103
Gelli Primary School	17%	19%	58	94.12	47	105
Ffynnon Taf Primary School	1%	2%	85	93.59	24	109
Treorchy Primary School	14%	19%	59	94.18	50	109
Hawthorn Primary School	20%	32%	45	94.88	65	110
Llanilltud Faerdref Primary School	4%	5%	80	93.76	30	110
Ysgol Gynradd Gymraeg Pontsionnorton	14%	29%	48	94.87	64	112
Ton Pentre Junior School	12%	12%	69	94.07	46	115
Caegarw Primary School	2%	18%	61	94.52	56	117
Abercynon Community Primary School	9%	13%	67	94.21	51	118
Ysgol Gynradd Gymraeg Bodringallt	51%	59%	26	96.13	92	118
SS Gabriel & Raphael RC Primary School	31%	39%	38	95.29	82	120
Ysgol Gynradd Gymraeg Tonyrefail	39%	43%	34	95.59	88	122

School	% in 10% most deprived	% in 20% MD	Deprivation Rank (1 being highest w/in 20%)	Attendance % 2019	Attendance Rank (1 being lowest)	Deprivation & Attendance (Lowest = most need)
St Margaret's RC Primary School	13%	28%	49	95.18	76	125
Gwaunmeisgyn Primary School	20%	22%	56	95.03	72	128
Ysgol Gynradd Gymraeg Bronllwyn	14%	21%	57	95	71	128
Coedpenmaen Primary School	3%	9%	74	94.57	58	132
Aberdare Town C in W Primary	6%	32%	44	95.68	89	133
Cwmlai Primary School	23%	23%	54	95.21	79	133
Maesycoed Primary School	3%	11%	72	94.74	61	133
Trallwng Infants School	3%	6%	77	94.61	60	137
Llwydcoed Primary School	2%	10%	73	94.93	69	142
Ysgol Gynradd Gymraeg Evan James	4%	9%	75	94.99	70	145
Ysgol Gynradd Gymraeg Llwyncelyn	16%	19%	60	95.43	85	145
Cilfynydd Primary School	0%	1%	87	94.57	59	146
Parc Primary School	3%	5%	81	94.89	66	147
Darran Park Primary School	13%	14%	66	95.5	86	152
Cwmdar Primary School	5%	7%	76	95.18	77	153
Hafod Primary School	4%	5%	79	95.08	74	153
St Michael's RC Primary School	11%	18%	62	95.87	91	153
Brynnau Primary School	0%	3%	82	95.03	73	155
Gwauncelyn Primary School	0%	1%	90	94.9	67	157
Trehopcyn Primary School	1%	1%	94	94.79	63	157
Rhigos Primary School	3%	3%	84	95.18	78	162
Ysgol Llanhari	7%	12%	70	96.24	93	163

School	% in 10% most deprived	% in 20% MD	Deprivation Rank (1 being highest w/in 20%)	Attendance % 2019	Attendance Rank (1 being lowest)	Deprivation & Attendance (Lowest = most need)
Llanharan Primary School	0%	2%	86	95.21	80	166
Maesybryn Primary School	1%	1%	91	95.13	75	166
Llantrisant Primary School	3%	3%	83	95.42	84	167
Ysgol Gynradd Gymraeg Castellau	6%	6%	78	95.68	90	168
Dolau Primary School	0%	1%	89	95.22	81	170
Coedylan Primary School	1%	1%	88	95.57	87	175
Tonysguboriau Primary School	1%	1%	93	95.36	83	176
Pontyclun Primary School	0%	1%	92	96.44	95	187
Penygawsi Primary School	0%	0%	95	96.27	94	189