

## Learning & Achievement Federation

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Executive Principal:  
Dr A C Minard

### Value for Money Statement

Academy Trust name: LeAF Academy Trust

Academy Trust company number: 8011930

Year ended 31 August 2013

I accept that as accounting officer of **LeAF Academy Trust** 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 trusts use of its resources has provided good value for money during the academic year.

**Improving educational results:** The Academy Trust is in its first year of operation. It consists of three schools, Oak Academy, Elm Academy and LeAF Studio. The age range is 0 – 19 and the numbers in each school are as follows:

Elm Academy has 330 pupils on role and has a satisfactory Ofsted rating, Oak Academy has 880 students on role and has a good Ofsted rating and the Studio has 320 students and has just opened in brand new premises.

#### Student Outcomes:

LeAF Academy makes wide use of data to quantify improvements, monitor finances and track student progress, this table provides a brief summary:

#### Elm Academy - Year 6 – End of KS2

Subject	Result	Target
Reading L4+	79%	79%
Reading L5+	15%	15%
Writing L4+	79%	91%
Writing L5+	6%	9%
Reading 2 levels progress:	85%	88%
Writing 2 levels of progress:	94%	91%

#### Oak Academy

GCSE	2013	2012	2011
5 A* to C (incl En & Ma)	44%	50%	45%
5 A* to C (inc En, Ma & Sc)	43%	39%	40%
5 A* - C	97%	97%	86%

A Level	2013	2012	2011
A2 Levels A* to E	100%	100%	99%

## LeAF Studio

GCSE	2013	2012	2011
5 A* to C (incl En & Ma)	48%	~	~
5 A* to C (inc En, Ma & Sc)	42%	~	~
5 A*-C	100%	~	~

A Level	2013	2012	2011
A2 Levels A* to E	100%	~	~

Our 2012 GCSE results show that Oak Academy is amongst the 100 best improving schools in terms of the progress students make between KS2 and GCSEs.

**Targeted improvement:** The staffing structure is deployed to drive and support school improvement and our wide curriculum, as outlined in our Development Plan. This focuses on five key Areas:

**Priority 1:** To establish leadership and management across the Studio.

**Priority 2:** Outcomes for all students at KS5 to be above with or in line with their individual targets.

**Priority 3:** All students to make at least three levels of progress at KS4.

**Priority 4:** To provide an innovative curriculum, which meets the aim of academic excellence, combined with high level employability skills.

The Trust operates in an area of significant deprivation, and each school within the Trust aims to support the learning of all pupils and young people across the ability range.

Sub dividing the Federation of the Schools into smaller working communities, including:

Nursery	0 – 4
Primary School	4 – 11
Transition School	11 – 14
Upper School	14 – 16
Sixth Form	16 – 19
Studio	14 – 19

Each small school provides extensive intervention, targeted through a rigorous progress cycle of tracking and assessment.

Extra-curricular provision is a focus across the federation, including Sport, Drama, Duke of Edinburgh, Fishing, Music and Art.

**The trust manages the differing needs of pupils, such as those requiring one to one support, and those requiring more stretch through:**

- Year 7 intervention in English and Maths;
- Collaboration work across the borough and wider community; sharing and mentoring of staff across academies within the trust;
- Shared facilities and expertise;
- Holiday Programmes within the local community;
- Peer mentoring programme;
- Equipment and additional resources for individual students;
- Educational visits;
- Extensive extra-curricular provision.

## **Student Premium**

### **School vision**

The targeted and strategic use of student premium will support us in achieving our vision.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all of the students;
- We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed;
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged;
- We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being in need of intervention and support;
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Provision**

- The range of provision the Governors may consider making for this group will include:
  - Reducing class sizes thus improving opportunities for effective AfL and accelerating progress;
  - providing small group work with an experienced teacher focused on overcoming gaps in learning;
  - 1:1 support;
  - additional teaching and learning opportunities provided through Intervention groups for specific needs.
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and maths;
- Pupil premium resources will also be used to target able children on FSM to achieve L3 or L5.

### **Reporting**

- It will be the responsibility of the Executive Principal, or a delegated member of staff, to report to the Governors on:
  - The progress made towards narrowing the gap, for socially disadvantaged students;
  - an outline of the provision that was made since the last meeting;
  - an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision.
- Parents will receive information as to the progress of students through personal information sent home, on individual education plans, through the six weekly progress summary, and through reporting of assessment results at the end of the academic year.

### **Changes the Trust has made to its budget to accommodate additional activities.**

We have finalised completion of a purpose built studio school ensuring that all pupils have a welcoming environment to start their day along with access to a healthy breakfast and a study area. We are in the process of implementing cashless catering; making it easier for parents to pay for school meals and be more informed about their child's eating habits. Sharing of a payroll and pensions officer across the Trust has brought economies of scale, whilst accessing specialist expertise. There is also the sharing of teaching staff and good practice across the schools, ensuring a balance in curriculum provision. Overstaffing in core subjects is always balanced against cost savings in other areas. Refurbishment of our 6<sup>th</sup> form area, a new science classroom and art room improved the teaching provision.

## Attendance

Attendance in all three schools is in line with national average.

Absence as percentage of available sessions (from the Summer Census)

Academy	2013	2012	2011
Elm Academy	Aged 5+ 4.97 Aged 4+ 7.07	5.32	5.63
Oak Academy	6.49	7.1	7.9
LeAF Studio	6.00	~	~

**Financial governance and oversight:** As accounting officer I have responsibility for reviewing the effectiveness of the system of internal control. During the year in question, the review has been informed by:

- the work of Jane Potter as Responsible Officer and the work of the external Auditor, Carter & Coley Chartered Accountants & Business Advisors;
- the work of the senior leaders within the academy trust who have responsibility for the development and maintenance of the internal control framework.

The Finance Staff and the Finance Committee inform me of the results of their reviews of the system of internal control and I ensure plans are in place for their continuous improvement, aided by accountancy services from Carter & Coley and our Audit Committee.

The academy trust's system of internal financial control is based on a framework of regular management information and administrative procedures, including the segregation of duties and a system of delegation and accountability. In particular, it includes:

- Comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of Directors;
- termly reviews by the finance committee of reports which indicate financial performance against the forecasts and major purchase plans, capital works and expenditure programmes;
- monthly financial and management reports covering all departmental expenditure, and revenue budgets.
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines;
- delegation of authority and segregation of duties;
- identification and management of risks.

**Better purchasing:** All contracts are appraised or renegotiated in a timely manner to get the best mix of quality and effectiveness. Three year contracts have been entered into after tender to ensure reduced costs where it was felt that this would benefit the Trust. As a Multi Academy Trust this has enabled stronger buying power, driving down prices and economies of scale. We have reviewed Service Level Agreements, assessing value for money and duplication in service provisions. This has resulted in the streamlining of service provision and the termination of some services with external providers. There is a keen need to build a strong in-house team, thereby reducing dependency, where practical, on external providers.

**Benchmarking:** The Academy benchmarks costs against similar academies locally and nationally via use of Finance and HR forums. The outcomes form part of Finance & Business Committee discussions and are used to inform the decision making process.

**Options appraisal:** The Directors and Senior Leadership Team apply the principles of best value when making decisions about:

- allocation of resources to best promote the aims and values of the Multi-Academy Trust;
- targeting of resources to best improve standards and the quality of provision;
- use of resources to best support the various educational needs of all students.

The trust has developed procedures for assessing need, and obtaining goods and services which provide "best value" in terms of suitability, efficiency, time, and cost. Measures in place include:

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- competitive tendering procedures;
- procedures for accepting "best value" quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality of workmanship);
- procedures which minimise office time by the purchase of goods or services from known, reliable suppliers (e.g. stationery, small equipment).

**Economies of scale:** The Trust regularly takes opportunities to work collaboratively with others to reduce and share administration and procurement costs. We have:

- taken advantage of a deals and obtained the cheapest rates for gas and electricity on the market;
- negotiated better deals for educational subscriptions, support staff advertising costs etc. due to buying power within the Multi Academy Trust;
- shared procurement best practice using the FD Forum on-line.

**Income generation:** Opportunities have been taken to explore and generate additional and reliable revenue streams, such as letting out sports facilities, and providing training for graduate teachers.

**Reviewing controls and managing risks:** The Trust has formed an Audit Committee who has oversight of reviewing internal controls and managing risks. The Board of Directors approve the Audit Committee's annual programme of work. At the end of each year, the Audit Committee prepares a report of its findings and presents to the Board. Carter & Coley have been appointed as external auditors in addition to Responsible Officer checks. They carry out termly reviews and make recommendations for improvements and any remedial action. Each term, a report is prepared and presented to the Audit and the Finance & Business Committee on work carried out and any action taken. It is a process of continued review and development. Carter & Coley also provide financial advice and guidance as part of this service.

Budget holders, management and Directors receive regular budget reports which are scrutinised to ensure the most effective use of resources to meet the objectives of the Academy.

Insurance levels are reviewed annually and used cost-effectively to manage risks. The Directors review the reserve levels of the Academy annually. This review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves.

The Directors have determined that an appropriate level of free reserves should be maintained. The reason for this is to provide sufficient working capital to cover delays between spending and receipt of grants and to provide a cushion to deal with unexpected emergencies such as urgent maintenance, to plan for future capital projects and to make provisions for fluctuations in student numbers.

To appraise and learn from its strategies and decisions in order to make the budget go further the Trust will:

- Use data to target resources, and evaluate on an on-going basis to ensure funds are spent to best effect;
- monitor finances carefully, therefore detailed management reports have been developed;
- increase its use of specialist services, such as provision of a detailed condition report on buildings to inform medium term capital spend and aid grant applications.

Signed: ..... *A. Minard* .....

**Name: Dr Annetta Minard  
Executive Principal and Academy Trust Accounting Officer**

Date: ..... *20/12/2013* .....