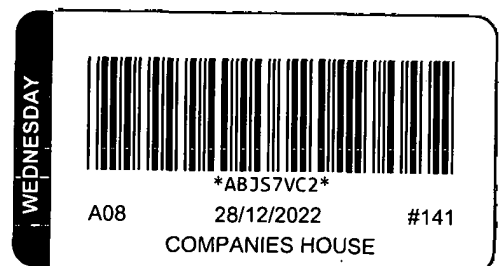




יסודי התורה
Yesoiday HaTorah
Multi Academy Trust

Company Registration Number 07573614
(England and Wales)

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER
ANNUAL REPORT AND FINANCIAL STATEMENTS
31 AUGUST 2022



YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER
TRUSTEES' REPORT YEAR ENDED 31 AUGUST 2022

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YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

TRUSTEES' REPORT YEAR ENDED 31 AUGUST 2022

REFERENCE AND ADMINISTRATIVE DETAILS

TRUSTEES/DIRECTORS:

D Sinitsky (chair)
Y Leitner (v chair)
M Bamberger
Z Gefen
M Halpern
B Olsberg
J Yodaiken (principal and accounting officer)
S Yodaiken

MEMBERS:

I Friedman
D M Halpern
M Halpern
S Hoff (from 21 Oct 21)
J Wreschner
S Yodaiken (until 20 Oct 21)

CEO and Executive Head
School Lead (YHGA)
School Lead (YHBA)
Assistant Lead (YHGA)
Assistant Lead (YHBA)
Assistant Lead (YHBA)
Chief Finance Officer

J Yodaiken
S Gitlin
R Itzinger
F Dansky
M Harris
M Yodaiken
S Sills

PRINCIPAL & REGISTERED OFFICE
WEBSITE
EMAIL
TELEPHONE

Sedgley Park Road, Prestwich Manchester M25 0JW
www.yhmat.org.uk
info@yhmat.org.uk
0161 773 6364

COMPANY REGISTRATION NUMBER

07573614

INDEPENDENT AUDITOR

Haffner Hoff Ltd
2nd Floor, Parkgates, Bury New Rd, M25 0TL

BANKER

Lloyds Bank Plc
King Street, Manchester PO Box 1000 BX1 1LT

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

TRUSTEES' REPORT YEAR ENDED 31 AUGUST 2022

TRUSTEES' REPORT

The trustees' present their annual report together with the financial statements and auditors report of the charitable company for the year ending 31 August 2022. The annual report serves the purposes of both a trustees' report, and a directors' report under company law.

Structure, Governance and Management

Constitution

The multi academy trust is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the academy trust. The trustees' of Yesoiday Hatorah Multi Academy Trust, Manchester are also the directors of the charitable company for the purposes of company law. The charitable company operates as Yesoiday Hatorah Multi Academy Trust, Manchester.

Details of the trustees' who served during the year, and to the date these accounts are approved are included in the Reference and Administrative Details on page 2.

Members Liability

Each member of the charitable company undertakes to contribute to the assets of the charitable company in the event of it being wound up while they are a member, or within one year after they cease to be a member, such amount as may be required, not exceeding £10, for the debts and liabilities contracted before they ceased to be a member.

Trustees' Indemnities

In accordance with normal commercial practice the Multi Academy Trust has purchased insurance to protect trustees' and officers from claims arising from negligent acts, errors or omissions occurring whilst on Multi Academy Trust business. See note 12 for further details.

Method of Recruitment and Appointment or Election of Trustees'

The Members may appoint 5 trustees' (or the majority of trustees' whichever is higher). Providing that the CEO agrees so to act, the Members may by ordinary resolution appoint the CEO as a Trustee. Trustees' may Co-Opt trustees', but not Co-Opt an employee of the Academy Trust as a Co-Opted trustee if thereby the number of trustees' who are employees of the Academy Trust would exceed one third of the total number of trustees' including the CEO to the extent, he or she is a Trustee. The term of office for any Trustee shall be four years. Subject to remaining eligible to be a particular type of Trustee, any Trustee may be re-appointed or re-elected at a Full Trustee Meeting.

The Local Governing Body for Yesoiday HaTorah Girls Academy and Yesoiday HaTorah Boys Academy both comprise of the Executive Head Teacher, a Trustee (from the Finance and Audit Committee), an elected staff member and two elected parent members. The term of office for Local Governing Body members is four years.

Policies and Procedures adopted for the induction and training of trustees'

New Trustees' and Local Governing Body Committee members receive an Induction pack, attend a termly schedule of meetings and populate committees, often according to interests and personal expertise, as well as being given the opportunity to view the workings of the Academy Trust. Training opportunities are provided, and attendance encouraged.

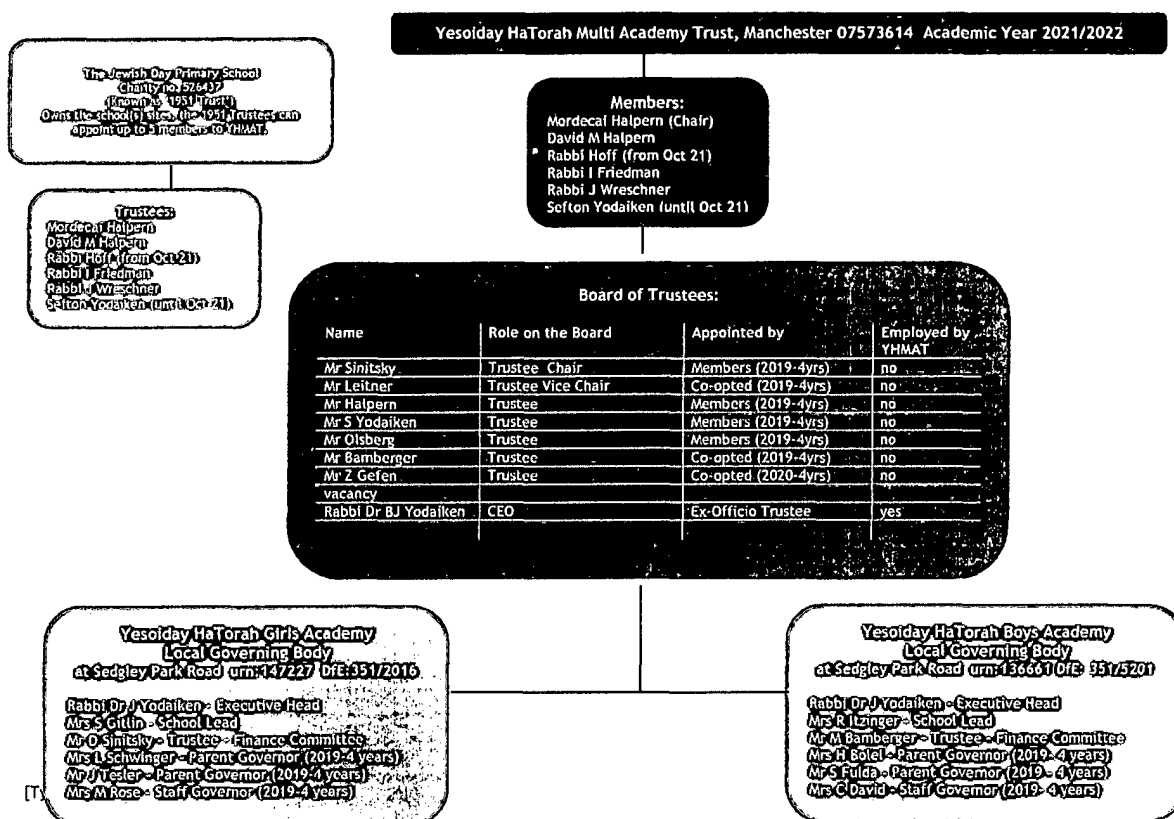
YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

Organisational Structure

The Governance structure for Yesoiday Hatorah Multi Academy Trust, Manchester for the period is shown below:



YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

Yesoiday Hatorah Multi Academy Trust, Manchester has a scheme of delegation which

- Sets out the Trusts approach to delegations between the different layers of governance within the Trust and the delegation by the Trustees under Article 105 of the Articles of Associations of certain powers and/or functions
- Confirms which powers and functions are reserved to the Trustees'.

In addition, the Trust's Scheme of Financial Delegation supplements this in respect of the delegation of financial powers and the operation of robust internal controls. The scheme is divided into four sections

- Strategy & Leadership
- Education & Curriculum
- Financial
- HR & Operations.

The structure consists of the Members, Trustees, Local Governing Body for Yesoiday HaTorah Girls Academy and Local Governing Body for Yesoiday HaTorah Boys Academy; CEO and Executive Head Teacher; the Senior Leadership Team; the Middle Management; and Team Leaders. The aim of the management structure is to devolve responsibility and encourage decision making at all levels.

Trustees are responsible for the strategic development of the Multi Academy Trust, monitoring this by the use of regular meetings, analysis of budgets and management accounts, benchmarking and referring to key performance indicators, overall school effectiveness indicators, staff appointments and capital expenditure.

To ensure an efficient and effective committee structure with the Academy's School Growth and Development Plan at its' core, there are Local Governing committees for each Academy in the Trust responsible for Standards/Curriculum, Admissions, Staffing, Ethos, Policy and Health & Safety.

The CEO and Executive Head Teacher is the Accounting Officer. Both YHGA and YHBA have a Senior Leadership Team of School Lead and Assistant School Lead. These leaders direct the Academies implementing the policies laid down by the trustees and reporting back to them. The CEO (accounting officer), in conjunction with the trustees are responsible for the authorisation of spending within agreed budgets and the appointment of staff, through the staffing committees. The full trustee body oversees posts in the Senior Leadership Team. Some spending control is devolved to the Middle Management and Team Leaders, with limits above which, the trustees must countersign.

Arrangements for setting pay and remuneration of key management personnel

The arrangements for setting pay and remuneration of key management personnel will be proposed by the finance & audit committee and endorsed by the full governing body. The key management personnel must not be part of this process. Research, benchmarking, and reference in line with the full job description and specification will be undertaken.

Trade union facility time

There are no employees who were relevant union officials during the period and therefore no time was spent on facility time or trade union activities and no pay spent on facility time.

Related Parties and other Connected Charities and Organisations

As part of its operation the Multi Academy Trust liaises with organisations such as Local Authorities as well as with other education providers and trainers such as local schools.

The Multi Academy Trust is connected to The Jewish Day School Charitable Trust (526437) which provides financial support to the MAT.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

Objectives and Activities

The Trust aims to provide an outstanding education for our pupils which will inspire them to do the best that they can in life. The MAT is made up of two academies; Yesoiday HaTorah Boys' Academy and Yesoiday HaTorah Girls' Academy, and we have as our aim to extend our MAT to include other academies which share our values, ethos, and goals. The Yesoiday HaTorah Multi Academy Trust is committed to securing excellence in its academies, by supporting them as they develop an ethos and learning environment based upon Torah values and principles.

Main aims

- To instil our pupils with knowledge of the Torah, good character traits and a love of G-d, and for this to be reflected in all aspects of the curricula offered.
- To deliver an excellent curriculum in both Kodesh and national curriculum subjects, within a curriculum framework that also pays close attention to the personal development of pupils.
- To ensure that all pupils succeed and thrive in school by raising aspirations and meeting the needs of every child.
- The personal development aims of the Multi Academy Trust are:
 1. To create and develop positive relationships.
 2. To create an environment which promotes growth.
 3. To foster self-esteem and confidence.
 4. To foster effective communication between children, teachers, parents, and the wider community.
 5. To foster respect for all.

In fulfilling these aims the Multi Academy Trust will be a place where every child is taught according to his/her entitlement and ability academically, emotionally, and socially. The children will learn, and the staff will work in a happy and relaxed atmosphere, where parents and carers are welcomed as part of the school, all benefiting from mutual support and encouragement.

Strengths of our MAT

The MAT ensures that the specialism and strengths of one academy are available to the other. This support is at all levels. Firstly, from a management perspective the CEO and Executive Headteacher navigates directly and facilitates each school, on the one hand calling them to account for progress and on the other supporting that school. There is ongoing analysis to look at the strengths in each school, via data analysis, lesson observations and learning walks. There are ongoing meetings between the senior leadership teams in both academies to reflect upon this analysis and to look for ways to improve further.

There is an overall MAT Improvement Plan as well as individual Academy Improvement Plans. The MAT improvement priorities include, to:

- ensure that both academies are subject to a minimum of Ofsted Category 2
- improve partnership collaboration and internal capacity at school-to-school support level, leading to outstanding practice in each
- review and build upon policies and practices across the Trust for consistency
- deliver an intense training programme to support inter-school peer development activities that ensures strong cohesive and effective leadership at all levels, with a clear direction on improving standards, provision, and achievement
- develop a talent strategy, to enhance practice within the Trust for leadership and management.

The development plans are clearly linked to action points and identify appropriate thresholds and responsible persons. The CEO, on a half termly basis, monitors progress towards these goals through, where appropriate:

- discussions with the responsible person, identifying success and barriers
- observe lessons/learning walks and work perusal

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YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

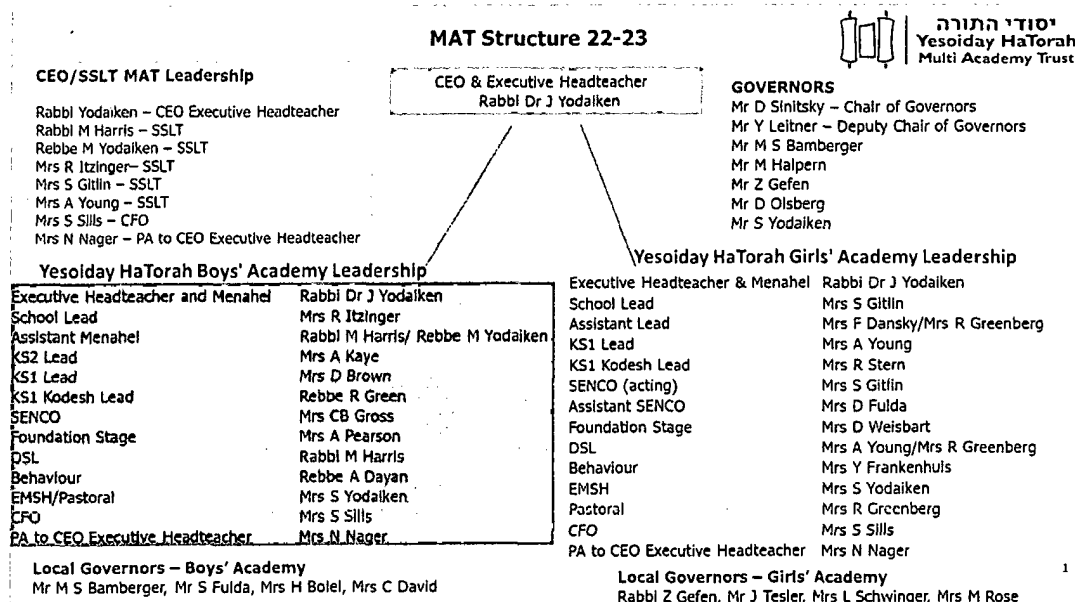
- discussions with members of the LGB
- discussions with pupils
- look at training needs to meet the required progress
- perusal of data – assessment, behavioural, attendance etc.
- safeguarding review, consider procedures
- receive reports from each school on progress made toward action points.

On an ongoing basis, the CEO/Executive Headteacher identifies specific aspects of the School Improvement Plan to be involved in, so that he sees first-hand how each school is progressing. So, for example, on an ongoing basis he is involved in strategic numeracy meetings, but also drops into literacy strategic meetings. In this way the CEO is part of the drive towards excellence at all levels, as well as being able to monitor progress and strategize globally.

Our MAT nine essential principles:

1. The strong belief in the value and potential of every child.
2. Our Jewish Faith and Torah values are central to our educational provision
3. Shared values and aims
4. Relentless focus on the quality of teaching and learning
5. Deep commitment to professional development
6. Belief in the success of each academy within the MAT
7. Sharing and analysing data
8. Providing a creative and inspiring curriculum
9. Quality assurance, self-evaluation, and monitoring

MAT Structure



YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

Objectives

Key headlines from School Improvement Plan

- ✓ Maths – consolidate mastery across school through effective differentiation and questioning and develop staff subject knowledge
- ✓ Ensuring all children become lifelong readers through the effective implementation of our 4-part reading journeys (pre-read, just read, close read and questions), targeted strategies to support our bottom 20% readers and our whole-school initiatives designed to foster a love of reading
- ✓ Implementing a range of additional writing opportunities across the school, ensuring children are writing more frequently across the curriculum and to foster a love of writing through whole-school initiatives celebrating writing for pleasure
- ✓ Embedding consistent and effective assessment across the school to facilitate robust tracking of pupil progress, ensuring that no child is left behind.
- ✓ Reconnecting both staff and pupils with whole-school systems such eg behaviour for learning, whole-school events and transitions.
- ✓ Ensuring effective implementation of our PSHE, SMSC and RSE curriculum across the school
- ✓ Ensuring effective and progressive teaching and learning of Foundation subjects across the school through our cross-curricular 'Big Question' topics

Objectives and Aims and Performance

English

Reading

Yesoiday HaTorah MAT follows the programmes of study for reading at key stages 1 and 2 as described in the National Curriculum for England and Wales.

It consists of 2 dimensions.

- word reading
- comprehension (both listening and reading)
- prosody

We know that it is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are given for each.

Reading at KS1

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to our Reception, Year 1 and Year 2 classes. We deliver daily phonics lessons, where all previous phonemes (sounds) learnt are revised and new ones introduced. We follow the Little Wandle Government validated SSP scheme. The lessons are taught in a dynamic way, with lots of varied resources and activities to engage the children with the sounds and learning and to reach children of all abilities. The letters / sounds learnt are also then linked to letter formation and handwriting. We monitor pupil progress in phonics to flag up anyone who may need intervention for further progression. One to one intervention is usually tailor made to suit the needs of the child and strategies such as precision teaching are used to help these children. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. This is also an opportunity to allow children to become immersed in a book and read for pleasure. Our pupils are encouraged to read across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds our pupils' imagination and gives background to all areas of the curriculum. We try to encourage reading for pleasure by reading to the children daily in addition to having a

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

year group author and reading from books, as well as the guided reading sessions. Reading books are sent home in line with where a child is holding in their phonics knowledge, and the Updated Reading Book Policy ensures that books are being sent home on a regular basis. This means all children are accessing reading both at home and at school and that significant progress is made. Once a week, the children also have access to the School Library, and this provides another opportunity for reading for pleasure.

Reading at KS2

As children enter KS2 in Year 3, most children have become confident with decoding what they read at the appropriate level for their age and reading books are not usually sent home. Now the emphasis in reading lessons changes from decoding to comprehension. It is skill in comprehension, which involves increasing their vocabulary and working out unknown words from the context and their own experience that stimulates children's interest and opens up the world of books and reading for learning and pleasure. If children in Year 3 or above find decoding challenging, the SEN team will work with their teacher and parents to provide support and books and other resources will still be sent home. Additionally, at the start of the year, each child in KS2 is tested for reading fluency and children identified as reading below age-related expectations are given the opportunity for additional support with books being sent home on a regular basis to encourage extra reading practice to enhance their fluency. New books have been bought in with titles that cater to "The reluctant reader".

Reading lessons in KS2 concentrate on making children familiar and comfortable with many different types of literature including stories, non-fiction and poetry. Some of the material will be based around the current class topic, but others will introduce children to the variety of texts which the National Curriculum prescribes, while maintaining suitability to the ethos of Yesoiday Hatorah. Children's fluency and reading stamina is supported in KS2 lessons, using strategies which develop stamina through gradual increase in the amount of material and question type and difficulty and fluency by different activities which encourage children to prepare their reading, such as choral reading and Reader's Theatre. Our aim for our children is always the same: to instil their lifelong enthusiasm for reading so they will gain the pleasure and the rewards of knowledge it provides.

Guided Reading

As a school we have adopted a 4- part reading model. A weekly reading lesson is planned into the timetable. The children must know the language of the 4-part model therefore it is important to explain to the children at the beginning of each lesson which part of the journey they are on. ...Today we are just reading. Each part of the journey should be evident on the worksheet/workbook page also. The Reading Journey Wall is also an important part of the lessons and this should be discussed regularly with the class.

The 4-part model consists of:

- Pre-Read
- Just Read
- Close Read
- Questions

Reading for pleasure

We encourage Reading for pleasure across the whole school, through a range of different initiatives.

We encourage quiet reading time in class to enable children to read as much as possible and to instil a love of reading.

Each year group has a number of year group authors to choose from to read 3 books by, to enable to children to develop an awareness of the themes and styles of different authors. In addition, teachers will read to children from a range of other age-appropriate texts, some of which will be linked to topics.

World Book Day is an essential part of the school year that gives children the opportunity to delve deeply into a story using activities and discussions. There is visible progression using one book throughout the whole school.

Poetry and the performance of poems plays an important role in our school. In the Summer Term, we have a whole-school 2-week focus on poetry, in which each year group will be immersed in this genre through their year group poetry unit, with designated poems and activities. This culminates in our annual Poetry recital competition with a focus on performance poetry. Additionally, each year group will focus one reading journey per term on poetry.

Lunchtime reading clubs in our well-stocked library provide an opportunity for children to relax and just read a book of their choice.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

Older children are given the opportunity to read to younger classes either by sharing books from the class libraries of the classes that they are reading to or by reading aloud from their own writing pieces.

Writing

At Yesoiday HaTorah, all of our English teaching and learning is linked to our cross-curricular topics. As such, each piece of writing that we do will be connected to a topic that the children have been learning about. These are our 'Writing Journeys'. When preparing for the long-term topic plan in each year group, teachers will consider the most appropriate genre of writing that the topic will support. For instance, one of the Year 4 topics often taught is 'What was life like in the trenches in WW1?' which gives rise to writing a diary entry whilst in year 2, one of the topics covered is 'Where is your ideal island?', which gives rise to writing a persuasive leaflet.

It is expected that over the course of a year, each year group will write a range of fiction and non-fiction, formal and informal pieces of work. Genre is selected that is not only best supported by the topic, but will also enable the teachers to teach the specific GPS and vocabulary learning targets that have been identified for their year group and ensure progression across the school. These learning targets are set out in the year group band – a series of 'I can' statements that form the basis of the on-going assessment of each child.

At the end of a piece of writing, a year group marking grid is used, which would include all the learning targets that should have been taught as part of the writing journey and which could be assessed in the final piece of writing. It is also expected that at each stage of the writing journey, the children are able to share their experiences and offer their own pupil voice. This will be identified in the writing journals with a red pen and often with an accompanying photograph and caption. In addition, we encourage writing for purpose through encouraging children to read aloud their work to an audience, which could be their own class, other adults or, for KS2, children in younger classes.

Short Writes

In addition to the final writing piece, there are many opportunities for short writing that take place throughout the writing journey. We know how important it is to give pupils the time to practice writing, whether this be in the form of pupil voice, reflective comments or writing that forms part of the journey, enabling pupils to develop the skills needed to answer the big question.

Year groups plan regular short writing opportunities during both the immersion stage, teaching of the text type, and during the teaching of specific GPS elements. The purpose of this is to make writing a natural process, improving vocabulary with the short writing acting as 'steppingstones' to help guide and prepare pupils for their final write. An example of this would be in Year 6 when answering the question 'What was the effect of the Blitz and Evacuation on children?' leading up to the final write - an evacuee letter - the pupils may write a short summary of the outbreak of WW2, a short description of a setting, a short comparison of city life compared to the country and a character description of the host family. All of these play a key role in providing pupils with the skills needed to succeed with the final big write, whether this be practice with sentence structure, aspects of grammar or developing subject knowledge. This also supports the building of knowledge and provides many opportunities for assessing pupils' understanding of core concepts.

Writing for pleasure

In addition to our formal writing curriculum, we provide opportunities for children to develop their skills as young writers through our 'Winter Writing Initiative', in which children are given a title and encouraged to write over the winter holidays on or about that topic using a genre of their choice. These pieces of writing are then collated into a year group book.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

Grammar and Punctuation

Grammar and punctuation is taught through an activities such as, catchy songs and a kinesthetic approach so that it is sticky knowledge, rather than through worksheets as it had been done previously. It is taught throughout the writing journey. When planning for the end of topic writing, the teachers use the 'Writing for purpose' document as a basis for choosing the grammar and punctuation that links to their writing genre and add this into their lesson plans throughout the writing journey and not just at the end of the topic. E.g., When teaching the topic of Romans and subordinate clauses, the sentences they write with subordinate clauses will be about Romans.

Spellings

By Year 3, it is expected that most pupils will have a secure understanding of phonics which will be used to support their spelling. Phonics will not be taught explicitly but rather rehearsed and consolidated through the teaching of spelling, reading and handwriting. Teachers should still be using phonics terminology, such as phoneme and grapheme. Spelling is taught through weekly spelling lessons. Spelling tests take place weekly, with differentiation used where necessary to support learning. Phonics practice will also be given, when necessary, in the case when a spelling intervention is required. By KS2, we put particular emphasis on the statutory word lists as outlined in the National Curriculum 2014. All teachers use the Rising Stars Spelling Scheme to support the teaching of spelling in both KS1 and KS2. They also add two words from the statutory word list of the previous year in order to catch up from learning missed due to the pandemic. The weekly tests comprise of 8 – 12 spelling words per week, including the teaching of spelling rules, words with the same spelling patterns, and words from the statutory word list. In KS1, the tests also include Common exception words, high frequency words and Reception review words. In KS2, the words from the statutory word list are mixed in throughout the weekly tests, and are clearly indicated, so pupils know the importance of these words. Where a word from the statutory word list fits the spelling pattern of the words covered in the weekly test, it will be included, e.g., the word 'eight' is a statutory word and will therefore be included in the test covering the sound 'ei', 'eigh' or 'ey'. The pupils write their spelling word answers inside a booklet which has a space for the word in a sentence. This way, the word is put into context for the pupils.

Handwriting

The National Curriculum 2014 provides guidance for developing children's writing, not only emphasising their comprehension skills but also ensuring they produce fluent, legible and, eventually, speedy handwriting. Details are provided for each year group which build up into a competent joined style.

At Yesoiday HaTorah we have chosen to use resources from the Penpals handwriting scheme, which is approved by the National Handwriting Association. Penpals aims to teach letter formation and joins of letters through interactive CDs, workbooks and practice books from Reception until Year 4. Years 5 and 6 practice for fluency and developing an individual's style.

In Reception, handwriting is taught in conjunction with the Little Wandle scheme. The children practise the formation of whatever letter is being taught that day, using white boards and pens to reinforce handwriting during most phonic session. They draw the letters in the air, practise forming them using a pencil and have opportunities for hands-on activities e.g. writing the letters with an ear bud and paint. In the Spring term, once they've learnt all the letters through Little Wandle.

Currently some children in Y5 still need more direct teaching of handwriting to recap and consolidate the skills and techniques of joined handwriting. From year 3, children can receive a pen licence once their handwriting meets the required standards. They need to be using neat, fluent and legible joined-up writing. Once they have met the criteria, they can then use a blue pen in their work.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

Maths

White Rose

Introduction

The National Curriculum sets out the Purpose of Study for Mathematics as follows:

'Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality Mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject.'

The Aims as set out in the National Curriculum are to ensure that all pupils:

- Become fluent in the fundamentals of Mathematics, including through varied and frequent practise with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their Mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The National Curriculum highlights some integral aspects to ensure pupil attainment in maths. These are:

- Pupils' ability to know, make and apply connections and links between topics learned.
- Pupils should use these links to develop fluency, reasoning and competence in solving complex problems, in all areas of the curriculum.
- The class, as a whole, should move through the curriculum at roughly the same pace. However, exceptions and adjustments should be made based on pupils' readiness to progress and the security of their understanding.
- Pupils who grasp concepts more quickly should be challenged through rich and sophisticated problems. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practise, before moving on.

As set out above by the National Curriculum, Mathematics pervades all aspects of our lives and helps us to make sense of our world. With this in mind, this policy promotes the basic and wider understanding of Mathematics and hopes to instil an enjoyment in this subject by supporting children to engage with it and build upon their own understanding and promote further learning.

Problem Solving

Mathematical problem solving is at the heart of the Mastery Approach. Pupils are encouraged to identify, understand and apply relevant mathematical principles and make connections between different ideas. This builds the skills needed to tackle new problems, rather than simply repeating routines without a secure understanding. Mathematical concepts are explored in a variety of representations and problem-solving contexts to give pupils a richer and deeper learning experience. Pupils combine different concepts to solve complex problems and apply knowledge to real-life situations. Through problem solving, pupils are required to select their mathematical knowledge and apply this to a new concept. To this end each lesson is expected to start with a problem with staff encouraged to adapt these to make them more real-life or class based to promote engagement.

Teaching and Learning – Lesson Structure

Pupils throughout the school are taught in mixed ability groups (classes) and follow an integrated mathematics curriculum. In upper KS2, the teachers may have the option of setting the children by ability in a discussion with the Maths Team and SLT. Mathematics is taught for at least one hour per day. However, when required, teachers may choose to include additional mathematics lessons in their weekly timetable.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

Planning – LTP

Teachers will work in year groups to discuss and create a Long Term Plan. This will set out which topics will be taught at which point in the year and should plan for coverage of the whole curriculum by the end of the school year. When planning, the teachers should also take into consideration the lessons each year that are taken up by Sensational Science Days, PSHE Days, maths assessments etc. and still ensure full coverage. This may mean that they teach more than one 'small step' per lesson where necessary or even skip some that they are confident that their students are secure in (these could be recap lessons). The order of topics taught in each year group should be discussed as a year group and the sequencing of them justified on the annotated Long Term Plan.

EYFS

Mathematics within the EYFS is developed through purposeful, play based experiences and should be represented throughout the indoor and outdoor provision. The learning will be based on pupil's interests and current themes and will focus on the expectations from Development Matters / Early Years Outcomes. Mathematical understanding can be developed through stories, songs, games, imaginative play, child-initiated learning and structured teaching. As pupils progress, they will be encouraged to record their mathematical thinking in a more formal way.

KS1

The principal focus of mathematics teaching in key stage 1 is to ensure pupils develop confidence and mental fluency. The essential idea behind the mastery approach is that all children have a deep understanding so that future learning continues to build on solid foundations. If the subject is represented using concrete materials, pictorial representations and abstract symbols, it will allow children to visualise maths in varied ways, see connections and to independently explore and investigate a topic. Practical activities and resources offer the children a deeper mathematical understanding of more complex concepts. Providing children with visual representations also offers a scaffold when developing a more robust understanding of maths.

KS2

Lower Key Stage 2 – Years 3 - 4

The principal focus of mathematics teaching in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work in preparation for the national times-tables test.

Upper Key Stage 2 – Years 5 - 6

The principal focus of mathematics teaching in upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Alongside the above objectives runs a desire to implement key reasoning and problem solving skills within lessons and also throughout the wider life of school.

Inclusion

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

Monitoring and Reviewing

The monitoring of maths teaching and pupil progress is the shared responsibility of teachers, the Maths Team and the Senior Leadership Team. The work of the subject leader includes supporting colleagues in the teaching of maths, keeping up to date with current developments as well as providing a strategic lead and direction for the subject. The school's governing body receive regular updates to inform them of the vision for continually driving forward teaching for mastery. Within school we regularly conduct peer review sessions whereby we critically look at Maths as a subject within the school. We observe lessons, speak to children/staff, analyse books/marking and ultimately come together as a staff/team to critique what we are doing well and what we want to improve.

Assessment

Assessment is an integral part of teaching and learning and is a continuous process. Assessment takes place at three connected levels: short-term, medium-term and long-term. These assessments are used to inform teaching in a continuous cycle of planning, teaching and assessment.

Resources

Classrooms are well stocked with resources to promote a CPA approach. Some additional mathematical equipment and resources are stored centrally.

Marking

Marking of children's work is essential to ensure they make further progress. Work is marked against success criteria, in line with the school marking policy, and usually includes next steps or a challenge. We have triangulated baseline data taken from both our internal data systems and some baseline testing, discussions with teachers in pupil progress meetings, joining year group meetings and work perusals, all contributing to the identification of priorities. We have continued to monitor performance data as above, with the addition of a maths deep-dive, learning walks, lesson observations and pupil voice with formal feedback in Executive Review. Pupil progress meetings were held to analyse internal performance data.

Pupil progress meetings and data analysis resulted in:

- (1) The setting up of a year 5 booster group program targeting key groups of children identified as needing more intensive teaching. In line with our MDP and COVID catch-up program to support their progress through the closing of specific gaps. A lead teacher was designated to facilitate feedback and help ensure outcomes.
- (2) The identification of groups of children who had been making their expected progress prior to COVID, but whose progress had now slowed or slipped.

End-of-year results showed increases in most classes in the numbers of children achieving EXS - indicative of the positive impact, anticipated to be reflected in end of year results for '22/'23 showing a return to 80%+ children working at EXS in Maths.

Results

Year 1 Phonics outcomes for the boys are 3% above national average and the girls are 12% above national average

KS1 Result Outcomes

Writing had been difficult to develop during periods of remote learning, because the children could not use zoom, in accordance with the ethos of the school. We noted that during remote learning there would have been limited access to the knowledge required to have what to write and of the genre. It was also difficult to ensure the practise and development of good letter formation, it would have been difficult outside of a face-to-face setting.

We noted that there were above average Ks in the year 2 cohort of '21/'22 (8 + 7).

The typically larger families in our parent body would also have made remote learning a challenge for many children, particularly younger children.

Reading outcomes were similar low compared to national. The challenges of remote learning would similarly have been a

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

factor here. Comprehension skills would have been difficult to develop fully during remote learning.

Maths was also low. It would have been challenging securing core mathematical skills remotely.

KS2 Result Outcomes

The results at KS2 were most impressive and great credit is due to the SLT and teaching staff.

BOYS KEY STAGE 2 RESULTS 2022 - SUMMARY

RWM EXS +	% of pupils	Relative to National	Relative to LA
All	61%	+2	+2
Disadvantaged Pupils	N/A	N/A	N/A

Test Results	% of pupils with a SS of 100+		
	All pupils	Relative to National	Relative to LA
Reading	87%	+13	+11
GPS	76%	+4	+9
Maths	87%	+16	+14

Teacher Assessment	% of pupils W At and above		
	All pupils	Relative to National	Relative to LA
Writing	66%	-3	-1

Average Scaled Score	%	
	All pupils	Relative to National
Reading	108	+3
Maths	108	+4
GPS	107	+2

Greater Depth	% of pupils with a SS of 110+	
	All pupils	
RWM	11%	
GPS	47%	
Reading	37%	
Writing	13%	
Maths	55%	

Progress Measures	Progress	Relative to National
Reading	3.7	Highest 26% of schools
Writing	0.1	
Maths	5.7	Highest 20% of schools

BOYS KEY STAGE 1 RESULTS 2022 - SUMMARY

Teacher Assessment	% of pupils WAT and WGD	Relative to National
Reading	54	-14
Writing	51	-8
Maths	65	-5

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

BOYS PHONICS SCREENING CHECK 2022 - RELATIVE TO NATIONAL

Y1 - % of pupils reaching the expected standard at the end of Y1

	2018	2019	2020 (Y2 Aut)	2021 (Y2 Aut)	2022
ALL PUPILS	92%	94%	85%	93%	78%
Relative to national	10%	12%			3%
Disadvantaged	No disadvantaged children in Y1	100%	100%	100%	No disadvantaged children in Y1
Relative to national		28%			

Y2 - % of pupils reaching the expected standard at the end of Y2

	2018	2019	2022
ALL PUPILS	92%	94%	93%
Relative to national	0%	2%	6%
Disadvantaged	100%	No disadvantaged children in Y2	No disadvantaged children doing the re-check in Y2
Relative to national	15%		

Key

WAT Working at the expected standard

WGD Working at greater depth within the expected standard

SS Scaled Score

GIRLS KEY STAGE 2 RESULTS 2022 - SUMMARY

RWM EXS +	% of pupils	Relative to National	Relative to LA
All	68%	+9	+9
Disadvantaged Pupils	100%		

	% of pupils with a SS of 100+		
Test Results	All pupils	Relative to National	Relative to LA
Reading	80%	+6	+4
GPS	75%	+3	+2
Maths	74%	+3	+1

Teacher Assessment	% of pupils WAt and above		
	All pupils	Relative to National	Relative to LA
Writing	77%	+8	+9

Average Scaled Score	%	
	All pupils	Relative to National
Reading	107	+2
Maths	104	0
GPS	105	0

Greater Depth	% of pupils with a SS of 110+	
	All pupils	
RWM	6%	
GPS	26%	
Reading	45%	
Writing	10%	
Maths	26%	

Year 4 Multiplications Test	Average Score	Relative to National
	22	Top 13% of schools

GIRLS KEY STAGE 1 RESULTS 2022 - SUMMARY

Teacher Assessment	% of pupils WAT and WGD	Relative to National
Reading	60	-8
Writing	55	-4
Maths	58	-12

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

GIRLS PHONICS SCREENING CHECK 2022 - RELATIVE TO NATIONAL

Y1 - % of pupils reaching the expected standard at the end of Y1

	2018	2019	2020 (Y2 Aut)	2021 (Y2 Aut)	2022
ALL PUPILS	92%	94%	80%	85%	87%
Relative to national	10%	12%			12%
Disadvantaged	No disadvantaged children in Y1	100%	100%	100%	No disadvantaged children in Y1
Relative to national		28%			

Y2 - % of pupils reaching the expected standard at the end of Y2

	2018	2019	2022
ALL PUPILS	92%	94%	89%
Relative to national	0%	2%	2%
Disadvantaged	100%	No disadvantaged children in Y2	No disadvantaged children in Y2
Relative to national	15%		

Key

- WAT Working at the expected standard
- WGD Working at greater depth within the expected standard
- SS Scaled Score

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

Key Performance Indicators

Analysis of staffing and salary expenditure for the year show that % expenditure is in line or below that of comparative schools. The average Teachers salary paid is also below that of comparative schools. Addressing this by setting appropriate pay scales is a priority for Trustees' and a challenge with the projected minimum pay increases for 2022/23.

Key Performance Indicators YHMAT 21-22	STAFFING	£ per pupil Trust (funded NOR 787)	£ per pupil School (funded nor)	% Salary Expenditure Trust	% Salary Expenditure by School	FTE Staff	Number Staff	Classes	Average Class Size	Average FTE Salary Cost	Average No Staff Cost	% of School Expenditure
YHGA 434 funded NOR												
Teaching & Leadership	1,003,076	1,275	2,311	29.9%	58.2%	19.7	24	18	24.1	50,918	41,795	43.6%
Classroom Support	493,362	627	1,137	14.7%	28.6%	20.5	34			24,066	14,511	21.4%
Administrative Staff	109,616	139	253	3.3%	6.4%	4.2	8			26,099	13,702	4.8%
Site Staff (inc Catering)	116,286	148	268	3.5%	6.8%	5	7			23,257	16,612	5.0%
total	1,722,340	2,188	3,969	51.3%	100%	49.4	73			34,865	23,594	74.8%
YHBA 353 funded NOR												
Teaching & Leadership	941,982	1,197	2,669	28.1%	57.6%	19.4	23	17	20.8	48,556	40,956	44.9%
Classroom Support	501,765	638	1,421	14.9%	30.7%	20.9	33			24,008	15,205	23.9%
Administrative Staff	96,679	123	274	2.9%	5.9%	3.9	7			24,790	13,811	4.6%
Site Staff (inc Catering)	95,143	121	270	2.8%	5.8%	3.9	7			24,396	13,592	4.5%
Total	1,635,570	2,078	4,633	48.7%	100%	48.1	70			34,004	23,365	77.9%
Trust Salary Expenditure	3,357,909	4,267				97.5	143	35	22.5	34,440	23,482	76.3%
		£ per pupil Trust (funded not 787)				Staff FTE	Number of Staff	Classes	Trust average class size	Average FTE Salary Cost	Average No Staff Cost	% Trust Expenditure

Benchmarking to Comparative Schools

(sources www.gov.uk)

Pupil Teacher Ratio North West 2021	21.2
Trust Pupil Teacher Ratio 2021-22	20.2
YHGA Pupil Teacher Ratio 2021-22	22.0
YHBA Pupil Teacher Ratio 2021-22	18.2

Teaching & Teaching Support Staff per pupil £3,160 p/p (2021)
Trust Teaching & Teaching Support staff p, £3,736 p/p
YHGA Teaching & Teaching Support staff p £3,448 p/p
YHBA Teaching & Teaching Support staff p £4,090 p/p

Administrative & Clerical Staff	6.7% expenditure
Trust Admin & Clerical Staff	6.2% expenditure
YHGA Admin & Clerical Staff	6.4% expenditure
YHBA Admin & Clerical Staff	5.9% expenditure

Other staff Costs	1% expenditure
Trust other staff costs	4.8% expenditure
(*includes in-house catering staff to supply Kosher meals to pupils; and 4 full time caretakers)	

Governors are dedicated to providing high quality education and this means that small class sizes, additional interventions and pupil support, is a priority in terms of setting the financial budgets for the trust.

The Trust operates a full Kosher catering facility to provide hot school kosher dinners for pupils. This has been flagged as an area of higher-than-normal expenditure. The in-house facility, kitchen staff, and the cost of kosher food (30% more than non-kosher) explains this expenditure.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

Pupil Data

Number of pupils on roll 2021-2022

YHBA 379

YHBK 56

YHGA 437

YHGK 54

Attendance

YHBA 96.56%

YHGA 95.49%

Key relationships

- The Yesoiday HaTorah Multi Academy Trust will build positive relationships, working with parents, carers, and whole families to involve them in the education of their children, and enabling them to play an active part in the structures that will shape their offspring's future is seen as a priority in our Multi Academy Trust. The school works together in conjunction with Dor L'Dor parenting program. This is a bespoke program which provides parenting workshops offering educational and parenting advice, in order to enhance the partnership between parents and the school.
- The Yesoiday HaTorah Multi Academy Trust also works together with voluntary and external mental health services for example:
 - Compass (EP) Clinics
 - Hershal Weiss Centre
 - Neshomo
 - Pathways
 - Salford Primary Care Psychology Services
 - Club Tikva for children with mental health issues
 - Special spirits for children with special needs
 - Chai
 - Dor L'Dor
 - Educational Psychologists
 - Tahel
 - CAMHS
 - Treasure Hunt
 - Coaching Programs
 - Attachment training and support by Touch Base

We seek to promote these types of local partnerships and through them draw on local resources, facilities, expertise, and energy to provide high quality learning experiences, as well as prioritising the mental health needs of our children.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

Public Benefit

In drafting this report the trustees' have complied with the duty in the relevant sections of the Charities Act 2011, to have due regard to public benefit guidance published by the Charity Commission in exercising their powers or duties.

Going Concern

After making appropriate enquiries, the board of trustees has a reasonable expectation that the academy trust has adequate resources to continue in operational existence for the foreseeable future. For this reason, it continues to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

Promoting the Success of the Company

Trustees' fully commit to uphold and understand:

- The likely consequences of any decision in the long term
- The interests of the company's employees
- The need to foster the company's business relationships with suppliers, customers, and others
- The impact of the company's operations on the community and the environment
- The desirability of the company maintaining a reputation for high standards of business conduct

Financial Review

78% of the Multi Academy Trusts income £4,572,645 is obtained from the Department for Education (DfE) in the form of recurrent grants, the use of which is restricted to particular purposes. The grants received from the DfE during the year ended 31 August 2022 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities. The Multi Academy Trust also receives grants for fixed assets from the DfE. In accordance with the Charities Statement of Recommended Practice FRS 102 such grants are shown in the Statement of Financial Activities as restricted income in the fixed asset fund. The restricted fixed asset fund balance is reduced by annual depreciation charges over the expected useful life of the assets concerned.

The Assets, Liabilities and Funds of the Governing body of Yesoiday HaTorah School (VA) were transferred to Yesoiday HaTorah School (Academy) the Academy on 1st April 2011. Yesoiday Hatorah Multi Academy Trust, Manchester was formed by Deed of Variation on 1st August 2019. The company number remained unchanged (07573614). Splitting into two single sex schools: Yesoiday HaTorah Girls Academy and Yesoiday HaTorah Boys Academy.

During the year ended 31 August 2022, total expenditure of £4,435,569 was mainly covered by recurrent grant funding from the DfE together with other incoming resources.

The excess of income over expenditure for the period before other recognised gains and losses (excluding surplus funds transferred, restricted fixed asset funds and restricted pension funds) was £28.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

TRUSTEES' REPORT (continued)

Reserves Policy

The trustees' will review the reserve levels of the academy annually. This review will encompass the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves. The trustees' have determined that a prudent level of free reserves should be equivalent to £100,000. The reason for this is to provide sufficient working capital to cover delays between spending and receipt of grants and to provide a cushion to deal with unexpected emergencies such as urgent maintenance. The academy's current level of free reserves (total funds less the amount held in fixed assets and restricted funds) is £8,995.

Investment Policy

The trustees' policy is to invest any surplus funds in zero risk short term deposits. No investment will be made where any risk factors are present.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

Principal Risks and Uncertainties.

The Trustees' have responsibility to assess the strategic risks to which the Academy is exposed and have a risk management register.

Trustees identifies a funding risk whilst grants continue to be largely based on Free School Meal numbers. YHMAT has a particularly low level of pupils on FSM (less than 1% of pupils) whilst at the same time having 30%+ of pupils requiring additional Interventions to close gaps.

Numbers on Role have continued to rise, but a smaller cohort in the Nursery setting in 22/23 will impact on school numbers and funding in the next five years. Trustees are monitoring and this is considered an extraordinary low year and not expected to be the norm going forward.

Pension employer contributions at 23.8% have impacted on the Trust Salary expenditure. The Pension surplus is £148,000

Fundraising

The Trustees' operate effective control over all schools fundraising in compliance with the trusts legal duties following the charities commission guide. In particular Trustees':

- Act in the best interests of the MAT.
- Manage resources responsibly, including protecting and safeguarding the MAT's reputation
- Act with reasonable care and skill

Trustees' can demonstrate the 6 principles of charity fundraising through strong supervision, protection of reputation, money and other assets, compliance with laws or regulations; identifying and following standards. Fundraising comes under the remit of the Finance Committee which meets twice each term.

Streamlined Energy and Carbon Reporting

Streamlined Energy and Carbon Reporting	21/22	20/21	19/20
Energy consumption used to calculate emissions (kWh)	710,524	685,778	769,097
Gas consumption in metric tonnes CO2e	61	72.7	72.7
Electricity consumption in metric tonnes CO2e	73.2	85.3	151.2
Total gross emissions in metric tonnes CO2e	134.2	158	223.9
Intensity Ratio – Tonnes CO2e per pupil	0.15	0.17	0.24
Annual Reduction in carbon emissions	23.8 tCO2e	65.9 tCO2e	
Reduction in carbon emissions since 2019	88.7 tCO2e		

Quantification and Reporting Methodology:

We have used the 2022 greenhouse gas reporting conversion factors, updated to reflect the changes to energy production - Gas updated GHG conversion factor of 0.183 and Electric emission factor of 0.19338. Therefore whilst the overall consumption in kWh has increased this year the gross emissions in metric tonnes has decreased.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

Intensity Measurement

The chosen intensity measurement ratio is total gross emissions in metric tonnes CO₂e per pupil, the recommended ratio for the sector.

Measures taken to improve energy efficiency

2020-2021 saw a SALIX Grant of £107,000 to replace and install LED lighting throughout both schools. Installation was completed by 31st March 2021. This will have impacted on a continued carbon reduction of 23.8 tCO₂e.

The following contributes to the general high electricity consumption on site:

- Air conditioning in every classroom, offices and the large school hall
- Electrical heating system in block A
- Professional school kitchen on site
- Return to normal school operation following periods of Covid Closure

The following contribute to the gas consumption on site:

- Ageing heating systems
- Return to normal school operation following periods of Covid Closure

Plans for Future Periods

Riverside, Agecroft, Pendlebury M27 8SJ

This site was secured by The Jewish Day School Trust in 2018 for the educational use of the Yesoiday HaTorah Girls' Academy. Planning permission was submitted for Phase 1 of the Riverside development and has been approved. Capital Funding (CIF) criteria did not match the building brief and there is limited *basic need* funding within Salford. The Trustees of The Jewish Day School held a successful campaign in the summer that raised a substantive amount. Phase one is back on track with Riverside site occupation expected for September 2023 academic year.

The strategic (albeit phased) move with Yesoiday HaTorah Girls Academy at the Riverside Campus and Yesoiday HaTorah Boys Academy remaining at the Sedgley Park Campus will allow for increased numbers on role, in line with the 10-year financial forecast that is in place for the operation of the Multi Academy Trust.

Auditor

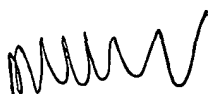
Haffner Hoff Ltd has been appointed auditor for the period of these accounts and has indicated its willingness to continue in this office.

Insofar as the trustees are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware
- the trustees' have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

Trustees' report, incorporating a strategic report, was approved by order of the board of trustees', as the company directors, on 21st December 2022 and signed on the board's behalf by:

D Sinitsky
Trustee



YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

Governance Statement

Scope of Responsibility

As trustees we acknowledge we have overall responsibility for ensuring that Yesoiday Hatorah Multi Academy Trust, Manchester has an effective and appropriate system of control, financial and otherwise. However, such a system is designed to manage rather than eliminate the risk of failure to achieve business objectives and can provide only reasonable and not absolute assurance against material misstatement or loss.

The board of trustees has delegated the day-to-day responsibility to the **Executive Headteacher** as accounting officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the deed of variation and funding agreement between Yesoiday Hatorah Multi Academy Trust, Manchester, and the Secretary of State for Education. They are also responsible for reporting to the board of trustees' any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that described in the Trustees' Report and in the Statement of Trustees' Responsibilities. The full **board of trustees** has formally met 3 times during the year. There were the three termly full governor's meetings. Attendance during the year at meetings of the board of trustees was as follows:

Trustees'	attended	of a possible
D Sinitsky (chair)	3	3
M Bamberger	1	3
Z Gefen	2	3
M Halpern	2	3
Y Leitner (v chair)	2	3
B Olsberg	3	3
S Yodaiken	1	3
J Yodaiken (executive head/ accounting officer)	3	3

Mr D Sinitsky was re- elected chair of trustees at the Autumn Term Trustees Meeting 2021, and Mr Y Leitner was elected vice chair of trustees at the Autumn Term Trustees Meeting 2021.

Governance has been successful through open forums with management staff, liaison with parents and teachers, consultation and training, and a commitment of time. The Trustees have proved themselves strategically being able to challenge and rise to the ongoing. They continue with their vision to expand to the Riverside site increasing the overall capacity from 780 to 1,260 over the next 10 years.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

Governance Statement

The board has been evaluated as strong on the strategic, financial, safeguarding and educational platforms, and effective in Health & Safety.

The **finance and audit committee** is a sub-committee of the main board of trustees. Incorporating the audit committee responsibility, its purpose is to ensure compliance with its financial systems and operational controls and to ensure that risks are being adequately identified and managed.

Strategic forecasting for the next ten years incorporating a phased move to the Riverside site for Yesoiday HaTorah Girls Academy, has been a particular and ongoing challenge during the year. The development of the Riverside site has been impacted by Covid with the opening now anticipated as September 2023.

Mr G Harris (chartered accountant) was appointed to check the trust's internal controls and report back to the committee.

The finance and audit committee met five times during the year and the attendance was as follows:

Trustees'	attended	of a possible
M Bamberger	4	5
B Olsberg	3	5
D Sinitsky	5	5
S Yodaiken	0	5
J Yodaiken executive head/ Accounting officer	5	5

The sixth Finance and audit committee meeting in the summer term 2022 was cancelled due to unforeseen circumstances.

Review of Value for Money

As accounting officer, the **CEO/Executive Headteacher** has responsibility for ensuring that the academy trust delivers good value in the use of public resources. The accounting officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

The accounting officer considers how the academy trust's use of its resources has provided good value for money during each academic year, and reports to the board of trustees' where value for money can be improved, including the use of benchmarking data where appropriate. The accounting officer for the academy trust has delivered value for money during the year by:

- Fastidious procurement procedures in place in order to keep to the scaled back resources and premises budgets.
- Using the school resource management self- assessment dashboard and benchmarking with similar schools,
- Prioritizing expenditure on high levels of teaching support to enable strong provision for children's needs, including play, music, speech therapists, and highly skilled intervention staff.
- Specific and targeted use of teaching support staff across KS2 bringing about efficiencies in staffing without detrimental effect on pupil progress. [reference Making Best Use of Teaching Assistants EEF]
- Reduced fuel consumption and a two year fixed contract for both electricity and gas signed before the massive fuel increases took hold.
- Catering costs for the Trust may appear high, however this can be explained as the Trust runs a full Kosher kitchen to provide, in-house, the Infant Free School Meals and offers hot meals to KS2 at £2.70 per meal. Kosher food is at least 30% more expensive than non-kosher products, which have seen a price explosion.
- Small Class sizes: value for money could be improved by increasing the average class size across the schools. Governors, have agreed however, that where possible, small class sizes will be maintained in order to provide excellent educational provision.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

Governance Statement

The Purpose of the System of Internal Control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of the multi academy trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively, and economically. The system of internal control has been in place in Yesoiday Hatorah Multi Academy Trust, Manchester for the period ending 31 August 2022 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

The board of trustees has reviewed the key risks to which the academy trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The board of trustees' is of the view that there is a formal on-going process for identifying, evaluating, and managing the academy trust's significant risks that has been in place for the period 1 September 2021 to 31 August 2022 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of trustees.

The Risk and Control Framework

The academy trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular it includes:

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the board of trustees'
- regular reviews by the finance and audit committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programs
- setting targets to measure financial and other performance
- clearly defined purchasing (asset purchase or capital investment) guidelines
- delegation of authority and segregation of duties
- identification and management of risks

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

Governance Statement

The board of trustees has considered the need for a specific internal audit function. During this year Mr G Harris FCA, was appointed to carry out a program of internal checks as the reviewer.

The reviewer's role includes giving advice on financial matters and performing a range of checks on the academy trust's financial systems. In particular, the checks carried out in the current period included:

- testing of payroll systems
- testing of purchase systems
- testing of control account/ bank reconciliations

On a termly basis, the reviewer reports to the board of trustees', through the finance committee on the operation of the systems of control and on the discharge of the board of trustees' financial responsibilities and annually prepares an annual summary report to the committee outlining the areas reviewed, key findings, recommendations and conclusions to help the committee consider actions and assess year on year progress.

Review of Effectiveness

As accounting officer, the CEO has responsibility for reviewing the effectiveness of the system of internal control. During the year in question the review has been informed by:

- the work of the reviewer
- the work of the external auditor
- the work of the executive managers within the academy trust who have responsibility for the development and maintenance of the internal control framework
- the school resource management self assessment tool


The accounting officer has been advised of the implications of the result of their review of the system of internal control by the finance committee and a plan to address any weakness and ensure continuous improvement of the system is in place.

Approved by order of the members of the board of trustees' on 21 December 2022 and signed on its behalf by:



D Sinitsky

Trustee



Rabbi Dr J Yodaiken

Accounting Officer

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

Statement of Regularity, Propriety and Compliance

As accounting officer of Yesoiday Hatorah Multi Academy Trust, Manchester I have considered my responsibility to notify the academy trust board of trustees and the Education & Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the academy trust, under the funding agreement in place between the academy trust and the Secretary of State for Education. As part of my consideration, I have had due regard to the requirements of the Academies Financial Handbook 2022.

I confirm that I and the academy trust board of trustees are able to identify any material irregular or improper use of all funds by the academy trust, or material non-compliance with the terms and conditions of funding under the academy trust's funding agreement and the Academies Financial Handbook 2022.

I confirm that no instances of material irregularity, impropriety or funding non-compliance have been discovered to date. If any instances are identified after the date of this statement, these will be notified to the board of trustees and ESFA.



Rabbi Dr J Yodaiken
Accounting Officer

21st December 2022

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 AUGUST 2022

Statement of Trustees' Responsibilities

The trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Trustees Report and the financial statements in accordance with the Academies Accounts Direction published by the Education & Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the trustees are required to:

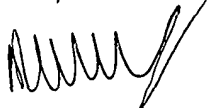
- select suitable accounting policies and then apply them consistently
- observe the methods and principles in the Charities SORP 2015 and the Academies Accounts Direction 2021 to 2022
- make judgments and accounting estimates that are reasonable and prudent
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from ESFA/DfE have been applied for the purposes intended.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by order of the members of the board of trustees on 21st December 2022 and signed on its behalf by:



Mr D Sinitsky Chair of Trustees

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 AUGUST 2022

OPINION

We have audited the financial statements of the Yesoiday Hatorah Multi Academy Trust, Manchester for the year ended 31 August 2022 which comprise the Statement of financial activities incorporating income and expenditure accounts, the Balance sheet, the Statement of cash flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK', the Charities SORP 2019 and the Academies Accounts Direction 1 September 2021 to 31 August 2022 issued by the Education and Skills Funding Agency.

In our opinion the financial statements:

- Give a true and fair view of the state of the academy trust's affairs as at 31 August 2022 and of its incoming resources and application of resources, including its income and expenditure for the year the ended;
- Have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- Have been prepared in accordance with the requirements of the Companies Act 2006, the Charities SORP 2019 and the Academies Accounts Direction 1 September 2021 to 31 August 2022 issued by the Education and Skills Funding Agency.

BASIS FOR OPINION

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the academy trust in accordance with the ethical requirements that are relevant to our audit of the financial statements of the United Kingdom, including the Financial Reporting Council's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

CONCLUSIONS RELATING TO GOING CONCERN

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- The Trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- The trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorized for issue.

OTHER INFORMATION

The Trustees are responsible for the other information. The other information comprises the information included in the Annual report, other than the financial statements and our Auditors' report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appear to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 AUGUST 2022

OPINION ON OTHER MATTERS PRESCRIBED BY THE COMPANIES ACT 2006

In our opinion, based on the work undertaken in the course of the audit:

- The information given in the Trustees' report including the Strategic report for the financial year to which the financial statements are prepared is consistent with the financial statements.
- The Trustees' report and the Strategic report have been prepared in accordance with applicable legal requirements.

MATTERS ON WHICH WE ARE REQUIRED TO REPORT BY EXCEPTION

In light of our knowledge and understanding of the academy trust and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' report including the Strategic report.

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- Adequate accounting records have not yet been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- The financial statements are not in agreement with the accounting records and returns; or
- Certain disclosure of Trustees' remuneration specified by law are not made; or
- We have not received all the information and explanations we require for our Audit.

RESPONSIBILITIES OF TRUSTEES

As explained more fully in the Statement of Trustees' responsibilities, the Trustees (who are also the directors of the academy trust for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Trustees are responsible for assessing the academy trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Trustees either intend to liquidate the academy or to cease operations, or have no realistic alternative but to do so.

AUDITORS' RESPONSIBILITIES FOR THE AUDIT OF THE FINANCIAL STATEMENTS

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an Auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

Auditor's approach to assessing the risks of material misstatement due to irregularities, including fraud.

Our approach was as follows:

We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and then design and perform audit procedures responsive to those risks, including obtaining audit evidence that is sufficient and appropriate to provide a basis for our opinion.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 AUGUST 2022

In identifying and assessing risks of material misstatement in respect of irregularities, including fraud and non-compliance with laws and regulations, we considered the following:

- The nature of the industry and sector, control environment and business performance;
- Results of our enquiries of management about their own identification and assessment of the risks of irregularities;
- any matters we identified having obtained and reviewed the company's documentation of their policies and procedures relating to (a) identifying, evaluating and complying with laws and regulations and whether they were aware of any instances of noncompliance; (b) detecting and responding to the risks of fraud and whether they have knowledge of any actual, suspected or alleged fraud; (c) the internal controls established to mitigate risks of fraud or non-compliance with laws and regulations; (d) the matters identified as to how and where fraud might occur in the financial statements and any potential indicators of fraud.

In common with all audits under ISAS (UK), we are also required to perform specific procedures to respond to the risk of management override.

We also obtained an understanding of the legal and regulatory frameworks that the company operates in, focusing on provisions of those laws and regulations that had a direct effect on the determination of material amounts and disclosures in the financial statements. The key laws and regulations we considered in this context included the UK Companies Act, UK Corporate Governance Code, UK tax legislation and UK Charity Act.

In addition, we considered provisions of other laws and regulations that do not have a direct effect on the financial statements but compliance with which may be fundamental to the company's ability to operate or to avoid a material penalty.

As a result of performing the above, we identified no key audit matters relating to the potential risk of fraud.

Our procedures to respond to risks identified included the following:

- Reviewing the financial statement disclosures and testing to supporting documentation to assess compliance with provisions of relevant laws and regulations described as having a direct effect on the financial statements;
- Enquiring of management concerning actual and potential litigation and claims;
- Performing analytical procedures to identify any unusual or unexpected relationships that may indicate risks of material misstatement due to fraud;
- Obtaining an understanding of provisions and holding discussions with management to understand the basis of recognition or non-recognition of tax provisions; and
- In addressing the risk of fraud through management override of controls, testing the appropriateness of journal entries and other adjustments; assessing whether the judgements made in making accounting estimates are indicative of a potential bias; and evaluating the business rationale of any significant transactions that are unusual or outside the normal course of business.

We remained alert to any indications of fraud or noncompliance with laws and regulations throughout the audit.

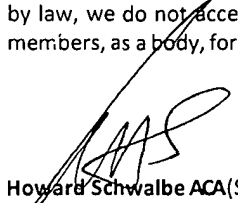
A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at www.frc.org.uk/auditorsresponsibilities. This description forms part of our Report of the Auditors

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 AUGUST 2022

USE OF OUR REPORT

This report is made solely to the academy trust's members, as a body, in accordance with chapter 3 of part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the academy trust's members those matters we are required to state to them in an Auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the academy trust and the academy trust's members, as a body, for our audit work, for this report, or for the opinions we have formed.



Howard Schwalbe ACA (Senior Statutory Auditor)
Haffner Hoff Limited
Parkgates
Bury New Road
Prestwich M25 0TL

21st December 2022.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 AUGUST 2022

Independent Reporting Accountant's Report on Regularity

In accordance with the terms of our engagement letter 1st February 2022 and further to the requirements of the Education & Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2021 to 2022, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Yesoiday Hatorah Multi Academy Trust during the period 1st September 2021 to 31 August 2022 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them. This report is made solely to Yesoiday Hatorah Multi Academy Trust and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Yesoiday Hatorah Multi Academy Trust, Manchester and ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than Yesoiday Hatorah Multi Academy Trust and ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Yesoiday Hatorah Multi Academy Trust, Manchester accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Yesoiday Hatorah Multi Academy Trust, Manchester's funding agreement and deed of variation with the Secretary of State for Education dated 15th July 2019 and the Academies Financial Handbook, extant from 1 September 2021, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies Accounts Direction 1 September 2021 to 31 August 2022. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the period 1st September 2021 to 31 August 2022 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Academies Accounts Direction 2021 to 2022 issued by ESFA. We performed a limited assurance engagement as defined in our engagement letter.

The objective of a limited assurance engagement is to perform such procedures as to obtain information and explanations in order to provide us with sufficient appropriate evidence to express a negative conclusion on regularity

A limited assurance engagement is more limited in scope than a reasonable assurance engagement and consequently does not enable us to obtain assurance that we would become aware of all significant matters that might be identified in a reasonable assurance engagement. Accordingly, we do not express a positive opinion.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

YEAR ENDED 31 August 2022

Independent Reporting Accountant's Report on Regularity

Our engagement includes examination, on a test basis, of evidence relevant to the regularity and propriety of the academy trust's income and expenditure.

Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the year from 1 September 2021 to 31 August 2022 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



Howard Schwalbe ACA (Senior Statutory Auditor)
Reporting Accountant
Haffner Hoff Ltd
Parkgates
Bury New Road
M25 0TL

21st December 2022

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

STATEMENT OF FINANCIAL ACTIVITIES (including Income and Expenditure Account and Statement of Total Recognised Gains and Losses)

YEAR ENDED 31 AUGUST 2022

	Note	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total 2022 £	Total 2021 £
Incoming and endowments from:						
. Donations and capital grants	3	0	467,640	2,871,498	3,339,138	555,435
Charitable activities:						
. Funding for the academy trust's educational operations	6	0	3,991,738	0	3,991,738	3,853,984
Other trading activities	4	0	113,267	0	113,267	170,377
Investments	5	28	0	0	28	34
Total		<u>28</u>	<u>4,572,645</u>	<u>2,871,498</u>	<u>7,444,171</u>	<u>4,579,830</u>
Expenditure on:						
Charitable activities:						
. Academy trust educational operations	8	0	4,321,883	113,685	4,435,569	4,446,121
Total	7	<u>0</u>	<u>4,321,883</u>	<u>113,685</u>	<u>4,435,569</u>	<u>4,446,121</u>
Transfers between funds	17	<u>(700,000)</u>	<u>700,000</u>		<u>0</u>	<u>0</u>
Net income/(expenditure) for the year		<u>(699,972)</u>	<u>950,762</u>	<u>2,757,812</u>	<u>3,008,602</u>	<u>133,709</u>
Other recognised gains and losses						
Actuarial (losses) gains on defined benefit pension schemes	17, 26	<u>0</u>	<u>1,435,000</u>	<u>0</u>	<u>1,435,000</u>	<u>(508,000)</u>
		<u>(699,972)</u>	<u>2,385,762</u>	<u>2,757,812</u>	<u>4,443,602</u>	<u>(374,291)</u>
Reconciliation of funds						
Total funds brought forward		708,967	(1,875,397)	4,636,289	3,469,859	3,844,149
Total funds carried forward		<u>8,995</u>	<u>510,366</u>	<u>7,394,101</u>	<u>7,913,461</u>	<u>3,469,859</u>

All of the academy's activities derive from acquisitions in the current financial period.

Statement of Total Recognised Gains and Losses is not required as all gains and losses are included in the Statement of Financial Activities

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

BALANCE SHEET

AS AT 31 AUGUST 2022

	Notes	2022 £	2022 £	2021 £	2021 £
Fixed assets					
Tangible assets	13		7,888,353		4,443,136
Current assets					
Stock	14	13,800		9,227	
Debtors	15	214,727		466,308	
Cash at bank and in hand		<u>81,383</u>		<u>139,017</u>	
		309,910		614,552	
Liabilities					
Creditors: Amounts falling due within one year	16	<u>(432,804)</u>		<u>(300,830)</u>	
Net current assets / (liabilities)			<u>(122,894)</u>		<u>313,722</u>
Total assets less current liabilities			7,765,459		4,756,858
Net assets excluding pension liability			7,765,459		4,756,858
Net assets including pension liability			<u>7,913,461</u>		<u>3,469,858</u>
Funds of the academy:					
Restricted income funds					
. Fixed asset fund	17		7,394,101		4,535,584
. General fund	17		362,361		(487,693)
. Pension reserve	17		<u>148,000</u>		<u>(1,287,000)</u>
Total restricted funds			<u>7,904,462</u>		<u>2,760,891</u>
Unrestricted income funds					
. General fund	17		<u>8,995</u>		<u>708,967</u>
Total unrestricted funds			<u>8,995</u>		<u>708,967</u>
Total funds			<u>7,913,461</u>		<u>3,469,858</u>

The financial statements on pages 36 to 59 were approved by the governors, and authorised for issue on 21 December 2022 and are signed on their behalf by:

Signed



D Sinitsky
Chair

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

CASH FLOW STATEMENT

YEAR ENDED 31 AUGUST 2022

	Notes	2022 £	2021 £
Cash flows from operating activities			
Net cash provided by / (used in) operating activities	21	3,502,904	(18,357)
Cash flows from financing activities	22	0	0
Cash flows from investing activities	23	(3,560,535)	230,672
Change in cash and cash equivalents in the reporting period	24	<u>(57,632)</u>	<u>212,315</u>
Cash and cash equivalents at 1 September 2021		139,017	248,743
Cash and cash equivalents at 31 August 2022		<u>81,383</u>	<u>139,017</u>

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

1. Statement of Accounting Policies

Basis of Preparation

The financial statements of the academy trust, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2021 to 2022 issued by ESFA, the Charities Act 2011 and

Going Concern

These financial statements have been prepared on a going concern basis, which the Governors consider to be appropriate as a result of projections prepared, which indicate the Academy will be able to operate within the facilities currently available.

Incoming Resources

All incoming resources are recognised when the academy trust has entitlement to the funds, certainty of receipt and the amount can be measured with sufficient reliability.

Grants receivable

Fixed asset grants are included in the Statement of Financial Activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds recurrent costs, is credited directly to the Statement of Financial Activities. Other grants from government agencies and other bodies are recognised in the period in which they are receivable to the extent the conditions of funding have been met. Where income is received in advance of entitlement of receipt its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received the income is accrued.

Capital grants are recognised in full when there is an unconditional entitlement to the grant.

Unspent amounts of capital grants are reflected in the balance sheet in the restricted fixed asset fund. Capital grants are recognised when there is entitlement and are not deferred over the life of the asset on which they are expended.

Sponsorship income

Sponsorship income provided to the academy trust which amounts to a donation is recognised in the Statement of Financial Activities in the period in which it is receivable, where there is certainty of receipt.

Donations

Donations are recognised on a receivable basis where there is certainty of receipt and the amount can be reliably measured.

Other income

Other income, including the hire of facilities, is recognised in the period it is receivable and to the extent the goods have been provided or on completion of the service.

Donated goods and facilities

Goods donated for resale are included at fair value, being the expected proceeds from sale less the expected costs of sale. If it is practical to assess the fair value at receipt, it is recognised in stock and 'Income from other trading activities'. Upon sale, the value of the stock is charged against 'Income from other trading activities' and the proceeds are recognised as 'Income from other trading activities'. Where it is impractical to fair value the items due to the volume of low value items they are not recognised in the financial statements until they are sold. This income is recognised within 'Income from other trading activities'.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

1. Statement of Accounting Policies (continued)

Donated Services and gifts in kind

The value of donated services and gifts in kind provided to the academy trust are recognised at their open market value in the period in which they are receivable as incoming resources, where the benefit to the academy trust can be reliably measured. An equivalent amount is included as expenditure under the relevant heading in the Statement of Financial Activities, except where the gift in kind was a fixed asset in which case the amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with academy trust's policies.

Certain fixed assets represent the "right to use" assets which were granted when the school was converted to an academy on 1 April 2011, and to a Multi Academy Trust on 1st August 2019, and are recognised on the following bases:

- School land and buildings are regarded as specialist properties and have been recognised at current market value. The ownership of the land and buildings is vested with custodian trustees who have allowed access to the land and buildings on a rent free basis by way of a lease.
- Sundry assets relating to furniture & equipment as well as IT equipment.

Resources Expended

All expenditure is recognised in the period in which a liability is incurred and has been classified under headings that aggregate all costs related to that category. Where costs cannot be directly attributed to particular headings they have been allocated on a basis consistent with the use of resources, with central asset's use. Other support costs are allocated based on the spread of staff costs.

Costs of generating funds

These are costs incurred in attracting voluntary income, and those incurred in trading activities that raise funds.

Charitable activities

These are costs incurred on the academy trust's educational operations.

Governance Costs

These include the costs attributable to the academy trust's compliance with constitutional and statutory requirements, including audit, strategic management and reimbursed expenses.

All resources expended are inclusive of irrecoverable VAT.

Tangible Fixed Assets

Assets costing £1,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the Balance Sheet at cost and depreciated over their expected useful economic life. The related grants are credited to a restricted fixed asset fund

assets is charged to the restricted fixed asset fund in the Statement of Financial Activities so as to reduce the fund over the useful economic life of the related asset on a basis consistent with the academy trust's depreciation policy.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

1. Statement of Accounting Policies (continued)

Depreciation is provided on all tangible fixed assets other than freehold land, at rates calculated to write off the cost of each asset on a reducing balance basis over its expected useful lives, as follows:

Freehold land & buildings	- 2% pa
Long leasehold land & buildings	- 2% pa
Fixtures, fittings and equipment	- 15% pa
IT equipment	- 33.3% pa

Assets in the course of construction are included at cost. Depreciation on these assets is not charged until they are brought into use.

A review for impairment of a fixed asset is carried out if events or changes in circumstances indicate that the carrying value of any fixed asset may not be recoverable. Shortfalls between the carrying value of fixed assets and their recoverable amounts are recognised as impairments. Impairment losses are recognised in the Statement of Financial Activities.

Liabilities

Liabilities are recognised when there is an obligation at the balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably. Liabilities are recognised at the amount that the academy trust anticipates it will

Provisions

Provisions are recognised when the academy trust has an obligation at the reporting date as a result of a past event which it is probable will result in the transfer of economic benefits and the obligation can be estimated reliably.

Accounting estimates and areas of judgement

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

Critical accounting estimates and assumptions

The academy trust makes estimates and assumptions concerning the future. The resulting accounting estimates and assumptions will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 26, will impact the carrying amount of the pension liability.

Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2016 has been used by the actuary in valuing the pensions asset at 31 August 2022. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

Critical areas of judgement

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

Leased Assets

Rentals under operating leases are charged on straight line basis over the lease term. Stationery and catering stocks are valued at the lower of cost and net realisable value.

Taxation

The academy trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the academy trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Pensions Benefits

Retirement benefits to employees of the academy trust are provided by the Teachers' Pension Scheme ('TPS') and the Local Government Pension Scheme ('LGPS'). These are defined benefit schemes, are contracted out of the State Earnings-Related Pension Scheme ('SERPS'), and the assets are held separately from those of the academy trust.

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the academy trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quinquennial valuations using a prospective benefit method. As stated in Note 26, the TPS is a multi-employer scheme and the academy trust is unable to identify its share of the underlying assets and liabilities of the scheme on a consistent and reasonable basis. The TPS is therefore treated as a defined contribution scheme and the contributions recognised as they are paid each year.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

1. *Statement of Accounting Policies (continued)*

The LGPS is a funded scheme and the assets are held separately from those of the academy trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to operating surplus are the current service costs and gains and losses on settlements and curtailments. They are included as part of staff costs. Past service costs are recognised immediately in the

costs are recognised over the period until vesting occurs. The expected return on assets and the interest cost are shown as a net finance amount of other finance costs or credits adjacent to interest. Actuarial gains and losses are recognised immediately in other gains and losses.

Fund Accounting

Unrestricted income funds represent those resources which may be used towards meeting any of the charitable objects of the academy trust at the discretion of the governors.

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by the Education Funding Agency where the asset acquired or created is held for a specific purpose.

Restricted general funds comprise all other restricted funds received and include grants from the Education

Financial Instruments

The academy trust only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the academy trust and their measurement basis are as follows:

Financial assets – trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in the notes. Prepayments are not financial instruments.

Cash at bank – is classified as a basic financial instrument and is measured at face value. None are included in this model but if relevant the suggested disclosure could be as follows, with valuation in line with the SORP [paragraphs 10.44 to 10.49].

Financial liabilities – trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in notes 16 and 17. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

2. General Annual Grant (GAG)

a. Results and Carry Forward for the Year

	2022 £	2021 £
GAG brought forward from previous year	0	0
GAG allocation for current year	3,289,660	2,951,555
Total GAG available to spend	3,289,660	2,951,555
Recurrent Expenditure from GAG	(3,610,249)	(3,135,750)
	<u>(3,610,249)</u>	<u>(3,135,750)</u>
GAG carried forward to next year	(320,589)	(184,195)
Maximum permitted GAG carry forward at end of current year (12% of allocation for current year)	<u>(394,759)</u>	<u>(354,187)</u>
GAG to surrender to DfE	0	0
(12% rule breached if result is positive)	no breach	no breach

b. Use of GAG brought forward from previous year for (Of the amount carried forward each year, a maximum of 2% of GAG can be used for recurrent purposes. Any balance, up to a maximum of 12%, can only be used for capital purposes)

Recurrent expenditure from GAG in current year	(3,610,249)	(3,135,750)
GAG allocation for current year	(3,289,660)	(2,951,555)
GAG allocation for previous year x 2%	0	0
	<u>0</u>	<u>0</u>
GAG b/fwd from previous year in excess of 2%, used on recurrent expenditure in current year	0	0
(2% rule breached if result is positive)	no breach	no breach

3. Donations and Capital Grants

	Unrestricted Funds	Restricted Funds	Total 2022	Total 2021
	£	£	£	£
Capital Grants	0	0	0	
Private Sponsorship	0	0	0	0
Other Donations	0	467,640	467,640	555,435
Capital Value of Right To Use Asset	0	2,871,498	2,871,498	0
	<u>0</u>	<u>3,339,138</u>	<u>3,339,138</u>	<u>555,435</u>

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

4. Other Trading Activities

	Unrestricted Funds £	Restricted Funds £	Total 2022 £	Total 2021 £
Other Government Grants - Security		86,191	86,191	
Other Grants - Parklife/ Teacher Training		475	475	
Catering: School Generated Sales Staff		13,929	13,929	
School Insurance Re-claim		3,675	3,675	
School Trips and other		8,997	8,997	105,043
	<u>0</u>	<u>113,267</u>	<u>113,267</u>	<u>105,043</u>

5. Investment Income

	Unrestricted Funds £	Restricted Funds £	Total 2022 £	Total 2021 £
Short term deposits	28	0	28	34
	<u>28</u>	<u>0</u>	<u>28</u>	<u>34</u>

6. Funding for Academy Trust's Educational Operations

	Unrestricted Funds	Restricted Funds	Total 2022	Total 2021
DfE / ESFA revenue grants				
. General Annual Grant (GAG) YHBA & YHGA (Note 2)	0	3,289,660	3,289,660	2,951,555
. Rates relief	0	30,208	30,208	22,346
Other Government Grants - Sports and PE grant	0	38,730	38,730	
ESFA: Recovery Premium	0	4,000	4,000	
ESFA: National Tutoring/ School Led Tutoring	0	1,013	1,013	
ESFA: Teachers Pay Grant	0	5,639	5,639	
ESFA: Teachers Pension Increase Grant	0	15,932	15,932	
ESFA: New Supplementary Grant	0	37,629	37,629	
ESFA: Phonics/Moderation	0	600	600	
Academy Pupil Premium	0	9,771	9,771	
Catering: UFSM infants	0	153,726	153,726	
	<u>0</u>	<u>3,586,907</u>	<u>3,586,907</u>	<u>3,357,359</u>
Other Government grants				
. Local authority grants	0	208,512	208,512	273,463
. Other capital grants	0	0	0	100,705
. SEND top up funding	0	103,754	103,754	122,456
	<u>0</u>	<u>312,266</u>	<u>312,266</u>	<u>496,625</u>
Other Income				
Catering: school generated sales pupils & milk grants	0	90,286	90,286	
FSM/ uniform vouchers refunded holiday periods	0	2,280	2,280	
	<u>0</u>	<u>92,566</u>	<u>92,566</u>	<u>0</u>
	<u>0</u>	<u>3,991,738</u>	<u>3,991,738</u>	<u>3,853,984</u>

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

7. Expenditure

	Staff Costs	Non Pay Expenditure			Total	Total
		Premises	Other	Costs		
	£	£	£	£	2022	2021
					£	£
Expenditure on raising funds	0	0	0	0	0	0
Academy's educational operations						
- Direct costs	2,940,184	0	240,540	3,233,705	3,019,665	
- Allocated support costs	528,484	398,732	263,710	1,190,926	1,415,605	
	<u>3,468,668</u>	<u>398,732</u>	<u>504,250</u>	<u>4,424,632</u>	<u>4,435,270</u>	
Governance costs including allocated support costs	0	0	10,880	10,880	10,850	
	<u>3,468,668</u>	<u>398,732</u>	<u>515,130</u>	<u>4,435,512</u>	<u>4,446,120</u>	
Incoming/outgoing resources for the year Include:					2022	2021
					£	£
Operating leases					15,500	15,500
Depreciation					123,756	100,245
Fees payable to auditor for:						
- audit					8,880	8,850
- other services					2,000	2,000
Profit/(loss) on disposal of fixed assets					<u>0</u>	<u>0</u>

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

8. Charitable Activities

	Unrestricted Funds £	Restricted Funds £	Total 2022 £	Total 2021 £
<i>Direct costs</i>				
Teaching and educational support staff costs	0	2,940,184	2,940,184	2,679,666
IDEE and Staff development	0	20,281	20,281	14,171
Depreciation	0	102,093	102,093	95,371
Educational Resources (not IT)	0	80,239	80,239	111,653
Educational Resources (IT)	0	16,374	16,374	28,286
Educational consultancy	0	12,385	12,385	10,000
Trips	0	9,168	9,168	8,721
PE & Sports Grant Expenditure	0	52,981	52,981	45,414
	<u>0</u>	<u>3,233,705</u>	<u>3,233,705</u>	<u>2,993,282</u>

Analysis of support costs

Support staff costs	0	417,724	417,724	387,230
Depreciation	0	21,663	21,663	4,874
Maintenance of premises and equipment	0	47,949	47,949	39,987
Operating Lease	0	16,585	16,585	15,723
Rates (not water)	0	30,208	30,208	29,873
School buildings and Development Costs	0	0	0	221,498
Fuel	0	96,407	96,407	91,723
Cleaning	0	172,402	172,402	171,436
Insurance	0	17,176	17,176	16,308
Security	0	82,539	82,539	98,758
Occupational	0	70,360	70,360	43,779
Catering	0	144,884	144,884	231,565
Administration IT	0	9,586	9,586	9,223
Bought in Services Governance	0	35,683	35,683	37,821
Bought in Services Audit	0	10,880	10,880	10,850
	<u>0</u>	<u>1,174,047</u>	<u>1,174,047</u>	<u>1,410,648</u>

Devolved Formula Capital Grant Expenditure	0	27,760	27,760	42,190
	<u>0</u>	<u>4,435,512</u>	<u>4,435,512</u>	<u>4,446,120</u>

Please refer to note 28 for an explanation of the restatement

9. Governance costs

	Restricted Funds £	Total 2022 £	Total 2021 £
Legal and professional fees	0	0	0
Auditor's remuneration			
. Audit of financial statements	8,880	8,880	8,850
. Responsible officer audit	0	0	0
Governors' reimbursed expenses	0	0	0
	<u>10,880</u>	<u>10,880</u>	<u>10,850</u>

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

10. Staff costs	Total 2022 £	Total 2021 £
Staff costs during the period were:		
Wages and salaries	2,766,668	2,518,896
Social security costs	207,000	181,861
Operating costs of defined benefit pension schemes	496,000	473,795
	<u>3,468,668</u>	<u>3,174,552</u>
Supply Teacher Costs	0	185
Compensation payments	0	0
	<u>3,468,668</u>	<u>3,174,737</u>

The average number of persons (including senior management team) employed by the academy during the year expressed as full time equivalents was as follows:

	2022 No.	2021 No.
Charitable Activities		
Teaching	77	78
Administration and support	17	20
Management	4	6

The number of employees whose emoluments exceeded £60,000 fell within the following bands:

	2022 No.	2021 No.
£60,001 - £70,000	3	1
£130,001 - £140,000	1	0
<u>£130,001 - 140,000</u>	<u>4</u>	<u>1</u>

Forty five of the above employees participated in the Teachers' Pension Scheme. During the year ended 31 August 2022, pension contributions for these staff amounted to £329,855 (2021: £319,072). Sixty-eight employees participated in the Local Government Pension Scheme, pension contributions amounted to £166,236 (2021: £163,123).

11. Governors' remuneration and expenses

One of more trustees has been paid remuneration or has received other benefits from employment with the academy trust. The principal and other staff trustees only receive remuneration in respect of services they provide undertaking the roles of principal and staff members under their contracts of employment.

The value of trustees' remuneration and other benefits was as follows:

J Yodaiken (Executive Head and trustee)

Remuneration £105,000 - £110,000 (2021 £75,000 - £80,000)

Employer's pension contributions paid £20,000 - £25,000 (2021 £15,000 - £20,000)

M David (staff trustee)

Remuneration £35,000 - £40,000 (2021 £35,000 - £40,000)

Employer's pension contributions paid £10,000 - £15,000 (2021 £5,000 - £10,000)

M Rose (staff trustee)

Remuneration £35,000 - £40,000 (2021 £35,000 - £40,000)

Employer's pension contributions paid £10,000 - £15,000 (2021 £5,000 - £10,000)

H Bolel (parent trustee)

Remuneration £10,000 - £15,000 (2021 £10,000 - £15,000)

Employer's pension contributions paid £1 - £5,000 (2021 £1 - £5,000)

During the period ended 31 August 2022, travel and subsistence expenses totaling £nil were reimbursed or paid directly to 4 trustees (2021: £nil to 4 trustees)

Other related party transactions involving the trustees are set out in note 27.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

12. Governors' and Officers' Insurance

In accordance with normal commercial practice the academy has purchased insurance to protect governors and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The insurance provides unlimited cover on any one claim and the cost for the year ended 31 August 2022 was £17,176 (2021: £16,308).

13. TANGIBLE FIXED ASSETS

	Leasehold Right To Use Land & Buildings £	Furniture & Equipment £	Computer Equipment £	Total £
COST				
At 1 September 2021	5,235,081	145,760	107,962	5,488,804
Additions	3,548,336		12,228	3,560,564
Disposals	0	0	0	0
At 31 August 2022	8,783,417	145,760	120,190	9,049,368
DEPRECIATION				
At 1 September 2021	938,790	17,581	89,297	1,045,668
Charge for the year	85,926	19,227	10,195	115,347
Disposals	0	0	0	0
At 31 August 2022	1,024,716	36,808	99,492	1,161,015
NET BOOK VALUE				
At 31 August 2022	7,758,701	108,952	20,698	7,888,353
At 1 September 2021	4,296,291	128,179	18,665	4,443,136

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

14. STOCK

	2022	2021
	£	£
School supplies	13,800	9,227
	<u>13,800</u>	<u>9,227</u>

15. DEBTORS

	2022	2021
	£	£
Trade debtors	0	0
Other debtors	63,658	459,224
Other Taxation & Social security	129,196	
Prepayments and accrued income	21,873	7,084
	<u>214,727</u>	<u>466,308</u>

16. CREDITORS: Amounts falling due within one year

	2022	2021
	£	£
Trade creditors	254,210	121,862
PAYE and NIC creditor	46,279	43,688
Other taxation and social security	57	57
Other creditors	0	0
Accruals and deferred income	132,258	135,223
	<u>432,804</u>	<u>300,830</u>

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

17. Funds

	Balance at 01-Sep 2021 £	Incoming Resources £	Resources Expended £	Gains, Losses & Transfers £	Balance at 31-Aug 2022 £
Restricted general funds					
General Annual Grant (GAG)	(602,651)	3,874,661	(3,610,249)	0	(338,238)
Other Government grants	0	342,473	(342,473)	0	0
Other trading activities	0	86,191	(86,191)	0	0
PE & sports grants	14,254	38,730	(52,981)	0	3
Other DfE/ESFA grants	0	230,589	(229,989)	0	601
Transfers	0	0	0	700,000	700,000
Pension reserve	(1,287,000)	0	0	1,435,000	148,000
	<u>(1,875,396)</u>	<u>4,572,645</u>	<u>(4,321,883)</u>	<u>2,135,000</u>	<u>510,367</u>
Restricted fixed asset funds					
DfE/ESFA capital grants	19,348	0	(27,760)	0	(8,411)
Government grants	100,705	0	0	0	100,705
Fixed asset - property	4,516,236	0	(65,926)	0	4,430,310
Capital expenditure from GAG	0	0	0	0	0
Private sector capital sponsorship	0	2,871,498	0	0	2,871,498
	<u>2,760,893</u>	<u>7,444,143</u>	<u>(4,435,569)</u>	<u>2,135,000</u>	<u>7,904,468</u>
Total restricted funds	<u>2,760,893</u>	<u>7,444,143</u>	<u>(4,435,569)</u>	<u>2,135,000</u>	<u>7,904,468</u>
Unrestricted funds					
Unrestricted funds	708,966	28	0	(700,000)	8,994
Total unrestricted funds	<u>708,966</u>	<u>28</u>	<u>0</u>	<u>(700,000)</u>	<u>8,994</u>
Total funds	<u>3,469,859</u>	<u>7,444,171</u>	<u>(4,435,569)</u>	<u>1,435,000</u>	<u>7,913,461</u>

The specific purposes for which the funds are to be applied are as follows:

Restricted general fund

Restricted general funds comprise all other restricted funds received and include grants from the Education Funding Agency.

Restricted fixed asset funds

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by the Education Funding Agency where the asset acquired or created is held for a specific purpose.

Unrestricted funds

Unrestricted income funds represent those resources which may be used towards meeting any of the charitable objects of the academy trust at the discretion of the governors.

18. Analysis of net assets between funds

	Unrestricted Funds £	Restricted General Funds £	Fixed Asset Funds £	Total Funds £
Tangible fixed assets	0	129,650	7,758,701	7,888,352
Current assets	8,995	232,711	(364,600)	(122,893)
Pension scheme liability	0	148,000	0	148,000
Total net assets	<u>8,995</u>	<u>510,361</u>	<u>7,394,101</u>	<u>7,913,461</u>

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

19 Capital commitments

	Total 2022 £	Total 2021 £
Contracted for, but not provided in the financial statements	<u>0</u>	<u>0</u>

20. Financial commitments

Operating leases

At 31 August 2022 the academy had annual commitments under non-cancellable operating leases as follows:

	Total 2022 £	Total 2021 £
<u>Land and buildings</u>		
Expiring within one year	0	0
Expiring within two and five years inclusive	2	0
Expiring in over five years (See page 15)	0	2
<u>Other</u>		
Expiring within one year	0	1,300
Expiring within two and five years inclusive	16,585	14,200
Expiring in over five years	<u>0</u>	<u>0</u>
	<u>16,585</u>	<u>15,500</u>

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

21. Reconciliation of net income to net cash inflow from operating activities	2022	2021
	£	£
Net income for the reporting period (as per the SOFA)	3,008,602	133,709
Adjusted for:		
Depreciation (note 13)	115,347	100,246
Capital grants from DfE and other capital income	0	(18,093)
Cash transferred on conversion to an academy trust	0	0
Assets transferred on conversion to an academy trust	0	0
Interest Receivable (note 5)	(28)	(34)
Other adjustments	0	0
Defined benefit pension scheme cost less contributions payable (note 26)	0	0
Defined benefit pension scheme finance cost (note 26)	0	0
(Increase)/decrease in stocks	(4,573)	743
(Increase)/decrease in debtors	251,581	(335,528)
Increase/(decrease) in creditors	131,974	100,601
Net cash provided by / (used in) operating activities	<u>3,502,904</u>	<u>(18,357)</u>
22. Cash flows from Financing Activities		
Cash inflows from new borrowing	0	0
Net cash provided by / (used in) financing activities	<u>0</u>	<u>0</u>
23. Cash flows from Investing Activities		
Dividends, interest and rents from investments	28	34
Purchase of tangible fixed assets	(3,560,564)	212,503
Capital grants from DfE/ESFA	0	18,135
Capital funding received from sponsors and others	0	0
Proceeds from sale of tangible fixed assets	0	0
Net cash provided by / (used in) investing activities	<u>(3,560,535)</u>	<u>230,672</u>
24. Analysis of cash and cash equivalents	At 1	At 31
	September	August
	2021	2022
	£	£
Cash in hand and at bank	139,017	81,383
Total cash and cash equivalents	<u>139,017</u>	<u>81,383</u>

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

25. Members' Liability

Each member of the charitable company undertakes to contribute to the assets of the company in the event of it being wound up while he/she is a member, or within one year after he/she ceases to be a member, such amount as may be required, not exceeding £10 for the debts and liabilities contracted before he/she ceases to be a member.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

26. Pension and other obligations

The academy's employees belong to two principal pension schemes: the Teachers' Pension Scheme England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Greater Manchester Pension Fund. Both are defined-benefit schemes.

The pension costs are assessed in accordance with the advice of independent qualified actuaries. The latest actuarial valuation of the TPS related to the period ended 31 March 2016 and of the LGPS 31 August 2022. There were no outstanding or prepaid contributions at either the beginning or the end of the financial year. No contributions were payable to the schemes at 31 August 2020 and are included within creditors.

Teachers' Pension Scheme

Introduction

Pensions Regulations (2010) and, from 1 April 2014, by the Teachers' Pension Scheme Regulations 2014. Memberships automatic for full-time teachers in academies and, from 1 January 2007, automatic for teachers in part-time employment following appointment or a change of contract, although they are able to opt out.

The TPS is an unfunded scheme and members contribute on a 'pay as you go' basis – these contributions along with those made by employers are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The Teachers' Pensions Regulations require an annual account to be kept of receipts and expenditure (including the cost of pensions' increases). From 1 April 2001, the account has been credited with a real rate of return, which is equivalent to assuming that the balance in the account is invested in notional investments that produce that real rate of return.

Valuation of the Teachers' Pension Scheme

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every 4 years. The aim of the review is to specify the level of future contributions. Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2016. The valuation report was published by the Department for Education on 5 March 2019. The key elements of the valuation and subsequent consultation are:

- employer contribution rates set at 23.68% of pensionable pay (including a 0.08% administration levy)
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £218,100 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £196,100 million, giving a notional past service deficit of £22,000 million
- the SCAPE rate, set by HMT, is used to determine the notional investment return. The current SCAPE rate is 2.4% above the rate of CPI. assumed real rate of return is 2.4% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.2%. The assumed nominal rate of return including earnings growth is 4.45%.

The next valuation result is due to be implemented from 1 April 2023.

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website.

Under the definitions set out in FRS 102, the TPS is an unfunded multi-employer pension scheme. The academy trust has accounted for its contributions to the scheme as if it were a defined contribution scheme. The academy trust has set out above the information available on the scheme.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

26. Pension and similar obligations (continued)

Local Government Pension Scheme

The LGPS is a funded defined-benefit scheme, with the assets held in separate trustee-administered funds.

The total contribution made for the period ended 31 August 2022 was £216,336 (2021: £214,636) of which employer's contributions totalled £166,238 (2021: £163,123) and employees' contributions totalled £50,098 (2021: £51,513).

The agreed contribution rates for future years are 18.6 per cent for employers and 5.5 - 8.5 per cent for employees.

Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of an academy trust closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013.

Principal Actuarial Assumptions	At 31 August 2022	At 31 August 2021
Rate of increase in salaries	3.80%	3.65%
Rate of increase for pensions in payment / inflation	3.80%	3.65%
Discount rate for scheme liabilities	4.25%	1.65%
Inflation assumption (CPI)	2.90%	2.90%
Commutation of pensions to lump sums		
The current mortality assumptions include sufficient allowance for future improvements in mortality rates.		
The assumed life expectations on retirement age 65 are:		
	At 31 August 2022	At 31 August 2021
<i>Retiring today</i>		
Males	20.3	20.5
Females	23.2	23.3
<i>Retiring in 20 years</i>		
Males	21.6	21.9
Females	25.1	25.3

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

26. Pension and similar obligations (continued)

Local Government Pension Scheme (Continued)

The academy's share of the assets and liabilities in the scheme and the expected rates of return were:

	Expected return at 31 August 2022	Fair value at 31 August 2022 £(000)	Expected return at 31 August 2021	Fair value at 31 August 2021 £(000)
Equities	3.70%	1441.41	3.70%	1,210
Bonds	3.70%	292.46	3.70%	247
Property	3.70%	188.01	3.70%	97
Cash	3.70%	167.12	3.70%	314
Total market value of assets		2,089		1,868
Present value of scheme liabilities				
- Funded		(1,941)		(3,155)
Surplus/(deficit) in the scheme		148		(1,287)

The above asset values are at bid value as required under FRS 17.

The actual return on scheme assets was £18,000 (2021: £18,000).

The actuarial gains and losses for the current period are recognised in the SOFA.

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

26. Pension and similar obligations (continued)

Local Government Pension Scheme (Continued)

Movements in the present value of defined benefit obligations were as follows:

	2022 £(000)	2021 £(000)
At 1 September 2021	3,155	2,165
Current service cost	520	388
Interest cost	57	40
Employee contributions	50	48
Actuarial (gain)/loss	0	0
Benefits paid	(22)	(22)
Past Service cost	0	0
Changes in demographic assumptions	(11)	17
Changes in financial assumptions	(1,814)	556
Other experience	6	(37)
Curtailments and settlements	0	0
At 31 August 2022	<u>1,941</u>	<u>3,155</u>

Movements in the fair value of Academy Trust's share of scheme assets:

At 1 September 2021	1,868	1,386
Expected return on assets	32	25
Actuarial gain/(loss)	0	0
Employer contributions	50	163
Employee contributions	167	48
Return on assets	(6)	268
Benefits paid	(22)	(22)
At 31 August 2022	<u>2,089</u>	<u>1,868</u>

The value of employer contributions for the year ended 31 August 2022 is £166,238

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

26. Pension and similar obligations (continued)

Local Government Pension Scheme (Continued)

The five-year history of experience adjustments is as follows:

	2022 £'000	2021 £'000	2021 £'000	2019 £'000	2018 £'000	2017 £'000
Present value of defined benefit obligations	(1,941)	(3,155)	(2,595)	(1,735)	(1,239)	(1,069)
Fair value of share of scheme assets	2,089	1,868	1,505	1,267	1,108	953
Deficit in the scheme	148	(1,287)	(1,090)	(468)	(131)	(116)
Experience adjustments on share of scheme assets						
Amount £'000*	0	0	0	0	0	0
Experience adjustments on scheme liabilities:						
Amount £'000*	0	0	0	0	0	135

YESOIDAY HATORAH MULTI ACADEMY TRUST, MANCHESTER

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 AUGUST 2022

27. Related Party Transactions

The Jewish Day Primary School (TJDPS) is a related party to YHMAT by virtue of the fact that there is common control (one of the trustees of TJDPS is a trustee of YHMAT and all five members of TJDPS are members of YHMAT).

The academy had income receivable amounting to £444,333 in donations from The Jewish Day Primary School regarding the academic year 21/22.

Gamez Galore Ltd is a related party to YHMAT by virtue of the fact that it is controlled by Mr Y Leitner who is a trustee at the academy. YHMAT purchased £190 worth of goods from Gamez Galore Ltd during the year ending 31 August 2022 at cost price.

No other transactions with related parties, disclosable under the Charities SORP (FRS 102), were entered into during the period.

28 Multi Academy

The academy formerly known as Yesoiday Hatorah School was renamed Yesoiday Hatorah Multi Academy Trust, Manchester on 1st August 2019. The subsequent changes in ESFA funding took place from 1st September 2019