

Value for Money Statement

The Energy Coast UTC Company No: 07912940

I accept that as accounting officer of the Energy Coast UTC, 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 the Academies Financial Handbook and understand that value for money refers to the educational and wider social outcomes achieved in return for the taxpayers resources received.

I set out below how I have ensured the Academy Trust's use of the resources has provided good value for money during the academic year.

Raising Student Attainment

The UTC results at GCSE and post 16 are good this year.

Context

Pupil progress at the UTC is judged from their starting point on entry to UTC at the end of KS3. This takes account of the fact that pupils spend only 2 years at UTC and should not be judged on a pupil's progress over five years from KS2. This is especially important because the profile of the cohort which join the UTC shows regular patterns for poor pupil progress during KS3.

The average UTC student achieved a level 4a at KS2 and has an average point score (4.67) in line with National average (4.65). However, the proportion of male students is also very high (73% vs 50% nationally) which also influences results as males on average perform almost half a grade worse than females on Progress 8 measures. Compared to national progress a progress score of -0.09 would be equivalent to score of zero for more usual school cohorts.

The high prior attaining group is made of boys 81%, even more skewed than the cohort as a whole.

Most important is the attendance of pupils during KS3. Over years 7 to 9 student attendance at their prior schools is far below national average (93.5% vs 95% nationally) particularly in Year 9 where average attendance was 92.5% and 27% of pupils missed more than 10% of school sessions.

Disadvantaged students' attendance in KS3 was 91.4% and only 88.7% during Y9 with 50% of students missing more than 10% of school sessions.

Considering this attendance pattern it is not a surprise that pupils progress at KS3 is much less than expected. An approximate mapping of expected progress from Key Stage 2 to Key Stage 3 to Key Stage 4 is given below.

KS2 Level	KS2 -> GCSE grade equiv.	GCSE expectation	KS3 Expectation	Expected KS3 Progress	Cohort Avg. KS3 Progress	UTC baseline
Overall UTC (APS 4.66)	1.16	4.16	2.66	1.65	0.73	1.89
High – Level 5b (APS 5.50)	2.00	6.00	4.00	2.00		
High - UTC (APS 5.23)	1.73	5.73	3.73		0.64	2.37
Medium – Level 4b (APS 4.50)	1.00	4.00	2.50	1.50		

Medium – UTC (APS 4.54)	1.04	4.04	2.54		0.68	1.72
Low – Level 3b (APS 3.50)	0.00	2.50	1.25	1.25		
Low – UTC (APS 3.60)	0.10	2.60	1.35		1.04	1.14

The mapping is based on the old assumption that expected progress was three levels of progress (with old C being equivalent to Level 7) – on this basis MPA students would be expected to achieve a grade 4 so a KS2 level 4b must be approximately equivalent to a grade 1 at GCSE. From old Key Stage three assessment guidance 1-2 levels of progress was expected over Key Stage 3 so approximately half of the pupil’s progress over the three years of KS3 and half over the two years of KS4.

Based on average Attainment 8 scores for each prior attainment band (and the fact that students with higher KS2 scores made faster progress at KS4) the table above gives an expectation progress point for each student. Overall, students have made approximately 0.8 grades progress over KS3 meaning that when they join UTC they are approximately 0.6 grades below their flightpath. When considered alongside the floor standard for Progress 8 of -0.50 grades it is apparent that standard accountability measures are not appropriate in this context.

The actual student baseline is then taken from the OFSTED approved GL Assessment CATs which indicates that students have made significantly less progress at KS3 than would be expected. Given the low attendance mentioned above and pastoral issues encountered by some students the lack of progress demonstrated from Key Stage 2 is not surprising.

There is a significant difference in ability on entry between Maths and English – the literacy of the cohort is an issue which has formed a huge focus over recent years and is reflected in the outstanding progress made in English.

	Maths	English	Average
ALL	2.33	1.45	1.89
PP	2.06	1.40	1.73
OTHER	2.44	1.46	1.95
BOYS	2.40	1.41	1.91
GIRLS	2.15	1.55	1.85
HPA	3.00	1.74	2.37
MPA	2.11	1.32	1.72
LPA	1.17	1.11	1.14

YEAR 11 SUMMARY – SUMMER 2018

Overall – Progress from baseline

Performance for 2018 cohort is in line with the targeted journey of the school. Most students (78%) make expected progress from their starting point across all subjects. Progress in English and Engineering is outstanding but progress in Maths and Science is not fast enough.

There are still issues with progress from starting points for disadvantaged students. Although disadvantaged students make the progress which would be expected of them in their time at the school they make less progress than their peers (1.37 grades progress compared to 2.45 for other pupils) but close to expected based on national outcomes (1.50 grades). There is no comparable data for prior years due to the introduction of baseline testing for this cohort.

Low prior attaining students made slightly less progress than targeted (1.17 grades) and expected (1.25 grades). However, this was a very small cohort (6 students).

Key areas to monitor going forward are:

Disadvantaged students There are still gaps to close in this area and work is ongoing with teachers to ensure early identification of intervention needs for this cohort.

High Prior Attainers It is important to ensure HPA students are adequately challenged – whilst they been poorly served by prior provision some of these students have the ability to make rapid progress and we must ensure we avoid complacency to make sure these students are achieving the highest grades possible. Not enough students have achieved the highest grades in the past and this needs to be addressed through raising aspirations. This also applies to students on the accelerated pathway.

Low Prior Attainers Although this is a small cohort it is important to ensure that none of these students are overlooked and focus is maintained on this group.

Higher grades (5+) in Maths More able students must be challenged to obtain higher grades in Maths – there are too many students attaining grade 4 and not being supported to achieve higher grades

Prediction accuracy (Maths/Science) Predictions in Maths and Science were too high. Current cohort predictions need to be more robust. Leadership to focus on challenging basis for prediction

Subjects

	Average	PP	Other	Boys	Girls	HPA	MPA	LPA
Maths	1.42	0.73	1.68	1.42	1.41	1.70	1.44	0.54
English Lang	2.67	2.02	2.93	2.52	3.06	3.03	2.49	2.14
English Lit	2.67	1.60	3.09	2.54	3.01	3.30	2.46	1.73
Biology	1.60	1.06	1.82	1.64	1.48	2.06	1.44	1.04
Chemistry	1.59	0.90	1.86	1.66	1.37	2.15	1.39	1.05
Physics	1.66	1.11	1.88	1.76	1.37	2.02	1.58	1.00
Engineering	3.86	2.88	4.09	3.87	3.81	4.27	3.59	2.86
Construction	2.20	0.65	3.18	2.03	2.71	3.88	2.62	0.61
Geography	1.42	0.85	1.65	1.42	1.43	1.85	1.33	0.57
French	0.78	0.97	0.72	0.66	1.02	0.75	0.74	0.36
IT	1.43	1.19	2.77	2.40	0.15	2.76	2.22	0.86
Overall	2.15	1.37	2.45	2.13	2.19	2.58	2.03	1.17

	Average	PP	Other	Boys	Girls	HPA	MPA	LPA
Maths	1.42	0.73	1.68	1.42	1.41	1.70	1.44	0.54
English	2.67	1.81	3.01	2.53	3.03	3.22	2.48	1.97
Science	1.62	1.02	1.85	1.69	1.40	2.08	1.47	1.03

Technical	3.47	2.18	3.90	3.43	3.58	4.07	3.31	2.71
Other	1.20	0.94	1.42	1.33	1.18	1.69	1.36	0.59
Overall	2.15	1.37	2.45	2.13	2.19	2.58	2.03	1.17

Key Stage 5

		National 2017	UTC 2016	UTC 2017	UTC 2018	Y13
	APS	33.2	21.1	29.8	23.2	20.0
Academ	Entries		89	47.5	24.5 (34)	52
	Value Added	0.0	-0.86	-0.46	-0.05	0.83
	APS	32.4	4.8	8.7	15.2 (11.2)	20.1
Applied	Entries		21.5	23.5	5	50
	Value Added	0.0	-0.73	-0.77	-1.19	-0.81
	APS	35.7	31.3	29.4	19.5	19.9
Technic	Entries		75	77	18	74
	CVA	0.0	0.58	0.64	0.10	?
	APS	32.3	37.4	42.9	24.2	20.0
Oth	Entries				30	
	APS				30	

Academy Trust Finances

The major financial issue for the UTC continues to relate to the cost of external provision, student numbers and the repayment of pupil number adjustment (PNA). The EFSA are aware of the issue and are attempting to find a solution to the external provision issue.

The full governing body approves the budget each year and is mindful of the need to balance expenditure against income to ensure the Academy Trust remains a 'going concern'. The governing body also receives and approves the annual accounts and the external auditors report, so ensuring the operation of the Trust demonstrates good value for money and efficient and effective use of resources.

Where appropriate tender exercises are undertaken to ensure that high value contracts are assessed against the marketplace to ensure that long term contracts attain value for money.

Receiving Controls and Managing risks.

Regular budget and risk monitoring by the Finance team, Chair of Finance Committee and Principal. Any necessary remedial action is taken to address any significant variances that may impact on budget outturn.

Signed:

Cherry Tingle September 2018