



Value for Money Statement

Diverse Academies Trust – Company No.07664012

Year ended 31 August 2014

I accept that as accounting officer of Diverse Academies 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: -

Targeted Improvement

- Each Academy has reviewed its staffing during the year to match revisions in pupil numbers and curriculum options. Seeking to ensure efficient use of teachers and support staff.
- Improvements in English and Maths has been a common target across all academies with action plans in place in all academies. Specialists in Maths and English are shared across 6 academies.
- Holgate Academy saw a further year of significant improvement with results.
- Tuxford Academy saw continued good results
- Tuxford Primary Academy saw significant in year progress for all learners, with improved KS2 results. This was recognised by OFSTED.
- An action plan is in place at Retford Oaks Academy to improve performance following the below target performance in 2013/14.
- An action plan is in place at East Leake Academy to review qualifications following the exclusion of some qualifications from the schools performance tables.

Focus on individuals

- The Academies have used pupil premium funding to support eligible students seeking to gain greater than expected progression from each young person.
- Individual Targets have been set and monitored for all year 10 to year 13 learners

Collaboration

- All academies have contributed to the 15 Teaching Network groups which share best practice and support developments in curriculum areas.
- Tuxford Academy has led the Trent Valley Teaching Alliance providing proven development activities and allowing an increase in the number of newly / qualifying teachers.
- Staff from Tuxford Academy have supported improvements at East Leake, Tuxford Primary and Holgate Academy.

Governance

- In each Academy governors have reviewed target setting and played a key role in improvement strategies, ensuring that targets provide challenge and stretch. Where results or progress have been below expectation, governors have sought clear and responsive improvements from the senior leadership teams. Retford Oaks and East Leake Governing bodies are both monitoring action plans to improve performance
- Progression of senior leadership pay is linked to achieving and sustaining challenging targets. Teachers pay progression is linked to performance.
- The DALP board provides an additional level of oversight on targets and achievement
- Tuxford Primary Academy was graded 'Good' by OFSTED in October 2014, showing significant progress following its conversion to an Academy.

Better Purchasing and use of resources

- The DALP model allows 2 Trust Structures to share key specialist staff lowering cost
- Academies at a local level collaborate sharing posts for student support and some admin roles.
- Training and development activity is coordinated and the cost of specialist training shared across academies, with additional capacity sold to over 26 other schools.
- Business Managers compare costs and share information on potential cost savings.

Controls and Risk

- Each academy uses a common model of bench marking its use of teaching resources, seeking efficiency and flexibility to develop curriculum.
- Regular reports are given to budget holders on spend and commitments to budget
- Regular financial reports go to senior leadership, governors. This has allowed academy governing bodies to flex budgets over the year on priorities raised in the Academy Improvement Plan.

Lessons learned

- All the Academies have benefited from the freedom to share staff and provide greater opportunities for challenge and development.
- Sharing of ideas between academies confirms there is no right way and that good ideas can be developed further when shared.
- Further cost savings in business support can be made from future collaboration, allowing direct education spend to be protected in tight fiscal conditions.
- Strong ongoing partnerships are formed when support is offered to schools with improvement needs which benefit both parties.

Signed:

Name:Chris Pickering.....

Academy Trust Accounting Officer

Date:19/12/2104.....