

Value for Money Statement

Academy trust name: CANON PYON CE ACADEMY

Academy trust company number: 8337745

Year ended 31 August 2014

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.

Canon Pyon CE Academy is a member of the Herefordshire Marches Federation of Academies and has strong links with 4 other Primary Academies (Lord Scudamore Academy, Sutton Primary Academy, Kings Caple Primary Academy and Llangrove Academy).

HMFA have a legally bound connection with Canon Pyon CE Academy and the other schools and academies in the Federation. We are able to minimise costs by the sharing of resources, staff, vehicles and combining pupil extra-curricular activities. We purchase services as a group to obtain discount and best rate. Examples of this are for professional services, advertising, IT licences and IT software. We also belong to a network of 25 local schools which focuses on sharing development and training.

We have strict internal controls and regularly monitor the budgets and investigate anomalies and overspends. Budget reports are provided regularly to budget holders and the Head Teachers. Detailed financial reports are presented termly to the Finance Committee to discuss the current position and decisions on spending.

An internal auditor makes quarterly visits to investigate that there are strict procedures and policies in place to comply with Academy financial regulations. We are able to show that we have considered the risks of irregularity and fraud and have measures in place to avoid these.

We keep an up to date Risk Register, which is a working document and is reviewed annually by the Board of Directors. It enables us to identify areas of weakness which make us more vigilant.

As an academy we regularly look at our services and contracts to check if they need to be appraised or renegotiated to get the best mix of quality and effectiveness for the least cost. In April we decided not to purchase Additional Needs Learning & Behaviour SLA from our Local Authority. Instead we are utilising the valuable people and skills we already had working in the Federation enabling us to make a further saving. Wherever possible we request annual service charges to be invoiced to us on a monthly/quarterly basis so that the cost can be evenly spread over the financial year to minimise impact on cash flow. Bank reconciliations are performed on a monthly basis to monitor cash flow.

We now adopt best practice in terms of prudence and financial management. Where possible a tender process is undertaken for any supplies or services over an agreed amount, this has driven down costs so as to obtain value for money.

The Academy Trust has learnt that it must develop procedures for assessing need, and obtaining goods and services which provide “best value” in terms of suitability, efficiency, time and cost. We have also reviewed our contract with BT by cancelling our phonebook entry, this has saved us over £350 per year. The Academy has also contacted our electricity supplier, making a one off saving of over £500 due to VAT charges. .

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 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 ‘Developing Reasoning 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.

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.

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 and review assessment in each school.

Staffing structures have been regularly reviewed and adapted to meet the needs of pupils. As an example, specialist staff members were employed to deliver PE sessions throughout the year and our Music provision has been further enhanced by the purchase of licenses to allow public performances to take place.

Teaching staff are organised to take specific roles in both Key Stage 1 and 2, sharing class responsibility for the delivery of specific aspects of the curriculum. 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 reading development.

The targeted initiatives to ensure effective educational provision for all as detailed above have had significant 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: | 74% |
| Canon Pyon pass rate: | 60% |

Progress and Attainment

100% of all pupils at the end of Key Stage 2 made expected progress through the Key Stage in reading, writing and mathematics well above the national figure of 91%. Pupils achieving above expected progress were; (National averages in brackets.) 62.5%(35%) in reading, 37.5%(33%) in writing and 62.5% (35%) in mathematics.

Signed:

Name: Peter Box.....

Academy Trust Accounting Officer

Date: 16th December 2014