

# **Value for Money Statement**

**Academy trust name: Dove House School Academy Trust**

**Academy phase: Special 11-16**

**Academy trust company number: 07738845**

**Year ended 31 August 2014**

I accept that as accounting officer of Dove House School 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 trust's use of its resources has provided good value for money during the academic year.

## **Improving Educational Outcomes**

The Academy saw an increase in the approved place numbers APN (funded places) in April 2014 from 175 to 180 pupils. This necessitated the recruitment of 3 qualified teachers and 1 additional educational support staff member. In addition to this, the Business & Finance department grew by 1 staff member and additional resource was put in place to develop the initial teacher training facility. The Academy also had to manage a peak in employees taking maternity and paternity leave over the academic year. The Academy was able to manage resources effectively despite the funding for these additional places being retrospective to the recruitment requirements, the turbulence caused by the relatively high rate of staff pregnancies and the continuing reduction in funding brought about by the funding reform in April 2013.

Areas of focus in 2013/14 that ensured the Academy continued to offer an outstanding provision whilst maintaining value for money:

- Further restructuring of the school's management across academic subjects has placed the school in a much better position to meet the demands of academy status and the education reforms.
- The Improving Teacher's Programme has been very effective in raising the standard of teaching across the School. There has been an improvement in teaching standards and a positive effect on pupil progress, maintaining an upward trend, especially in comparison with similar schools.

- Alternative digital media, IT and Food Technology courses were developed to better meet the needs of our students and the requirements of the national curriculum. There has also been a more diverse use of Ipads across the curriculum areas.
- Delivery of a Vocational pathway for those pupils not able to access the traditional academic pathways with the first cohort (Yr 10) successfully completing the course and gaining laser awards in vocational education. This involved a huge amount of collaboration with local businesses who provided weekly work placements with no direct costs to the Academy. The course was developed to encompass the expansion into year 11 for September 2014.

There are no gaps in progress between any particular group of pupils in the school. There was also no gap between those eligible for free school meals / LAC and in fact pupils eligible for Pupil Premium performed higher than their peers (see results below). Therefore, pupil premium was allocated across the whole school as well as targeting resources for the eligible children. These interventions included:

- PALS (additional literacy / dyslexia programmes)
- Whole school reading programme
- Personal challenge
- 1:1 English
- 1:1 Numeracy
- Year 8 Booster Sessions
- Social interaction programme
- Asperger project (8/9)
- Skill-up literacy and numeracy programme
- Social competence programme (8/9)
- Emotional literacy programme (8/9)
- Service in the Community
- School Council/Eco Rep
- Y11 Next steps knowledge programme.
- Work experience
- Drama Therapy
- Educational Psychologist
- In House (KS4 club)
- Lunch Time clubs
- After school clubs
- GCSE after school sessions
- Privett/Other Residential trips
- Easter and summer camps
- Calshot week
- Theatre/Cinema Trips
- Speech & Language Therapy
- Occupational Therapy
- Parent pupil liaison service

- Eddie Project (relationships and communication between parents and children)
- Sex, relationships and drugs education programme
- Specific attendance monitoring

The Academy continued to be a Teaching School and gained accreditation as an ITT provider, being the lead school for the Basingstoke Alliance SCITT. 20 trainees were successfully recruited for the first cohort in September 2014, ensuring the financial viability of the ITT provision. The clear objectives of these initiatives is to drive up teaching standards by working collaboratively with other schools, focussing on sharing good practice, promoting and facilitating continuing professional development and provision of high quality initial teacher training.

### Pupil Progress

Results continued to show an increase in educational outcomes in 2013/2014 which continue to be exceptional performance for pupils in special education: From 2013/2014, the list of qualifications that count towards the average points score and other measures has been reduced meaning that many of the qualifications that we believe support our pupils, allow them to achieve and prepare them for life beyond Dove House do not count towards some of the measures below. To allow comparisons to be made with past performance, the school has carried out the calculations based on previous years' methodologies. These figures are indicated with \*.

#### Year 11 2013-14

- 100% of pupils achieved at least one GCSE or equivalent qualification\*. (88% in 2012/2013)
- 71% of pupils achieved at least 5 GCSE or equivalent qualifications\* (54% in 2012/2013)
- Average number of qualifications per pupil in 2014, 13.8\* (12.3 in 2012/2013)
- Average number of GCSE or equivalent qualifications per pupil, 6.8\* (4.2 in 2012/2013)
- Best 8 capped score 193.7\* (182 in 2012/2013)
- Due to the continuing high quality transition work all pupils left with a confirmed post 16 placement .

Three departments made significant improvement in terms of pupil outcomes:

- Maths 3+ levels of progress from baseline 2013/2014 50% (2012/2013 9%).
- ICT 3+ levels of progress from baseline 2013/2014 60% (2012/2013 6%).
- Performing Arts 3+ levels of progress from baseline 2013/2014 100% (2012/2013 47%)

Pupil Premium (PP) pupils achieve at a higher level than non-Pupil Premium pupils as shown below. This is against the national trend.

	Best 8 capped score	Ave levels progress from KS2	Ave levels progress from Baseline
All pupils	193.7*	2.14	2.91
PP	198.62*	2.53	2.99
Non-PP	190.50*	1.83	2.85

KS4 levels of progress:

- English 2+ levels of progress 81% (41% in 2013)
- Maths 2+ levels of progress 61% (38% in 2013)
- Science 2+ levels of progress 68% (94% in 2013)
- English 3+ levels of progress 52% (45% in 2013)
- Maths 3+ levels of progress 50% (9% in 2013)
- Science 3+ levels of progress 43% (47% in 2013)
- Average attendance across the year was 93.6% (92.5% in 2012/13).

### **Financial Governance and Oversight**

Our governance arrangements included regular monitoring by the Governing Body and its committees, including Finance and Audit Committee. The budget was agreed by the Governors in the Autumn Term and formally reviewed in the Spring. The Finance Committee received regular reports and were encouraged to question and challenge, as recorded in the minutes. The Audit Committee was further informed by the work of the Responsible Officer, who is a qualified chartered accountant.

I, as the Accounting Officer and the Governors are assisted by the Business and Finance Director and a Finance Officer, with ATT qualifications.

The academy Trust's system of internal financial control is based on a framework of regular management information and administrative procedures including:

- Comprehensive budgeting and monitoring systems with an annual budget
- Monthly financial reports which are reviewed
- Regular reviews by the Finance Committee of financial management reports which indicate financial performance against the forecasts and review major purchase plans and / or capital works.
- Clearly defined purchasing guidelines (revenue, capital asset management and investment programmes).
- Delegation of authority and segregation of duties.
- Identification and management of risks

The programme of internal audit was reviewed and developed, outlining termly control checks to be undertaken and a Governor was involved in working with the Responsible Officer on internal control audits.

### **Better Purchasing**

The Academy has always operated with a policy of a central budget and not allocated departments separate funds, thus avoiding any unnecessary peaks in spending. Purchasing is all done via the Finance Officer who maintains the database of suppliers and will advise on the best procurement route available to ensure best value. The Finance Officer attends relevant regular training to ensure that the Academy is complying with procurement regulations and to network with other Finance Managers.

Areas of focus in 2013/14:

- Continued to review service agreements with the Local Authority to ensure that the service best fits the need and maintains its costs effectiveness.
- Collaborative working with other Business Managers in the Local Authority to negotiate low risk, best value including the sharing of legal costs.
- Detailed review with insurance provider, resulting in further reductions in premiums.
- The Academy used the EFA benchmarking for capital projects to ensure best value for the ACMF project.

### **Income Generation**

The Academy continually strives to identify and secure additional streams of funding. These have included:

- Outreach work for the Local Authority.
- Minibus Driver Scheme (to secure a minibus for use by the school).
- Additional funding awarded for after school clubs and holiday camps (grant application).
- Income from staff commissioned as specialist leaders in education (SLE's).
- School home liaison service (partially funded by the LA).
- Income generated by Teaching School activities.
- Successful ACMF bid for roofing replacement.
- Funding for PE equipment to diversify the curriculum (cycling).

**Reviewing Controls and Managing Risks**

- The responsible Officer to liaised closely with the Audit Committee and reported back to the Board. The Academy re-appointed Moore Stephens as external auditors.
- As stated earlier in the statement, the Responsible Officer worked with the Finance and Audit committees, alongside a Governor to ensure that internal controls are robust.
- Regular financial management reports and a bi-annual budget reviews were carried out as part of the Finance Committee function and approved by the full Board of Governors.
- The Academy reviewed it's investment policy and continued to place balances in investment accounts to ensure maximum returns on balances.
- Asset management software was introduced to ensure effective management of assets.

**Lessons Learned**

The Academy is continuing to monitor and control staffing costs, making more use of fixed term contacts where practicable to ensure a high standard of teaching is maintained through a peak of maternity cover requirements and effects of the funding reform.

Capital projects and bids will be focussed on areas to improve and enhance provision whilst ensuring we maintain adequate accommodation for the increase in pupil numbers in April 2014 (APN 180).

Curriculum will be looked at carefully and alternative pathways introduced in 2013/14 (vocational) to ensure that resources are focussed with the objective of maximising the outcomes and making a difference for the children and young people of Dove House Academy.

Signed:  .....

Name: Colin House - .....

**Academy Trust Accounting Officer**

Date: 17/12/14 .....