

Value for Money Statement

Academy trust name: LLANGROVE CE ACADEMY

Academy trust company number: 08333208

Year ended 31 August 2013

I accept that as accounting officer of **Llangrove 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.

Llangrove 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 Cuple Primary Academy and Canon Pyon Academy.

HMFA have a legally bound connection with Llangrove 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. In November 2012 we secured a 25% discount installing a new finance database (PS Financials) by buying as a group of 5 schools.

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 Headteachers. 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 cashflow. Bank reconciliations are performed on a monthly basis to monitor cashflow.

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. An example of this has been negotiating a better "value for money" photocopier contract, which has not only made a saving but also given us a more up to date photocopier. We have also reviewed our contract with BT by reducing our telephone lines to one and cancelling our phonebook entry, this has saved us over £300 per year. The Academy's heating oil is now bought within a local "oil syndicate" as a bulk order giving a considerable saving each year of up to £500. This is also saving time as it is organised by a local villager who sources the best price and arranges delivery on our behalf.

Our onsite pre-school generates additional rental income each year, Leapfrogs rental is on a daily basis for most of the year, including school holidays. We also promote the use of our school premises for lettings. This year we have made our school hall available for hire by local groups, i.e. Parish Councils, Leapfrogs Preschool fundraising activities, Beavers/Rainbows, amongst others. This now generates another small extra income.

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.

Literacy provision has been developed with the acquisition of 'Bug Club', a complete online resource including e-books and differentiated activities to deliver effective phonics and reading teaching. This is accessed both in school and at home, further extending provision beyond the school day.

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 'Fun with Fonix', designed to support the delivery of high quality phonics teaching and ensure accelerated acquisition of sounds, 'Improving Literacy Writers', and 'Book Talk', a high level approach to guided reading.

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 Music and PE sessions throughout the year. 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:	69%
Llangrove pass rate:	89%

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 progress for Llangrove pupils leaving at the end of Key Stage 2 in 2013 was higher than the national figure and an increase of progress measures for the previous year. In Reading this was considerably higher for boys, with a score of 104.0 compared to the national 99.9.

100% of all pupils at the end of Key Stage 2 made expected progress through the Key Stage in Reading, well above the national figure; additionally 60% achieved a complete level of additional progress in Reading, compared to the National figure of 30%. This included one pupil with specific learning difficulties (dyslexia), who was given a bespoke programme of targeted support, through staff organization and deployment. She achieved 2 complete levels of progress in Reading as a result.

100% of pupils achieved expected progress in Maths by the end of Key Stage 2, with 40% achieving a complete level of additional progress in Maths, compared to the national figure of 31%.



Signed:

Name: Peter Box.....

Academy Trust Accounting Officer

Date: 16th December 2013