Value for Money Statement

Academy trust name: Ebor Academy Trust

Academy trust company number: 08806335

Year ended 31 August 2014

I accept that as accounting officer of **Ebor 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 results:

General trends at the end of Key Stage 1

- In all subjects, whilst still being significantly lower than national APS, there is an upward trend in attainment. In 2013 pupils left Year 2 working approximately 4 terms (4.0) behind where they should be. Whilst still being lower than national in 2014, this has moved to 2 terms (1.9 APS)
- In reading pupils are working at a difference of -1.9 APS, which is 1.9APS below national figures. This is an improvement on the previous two years which showed a difference of -4.2 in 2013 and -4.7 in 2012.
- In writing pupils attainment shows a difference of -1.9 APS. Again this shows a significant improvement on the previous 2 years data of -3.9 in 2013 and -4.4 in 2012.
- In maths the upward trend is still evident though slightly less significant. Pupils are working at

  -2.0 at the end of 2014. This was -3.9 in 2013 and -3.7 in 2013.

General trends at the end of Key Stage 2

- In all subjects, whilst still being significantly lower than national APS, there is an upward trend in attainment. In 2013 pupils left Year 6 working approximately 4 ½ terms (4.5) behind where they should be. Whilst still being lower than national in 2014, this has moved to just over 3 terms (3.4 APS)
- In maths the pupils are working at a difference of -3.6APS when compared with national statistics at the end of 2014. This was -5.1APS in 2013 and -5.3APS in 2013, so steady improvements year on year are evident.

- In reading the difference is similar: -3.6 APS, which is 1.9APS below national figures. This is an improvement on the previous two years of -4.5APS in 2013 and -4.1 APS in 2012.
- In writing pupils attainment shows a difference of -3.0 APS. Again this shows a steady improvement on the previous 2 years data of -3.5 APS in 2013 and -3.7 APS in 2012.
- In English Grammar, Punctuation and Spelling (SPAG) pupils are working -4.0 APS behind the national average. This is a 0.9 APS on 2013 when pupils attained -5.1 APS behind national figures.
- The Academy also tracks attendance and behaviour of all students, with attendance being 94.66% , a continuing improvement on past years (RAISE 2014).
- The Academy has systems in place to target improvement with rigorous tracking of those pupils in receipt of pupil funding. The annual pupil premium performance report written clearly illustrates the impact of vulnerable groups.
- Collaboration – the Academy shares some curriculum provision with partnership school, Robert Wilkinson Primary Academy. This maximises the use of curriculum specialists across the group.

- Financial governance and oversight
  - The Academy benefits from the provision of Veritau Ltd – who provided suitably qualified internal auditors who assist in the academy's Responsible Officer role; including reviews of key finance systems and policies, presenting reports on compliance to the directors in the Ebor Academy Trust Board of Directors.
  - The Academy prepares half termly monitoring reports which are presented to the Directors.
  - The Ebor Academy Trust Board of Directors approves the budget each year and also receives and approves the Annual Accounts.
- Purchasing
  - The Academy uses a Debit Card and as such is able to secure more competitive priced suppliers online.
  - The Academy monitors the use of utilities through the Premises Committee and investigates variance from usual trends.
  - When appropriate the Academy has initiates new tenders for services/contracts, resulting in more competitive prices and savings in procurement.
  - The Academy examines areas for savings in services and has implements are necessary
- Income generation

    - Maximise use of Academy Facilities/lettings: The Academy has a range of organisations that it works in collaboration with to enable the facilities to benefit the local community and generate a return/lettings income for the Academy.
    - Where applicable, the Academy's seeks to generate additional income. The Academy Trust works closely with Robert Wilkinson Primary Academy and income through school to school support.
- Controls and managing risk
    - The Academy currently has a system of delegated budgets with managers being responsible for controlling their own budgets whilst all payments have to be authorised by two members of the Senior Leadership Team.
    - The Academy has prepared a three year Financial Plan which is revised part way through the year to take account of any staffing changes and ensure monitoring is carried out against accurate criteria.
- Future Planning
    - The Directors are aware of the pressures placed on the budget and collaborating with the Robert Wilkinson Academy Trust to develop economies of scale for projects.
    - The Ebor Academy Trust will be appointing a Finance Director for 2015-16.

Signed:

Name: Richard Ludlow

Academy Trust Accounting Officer

Date: 18 December 2014