

Value for Money Statement

Organisation name: Penryn College

Company number: 7654298

Year ended 31 August 2014

I accept that as accounting officer of Penryn College 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 College targeted improvement during 2013/14 by reviewing our TA provision and implementing a structured training and support programme to ensure we were providing effective and qualitative support in the right areas. We also introduced literacy and phonic groups during tutor time to support those pupils with lower levels of literacy on entry as well as increasing their confidence with some pupils now running groups for those in younger year groups. This enabled us to target teaching for those under achieving pupils in a variety of forms relating to their individual needs.

TLR payments were re-evaluated and used in specific ways to target improvement. An example of this was, having identified boys as being an area of under achievers, the 'Boys Change Makers' group was established. The group of Year 9 boys identified what factors best enabled boys to make progress. This was disseminated to all staff to enable practices to be adopted throughout the school. We also continued to support our Saracens Boys Choir which enhances team building and confidence in our boys but also provides them with an opportunity to contribute to school successes and events outside sport.

We work collaboratively with many other schools from shared Leadership meetings with a local school to providing specialist assistance as a National Support School. During 2013/14 we continued to develop our support systems for primary schools within the Penryn Partnership particularly with regard to sport provision and group purchasing on their behalf for EWO services. We extended the sport provision into CPD and support for teaching staff in the primaries to enable them to be Ofsted ready in that area. Our Director of Business is a member of the Association of School Business Managers and has taken advantage of that collective group for economies of scale in purchasing but also in a smaller Academy cluster group to share workload in terms of new initiatives and shared good practice. I am a member of the Cornwall Association of Secondary Heads and benefit from its membership and collaborative working.

We have used the additional pupil premium funding to support our most disadvantaged pupils with targeted support in subject areas as well as literacy and numeracy. We were also able to provide financial assistance towards educational trips, revision guides, after school activities and uniform for both pupil premium and those financially disadvantaged families who do not qualify for the extra funding. Penryn College is an inclusive community and we do not believe any child should be disadvantaged through family financial restraints or physical disability. We provide additional funds to our budgeted figure for our Area Resource Base for children with special educational needs. We endeavour, through TA and teaching support, to include as many pupils with SEN in mainstream education as we possibly can. We are a very popular choice for parents with children with a variety of SEN.

During the summer we ran our third Summer School. This year we widened the brief to focus on Pupil Premium children as well as non-pupil premium children with low literacy. The Summer School ran over 10 days and students experienced daily literacy, guided reading, numeracy, team building and confidence boosting activities. Taster sessions were also run in Science, Music, PE and Food Technology. The impact of the Summer School was clear with 100% of students who attended the full course making significant progress in their reading ages. Significant meaning more than two month's progress achieved in the ten day period. Three students made more than two years progress within the two weeks. All students in their feedback reported a more positive attitude towards reading and more than 95% a more positive attitude towards Maths.

Penryn College has a rigorous system of tracking student progress and achievement. We have a highly skilled data team who are developing solutions identifying individual pupil needs enabling interventions to be put into place at an early stage. We are taking this even further for 2014-15 to ensure we are narrowing the gap for disadvantaged children as well as between boys and girls following some disappointing differentials in the 2013-14 GCSE round.

During 13/14 we reviewed our ICT equipment and infrastructure. As a Building Schools for the Future project we were fortunate to have all new ICT equipment when the school was built in 2008. That equipment was approaching end of life in a large proportion of cases. An extensive review was completed on the cost benefits of replacing like with like on a rolling programme basis, upgrading where necessary or to look at the introduction of more mobile technology. This review included looking at the benefits and potential impact on pupil learning as well as costs, staff resource time and on-going support requirements. Governors, parents and pupils were involved in the review and the decision was made to look at more mobile technology. We are fortunate that we have been building reserves as we knew major investments would be required for replacement of ICT equipment as well as extensive costs to renew the high quality sports facilities that came with the new build. The first part of this new investment was completed in 2013/14 with a wireless upgrade to the building. The project will continue into phase 2 during 2014/15.

Due to a proven need for an additional classroom for science provision room usage was rationalised around the school and instead of requiring major investment in looking at expansion of the building, we were able to convert a food technology room into a science laboratory during the summer holidays. This conversion has proved very successful and caused minimal disruption to the pupils and was completed at minimal cost. Our Premises Manager was congratulated by the Governors on his management of the project and achieving excellent value for money while not compromising on quality or pupil and staff needs.

Penryn College has the community at its heart. Our pupils are very involved with the local community, hosting a very popular annual Christmas get together for our community's older generation. Pupils and staff donate produce and their time to ensure all 80 or more pensioners go home with a Christmas hamper following an afternoon of entertainment.

The College has exceptional sporting facilities which are available to hire to the local community. Many of our staff and pupils are involved with community sports groups that use our facilities. We are open until 10pm at night and on Saturday mornings to accommodate our community users. The need to provide funds to replace the facilities at the end of their life (rubber crumb surface, lights, goal posts, nets etc requires a substantial amount of investment year on year. These costs need to be shared by the community users and there are often difficulties between the desire to help the community and provide cheap facilities but the real cost of making those facilities available for hire that needs to be recovered outside the School budget. This is sometimes an area of frustration on both sides but one which we continue to try and improve.

I present a report to the Governing Body each year confirming how I ensure my responsibilities as Accounting Officer are met. I, together with the Chairman and Vice-Chairman of the Finance & Premises Committee receive monthly budget management reports with the Business Director commenting on significant variances from budget and taking appropriate action to rectify any areas of potential over spend. The Finance & Premises Committee considers and discusses the latest budget management report at each meeting.

The College has a comprehensive Scheme of Delegation and Financial Procedures which is reviewed by the Finance and Premises Committee annually. This 'manual' will continue to develop as new initiatives arise and require appropriate financial procedures to govern processes.

To maximise income outside the School budget in 2013/14 we commenced a rolling programme of investment in deposit accounts to maximise interest but still allow prompt access should the unexpected happen and the funds were required urgently. We also continue to operate a sweep option from our current account to ensure that we maximise the interest earned on our funds in our high interest bearing account. Opportunities for grants and funding initiatives are shared with appropriate staff when identified.

Name: Ms Marie Hunter
Academy Trust Accounting Officer

Date: 18 Dec 2014