

Value for Money statement

Staffing

- The academy has continued with its policy of appointing non-teaching staff into wellbeing/pastoral roles. This represents an obvious saving in terms of salary (average teacher salary 40% higher than average non teacher salary) whilst enabling a better service since non-teaching pastoral specialists can focus fully upon their role. This also has the effect of allowing teaching staff to fully focus upon their classroom practice.
- The academy has moved to a model, especially post 16, of employing tutors to deliver specialist programmes. This offers better value for money (since payment is per hour), better provision since minority AS./A levels can be delivered and greater flexibility since tutors can be deployed at times which suit.
- This is also a model which is replicated for intervention using PPG grant
- The school's early introduction of appraisal linked to pay has reduced salary costs as progression is no longer automatic.
- Staffing is always under review and posts are removed where appropriate
- In terms of GCSE outcomes then Value for money steps have led to 37% 5A-C in 2011, 44% in 2012; 55% in 2013; and 42% in 2014 (however, this was a disappointment caused by changes to the way in which the calculation is made). Using the same methodology which has led to 42% in 2014 for the results in 2013 then they would have been 38%.

Improving educational outcomes

- The school has invested in alternative curriculum provision (ACP). This has been done at a cost less than that which it was previously provided by the local authority and for which the academy is paid a commission (see below). It also has the advantage of enabling more students to benefit from this provision and for other schools to buy into it which increases revenue to the academy.
- In terms of the academy's outcomes then attendance has risen from 92.8% for the year to December 31st 2013 to 93.8% for the year to December 31st 2014.

- Moreover, the number of fixed term exclusion (FTE) have fallen from 143 in 2012-2013; to 42 in 2013-2014; to 5 in Term 1 of 2014-2015.
- Permanent exclusions have been reduced from 11 in 2010-2011; to 6 in 2011-2012; to 2 in 2012-2013 to zero as of 2013 – 2014 to the present date.

Targeted Improvement and focus upon individual pupils

- Tutors have also been used to deliver literacy and numeracy as part of intervention programmes for literacy and numeracy and for converting grades into C and/or for improving rates of progress
- Tutors have also been used to deliver modern languages to students who are fluent in them. This model allows improved GCSE, AS and A level outcomes in qualifications that otherwise couldn't be offered
- Tutors are also used for EAL provision or TAs contracts have been changed to allow a specialist delivery
- A Youth Team (not QTS and, therefore, less expensive and who work through holidays) have been used to better engage students for whom PPG applies because they are FSM. In terms of fixed term exclusion (FTE) then this targeted intervention has seen a reduction from 73 FTE in 2012-2013 to 16 FTE in 2013-2014.

Collaboration

- The academy is a strategic partner of The East Kent Learning Alliance (a teaching school partnership) and this has enabled it to access cheaper INSET and CPD; it has also allowed access to ITT
- The academy is now partnered with Simon Langton Grammar School for Boys. There are some staff savings in this (by jointly appointing staff to deliver elite sport) and there are also improvements on student outcomes in KS3 where a grammar band now operates. The impact of this partnership has been an increased demand for places at The Canterbury Academy (in September 2014 The Canterbury Academy an additional 70 students into Year 7), improved rates of progress in KS3 amongst the grammar band and improved ethos and aspiration

New initiatives

- The academy has now set up its own reprographics facility. This will reduce waste, better monitor spending and more efficiently produce materials for use across the academy. In particular it has reduced the expense of ink cartridges for printers which were previously distributed across the site.

Economies of scale

- There are economies of scale with this MAT in that backroom services (personnel, finance, catering, caretaking and site management) are all now centralised and done in house. This represents a saving on staffing and also allows a flexibility of staffing.

Maximising Income generation

- The Academy has created a corporate arm which will market academies services and facilities for hire (an example of success is an arrangement with a local language school to hire our facilities to cater for their growth in overseas students wishing to learn English. This will generate the academy approx. £50,000 in additional income)
- The academy has created a local community charity and this will enable the academy to bid for funds that are unavailable to schools.
- The academy continues to 'sell' service especially in terms of ACP. It receives £360,000/year to provide a facility for students who are removed from school and also sells a range of other vocational/alternative provision generating approximately £150,000 in additional revenue to the academy