



## **Value for Money Statement**

**Academy Trust Name:** The Bourne Academy  
**Academy Trust Company Number:** 07148158  
**Academy Establishment Number:** 837/6906  
**Year ended:** 31 August 2014

I accept that as accounting officer of The Bourne 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 academy year.

### **Improving Educational Results**

Throughout its four full academic years of operation the key focus of the Academy has been raising educational standards and this was substantiated by the Academy achieving the best ever GCSE results for a school on this site in the 2012/13 academic year. Although there was a slight drop of 2% for results for 2013/14, with 58% of students receiving 5 A\*-C grades at GCSE including English and Maths, this was against a 6% drop on average for schools nationally. These results have put the Academy in the top 10% of schools nationally for the progress students have made.

The Academy gained a judgement of 'Good' for Achievement and for all areas of scrutiny, including the new sixth form, from Ofsted in its recent inspection. It is clear from FFT data published since the inspection, that achievement is now on the cusp of Outstanding, with the students attaining at national average figures, having started from a very low base on entry. This has been a monumental achievement in the face of decades of underachievement in the predecessor school, which was in Ofsted 'Notice to Improve' by the end.

The Academy is committed to raising the aspirations of our students and supporting them to obtain their full potential. As well as academic achievement, the Academy aims to increase students' awareness of the world of work through careers guidance, work experience and our Bourne Ambassador's mentoring programme. The Academy also offers a rich programme of extra-curricular opportunities and extended learning to develop the whole person and help them to prepare for life outside the Academy.

The Academy has implemented its improvement of educational results through the following measures;

○ Targeted Improvement;

The Academy has kept its staffing structure under review and staff are deployed in order to maximise the impact of the curriculum for all students, which is reviewed and modified on an annual basis. In the light of the national shortage of suitably qualified professionals, the Academy will work hard to ensure that mathematics teaching continues to be fully staffed with specialist teachers.

The Academy's rigorous tracking procedures ensures that the progress of all students is continually monitored and provides a range of data to assist staff in supporting and extending the learning of our students, enabling and challenging them to meet their targets. Interventions, especially within English and Maths, are made with students who are below their targets.

The Academy operates a House structure, with each student being assigned to a tutor group within their House for their life at the Academy. Heads of House provide pastoral care and academic challenge and continually liaise with teaching staff to provide all students with a consistent presence and co-ordinated programme of activities. The Head of House provides parents/carers with a named person for contact and on the day feedback. The Academy has found this system to be excellent as it provides the students with a constant adult presence throughout their life at the Academy.

○ Focus on Individual Students;

The Academy focuses on the needs of individual students, formulating individual education plans for them as required, with emphasis on Disadvantaged (Pupil Premium) students and gifted & talented students. Programmes for students include:

- Year 7 Catch up intervention in English/Literacy – focusing on reading through the use of the Lexia reading programme and phonics.
- One to one tutoring for KS4 students not reaching expected levels of progress in Maths and Science. This focused mainly on students eligible for Pupil Premium funding.
- Individual Education Plans (new for 2013/14) for all KS4 Disadvantaged (Pupil Premium funded) students. These highlighted the barriers to learning for each student and enabled the Academy to efficiently focus its spending on areas where the greatest effect was seen. The Academy's attainment gap between Disadvantaged (Pupil Premium eligible) students and their peers was 10% for 2013/14 (significantly better than the National average gap).
- A range of activities for gifted/talented students including; extra lessons and activities, personalised career interviews and individual mentoring to maximise their achievements.
- Mentoring programme for KS4 students to monitor their performance and attainment.
- Financial support for Disadvantaged (Pupil Premium eligible) students to attend educational trips and visits.

- Collaborations  
Academy has worked with other educational and vocational centres to provide a range of programmes to suit individuals. Examples of these include:
  - Provision of highly popular BTEC Level 3 vocational courses.
  - Working with local engineering firms to assist in the practical side of running A-Level engineering courses. This enables to the Academy to provide students with access to a range of technical equipment/expertise without the need to acquire these items ourselves.
  - The Academy is a member of the PiXL club which coordinates training and sharing best practice across the country.
  
- New Initiatives  
The Academy implemented a new reward system during 2013/14. This included providing rewards for students attendance, attitude to learning, social skills and subject achievement. This was incorporated into the Academy's existing reward budget. The rewards for subjects and attitude to learning encouraged the students to focus on their attainment and contributed hugely to the maintained 2014 GCSE results (in light of a 6% fall in achievement nationally). The rewards for attendance were particularly successful with overall Academy attendance increasing to 95.48% (93.92% in 2012/13) and the persistent absence rate reducing to 1.9% (7.06% in 2012/13). The Academy now has the lowest proportion of persistent absence students within the borough (statistics provided by the Local Authority).  
The Academy also appointed an in-house Educational Social Worker who works with the Academy's primary partners to embed good attendance in primary students before they start at the Academy.
  
- Quantifying Improvements  
The Academy utilises a wide range of data to assess progress and improvements and monitor finances. Governors meet regularly to review data on;
  - Attendance
  - Safeguarding
  - Academic progress
  - Staffing
  - Monthly management accounts and variations to approved budget
 The Academy has a number of Governors who take responsibility for different areas within the Academy. These Governors meet regularly with the associated lead staff to discuss performance, progress and implement changes as required. Reports are made back to the full Governing body.

### **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 the external auditor
- The work of the internal auditor
- The work of the senior leaders within the Academy who have responsibility for the development and maintenance of the internal control framework.

I, along with the Governors' Finance Committee, have been advised of the implications of the results of their review of the system of internal control and a plan to ensure the continuous improvement of the system is in place.

The Academy'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. The recent external audit has confirmed that the Academy's controls and procedures are in line with best practice.

The Finance Committee meets regularly to review the financial position, review reports, monitor variations to the approved budget and to challenge decisions. The Finance Committee reports termly to the full Governing body and submits its recommendations for approval, including acceptance of the annual accounts and annual budget.

### **Better Purchasing**

Contracts and services are regularly appraised and renegotiated when appropriate to ensure quality and value for money. The Academy has adopted a Tendering and Procurement policy and updated the Scheme of Delegation during the 2013/14 year. This ensures that the Academy searches for competitive rates for work, rather than continually using the same supplier. Tenders are carried out for significant contracts and where appropriate three/five year contracts are entered into to ensure that the Academy takes advantage of long term reduced costs.

The Academy has taken advantage of free consultancy services during the year to review for the most competitive energy rates. The consultant confirmed that the Academy's current contract provides the best value for money.

Budget holders continue to look for the most competitive deals using a variety of procurement tools, such as internet shopping and economies of scale.

The Academy has taken part in a local academy/school benchmarking process this year. This compared a variety of the Academy's income and costs against other similar institutions in our region. The Academy has used the results to focus on areas where cost savings could be made.

### **Maximising Income Generation**

The Academy underwent an extensive building programme, which was completed in December 2013. Since this date the Academy is looking for opportunities to increase the letting of our facilities in order to generate income.

The Academy is also exploring other areas of income generation and these include;

- The taking on of PGCE students
- Allowing international students access to our education and facilities
- Forming a new charitable foundation which will allow the Academy to apply for more funding opportunities

- Provision of services to outside parties (which include photocopying/printing and outdoor education activities)
- The establishment of an Alumni Association
- Development of our Parent Voice Team, with associated fundraising events
- Provision of short adult education evening courses led by staff or local consultants
- Offering an education staff consultancy service to other organisations.

### **Reviewing Controls and Managing Risks**

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

The Academy has moved balances to a deposit account and arranged for treasury deposits during the year to ensure better returns on surplus cash balances.

Insurance levels are reviewed annually.

The Academy regularly reviews its strategic plan and medium term financial plan and considers the risks facing the Academy in connection with these.

The Governors have determined that an appropriate level of free reserves should be reached and maintained. The reasons for this are to provide a cushion to deal with unexpected emergencies such as urgent maintenance and fluctuations in student numbers.

### **Lessons Learned**

The Academy has reached the end of its fourth year of operation and we continue to explore the options open to us, along with the autonomy and flexibilities our Academy status provides. The focus of the Academy will continue to remain the improvement of our educational results, but coupled with greater financial security through cost efficiencies.

**Signed: J Steel**

**Name: Jacqueline Steel**

**Principal and Academy Trust Accounting Officer**

**Date: 8 December 2014**