

Value for Money Statement

Academy trust name: Canon Pyon CE Academy

Academy trust company number: 8337745

Year ended 31 August 2013

121115 – Canon Pyon CE Academy - Value for Money Statement

I accept that as accounting officer of **Canon Pyon CE Academy** I am responsible and accountable for ensuring that the academy trust delivers good value in the use of public resources. I am aware of the guide to academy value for money statements published by the Education Funding Agency and understand that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

I set out below how I have ensured that the academy trust's use of its resources has provided good value for money during the academic year.

121115 – Canon Pyon CE Academy – Financial Statements

Curriculum targets during the academic year have focused on further enhancing teaching and learning provision, particularly in Mathematics and Literacy, to both increase rates of progress and raise attainment. This has included improved provision for pupils to develop confidence and self-esteem, alongside developing the progressive teaching of specific skills throughout the school, in all aspects of Literacy and Maths.

Identified groups of pupils have also benefited from bespoke programmes and initiatives, including pupils having been identified as 'Gifted and Talented' in Mathematics, attending problem solving workshop days alongside similarly identified pupils from other local schools, and identified children have undertaken Maths and Literacy Ambassador activities, designed to build self-esteem and confidence as well as raising attainment levels.

Examples of expenditure to support this include the purchase of Numeracy learning resources across the schools, sets of 'Numicon' equipment and a subscription to 'MyMaths', an online learning resource available for all children, which can be accessed and used in school and at home, thereby enhancing out of class provision whilst also providing challenge for more able pupils as well as consolidation and enrichment activities.

Teaching staff members in Early Years, Key Stage 1 and Key Stage 2 have undertaken 'Progression in Maths' training through the Activate Network of local schools. This has focused on developing skills in the assessment and progression of Mathematical processing skills ensuring that individual needs are quickly identified and effectively addressed.

Assessment strategies and data analysis have been supported by the purchase of licenses for all teaching staff to use 'Classroom Monitor' (an online assessment and levelling tool for all aspects of Literacy and Maths) and 'Otrack' (an online data tracking system). This has ensured that pupil progress and attainment has been carefully assessed and monitored throughout the year, impacting on overall achievement.

The school benefits from membership of the Activate network, a group of 31 local Primary Schools working collaboratively to deliver high quality Continuing Professional Development for teachers and teaching assistants, as well as providing opportunities for groups of pupils from different schools to work together in activities such as the Gifted and Talented workshops and the Literacy and Maths Ambassador programmes.

Further staff training has included 'Improving Literacy Writers', and 'Book Talk', a high level approach to guided reading, which has been supported by the purchase of new guided reading materials.

The Early Years teacher has met on a regular basis to assess, moderate and plan for progression alongside other Federation Early Years teachers. This has been supported by the effective deployment of staff to enable all Early Years teachers to meet together and support review and assessment in each school.

Staffing structures have been regularly reviewed and adapted to meet the needs of pupils. As an example, additional teaching staff were been employed to facilitate an additional class mid-year, allowing Year 4 to be taught as a stand-alone class in response to increased numbers within the year group. Support staff have been redeployed as necessary to allow small group work at specific times within the school day, for example focused phonics teaching and forest schools work.

121115 – Canon Pyon CE Academy – Management Letter

The targeted initiatives to ensure effective educational provision for all as detailed above have had an enormous impact on progress and attainment during the year, resulting in improved achievement for pupils. This is apparent when considering the performance of key groups, expanded below:

Progress and Attainment

National Phonics Screening check

National pass rate:	69%
Canon Pyon pass rate:	88%

Phonics teaching and attainment has therefore been of an extremely high standard, achieving a pass rate significantly above the National percentage.

Progress and Attainment

Progress Measures Value Added data shows that Canon Pyon progress for pupils leaving at the end of Key Stage 2 in 2013 was higher than the national figure in all areas (Reading, Writing and Mathematics). For Mathematics this was significantly higher, with a score of 102.5, compared to the national 99.7. In Reading this was also significantly higher with a score of 104.1 compared to the national 99.8.

100% of all pupils at the end of Key Stage 2 made expected progress through the Key Stage in Reading, Writing and Maths, well above the national figure; additionally 75% achieved a complete level of additional progress in Reading, compared to the National figure of 30%, with 58% achieving a complete level of additional progress in Maths, compared to the national figure of 31%.

Vulnerable groups also made accelerated progress, with 100% of low attainers at Key Stage 1 making more than expected progress in Maths, compared to the national figure of 38%.

Attendance

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
Whole School	93.6	1.6	4.8	0.0	100.0	95.2
Totals	93.6	1.6	4.8	0.0	100.0	95.2

Signed:

Name:Peter Box

Academy Trust Accounting Officer

Date:16 December 2013