

Value for Money Statement

Organisation name: Summercroft Primary School

Company number: 7715667

Year ended 31 August 2014

I accept that as accounting officer of Summercroft Primary School 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.

The Academy is committed to:-

1. Raising Student Attainment

- Targeted Improvement – The school development plan identifies the targeted improvements needed in literacy and maths. Currently the school is focussing on improving the standards of speaking and listening and grammar. We have also developed a calculation policy so that children's progress in maths can be more rapid.
- Focus on Individual Pupils – all pupils are tracked on our database to ensure that they are making expected progress. Pupil progress meetings take place half termly with the leadership team. This is a chance to look at barriers to learning and actions to be taken. This is then followed up through lesson observations and work scrutiny to ensure that at least expected progress is seen in all pupils. A provision map identifies intervention strategies that can be put in place.
- Collaboration – a number of external agencies support the work in school. These include the educational psychologist, speech and language support, the advisory teacher for autism, the local partnership manager and the children's centre. Summercroft works in collaboration with its partner primary schools through the Headteachers Consortium and Teaching Schools alliances. The School Bursar attends a local consortium of business managers who collaborate to achieve best value.
- New Initiatives – This year Summercroft has set up a Nurture Group (Little Diamonds) which supports those children identified by their teacher as needing additional support in a small setting in order to make expected progress. The staff, who lead this initiative, have attended training and submitted an assignment based on their action research. Boxall Profiles are completed for each child attending Little Diamonds so that the impact of this intervention can be measured.

Also this year we have set up 'Smart Moves' which is a before school activity for targeted children in both Key Stages to improve their gross and fine motor skills. Impact on achievement is continually monitored and already there have been signs of greatly increased confidence which impacts on all areas of the curriculum.

We have also identified a need for early intervention to address children's speaking and language difficulties. As a response we employ a therapist for half a day a week who screens the children in the Foundation Stage, advises on appropriate strategies and possible referrals to NHS speech and language therapy. The impact of these early interventions and support is having a significant impact on the children's language skills.

In addition, Summercroft has sought ways to engage more difficult to reach families as they enter school in Nursery. Stay and Play sessions and invitations to tea have been sent to targeted families and include a bilingual member of the community to help reach out to our Polish families. Home visits have been reinstated to help build firm foundations with new families beginning their time with Summercroft Primary School.

- Quantitative Improvement – 83% of Pupils leaving Reception classes last year achieved a 'Good Level of Development' (GLD) and year 1 phonics screening test saw a good improvement with 92% achieving the required standard. Attainment at KS1 requires improvement with more pupils needed to reach higher levels. Attainment at KS2 also requires improvement with more careful pupil tracking needed to identify and challenge underachievement more rapidly. Pupils with English as an Additional Language and Vulnerable pupils make good progress in key stage 2.

2. Financial Governance and Oversight

The full governing body approve the annual budget each year and is mindful of the need to balance expenditure against income. The school bursar prepares monthly monitoring reports of income and expenditure, providing explanations of variances against budget profiles and monthly cash-flow forecasting. These are scrutinised by the

Headteacher and Finance and Resources Committee. Virements of budgets are approved by the Headteacher and countersigned by governors. The Schedule of Financial Delegation is reviewed by the Finance and Resources Committee annually.

3. Purchasing

All orders/purchases over the value of £30 are authorised by the Headteacher before being placed. The Academy always looks for best value when purchasing goods and services, using a variety of suppliers including the internet to achieve this. The Schedule of Financial Delegation stipulates thresholds for the number of quotations or tenders required.

4. Income Generation

The school bursar is aware of the need to increase all income streams from lettings to capital bids. This year additional lets have been secured which have benefitted the local community. For the third year in succession the Academy successfully bid for and was awarded ACMF grants for removal of asbestos ceilings (£254,000) and replacement fire alarm (£35,000). These bids, which included new lighting within the replacement ceilings and those of the last 2 years (new roof, windows and boilers) have greatly improved the learning environment for pupils and staff alike.

5. Reviewing Controls and Managing Risks

Termly checks of all the major processes are undertaken by the responsible officer. Her reports are reviewed by the Finance and Resources Committee. The Academy's risk register is maintained and regularly reviewed by governors.

6. Lessons Learned

The Academy regularly challenges the extent to which expenditure improves the outcomes of our pupils and how funding can be better utilised to achieve its aims and objectives as set out in the School Development Plan.

Name: Mrs Carole Hinstridge
Academy Trust Accounting Officer

Date: 15 Dec 2014