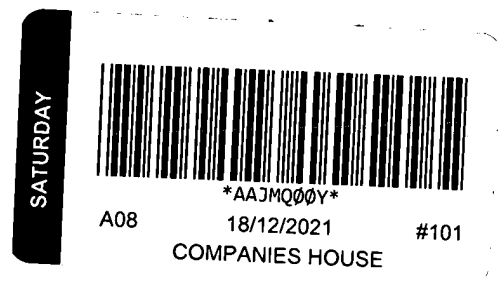


TEACH Poole
(A Company Limited by Guarantee)
Annual Report and Financial Statements
Year ended 31 August 2021

Company Registration Number:
09484306 (England and Wales)



TEACH Poole

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TEACH Poole

Reference and Administrative Details

Members:

Mr A Dinnivan
Mrs S Moore
Mr G Neilson
Mr D Pawling
Mr P Taylor

Trustees:

Mrs E Hall (Chair)
Mr P Squire (Vice chair / Chair of finance, staffing and audit committee)
Mrs K Lasbury-Carter (CEO / Executive Headteacher)
Mrs V Arbon
Mr G Cherrill (resigned 9 June 2021)
Mr T Cumming (resigned 22 February 2021)
Mrs L Duly (appointed 7 July 2021)
Mr S Frampton
Mrs A Jolliffe
Mrs S Moore (appointed 9 February 2021)
Mr D Pawling (appointed 7 July 2021)
Mr P Taylor (appointed 9 February 2021)
Mr J White
Mr R Yates (resigned 26 May 2021)

Company Secretary

Mrs K Groves

Senior Management Team:

Mrs K Lasbury-Carter	CEO/Accounting Officer/Executive Head
Ms T Farwell	Chief Finance Officer
Ms H Hemmings	HR/Payroll Manager
Mrs L Palmer	Head of School Canford Heath Infant School
Mr M Wilson	Head of School Canford Heath Junior School
Miss N Brown	Head of School Ad Astra Infant School
Miss L Waterhouse	Head of School Haymoor Junior School
Mrs Kay Spratt	Standards and Scrutiny Lead

TEACH Poole

Reference and Administrative Details

Company Name

TEACH Poole

Principal and Registered Office

Canford Heath Infant School

Learoyd Road

Poole

Dorset

BH17 8PJ

Company Registration Number

09484306 (England and Wales)

Independent Auditor

Hopper Williams & Bell Limited

Statutory Auditor

Highland House

Mayflower Close

Chandlers Ford

Eastleigh

Hampshire

SO53 4AR

Bankers

Lloyds Bank Plc

101 High Street

Poole

Dorset

BH15 1AJ

Solicitors

VWV Plus Limited

Narrow Quay House

Narrow Quay

Bristol

BS1 4QA

TEACH Poole

Trustees' Report

The Trustees present their annual report together with the financial statements and auditor's report of the charitable company for the year ended 31 August 2021. The annual report serves the purposes of both a trustees' report, and a directors' report under company law.

The company was incorporated on 11 March 2015 and commenced operating as an academy trust on 1 April 2015.

The academy trust operates as a Multi Academy Trust of four primary schools, serving pupils aged 4 to 11 within the area of Canford Heath, a locality of the Local Authority of Bournemouth, Christchurch and Poole (BCP). It has a pupil capacity of 1,470 and had a roll of 1,456 in the school census in January 2021. The academy trust is also the legal entity for Poole SCITT, an OFSTED-outstanding Initial Teacher Training body.

Structure, Governance and Management

Constitution

The 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 TEACH Poole are also the directors of the charitable company for the purposes of company law. The charitable company operates as TEACH, The Educational Alliance of Canford Heath.

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 1.

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

Governors' liability insurance covering £10m any one loss and any one membership year is provided by the Risk Protection Arrangement for academies provided by the Department for Education.

Method of Recruitment and Appointment or Election of Trustees

Trustees can be appointed by the members or delegated to the Trust Board. They are selected from a variety of sources such as the local community, businesses within the community, and local educational establishments. All prospective Trustees meet with the Chair of the Trust to discuss the position. The term of office for any Trustee is four years and thereafter they may be re-appointed. The make-up of the Board includes experienced non- educational professionals and the CEO/Executive Headteacher. The Chair of the Trust Board is elected annually at the first Board meeting of the year. Committee Chairs are elected from within their number at the first meeting of the year.

TEACH Poole

Trustees' Report

Policies and Procedures Adopted for the Induction and Training of Trustees

Training and induction provided for new Trustees will depend on their existing experience. All new Trustees are provided with key documents such as the Induction pack, Trust Improvement Priorities, and The Essential Trustee. In addition, they are guided, via the Governance Professional, to appropriate training. Induction is carried out informally and is tailored specifically to the individual. The Governance Professional to the Trust Board retains a record of training undertaken.

Organisational Structure

The organisational structure consisted of three layers: the Members, the Trust Board and various committees to cover differing aspects of the Trust's work and business:

- A Standards Committee which focused on outcomes and standards across all four schools, including all groups of pupils. This panel met four times last year and its composition was made up of Trustees and was attended by senior school staff responsible for standards across the Trust.
- A Finance, Staffing and Audit Committee, which focused on financial regularity; budget scrutiny; all staffing legal and well-being matters; and all matters regarding internal and external audit. This Panel met half termly, consisted of Trustees and was attended by the Chief Finance Officer.

In addition, a number of panels met to scrutinise and agree other Trust matters, as follows:

- Compliance/Pupil Safeguarding Panel which focused on safeguarding and child protection issues; and all aspects of the Trust's health and safety and compliance matters.
- The SCITT Management Board (SMB) which serves to ensure that TEACH is fully involved in the strategic operations of Poole SCITT, including its auditing and accounts.
- Parents' Forum which consisted of executive leadership, the Trust Chair and a broad selection of parents. This panel allowed parents and school leadership to discuss school matters and share views and give/receive feedback on school issues.

In addition, there existed specialist panels for CEO/EHT performance appraisal and a pay review panel. Two other specialist panels were convened, in addition to the above committees (disciplinary and exclusion). See Trust website for details of all meetings and attendance.

The Committees are accountable to the Board of Trustees. Any devolved and delegated authority from the Trust Board to the Committees is detailed in the agreed Governance Framework which includes the Scheme of Delegation, roles and responsibilities, and Terms of Reference for the Board and all Committees (see Trust website). The Trust Board is accountable to the Department for Education and the Education and Skills Funding Agency.

TEACH Poole

Trustees' Report

Arrangements for setting pay and remuneration of key management personnel

On conversion, the Trust adopted the Borough of Poole's Pay Policy and this is applied in respect of both teachers and support staff pay following normal performance review meetings. A pay review panel of selected Trustees is convened prior to each October half term to consider proposals. The CEO/Executive Head teacher presents her recommendations to the panel and decisions are minuted by the Governance Professional.

In respect of key management personnel (the CEO/Executive Head teacher), three nominated Trustees (including the Chair and the Vice Chair) meet with the CEO/ Executive Head teacher to review their performance. This takes place shortly after each October half term. Following this performance review a second pay panel is convened to consider Executive Pay. Guidance on the appropriate pay range for the CEO/EHT was provided through an independent external commissioned report to the Trust Board in 2015. This provided benchmarks and criteria for the Trustees to consider.

Trade union facility time

No trade union facility time is provided.

Related Parties and other Connected Charities and Organisations

The Trust is a strategic partner in a local Teaching School known as Sigma. There is no formal financial connection, but the Delta Education Trust CEO, John White, is one of the TEACH Trustees. Katie Lasbury- Carter (TEACH CEO/Executive Head teacher) also sits on the Delta Education Trust board as a Trustee. Another Trustee (now resigned), Geoff Cherrill, is a local Headteacher at Winchelsea School, which is a local maintained special school. Canford Heath Junior School, one of TEACH's schools, accommodates two satellite units for Winchelsea Special School.

Objectives and Activities

Objects and Aims

In setting the objectives, the Trustees have given careful consideration to the Charity Commission's general guidance on public benefits and in particular to its supplementary public benefit guidance on advancing education.

The academy Trust's objectives are:

- a) To advance, for the public benefit, education in the United Kingdom, in particular but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum or educational institutions which are principally concerned with providing fulltime or part time education for children of compulsory school age, who by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless alternative provision is made for them.
- b) To promote for the benefit of the inhabitants of the areas in which the Academies are situated the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reasons of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances of for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

TEACH Poole

Trustees' Report

Objects and Aims (continued)

Aims/vision

Children First

Our vision and aim is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we aim to have a lasting and positive impact on our local and wider community.

It is the belief of the Multi Academy Trustees and staff that being a Multi Academy Trust enables us to create stronger partnerships and collaborate more for the benefit of our children and community. Trustees believe that, in order to meet the needs of our children and our community, having a shared strategic vision is a powerful method of ensuring standards are raised, and that our four schools become effective and viable organisations in a time of financial constraint.

The TEACH Multi Academy Trust provides a means of bringing Canford Heath schools together, serving a common purpose and providing continuity in learning from Early Years through the Primary age range. We seek to build good relationships with our local Secondary schools and pre-schools, aiming to help our children transfer smoothly into the next phase of their education. Our work within Initial Teacher Training (Poole SCITT) also affords us the opportunity to continue to support the training and development of new teachers into the profession.

Our values

Our Trust promotes the following two sets of values:

British values of –

- Democracy
- Mutual respect and tolerance Equality
- Rule of Law Individual liberty

TEACH values of –

- Trust
- Excellence
- Aspiration
- Collaboration
- Honesty

TEACH Poole

Trustees' Report

Objectives, Strategies and Activities

Our Priorities

To achieve our vision we have the following nine priorities:

1. Improve the life chances of all children within our Trust.
2. Raise aspirations.
3. Promote excellence of teaching and learning for all our children.
4. Ensure consistently high expectations of achievement across all of our schools and SCITT.
5. Develop a highly skilled and motivated workforce.
6. Maximise and develop the use of all our resources, including our financial resource, for the promotion of learning and wellbeing.
7. Work effectively and in partnership with parents and carers, professionals and the wider community to promote children's rights, learning, health and well-being.
8. Work collaboratively with external partners to widen the range of opportunities available for our children and their families.
9. Promote lifelong learning.

All our priorities are equal but the effort we put into each priority is determined regularly by consideration of the level of risk to its realisation. The Trust has a risk register that reflects our current assessment of risk and the actions to mitigate.

The Trust seeks to meet its nine priorities as follows:

1. Improve the life chances of all children within our Trust by:

- Promoting the five good learning behaviours of resilience, resourcefulness, reflectiveness, readiness and responsibility.
- Promote a growth mind set.
- Ensuring basic skills are taught well, enabling every child to reach their potential.
- Providing a broad and balanced curriculum so that a wide range of skills are promoted and developed.
- Fostering strong British values of respect, democracy, rule of law, equality, individual liberty, tolerance and fair play through a Rights Respecting curriculum.
- Giving our children a sense of self-worth by promoting their self-esteem, confidence and sense of belonging.
- Providing enrichment and challenge opportunities that excite and inspire.
- Providing appropriate additional support to our vulnerable/disadvantaged children.
- Ensuring our safeguarding practices are robust and clear.
- Improving attendance and punctuality so that all children can make the most of their time at school and arrive at school ready and willing to learn.
- Targeting our resources (Pupil and Sports Premium etc.) to maximise our effectiveness. Working with our pre-schools and local Secondary schools to ensure effective transition to each new stage of learning for children, and there is continuity of expectations, policy and practice.

TEACH Poole

Trustees' Report

Objectives, Strategies and Activities (continued)

2. Raise aspirations by:

- Promoting the possibilities afforded by the wider world.
- Promoting the possibilities afforded by the world of work (Careers week) and higher education.
- Promoting a Rights Respecting ethos.
- Parent workshops/presentations.
- Ensuring children are school ready and secondary ready.
- Creating among children a sense of national and local pride.

3. Promote excellence of teaching and learning for all our children by:

- Formulating a creative, coherent, and engaging curriculum that is understood and delivered across the Trust schools.
- Improving continuity in learning so that children do not lose momentum, or interest when they change classes or schools.
- Encouraging parents/carers and professionals to have high expectations of their children, enabling them to have high expectations of themselves.
- Fostering creativity and innovation in our children.
- Building an inspiring learning journey by working together to ensure effective transition to each new stage of learning for children.
- Improving pupil behaviour through clear and consistent policy.
- Ensuring the curriculum meets children's personalised needs.
- Actively encourage support staff, teachers and school leaders to share their expertise for the benefit of all members of our Trust.

4. Ensure consistently high expectations of achievement across all of our schools and SCITT by:

- Having clear and well understood assessment systems.
- Adopting common approaches to provision (workbooks, curriculum planning).
- Regular work scrutiny.
- Moderation of pupil outcomes.
- Common approaches to data collection.
- Regular external scrutiny/inspection.
- Robust self-evaluation and clear action planning.
- Providing a professional and attractive educational environment in which pupils, teachers and support staff can work effectively.
- Common policy and practice as one employer.
- Promoting high levels of attendance for both staff and children.
- Professional dress code.
- Common marketing and promotional material (brochures, publications, websites).
- Opportunities to look beyond Canford Heath and learn from others – being outward facing.
- Reviewing and implementing educational best practice within teacher training.

TEACH Poole

Trustees' Report

Objectives, Strategies and Activities (continued)

5. Develop a highly skilled and motivated workforce by:

- Recruiting outstanding practitioners to our schools.
- Retain and develop talented professionals within our schools.
- Good succession planning.
- Giving staff a sense of self-worth by promoting their self-esteem, confidence and sense of belonging.
- Sharing expertise and best practice.
- Providing relevant, high quality, effective professional development for all staff.
- Providing appropriate rewards and incentives.
- Providing mental health first aid and support, including a free counselling service.
- Robust line management/professional feedback and appraisal.
- Good accountability structures.
- Building capacity where needed.
- Consideration of work/life balance and staff well-being.

6. Maximise and develop the use of all our resources, including our financial resource, for the promotion of learning and wellbeing by:

- Ensuring governance is of high quality and has effective oversight of the Trust.
- Effective deployment of staffing.
- Introducing a mobility clause in staff contracts.
- Re-structuring of staffing when necessary.
- Economies of scale through significant collective bargaining.
- Robust procurement.
- Centralising and creating uniform administration systems.
- Centralising leadership and management of a Trust Estates and Health and Safety team.
- High quality IT management and resources.
- Regular review of operations to ensure smooth running of the whole organisation.
- Sharing our expertise and learning from others.

TEACH Poole

Trustees' Report

Objectives, Strategies and Activities (continued)

7. Work effectively with parents and carers, professionals and the wider community to promote pupil learning, health and wellbeing by:

- Appointing staff who will work and engage with parents to support their child (HALO, Pastoral, Inclusion leaders).
- Establishing a parent forum to understand parents' perspectives and views.
- Encourage and support the PTA of each school by working collaboratively and with a common purpose.
- Meet regularly with the Parents Forum.
- Parent workshops to help parents make an effective contribution to their children's learning.
- Inviting parents and carers to school events, exhibitions and performances etc.
- Regular parent consultation meetings.
- Provide high quality annual reports.
- Working with health professionals to support the promotion of well-being and child health.

8. Work with external partners to widen the range of opportunities available for our pupils and their families:

- Museum Service.
- Peripatetic Music Service.
- Soundstorm/BSO.
- Sporting organisations.
- Rockley Park.
- Cultural Hub/Art organisations.
- Secondary schools.
- Pre-schools/Nurseries.
- Churches/places of worship.
- Health Professionals.
- Other MATs/Maintained schools.
- BCP Local Authority

9. Promote lifelong learning:

- Engage children in a high quality curriculum, which will engender a love of learning.
- Promote curiosity through stimulating and creative lessons and learning opportunities.
- High quality PSHE sessions to promote a social conscience and a desire to give back to the community.
- Develop children's learning skills and behaviours to ensure they develop a growth mindset.

TEACH Poole

Trustees' Report

Public Benefit

The key public benefit delivered by the four schools and Poole SCITT is the maintenance and development of high quality education. In doing this, the Trust not only offers a broadly balanced academic education but aims to educate the whole individual by:

- Promoting the spiritual, moral and cultural development of its pupils through a careful relevant programme/scheme of work.
- Preparing the pupils for the opportunities and responsibilities of later life through a very wide and engaging programme of extra- curricular activity, including residential visits and trips. Many of these are offered and undertaken without charge.
- Providing training and qualification of new teachers into the profession.

In setting our objectives and planning our activities the Trustees have carefully considered the Charity Commission's general guidance on public benefit.

Strategic Report

Achievements and Performance (including Key Performance Indicators)

OFSTED inspections / outcomes

All four TEACH Trust schools remain graded Good or Outstanding by Ofsted.

The outcomes and dates of inspections are as follows:

- Haymoor Junior School – Good – April 2018 (previously inspected in October 2012) Ad Astra Infant School – Good – January 2018 (previously inspected in January 2014)
- Canford Heath Junior School – Good – December 2017 (previously inspected in November 2011)
- Canford Heath Infant School – Outstanding – last inspected in February 2008

Attainment outcomes

Due to the Coronavirus pandemic (Covid-19) outbreak, which commenced in March 2020 and forced more national school closures between January 2021 and March 2021, except for specific pupil groups, national testing was cancelled again by the British Government for 2021 cohorts. Therefore, the Trust is unable to report any updated 2021 outcomes for pupils' attainment and progress. The data in the following section relates to the latest national school outcomes, which were from summer 2019.

Early years outcomes

Good level of development (GLD)	Ad Astra Infant School	Canford Heath Infant School	NCER National 2019
Outcome	78%	80%	72%

- Both Infant Schools attained above the national average.

TEACH Poole

Trustees' Report

Achievements and Performance (continued)

Year one phonics outcomes

Ad Astra Infant School			Canford Heath Infant School			NCER National 2019	
Year One Phonics Assessments	Y1 Pass	End Of Key Stage Pass	Year One Phonics Assessments	Y1 Pass	End Of Key Stage Pass	Year 1	End Of Key Stage
	87%	97%		97%	99%	82%	91%

- Both Infant Schools attained above the national average in both Year One and End of Key Stage One outcomes.

KEY STAGE ONE ATTAINMENT 2019 (All Pupils)	Ad Astra (91 pupils)		CHIS (120 pupils)		TEACH KS1 COMBINED (211 pupils)		NATIONAL KS1 2019		BCP KS1 2019	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	80%	25%	88%	35%	85%	30%	75%	25%	76%	27%
Writing	73%	19%	78%	20%	76%	19%	69%	15%	70%	15%
Maths	84%	30%	89%	35%	87%	33%	76%	22%	77%	24%
Science	85%		91%		88%		82%		84%	
RWM combined	68%	15%	76%	17%	73%	16%	65%	11%	66%	12%

- Key Stage One attainment for both Infant School was above national and BCP in all areas, including greater depth, except for Ad Astra GDS Reading, which is in line with National.

KEY STAGE TWO ATTAINMENT 2019 (All Pupils)	Haymoor Junior School (90 pupils)		Canford Heath Junior School (120 pupils)		TEACH KS2 COMBINED (210 pupils)		NATIONAL KS2 2019		BCP KS2 2019	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	83%	33%	77%	25%	80%	29%	73%	27%	74%	29%
Writing	89%	28%	86%	30%	87%	29%	78%	20%	80%	23%
Maths	87%	20%	81%	17%	83%	18%	79%	27%	81%	29%
Science	86%		84%		85%		83%		86%	
GPS	83%	46%	82%	37%	82%	40%	78%	36%	78%	37%
RWM combined	72%	11%	69%	8%	70%	10%	65%	11%	66%	12%

TEACH Poole

Trustees' Report

Achievements and Performance (continued)

- Key Stage Two attainment at expected standard for both Junior Schools was above national in all areas.
- RWM combined attainment at expected standard for both Junior Schools was above national.

KEY STAGE TWO 2019 AVERAGE SCALED SCORE	Haymoor Junior School	Canford Heath Junior School	NATIONAL KS2	BCP
Reading	106.5	103.6	104.4	104.6
Maths	104.7	104.6	105	105.6
GPS	107.7	106.4	106.3	106.6

KEY STAGE TWO PROGRESS 2019	Haymoor Junior School		Canford Heath Junior School		National		BCP	
	All Pupils	Dis- advant- aged	All Pupils	Dis- advant- aged	All Pupils	Dis- advant- aged	All Pupils	Dis- advant- aged
Reading	0.63	2.11	-1.65	-1.4	0	-0.64	-0.4	-0.99
Writing	-0.7	-0.32	0.89	-0.62	0	-0.51	-0.01	-0.74
Maths	-1.2	-1.36	-1.08	-1.37	0	-0.73	-0.05	-1.01

Attendance information

Due to Covid 19, schools across the country closed in January 2021 until 6th March 2021. Pupils were expected back at school from this date onwards, but additional authorisation codes were given to account for high levels of non-attendance due to self-isolation and adherence to regulations for close contact. Therefore, usual annual attendance data for the year 2020-2021 is not available. For similar reasons, it was also not available for the 2019-2020 academic year. The data below shows the last formal set of Trust attendance data, which is for 2018-2019.

	Ad Astra Infant School	Canford Heath Infant School	Haymoor Junior School	Canford Heath Junior School
	%	%	%	%
Whole School	96.2	96.3	97.1	96.8
Authorised absence	2.8	2.6	2	2.1
Illness (I Code)	2.3	2.3	1.6	1.9
Unauthorised absence	1.1	1.1	0.9	1.1
Unauthorised Leave of absence (G Code)	0.7	0.6	0.4	0.4

TEACH Poole

Trustees' Report

Achievements and Performance (continued)

Other notable achievements

Covid-19 response

From the end of February 2020, all the way through the 2020-2021 academic year, until present, the Trust, its Trustees, staff, families and children, have all shown great strength of character, collaboration and even bravery, in response to the global pandemic.

From January 2021, all staff, whether working face to face with Trust pupils in Canford Heath Infant and Junior School, or working from home preparing and sharing lessons and support to those learning remotely, were able to meet all the ever-changing demands of the evolving pandemic and associated national and local guidance. Hundreds of children of key workers continued to come to school daily, and support from parents and families was exceptional. Vulnerable children who could not come into school were observed twice weekly to ensure their well-being was paramount and they were safe during this prolonged period of school absence. Meals and vouchers were provided for all families who qualified for them throughout this time, including through the school holidays.

The wider re-opening of schools to all pupils in March 2021, saw all four Trust schools working to capacity with numerous additional control measures and contingency arrangements in place throughout this time. Numerous, extremely detailed Risk Assessments were written, developed and shared/reviewed with parents and staff, and communication with staff, pupils and parents has been clear and frequent – something which the Trust has been repeatedly complimented on.

Covid-secure actions, such as: regular deep cleans; enhanced daily cleaning processes and training; the use of PPE; additional hand washing stations and cleaning resources; processes for storage of received postal items to minimise contamination; social distancing markings, reduced furniture and fabrics; improved ventilation; staggered start and end times; small group bubbles; amended timetables and curriculum; temperature testing; increased hand washing and respiratory hygiene controls are some of the measures which have been consistently in place to ensure risk is minimised as much as possible for children, staff and families.

TEACH values and appreciates the importance of transition and particularly pupils' mental health and well-being, and as such, a planned Covid-secure programme of transition was put into place across the Trust during the summer term, despite it being cancelled at a local level. Year Six leavers held outdoor 'drive-in' style events to say goodbye and send them on their way to secondary school and, all other year groups, including the new Year 2s, had a short transfer day. Early Years pupils also had the opportunity to undertake their Stay and Play days in July, to help alleviate their anxieties about starting school over the summer break.

TEACH Poole

Trustees' Report

Achievements and Performance (continued)

Throughout the summer term, until the end of August 2021, extensive work has been undertaken to prepare for the full re-opening of schools from September 2021, with the vast majority of control measures being removed from the national guidance. This has been undertaken using the DfE Operational Guidance documents, and further detailed risk assessments. Staff in all roles, at all levels, have worked extremely hard and closely with parents and each other to ensure that TEACH Trust schools are Covid-secure for September reopening and that all staff, pupils and families have an increased confidence in order to return to school fully, with more normality, from this time. Parental support, pupil resilience and staff commitment throughout this time has been exemplary. This has been, without doubt, the greatest achievement of this Trust during this financial year.

UNICEF rights respecting awards

All TEACH schools are UNICEF Gold Rights' respecting Schools. According to UNICEF, having all schools in one Trust at Gold level is a very rare achievement, and one, of which, we are rightly very proud.

Musical achievements

Curriculum

Due to COVID restrictions, our Music Director was unable to use the music room for the curriculum lessons, so she visited each of the classrooms and delivered the curriculum music lessons. This meant that the curriculum had to be altered due to the restrictions on which instruments could be used and transported. Although frustrating, it was a great opportunity to introduce and explore new and unique ways of developing the children's skills and learning.

The music director introduced chair drumming, which saw every child in the class armed with a pair of drum sticks and use their class chair as a drum kit. With the financial support of the PE department, each school purchased a set of Bamboo Tambo which was a great way to develop the children's rhythm and team work skills. Due to the restrictions of movement around the classrooms and social distancing, both of these instruments were a great way of getting the children up and moving on the spot. The year 3 children at Haymoor Junior School focused on learning the Toots and Doods in the last time, which will help with promoting woodwind instrument lessons in school. Our year 5 and 6 pupils all learnt to play the glockenspiel, learning notation and pitch work, whilst listening to a range of accompaniments.

During the lockdown period all the lessons were taught online. The music director produced a video per week for each year group. Once again, this changed the focuses and possibilities to suit the availability. For example, our year 6 children learnt how to rap and write hip hop lyrics. Our year 1 and 2 children learnt how to write rhythms using the Kodaly method. These are focuses, that were very successful, have now been placed into the annual curriculum overview.

Due to the different nature of music and timetable throughout the year, the music director produced many resources for the children to use and also to assist the teachers. These have been stored on the school system for future use.

TEACH Poole

Trustees' Report

Achievements and Performance (continued)

Wider Opportunities

COVID meant that the external practitioners due to visit our Junior schools and teach the First Access project were not allowed into school, but our local music hub, SoundStorm, were very pro-active in providing video tutorials for the lessons. The children in year 4 at Haymoor had ten weeks learning how to play the ukulele, following videos uploaded on the SoundStorm website. Sadly, they were not allowed to take the instruments home. The music director taught the year 4 children at Canford Heath Junior School how to play the violin. From this project we gained ten new violin players.

Events

For the whole year, we were unable to sing, run any clubs or hold any events due to the COVID restrictions.

SoundStorm Elevate project- Some of our children successfully auditioned online and took part in the first online orchestra. Two of these ensembles took place throughout the year.

We welcomed Cathy Murray into Haymoor to run a Bamboo Tamboo workshop with Year 6.

At the very end of the school year, we were thrilled to welcome the Wren musicians for a day's workshop in each junior school. The children loved learning about traditional folk music, exploring the unusual instruments and getting the opportunity to play an instrument as part of a class folk ensemble.

Lou Wilson was the musician in residency in both our Infant schools. She helped to teach the children throughout the year, both in person and via supportive planning. The children produced a performance as part of their leavers show.

Our annual PSMA concert was unable to take place at the Lighthouse, so the choir at each Junior School learnt the songs individually in their own time and this was recorded one at a time in school. The PSMA paid for the material to be made into a final performance piece. This was a great success and was later shared on You Tube.

The music director launched a project called 'Together' during the lockdown period. Our orchestra members were asked if they wanted to take part and were given the music for a piece written by Debbie Wiseman, the Classic FM Composer in Residence. They learnt the music on their own at home or over Zoom lessons. When we came back together in April, rehearsals were held in class bubbles. Performances were recorded individually and the audio and footage was put together to produce a final video. This was shared with parents, members of the community and local care homes.

TEACH Poole

Trustees' Report

Achievements and Performance (continued)

Unfortunately, the following events were cancelled due to Covid:

- St George's Church Christmas concert
- St Paul's Church Christmas concert
- TEACH trust Lighthouse Concert
- Nursing Home visits
- Elf appeal
- Carols by Torchlight
- Meridian Drums workshop at both Junior Schools
- Live and Inspired concerts to the whole school
- Julia's House Carol Service
- PSMA Carol Concert
- BSO children's concert
- Music clubs

Music Therapy

We welcomed a music therapist from Nordoff Robbins into Haymoor for a term to undertake a free trial. 19 children from across the school worked with the therapist either on a 1-1 basis or a year group bubble, to explore and use music as a form of expression and communication.

This was a great success and has led to a further 7 months paid therapy being arranged across both Junior Schools.

Instrument lessons

The number of children having instrumental lessons over 2020-2021 has been sporadic for the following reasons:

- Bubble grouping meant that are groups could not be mixed and lessons had to be run in year groups. This meant that they had to be spread over a long time frame, due to smaller sizes. Less lessons could be fitted into the day.
- Staff and children isolating
- Social distancing
- Lockdown
- Ventilation requirements meant certain rooms were deemed unsuitable
- Restrictions on certain instruments such as woodwind and brass

In order to improve pupil life chances and experiences, the TEACH Trust continues to allow pupils who are eligible for free school meals to be subsidised for annual musical tuition with peripatetic music teachers.

Some of our instrumental teachers moved to teaching online using Zoom during the lockdown.

TEACH Poole

Trustees' Report

Achievements and Performance (continued)

Sporting achievements

Sport has continued to be a high priority for schools within the TEACH Trust and PE budgets and Sports Premium funding is spent wisely on aspects of school sporting life that will make the biggest impact. As well as employing two specialists PE teachers across both junior schools, both infant schools have invested significantly in the development of physical education and healthy lifestyle education.

Despite Lockdown and COVID restrictions for most of the academic year, Haymoor Junior School attained the School Sport Award for 2020-2021 in recognition of their continued commitment to high levels of involvement in competitions and festivals alongside a strong Young Leadership programme. Use of the School Games Mark Framework, as a self-review tool to develop our PE, School Sport and Wellbeing offer, allowed reflection of pupil engagement and identified the need of provision in support of a recovery curriculum within PE. This resulted in an allocation of some of the School Sports Funding to support some 1:1 and small group work taking place in addition to curriculum PE.

All pupils had the opportunity to take part in at least three intra-competitions with the introduction of Boccia this year, which we also entered virtually against schools across the country. We did attend the Quad Athletics Festival in the Summer Term where we finished 6th overall with two boys being placed 3rd and 4th individually. We have maintained our commitment to the Bikeability scheme with 12 students taking up the offer this year.

Our Leadership programme continues to develop and as a team this year the Leaders devised some fun ways to interact with other year groups, notably the 'wake and shake' sequence that they created and filmed as a legacy of their role. The Leaders were invaluable in planning COVID adaptations that had to be made to allow our Sports Days to go ahead. This meant that we had four separate days, allowing for greater participation within each year group.

Links were maintained with community clubs with coaches delivering sessions in Tag Rugby, Orienteering and Cricket across year groups. One year 6 boy successfully trialled for the PEDSSA football team this year and for the first time we sent some girls to trial for the new PEDSSA team.

Physically active lunchtimes have been a focus this year and the installation of our Play Trail and purchase of extra equipment have certainly seen the pupils positively involved. We have also invested in a year group set of MOKI Fitness Trackers to engage both staff and pupil to be active throughout the day.

Lockdown and COVID restrictions on use of swimming pools has certainly impacted on all of our year groups, with no catch-up sessions. Year 6 pupils who could swim the minimum of 25m on their front and back was 71%, down by 14%, with 59% being able to perform self-rescue, down by 26%. Part of our recovery programme for current Year 4, 5, and 6 is to offer additional swimming to each year group throughout the year.

TEACH Poole

Trustees' Report

Achievements and Performance (continued)

Despite Covid, Canford Heath Juniors still attained the School Sport 2020-21 Award recognising our continuing commitment to maintaining high levels of participation in school sport and sporting opportunities for our pupils (the usual bronze, silver, gold awards being suspended for this year). All children in all year groups participated in at least three, level 1 (intra-school) festivals/competitions from: Indoor athletics, multi-sports skills, cross-country, badminton festival, orienteering, Tag Rugby, cricket, and sports day. These were so well received by the children that we have adapted our PE curriculum to include them this year too.

We also participated in several 'virtual' level 2 competitions in these activities, whereby our top scores from our level 1, intra-school activities were entered in Dorset School Games competitions for all year groups. In summer term 2, we were finally able to enter 'face to face' level 2 competitions, though only one took place - due to further COVID cancellations by the organisers – Quadkids athletics, where we came 4th overall team and one girl came 4th individually overall. Also 20 year 6 children achieved their level 2 Bikeability Award. Our eight Primary Sport Pupil Ambassadors, focused on sport for our SEND pupils and leading activities at lunchtime through VLOGs in assembly time. Though they were unable to lead Sports Days as usual, they were responsible for planning them and the Sports Ambassadors ensured that each Sports Day included at least one Paralympic Sport.

This year, we especially focused on being physically active and we used the Sports Premium to purchase significant amounts of equipment to be used at lunchtimes in order for all children to participate in at least 30 minutes of physical activity in the school day as recommended by the Chief Medical Officer. Also, to move pupils who are 'fairly active' to 'active across the week' and to move pupils who are 'less active' to 'fairly active' or better (targets identified in our Active Lives Survey from April 2021). This equipment is now the foundation for our new 'Active Library' which will be developed in autumn 2021. At Easter, we also used the Sports Premium to upgrade the large fixed gymnastics apparatus in the hall in order to significantly improve the quality of lessons in this topic by pupils engaging in brightly coloured, dynamic apparatus that challenges all abilities.

It is the Trust's policy to endeavour to ensure that all pupils meet the PE national curriculum requirement for all 11-year olds to be able to swim at least 25m unaided and to perform safe self-rescue in different water-based situations. Lockdown and COVID restrictions in using the pool space impacted our swimming catch up sessions that we usually offer – the outgoing year 6 missing out both as year 5s in Lockdown 1 and then as Year 6s throughout 2020-21. 82% met the National requirements and 67% of pupils were able to perform safe self-rescue in different water-based situations (down 10% and 13% respectively from 2019-20). Though this is still good, these percentages are mainly due to the swimming they had in years 3 and 4.

TEACH Poole

Trustees' Report

Achievements and Performance (continued)

High quality development of staff

The CEO/Executive Headteacher and two Heads of School are involved in delivering the teaching programme with our own Poole SCITT (School Centred Initial Teacher Training) to help ensure the Trust's high profile is maintained for potential newly qualified recruits.

There is a strong, personalised CPD programme established for all staff and a well-received well-being focus within each school. Additional CPD was undertaken by home-working staff during lockdown, and this has greatly improved knowledge and skills, especially in SEND. An online counselling and support service remains available for all staff and their families to access. Staff surveys were overwhelmingly positive. Feedback from staff during the Covid 19 terms was very positive and reflected a significant amount of time and care to communicate effectively, honestly and appreciatively.

Furthermore, the Trust has four Specialist Leaders in Education (SLEs) and one Local Leader in Education (LLE) amongst its staff, who, in normal circumstances, are used to regularly share their expertise with other schools.

Communication and relationships with parents

This year, due to the limitations enforced by the pandemic, the Trust has been unable to meet face to face with the members of the Parent Forum. However, parental feedback has been ongoing throughout the year, and the Forum recommenced in September 2021.

Pre Covid, parent workshops were also organised to help parents make an effective contribution to their children's learning and were arranged virtually this year. Parents and carers were only invited in to a limited number of school events due to the Covid restrictions but Christmas performances and open evening events etc. were arranged virtually. One parent consultation meeting was held in the autumn term and parents were still provided with high quality annual reports.

Parental feedback over lockdown and the autumn and summer terms was extremely positive and encouraging. The Trust's use of social media to keep children and parents in touch with the schools was repeatedly praised and the staff's contact with parents (particularly vulnerable parents / children) was excellent.

TEACH Poole

Trustees' Report

Achievements and Performance (continued)

Poole SCITT/ School Direct

2020-21 was an exciting year for Poole SCITT, with the first cohort of our parallel training course in conjunction with Linwood Teaching School Alliance running alongside our core training course. As in the previous year, COVID-19 impacted on the intended delivery of the course, however the trainees benefited from an extended first teaching placement that ran from before the second lockdown until after the lockdown finished, providing them with a unique understanding of the challenges schools and pupils faced. New technologies allowed the taught course to be continued when face to face teaching was not allowed. As a result, the trainees did not miss out on any part of the intended curriculum.

The new Core Content Framework and Ofsted Inspection Frameworks were introduced during the year and as a result the Poole SCITT course has been carefully scrutinised and updated in order to ensure that it is not just compliant but fully underpinned by the latest research and understanding.

In July, we were able to have a graduation ceremony for the 21 trainees who successfully completed the course, gaining QTS and PGCE with Masters Credits. These will be the first cohort of teachers to be supported as Early Career Teachers, with 20 of them starting teaching jobs in September. This continues our long tradition of high rates of employment in the local area, even during very challenging times for recruitment. Two high quality graduates have been employed within the Trust.

Additional costs / income changes caused by the risks and uncertainties of Covid 19

Following the national lockdown of schools in January 2021, TEACH has seen increased risk and uncertainty due to the virus and its impact on school life. Costs have increased in relation to cleaning; PPE; additional signage; hand sanitiser etc. Income normally received through lettings and fundraising from school events via the PTAs have been impacted and resulted in a significant reduction of funds for the Trust.

Most notably, having requested advice from the ESFA via a SRMA visit, the Trust had commenced consultation on a restructure arrangement to allow it to make savings, including staffing-related, and these had to be paused due to the Covid lockdown and school closures. These actions, under the recommendation of the ESFA, although delayed, were put into effect in this academic year. At end August 2021, as well as reductions in working days and hours of some support staff, we also said farewell to 10 play leaders, following redundancies. This action was taken as an alternative to cutting teaching and learning support assistants (TAs and SENTAs), as it was deemed to have a lesser impact on teaching and learning.

TEACH Poole

Trustees' Report

Achievements and Performance (continued)

The Trust benefitted from extra Covid 19 funding from the Government during 2020/21. This funding has been used to deploy additional staff to carry out intervention work to improve outcomes for all children across the Trust and aims to also establish a Forest School provision at each infant school to accelerate learning in early years during the next year. Additionally, funding has been used to purchase iPads and laptops to support with further intervention work. Digital resources have been purchased to support with improving maths and reading attainment at Key Stage 2 across all schools. The Trust have also benefited from the National Tutoring Programme which has provided additional support to help disadvantaged children at Haymoor Junior School.

Outwards facing involvement in education

The TEACH Trust continues to offer a strong contribution to education from its involvement in a number of educational organisations. These are as follows:

- Maintained strong contribution to system leadership outside of the Trust through membership of key local working parties (BCP Learning Partnership Board; Virtual Schools' Board; Schools' Forum; moderator networks) in order to ensure good understanding of current effective practice and development of future policy and practice.
- Due to COVID, a number of community-focused events were cancelled but the PTA did arrange some community events online.

Special school satellite provision

One of the Trust schools, Canford Heath Junior School, which already provides the site for one of the satellite classrooms for Winchelsea Special School, was asked by the Local Authority to provide an additional unit for the increasing numbers of pupils requiring specialist places. This work was undertaken in the autumn term and the second base successfully opened in January 2021.

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.

TEACH Poole

Trustees' Report

Financial Review

Most of the Trust's income is obtained from the Department for Education, via the Education and Skills Funding Agency (ESFA) in the form of recurrent grants, the use of which is restricted to particular purposes. The four Trust schools also undertake additional activities such as the letting of school premises to the public to provide additional income to support our educational aims. Funding from the ESFA is lagged and is based on the previous year's autumn census pupil numbers. The detailed accounts are contained on page 44 onwards for the year ended 31 August 2021.

SCITT finance

Most of the SCITT's income is from trainee tuition fees obtained from The Student Loan Company in termly instalments for the delivery of teacher training. In addition, SCITT generates income by providing Newly Qualified Teacher (NQT) accreditation and support packages to schools in the local area. The Detailed accounts are contained on page 44 onwards for the year ended 31 August 2021.

Employee consultation

The Trust established a Joint Consultative Committee with local Union representatives in February 2016. Current participation is from the following Unions: Unison, NASUWT, NEU (but all relevant trade unions are invited to attend.) The Trust now meets formally with the JCC annually (last meeting was 19 November 2020) but consults with the Unions on any updated staffing and employment policies.

Reserves Policy

The purpose of the reserves policy for TEACH is to ensure the stability of the schools' operations, to protect it so it has the ability to adjust quickly to challenging financial circumstances. TEACH MAT holds reserves in order to:

- Provide sufficient working capital to cover delays between spending and receipt of grant income;
- Provide a cushion to deal with unexpected emergencies such as urgent maintenance or long term sickness where unforeseen costs are incurred;
- Build up funding for planned future capital projects;
- Provide adequate reserves for years when funding levels are under pressure and/or there are expected new cost drivers (Teacher pensions, Employer NI costs, government funding cuts etc.)

The Trustees and Senior Leadership Team identify the need for access to overall reserve funds held by the Trust and confirm that the use is consistent with the purpose of the reserve as described in its policy. Authorisation to use reserves of any kind is made by the Trustees at the Finance, Audit and Staffing Committee up to a cumulative maximum of £60,000. Use in excess of this is taken to the Trust Board. The Trustees have determined that the appropriate level of free reserves should be equivalent to one month's average payroll costs, currently £470,000. The Trustees review the reserve levels termly. Reserves are reported and reviewed regularly at Finance meetings. All reserves held by the TEACH Trust will be used to further the educational activities of the Trust.

TEACH Poole

Trustees' Report

Reserves Policy (continued)

At 31 August 2021 the balances in the Trust's revenue funds were:

- Unrestricted (free) reserves of £547,211 (2020: £488,149)
- A restricted fixed asset fund of £11,864,396 (2020: £12,011,640), which can only be realised through disposal of tangible fixed assets
- A pension deficit of £7,597,000 (2020: £6,361,000)
- Other restricted funds of £722,662 (2020: £420,762)
- Total funds of £5,537,269 (2020: £6,559,551)

Investment Policy

The Finance, Audit and Staffing Committee will review on a regular basis the level of reserves held by the Academy Trust. As part of this review the short, medium and long term needs of the Trust are assessed. The focus is on adequate reserves for years when funding levels are under pressure and/or there are expected new cost drivers (Teacher pensions, Employer NI costs, government funding cuts etc.) The Trust will review the scope and level of funds in interest bearing accounts to protect fragile reserves and the likely calls on these by unfunded cost pressures facing the education sector. Decisions and statements relating to this are discussed at the Finance, Audit and Staffing Committee.

Principal Risks and Uncertainties

The Board of Trustees have assessed the risks to which the Trust is exposed and have implemented actions to mitigate or eliminate them. The risk management process dictates that the Trust produce a detailed risk register which is accompanied by a range of mitigation strategies (including ensuring policies are up to date, and that relevant members of staff are assigned to each risk).

The internal audit function is designed to test that key risks have been identified and that mitigation strategies are in place and are robust. TEACH reviewed and renewed its approach to management of risk following the latest national guidance in June 2021. The 18 areas of risk on the 2020-2021 Risk Register are assessed and reviewed at each committee and main Trust Board meeting. Each risk is either tolerated, treated, transferred or terminated.

The categories of risk on the TEACH Risk Register are:

- Strategy, Finance, Infrastructure and Compliance Risks;
- Staffing and Welfare Risks;
- Risks to pupils (and SCITT trainees).

TEACH Poole

Trustees' Report

Principal Risks and Uncertainties (continued)

Risk register information as at end August 2021		
Risk areas	Summary of risk areas	Number of risks as high / medium / low
Strategy, Finance, Infrastructure and Compliance	Overall financial control of budgets; legislative compliance; falling income; increased SEND costs; increased risks of fraud, including cyber fraud; fixed asset procedures; adequate insurance to cover risks; trustee recruitment and skills; clear strategic direction and plan; GDPR compliance; health and safety compliance; IT/MIS system maintenance.	13 – 10 low 1 medium 2 high – SEND costs; strategic planning.
Staffing and Welfare	Succession planning; staff skills and expertise; Equalities legislation compliance; staff workload and well-being; Covid absences; safer recruitment.	3 – 1 low 2 medium
Pupils/trainees	Failure to achieve good outcomes due to Covid / catch up; safeguarding.	2 – 1 high 1 low High – pupil outcomes/catch up

Fundraising

Fundraising has been significantly diminished this year due to Covid 19 restrictions and this will affect the extra-curricular and parent-led provision for the forthcoming academic year – due to lack of PTA funds. However, as part of its work within the community, the academy trust continued to undertake some fundraising activities, but on a much smaller scale. The academy trust raises funds in order to support its own operations and also to make donations to local and national charities. The academy trust undertakes all such activities itself, with the help of its students and their families. We confirm that when fundraising:

- No unsolicited approaches are made to members of the public.
- No commercial participators are used.
- No regularity schemes or standards are applicable.
- No complaints were made to the Academy Trust during the year.

TEACH Poole

Trustees' Report

Plans for Future Periods

The TEACH Trust continues to pursue its strategic vision of working to ensure each of its Academies are high performing and successful schools, each delivering outstanding academic results and producing confident and engaged pupils. To deliver this vision the Trust strategic plans for the immediate future include:

Education Standards

1. Continue to close the gaps in learning caused by Covid 19.
2. Embed our improved new high quality curriculum across all year groups, focusing on clear progression of key learning.
3. Raise standards for all vulnerable children across the Trust, especially those with SEND.

Governance and Accountability

1. Review of the Trust vision and values for the next five years.
2. Continued quality training of Trustees, including in SEND and equalities.
3. Rigorous analysis of pupil progress, attainment and financial information and comparison against local and national benchmarks.

Strategic Direction

1. Complete the five-year strategic plan.
2. Begin to put into place the actions agreed on the Trust growth plan.
3. Review leadership and school improvement capacity at the Trust, including a succession management plan.

Funds Held as Custodian Trustee on Behalf of Others

The Trust does not act as a custodian on behalf of others.

Auditor

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.

The Trustees' report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company directors, on 15 December 2021 and signed on the board's behalf by:

Emma Hall

Emma Hall (Dec 16, 2021 13:39 GMT)

Mrs E Hall

Chair of Trustees

TEACH Poole

Governance Statement

Scope of Responsibility

As Trustees, we acknowledge we have overall responsibility for ensuring that TEACH Poole 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.

As trustees, we have reviewed and taken account of the guidance in DfE's Governance Handbook and Competency Framework for Governance.

The Board of Trustees has delegated the day-to-day responsibility to the Chief Executive Officer, 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 funding agreement between TEACH Poole 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 Board of Trustees has formally met six times during the year. Attendance during the year at meetings of the Board of Trustees was as follows:

<i>Trustee</i>	<i>Meetings attended</i>	<i>Out of a possible</i>
Mrs E Hall	6	6
Mr Paul Squire	6	6
Mrs K Lasbury-Carter (Chief Executive Officer/EHT)	6	6
Mr S Frampton	6	6
Mrs V Arbon	6	6
Mrs A Jolliffe	6	6
Mr P Taylor (appointed 9 February 2021)	3	3
Mrs Sandra Moore (appointed 9 February 2021)	3	3
Mr D Pawling (appointed 7 July 2021)	1	1
Mrs L Duly (appointed 7 July 2021)	1	1
Mrs Triona Cumming (resigned 22 Feb 2021)	3	3
Mr R Yates (resigned 7 June 2021)	2	5
Mr Geoff Cherrill (resigned 9 June 2021)	4	5

TEACH Poole

Governance Statement

Governance (continued)

Composition of the Board

Name	Position	Type	Term of office
Emma Hall	Trustee Chair	Academy	Commenced March 2017
Paul Squire	Trustee Vice Chair	Academy	Commenced November 2019
Katie Lasbury-Carter	CEO/Executive Headteacher / Accounting Officer / Trustee	Academy	Commenced April 2015
Val Arbon	Trustee	Academy	Commenced April 2015
Anne Jolliffe	Trustee	Academy	Commenced November 2015
Sean Frampton	Trustee	Academy	Commenced April 2018
John White	Trustee	Academy	Commenced May 2018
Paul Taylor	Trustee	Academy	Commenced February 2021
Sandra Moore	Trustee	Academy	Commenced February 2021
David Pawling	Trustee	Academy	Commenced July 2021
Linda Duly	Trustee	Academy	Commenced July 2021
Triona Cumming	Trustee	Academy	Commenced November 2019 Resigned February 2021
Richard Yates	Trustee	Academy	Commenced April 2018 Resigned 7 th June 2021
Geoff Cherrill	Trustee	Academy	Commenced July 2019 Resigned June 2021

The finance, staffing and audit committee is a sub-committee of the main board of trustees. This Committee has oversight of all financial matters pertaining to the Trust and their remit includes:

- Exercising responsibility for and oversight of the finances, assets and staff within the Trust and its academies, including Poole SCITT
- Overseeing internal control, ensuring risk management processes and audit functions are in place and fit for purpose and that an effective internal control environment is established across the Trust and its academies and ITT provision
- Reporting its findings annually to the Board of Trustees as a critical element of the Trust's annual reporting requirements

TEACH Poole

Governance Statement

Governance (continued)

- Monitor levels of need and provision for Pupil Premium (Free school meals/Service pupils/Looked After Children)
- Agree a Trust Lettings Policy
- To establish funding arrangements for the Trust and its academies, including Poole SCITT
- Approve a three-year Estate management plan.
- To agree and monitor every academy's and Poole SCITT's budget, expenditure and cash flow
- To ensure finances and investments of each academy and Poole SCITT are managed prudently, ensuring value for money, including reviews of benchmarking information.
- To determine the extent of services provided centrally to each academy and Poole SCITT including the allocation of cost and oversee the effectiveness of the delivery of centrally provided services
- To ensure that effective financial policies, controls and procedures are in place including appropriate levels of delegation
- To ensure financial risks are identified and managed, ensuring the Trust's compliance with the 'Academies Financial Handbook' and 'ITT: Criteria and Supporting Advice' and other financial statutory requirements
- To oversee maintenance of proper accounting records and preparation of statements of financial activities and balance sheets as required notifying the Trust of any changes to fixed assets used by the academy
- Consider and recommend to the Main MAT Board an annual budget, allocating finance to individual academies and Poole SCITT, using the funding formula allocations and tuition fee incomes, but being sensitive to individual academy and ITT circumstances.
- To receive regular reports from the Chief Finance Officer and make decisions on the need for any significant unplanned expenditure.
- Consider and recommend to the Board the annual financial report, returns and accounts
- Ensure compliance with Company/charity law, and arrangements with the DFE.
- Ensure all insurances are in place
- To review the effectiveness of the Trust's internal control system established to ensure that the aims, objectives and key performance targets of the organisation are achieved.
- Consider/approve any litigation or arbitration proceedings
- Inform the appropriate government agency if it suspects any irregularity affecting resources, and approve any write-offs/ other requirements of the EFSA/DFE
- Make recommendations to the MAT Board in relation to the procurement and appointment of Trust contractors/lettings and tenders that would exceed £60,000.
- Consider/approve any operating lease, licence, tenancy or similar arrangement for any of the Academy schools
- Take responsibility for any disposals or acquisitions of land to be used by any academy. To set up and approve a Directors Expenses scheme.
- Approve relevant financial policies and procedures.

TEACH Poole

Governance Statement

Governance (continued)

Audit and Risk

- To review the Trust's internal and external financial statements and reports to ensure that they reflect best practice; that they are true and fair and conform to accounting standards (including the Academy Trust Handbook) and that accounting policies are appropriate and applied consistently. An annual statement to the Board will be produced by the Committee in this regard.
- To advise the Board on the appointment, re-appointment, dismissal and remuneration of the external and internal auditor.
- To direct the nature and scope of audits with the Trust's external auditor, review the external auditor's annual planning document and approve the planned audit approach.
- To consider all relevant reports by the appointed external auditor, including reports on the Trust's accounts, achievement of value for money and agree the programme of work proposed by management to address issues.
- To advise the Board on the need for, and then, where appropriate, the appointment, re-appointment, dismissal and remuneration of, an internal auditor or other assurance provider to enable the Board to sign the corporate governance statement in the annual accounts.
- To direct all aspects of internal audit, including the independent review of systems and controls, the framework of the work programme, and the monitoring of management in implementing recommendations raised by the internal auditor and other audit professionals.
- Receive reports (annual reports, management letters etc.) from the external auditor and other bodies, for example the EFSA, and consider any issues raised, the associated management response and action plans. Where it is deemed appropriate, reports should be referred to the Board or other committee for information and action.
- To monitor the assessment of significant risks (financial and non-financial) to which the Trust, its academies and Poole SCITT are exposed, ensuring this is kept up to date and that management are charged with implementing controls to mitigate these risks within appropriate boundaries.
- To commission investigations or seek professional advice of potential instances of fraud, irregularity or cases of whistle blowing.

As part of its Audit and Risk Management function committee is authorised:

- To investigate any activity within its terms of reference or specifically delegated to it by the Board.
- To request any information it requires from any employee, external audit, internal audit or other assurance provider.
- To obtain outside legal or independent professional advice it considers necessary, normally in consultation with the Accounting Officer and/or Chair of the Trust.

TEACH Poole

Governance Statement

Governance (continued)

Staffing

- Consider general staffing matters, vacancies, appointments, recruitment matters etc.
- Receive reports on Union engagement.
- Monitor and agree policies, procedures and information concerning staff well-being / mental health.
- Agreeing the annual staffing structure of the Trust.
- Consider proposals for re-structures/major staffing change.
- Review cost effectiveness of leadership/management/staff structures.
- To ensure good succession and retention of a quality workforce.
- Approve staff disciplinary, capability, conduct, and grievance policies.
- Approve and review relevant HR policies.

Attendance at meetings in the year was as follows:

<i>Trustee</i>	<i>Meetings attended</i>	<i>Out of a possible</i>
Richard Yates (resigned 7 June 2021)	1	5
Val Arbon	6	6
Katie Lasbury-Carter	6	6
Sean Frampton	6	6
Paul Taylor (appointed 9 February 2021)	2	3

TEACH Poole

Governance Statement

Review of Value for Money

As Accounting Officer the Chief Executive Officer 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 improved value for money during the year by:

- Retendered Trust wide contracts for both cleaning and catering resulting in a more efficient and streamlined service providing increased value for money in terms of better use of resources, time and money.
- Applying for and successfully being granted a Trip End Facilities Grant of over £12,000 from BCP which meant that each school in the Trust benefitted from improved facilities such as renovated staff shower rooms, bike pods and racks and electric bike charging points.
- Following the use of benchmarking tools and the SRMA report, a staff restructure has meant improved value for money in terms of salaries.
- Continued use of Regional Schools Buying Hub and Department of Education's procurement frameworks using smarter buying to meet areas of cost and compliance.
- CPD and training resources have increasingly been accessed digitally saving the Trust money where staff have not had to lose time travelling to training and costs for accessing on-line training remotely have been less.

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 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 TEACH Poole for the period 1 September 2020 to 31 August 2021 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 2020 to 31 August 2021 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees.

TEACH Poole

Governance Statement

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 general purposes committee]** of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes
- setting targets to measure financial and other performance
- clearly defined purchasing (asset purchase or capital investment) guidelines
- identification and management of risks

The Board of Trustees has considered the need for a specific internal audit function and has appointed separate internal reviewers.

The reviewers' 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
- Review of governance arrangements

Normally, on a biannual basis, the internal reviewers report to the board of trustees, through the audit committee, on the operation of the systems of control and on the discharge of the board of trustees' financial responsibilities and 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. This year, both reports were delivered remotely to the audit committee instead of in person due to social distancing measures in place at the Trust during the year.

The internal reviewers have delivered their schedule of work as planned, taking into account school closures, and there were no material control issues arising as a result of the internal reviewers' work.

TEACH Poole

Governance Statement

Review of Effectiveness

As Accounting Officer the Chief Executive Officer 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 internal reviewers
- the work of the external auditor
- the school resource management self-assessment tool
- the work of the executive managers within the Academy Trust who have responsibility for the development and maintenance of the internal control framework

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the finance, staffing and audit committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

Approved by order of the members of the Board of Trustees on 15 December 2021 and signed on its behalf by:

Emma Hall

Emma Hall (Dec 16, 2021 13:39 GMT)

Mrs E Hall
Chair of Trustees

K. Lasbury-Carter

K.Lasbury-Carter (Dec 16, 2021 16:29 GMT)

Mrs K Lasbury-Carter
Accounting Officer

TEACH Poole

Statement of Regularity, Propriety and Compliance

As Accounting Officer of TEACH Poole 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 2020.

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 2020.

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.

K. Lasbury-Carter
K.Lasbury-Carter (Dec 16, 2021 16:29 GMT)

Mrs K Lasbury-Carter
Accounting Officer
15 December 2021

TEACH Poole

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 2019 and the Academies Accounts Direction 2020 to 2021
- 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 15 December 2021 and signed on its behalf by:



Emma Hall (Dec 16, 2021 13:39 GMT)

Mrs E Hall

Chair of Trustees

TEACH Poole

Independent Auditor's Report on the Financial Statements to the Members of TEACH Poole

Opinion

We have audited the financial statements of TEACH Poole ('the charitable company') for the year ended 31 August 2021 which comprise the Statement of Financial Activities (including the Income and Expenditure Account), the Balance Sheet, the Statement of Cash Flows, and notes to the financial statements, 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 and Republic of Ireland', the Charities SORP 2019, and the Academies Accounts Direction 2020 to 2021 issued by the Education & Skills Funding Agency.

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2021 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006; and
- have been properly prepared in accordance with the Charities SORP 2019 and Academies Accounts Direction 2020 to 2021.

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 Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC'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

In auditing the financial statements, we have concluded that the Trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the Trustees with respect to going concern are described in the relevant sections of this report.

TEACH Poole

Independent Auditor's Report on the Financial Statements to the Members of TEACH Poole

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 auditor's report thereon. It includes the Reference and Administrative Details, the Trustees' Report (including the Strategic Report), and the Governance Statement. 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.

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 course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. 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.

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 for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Trustees' Report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' 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 been kept or returns adequate for our audit have not been received from branches not visited by us;
- the financial statements are not in agreement with the accounting records and returns;
- certain disclosures of Trustees' remuneration specified by law are not made; or
- we have not obtained all the information and explanations necessary for the purposes of our audit.

TEACH Poole

Independent Auditor's Report on the Financial Statements to the Members of TEACH Poole

Responsibilities of the Trustees

As explained more fully in the Statement of Trustees' Responsibilities, the Trustees (who are also the directors of the charitable company 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 to 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 charitable company'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 charitable company or to cease operations, or have no realistic alternative but to do so.

Our 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 a Report of the Independent Auditors 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:

- We obtained an understanding of the legal and regulatory frameworks that are applicable to the Academy Trust, and the sector in which it operates. These include but are not limited to compliance with the Companies Act 2006, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019, the Academies Financial Handbook 2020, and the Academies Accounts Direction 2020 to 2021.
- We obtained an understanding of how the Academy Trust is complying with these frameworks through discussions with management.

TEACH Poole

Independent Auditor's Report on the Financial Statements to the Members of TEACH Poole

- We enquired with management whether there were any instances of non-compliance with laws and regulations or whether they had knowledge of actual or suspected fraud. These enquiries are corroborated through follow-up audit procedures including but not limited to a review of legal and professional costs, correspondence and a review of board minutes.
- We assessed the susceptibility of the Academy Trust's financial statements to material misstatement, including the risk of fraud and management override of controls. We designed our audit procedures to respond to this assessment, including the identification and testing of any related party transactions and the testing of journal transactions that arise from management estimates, that are determined to be of significant value or unusual in their nature.
- We assessed the appropriateness of the collective competence and capabilities of the engagement team, including consideration of the engagement team's knowledge and understanding of the sector in which the Academy Trust operates in, and their practical experience through training and participation with audit engagements of a similar nature.

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 Independent Auditor's Report.

Use of our report

This report is made solely to the charitable company'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 charitable company's members those matters we are required to state to them in an auditor's 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 charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

Michaela Johns
Michaela Johns (Dec 16, 2021 16:39 GMT)

M Johns FCCA (Senior statutory auditor)
For and on behalf of Hopper Williams & Bell Limited
Statutory Auditor
Highland House, Mayflower Close, Chandlers Ford, Eastleigh SO53 4AR

Date 16/12/2021

TEACH Poole

Independent Reporting Accountant's Assurance Report on Regularity to TEACH Poole and the Education & Skills Funding Agency

In accordance with the terms of our engagement letter dated 20 September 2019 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2020 to 2021, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by TEACH Poole during the period 1 September 2020 to 31 August 2021 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 TEACH Poole and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to TEACH Poole and the 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 the TEACH Poole and the ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of TEACH Poole's Accounting Officer and the reporting accountant

The Accounting Officer is responsible, under the requirements of TEACH Poole's funding agreement with the Secretary of State for Education dated 20 March 2015 and the Academies Financial Handbook, extant from 1 September 2020, 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 2020 to 2021. 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 1 September 2020 to 31 August 2021 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

TEACH Poole

Independent Reporting Accountant's Assurance Report on Regularity to TEACH Poole and the Education & Skills Funding Agency

Approach

We conducted our engagement in accordance with the Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts issued by the 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.

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

The work undertaken to draw to our conclusion includes:

- Consideration as to whether prior approval was sought from the Secretary of State where it is required by the Academies Financial Handbook (effective from 1 September 2020) (AFH).
- Review of any special payments to staff, including compromise agreements, to consider whether prior approval was sought where required by the AFH and that any payments are in line with the severance guidance published by ESFA.
- Consideration as to whether any borrowings have been made in accordance with the AFH.
- Review of any 'minded to' letters or Notices to Improve which have been issued to the Academy Trust.
- Review of any transactions with related parties to ensure that they have been carried out in accordance with the AFH.
- Review of governance arrangements to determine whether the requirements of the AFH have been met.
- Review of the Academy Trust's internal controls, including whether the general control environment has regard to the regularity of underlying transactions, including fraud management.
- Review of the Academy Trust's procurement policies to determine effectiveness and testing a sample of purchases to confirm that the policies have been correctly implemented.
- Identifying any conditions associated with specialist grant income and determining whether it has been spent as the purposes intended.

TEACH Poole

Independent Reporting Accountant's Assurance Report on Regularity to TEACH Poole and the Education & Skills Funding Agency

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 period 1 September 2020 to 31 August 2021 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Michaela Johns

Michaela Johns (Dec 16, 2021 16:39 GMT)

M Johns FCCA

Reporting Accountant

Hopper Williams & Bell Limited

Chartered Accountants

Highland House, Mayflower Close, Chandlers Ford, Eastleigh SO53 4AR

Date 16/12/2021

TEACH Poole

Statement of Financial Activities for the year ended 31 August 2021 (including Income and Expenditure Account)

	Note	Un- restricted funds £	Restricted General Funds £	Restricted Pension Funds £	Restricted Fixed Asset Funds £	2020/21 Total £	2019/20 Total £
Income and endowments from:							
Donations and capital grants	2	7,147	-	-	98,418	105,565	47,514
Charitable activities:							
Funding for the academy							
trust's educational operations	3	-	7,132,103	-	-	7,132,103	6,589,175
Other trading activities	4	153,051	117,212	-	-	270,263	121,936
Investments	5	263	-	-	-	263	1,367
Total		160,461	7,249,315	-	98,418	7,508,194	6,759,992
Expenditure on:							
Charitable activities:							
Academy trust educational operations	7	101,399	6,882,584	640,000	310,493	7,934,476	7,469,668
Net income / (expenditure)		59,062	366,731	(640,000)	(212,075)	(426,282)	(709,676)
Transfers between funds	15	-	(64,831)	-	64,831	-	-
Other recognised gains / (losses):							
Actuarial losses on defined benefit pension schemes	23	-	-	(596,000)	-	(596,000)	(854,000)
Net movement in funds		59,062	301,900	(1,236,000)	(147,244)	(1,022,282)	(1,563,676)
Reconciliation of funds							
Total funds brought forward		488,149	420,762	(6,361,000)	12,011,640	6,559,551	8,123,227
Total funds carried forward		547,211	722,662	(7,597,000)	11,864,396	5,537,269	6,559,551

The notes on pages 47 to 72 form part of these financial statements.

TEACH Poole

Balance Sheet as at 31 August 2021

Company Number 09484306

	Note	2021 £	2021 £	2020 £	2020 £
Fixed assets					
Tangible assets	12		11,855,762		11,982,003
Current assets					
Debtors	13	225,271		208,812	
Cash at bank and in hand		1,524,437		1,266,220	
		<u>1,749,708</u>		<u>1,475,032</u>	
Liabilities					
Creditors: Amounts falling due within one year	14	<u>(471,201)</u>		<u>(536,484)</u>	
Net current assets			<u>1,278,507</u>		<u>938,548</u>
Total assets less current liabilities			13,134,269		12,920,551
Defined benefit pension scheme liability	23		(7,597,000)		(6,361,000)
Total net assets			<u>5,537,269</u>		<u>6,559,551</u>
Funds of the academy trust:					
Restricted funds					
Fixed asset fund	15	11,864,396		12,011,640	
Restricted income fund	15	722,662		420,762	
Pension reserve	15	<u>(7,597,000)</u>		<u>(6,361,000)</u>	
Total restricted funds			4,990,058		6,071,402
Unrestricted income funds	15		547,211		488,149
Total funds			<u>5,537,269</u>		<u>6,559,551</u>

The financial statements on pages 44 to 72 were approved by the trustees and authorised for issue on 15 December 2021 and are signed on their behalf by:

Emma Hall
Emma Hall (Dec 16, 2021 13:39 GMT)

Mrs E Hall
Chair of Trustees

The notes on pages 47 to 72 form part of these financial statements.

TEACH Poole

Statement of Cash Flows for the year ended 31 August 2021

	Note	2021 £	2020 £
Cash flows from operating activities			
Net cash provided by (used in) operating activities	18	343,788	160,990
Cash flows from investing activities	19	(85,571)	(54,320)
Change in cash and cash equivalents in the reporting period		258,217	106,670
Cash and cash equivalents at 1 September 2020		1,266,220	1,159,550
Cash and cash equivalents at 31 August 2021	20	1,524,437	1,266,220

TEACH Poole

Notes to the Financial Statements for the Year Ended 31 August 2021

1 Accounting policies

A summary of the principal accounting policies adopted (which have been applied consistently, except where noted), judgements and key sources of estimation uncertainty, is set out below.

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 2020 to 2021 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

Going Concern

The trustees assess whether the use of going concern is appropriate i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the company to continue as a going concern. The trustees make this assessment in respect of a period of at least one year from the date of authorisation for issue of the financial statements and have concluded that the Academy Trust has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the Academy Trust's ability to continue as a going concern, thus they continue to adopt the going concern basis of accounting in preparing the financial statements.

Income

All incoming resources are recognised when the Academy Trust has entitlement to the funds, the receipt is probable and the amount can be measured reliably.

- **Donations**

Donations are recognised on a receivable basis (where there are no performance-related conditions) where the receipt is probable and the amount can be reliably measured.

- **Grants**

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 on the balance sheet. Where income is received in advance of meeting any performance-related conditions there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance-related conditions are met. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the Statement of Financial Activities in the year for which it is receivable and any abatement in respect of the period is deducted from income and recognised as a liability.

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.

TEACH Poole

Notes to the Financial Statements for the Year Ended 31 August 2021

Income (continued)

- **Other Income**

Other income, including the hire of facilities, is recognised in the period it is receivable and to the extent the Academy Trust has provided the goods or services.

- **Donated goods, facilities and services**

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'.

- **Donated fixed assets (excluding Transfers on conversion/into the Academy Trust)**

Where the donated good is a fixed asset, it is measured at fair value, unless it is impractical to measure this reliably, in which case the cost of the item to the donor should be used. The gain is recognised as income from donations and a corresponding amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with the Academy Trust's accounting policies.

Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use.

- **Charitable Activities**

These are costs incurred on the Academy Trust's educational operations, including support costs and costs relating to the governance of the Academy Trust apportioned to charitable activities.

All resources expended are inclusive of irrecoverable VAT.

TEACH Poole

Notes to the Financial Statements for the Year Ended 31 August 2021

Tangible Fixed Assets

Assets costing £1,500 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. Where there are specific conditions attached to the funding requiring the continued use of the asset, the related grants are credited to a restricted fixed asset fund in the Statement of Financial Activities and carried forward in the Balance Sheet. Depreciation on the relevant assets is charged directly to the restricted fixed asset fund in the Statement of Financial Activities.

Depreciation is provided on all tangible fixed assets other than land and assets under construction, at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life, as follows:

Freehold Land and Buildings	2-10% straight line on buildings; not provided on land
Furniture and Equipment	25% straight line
Computer Equipment	25% straight line

Where the Academy Trust can identify the value of major components of freehold or leasehold buildings based upon additions following conversion to academy status, the Academy Trust reviews whether one or more such components have significantly different patterns of consumption of economic benefits. In such cases, the Academy Trust allocates the cost of the asset to its major components and depreciates each component separately over its useful life.

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 pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

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.

Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised within interest payable and similar charges.

TEACH Poole

Notes to the Financial Statements for the Year Ended 31 August 2021

Leased Assets

Rentals under operating leases are charged on a straight line basis over the lease term.

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. Prepayments are not financial instruments.

Cash at bank

Cash at bank is classified as a basic financial instrument and is measured at face value. An investment is treated as a cash equivalent when it has a short maturity of three months or less from the date of acquisition.

Financial liabilities

Trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost. 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.

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 part 11, chapter 3 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.

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Notes to the Financial Statements for the Year Ended 31 August 2021

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.

The TPS is an unfunded scheme and contributions are calculated 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 based on quadrennial valuations using a prospective unit credit method. TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded multi-employer 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 credit 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 net income/(expenditure) are the current service costs and the costs of scheme introductions, benefit changes, settlements and curtailments. They are included as part of staff costs as incurred. Net interest on the net defined benefit liability/asset is also recognised in the Statement of Financial Activities and comprises the interest cost on the defined benefit obligation and interest income on the scheme assets, calculated by multiplying the fair value of the scheme assets at the beginning of the period by the rate used to discount the benefit obligations. The difference between the interest income on the scheme assets and the actual return on the scheme assets is recognised in other recognised gains and losses.

Actuarial gains and losses are recognised immediately in other recognised 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 trustees.

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

Restricted general funds comprise all other restricted funds received with restrictions imposed by the funder/donor and include grants from the Department for Education Group.

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Notes to the Financial Statements for the Year Ended 31 August 2021

Critical 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 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 2019 has been used by the actuary in valuing the pensions liability at 31 August 2021. 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.

The assumptions used are disclosed in note 23.

Critical areas of judgement

There are no other critical areas of judgement.

2 Donations and capital grants

	Unrestricted funds £	Restricted funds £	2020/21 Total £	2019/20 Total £
Capital grants	-	32,318	32,318	32,437
Donated fixed assets	-	66,100	66,100	-
Other donations	7,147	-	7,147	15,077
	<u>7,147</u>	<u>98,418</u>	<u>105,565</u>	<u>47,514</u>
<i>Total 2020</i>	<i>15,077</i>	<i>32,437</i>	<i>47,514</i>	

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Notes to the Financial Statements for the Year Ended 31 August 2021

3 Funding for the Academy Trust's educational operations

	Unrestricted funds £	Restricted funds £	2020/21 Total £	2019/20 Total £
DfE / ESFA grants				
General Annual Grant (GAG)	-	5,514,005	5,514,005	5,204,409
Pupil Premium	-	399,594	399,594	370,865
UFSM	-	247,704	247,704	234,169
Rates reclaim	-	29,338	29,338	29,069
PE and sports grant	-	76,410	76,410	76,510
Teachers' pay grant	-	68,422	68,422	72,182
Teachers' pension grant	-	200,114	200,114	195,606
	-	6,535,587	6,535,587	6,182,810
Other government grants				
Local authority grants	-	185,162	185,162	109,498
COVID-19 additional funding (DfE/ESFA)				
Catch-up premium	-	116,880	116,880	-
Coronavirus exceptional support	-	-	-	37,171
Other DfE/ESFA Coronavirus funding	-	14,117	14,117	-
	-	130,997	130,997	37,171
Other income from the Academy Trust's educational operations				
Catering income	-	17,541	17,541	-
Other income	-	262,816	262,816	259,696
	-	7,132,103	7,132,103	6,589,175
Total 2020	-	6,598,848	6,598,848	

Following the reclassification of some grants received from the Department for Education and the ESFA in the Academies Accounts Direction 2020/21, the Academy Trust's funding for UFSM, Rates reclaim, PE and sports grant, Teachers' pay grant, and Teachers' pension grant are no longer reported under the General Annual Grant (GAG) and Other DfE grants headings, but as separate lines under the DfE/ESFA grants heading. The prior year numbers have been reclassified.

The Academy Trust received £116,880 of funding for catch-up premium and this funding was fully spent during the financial year.

The Academy Trust received other Coronavirus funding in respect of the National Tutoring Programme.

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Notes to the Financial Statements for the Year Ended 31 August 2021

4 Other trading activities

	Unrestricted funds £	Restricted funds £	2020/21 Total £	2019/20 Total £
Hire of facilities	3,694	-	3,694	11,320
Trip income	-	41,765	41,765	9,673
Other trading income	149,357	75,447	224,804	100,943
	153,051	117,212	270,263	121,936
<i>Total 2020</i>	<i>67,719</i>	<i>54,217</i>	<i>121,936</i>	

5 Investment income

	Unrestricted funds £	Restricted funds £	2020/21 Total £	2019/20 Total £
Short term deposits	263	-	263	1,367
<i>Total 2020</i>	<i>1,367</i>	<i>-</i>	<i>1,367</i>	

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Notes to the Financial Statements for the Year Ended 31 August 2021

6 Expenditure

	Staff costs	Non Pay Expenditure		Total	Total
		Premises	Other	2020/21	2019/20
	£	£	£	£	£
Academy's educational operations:					
Direct costs	4,781,916	-	434,992	5,216,908	4,916,415
Allocated support costs	1,428,264	429,741	859,563	2,717,568	2,553,253
	<u>6,210,180</u>	<u>429,741</u>	<u>1,294,555</u>	<u>7,934,476</u>	<u>7,469,668</u>
<i>Total 2020</i>	<i>5,968,828</i>	<i>344,737</i>	<i>1,156,103</i>	<i>7,469,668</i>	

Net income/(expenditure) for the period includes:

	2020/21	2019/20
	£	£
Operating lease rentals	29,164	26,459
Depreciation	310,493	300,221
(Gain)/loss on disposal of fixed assets	-	3,259
Fees payable to auditor for:		
Audit	9,830	9,595
Other services	<u>7,411</u>	<u>6,100</u>

TEACH Poole

Notes to the Financial Statements for the Year Ended 31 August 2021

7 Charitable activities

	2020/21	2019/20
	Total	Total
	£	£
Direct costs	5,216,908	4,916,415
Support costs	2,717,568	2,553,253
	7,934,476	7,469,668

Analysis of support costs:

	Educational operations	2020/21 Total	2019/20 Total
	£	£	£
Support staff costs	1,428,264	1,428,264	1,386,091
Depreciation	310,493	310,493	300,221
Premises costs	429,741	429,741	344,737
Legal costs - other	-	-	350
Other support costs	497,302	497,302	452,260
Governance costs	51,768	51,768	69,594
Total support costs	2,717,568	2,717,568	2,553,253

Total 2020 2,553,253 2,553,253

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Notes to the Financial Statements for the Year Ended 31 August 2021

8 Staff

a) Staff costs

Staff costs during the period were:

	2020/21	2019/20
	£	£
Wages and salaries	4,327,369	4,287,605
Social security costs	372,980	351,812
Pension costs	1,488,577	1,285,377
	6,188,926	5,924,794
Agency staff costs	2,186	16,858
Other staff costs	14,620	24,176
Staff restructuring costs	4,448	3,000
	6,210,180	5,968,828

Staff restructuring costs comprise:

Redundancy payments	4,448	-
Severance payments	-	3,000
	4,448	3,000

b) Non statutory/non-contractual staff severance payments

Included in staff restructuring costs are non-statutory/non-contractual severance payments totalling £nil (2020: £3,000).

c) Staff numbers

The average number of persons employed by the Academy Trust during the year was as follows:

	2020/21	2019/20
	No.	No.
Teachers	59	61
Administration and support	139	149
Management	12	11
	210	221

d) Higher paid staff

The number of employees whose employee benefits (excluding employer pension costs) exceeded £60,000 was:

	2020/21	2019/20
	No.	No.
£60,001 - £70,000	3	-
£120,001 - £130,000	1	1

e) Key management personnel

The key management personnel of the academy trust comprise the trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the academy trust was £443,571 (2020: £448,132).

TEACH Poole

Notes to the Financial Statements for the Year Ended 31 August 2021

9 Related Party Transactions – Trustees’ remuneration and expenses

One or 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:

		2020/21	2019/20
		£000	£000
Mrs K Lasbury-Carter	Remuneration	120-125	120-125
(CEO and Executive Head of Schools)	Employer’s pension contributions paid	25-30	25-30

During the period ended 31 August 2021, travel and subsistence expenses totalling £30 were reimbursed or paid directly to one trustee (2020: none).

10 Trustees and officers insurance

The Academy Trust has opted into the Department for Education’s risk protection arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business, and provides cover up to £10m. It is not possible to quantify the Trustees and officers indemnity element from the overall cost of the RPA scheme.

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Notes to the Financial Statements for the Year Ended 31 August 2021

11 Central Services

The Academy Trust has provided the following central services to its academies during the year:

- Support staff
- Premises Staff
- Administration staff
- IT staff
- HR Staff and Finance Staff
- Insurance
- Minibus
- Music resources
- Software
- Telephones
- Sign-in system
- Subscriptions and licences
- Finance and budgeting systems
- Assessment systems
- HR and payroll system
- CFO professional services cost
- School development
- Accountancy/audit costs
- Health and Safety
- GDPR and DPO services
- Website
- IT Broadband and support costs
- EAP scheme
- CPD costs

The Academy Trust charges for these services on the following basis:

- Leadership costs and central services - allocated on staff numbers

The actual amounts charged during the year were as follows:

	2020/21	2019/20
	£	£
Ad Astra Infant School	161,220	212,136
Canford Heath Infant School	223,908	242,268
Canford Heath Junior School	295,572	267,564
Haymoor Junior School	214,956	242,268
	895,656	964,236

TEACH Poole

Notes to the Financial Statements for the Year Ended 31 August 2021

12 Tangible fixed assets

	Freehold Land and Buildings £	Furniture and Equipment £	Computer Equipment £	Total £
Cost				
At 1 September 2020	13,201,535	254,903	101,611	13,558,049
Acquisitions	68,518	(4,423)	120,157	184,252
At 31 August 2021	13,270,053	250,480	221,768	13,742,301
Depreciation				
At 1 September 2020	1,342,424	152,496	81,126	1,576,046
Charged in year	264,936	25,798	19,759	310,493
At 31 August 2021	1,607,360	178,294	100,885	1,886,539
Net book values				
At 31 August 2020	11,859,111	102,407	20,485	11,982,003
At 31 August 2021	11,662,693	72,186	120,883	11,855,762

13 Debtors

	2020/21 £	2019/20 £
Trade debtors	21,525	10,901
VAT recoverable	33,389	19,211
Prepayments and accrued income	170,357	178,700
	225,271	208,812

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Notes to the Financial Statements for the Year Ended 31 August 2021

14 Creditors: amounts falling due within one year

	2020/21	2019/20
	£	£
Trade creditors	30,004	3,575
Other taxation and social security	81,889	80,893
Other creditors falling due within one year	110,762	106,455
Accruals and deferred income	248,546	345,561
	471,201	536,484

	2020/21	2019/20
	£	£
Deferred income at 1 September 2020	173,805	137,387
Released from previous years	(173,805)	(137,387)
Resources deferred in the year	163,470	173,805
Deferred income at 31 August 2021	163,470	173,805

At the balance sheet date the academy trust was holding funds received in advance for grants and other income received in respect of the forthcoming financial year.

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Notes to the Financial Statements for the Year Ended 31 August 2021

15 Funds

	Balance at 1 September 2020 £	Income £	Expenditure £	Transfers £	Gains and losses £	Balance at 31 August 2021 £
Restricted general funds						
General Annual Grant (GAG)	193,925	5,514,005	(5,217,188)	(13,421)	-	477,321
Pupil premium	-	399,594	(399,594)	-	-	-
UIFSM	-	247,704	(247,704)	-	-	-
Rates reclaim	-	29,338	(29,338)	-	-	-
PE and sports grant	50,316	76,410	(38,739)	(51,410)	-	36,577
Teachers' pay grant	-	68,422	(68,422)	-	-	-
Teachers' pension grant	-	200,114	(200,114)	-	-	-
Local authority grants	-	185,162	(185,162)	-	-	-
Catch-up premium	-	116,880	(116,880)	-	-	-
Other DfE/ESFA C-19 funding	-	14,117	(14,117)	-	-	-
SCITT	176,521	258,809	(226,566)	-	-	208,764
Other educational activities	-	138,760	(138,760)	-	-	-
	420,762	7,249,315	(6,882,584)	(64,831)	-	722,662
Pension reserve	(6,361,000)	-	(640,000)	-	(596,000)	(7,597,000)
	(5,940,238)	7,249,315	(7,522,584)	(64,831)	(596,000)	(6,874,338)
Restricted fixed asset funds						
Fixed asset fund	11,982,003	-	(310,493)	184,252	-	11,855,762
ESFA capital grants (DFC)	29,637	32,318	-	(53,321)	-	8,634
Donated fixed assets	-	66,100	-	(66,100)	-	-
	12,011,640	98,418	(310,493)	64,831	-	11,864,396
Total restricted funds	6,071,402	7,347,733	(7,833,077)	-	(596,000)	4,990,058
Total unrestricted funds	488,149	160,461	(101,399)	-	-	547,211
Total funds	6,559,551	7,508,194	(7,934,476)	-	(596,000)	5,537,269

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Notes to the Financial Statements for the Year Ended 31 August 2021

15 Funds (continued)

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

General annual grant

This includes all funding received from the ESFA to carry out the objectives of the academy. It includes the school budget share; minimum funding guarantee; education services grant; insurance; rates; and pre-16 high needs funding streams.

Other DfE/ESFA grants

This is funding received from the ESFA for specific purposes.

Local authority grants

This is funding received from the local authority for specific purposes, for example Special Educational Needs funding.

Coronavirus support funding

This is funding received under government support schemes in response to the Coronavirus outbreak.

SCITT

This is tuition fee and other income received from trainee teachers for the purpose of providing training and development opportunities to the individuals. The transfers shown are to the restricted fixed asset fund where the funds were used to purchase equipment for the individuals to use.

Winchelsea project

This is funding received from the local authority for works in respect of satellite classrooms for Winchelsea School at Canford Heath Junior School.

Other educational activities

This includes all other educational income/expenditure.

Pension reserve

This represents the negative reserve in respect of the liability on the LGPS pension scheme which was transferred to the Academy Trust on conversion.

Fixed asset fund

The fund includes the value of the tangible fixed assets of the academy on conversion, and amounts transferred from GAG or other restricted funds specifically for expenditure on tangible fixed assets, and the annual charges for depreciation of these assets.

DfE/ESFA capital grants

This is funding received from the DfE/ESFA specifically for expenditure on tangible fixed assets.

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Notes to the Financial Statements for the Year Ended 31 August 2021

15 Funds (continued)

Transfers between funds

Transfers to the restricted fixed asset fund represent the cost of fixed asset additions which have been funded from restricted or unrestricted general funds.

Under the funding agreement with the Secretary of State, the Academy Trust was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2021.

Total funds analysis by academy

Fund balances at 31 August 2021 were allocated as follows:

	2020/21	2019/20
	£	£
Ad Astra Infant School	(11,715)	(81,438)
Canford Heath Infant School	274,315	207,410
Canford Heath Junior School	715,158	624,971
Haymoor Junior School	31,718	(77,819)
SCITT	207,728	175,485
Central services	52,669	60,302
Total before fixed assets and pension reserve	1,269,873	908,911
Restricted fixed asset fund	11,864,396	12,011,640
Pension reserve	(7,597,000)	(6,361,000)
Total	5,537,269	6,559,551

The following academy is carrying a net deficit on its portion of the funds as follows:

	£
Ad Astra Infant School	11,715

The Academy Trust is taking the following action to return the academy to surplus:

Ad Astra is carrying a net deficit of £11,715 on these funds because the agreed actions as recommended by the SRMA to clear the net deficit has been delayed due to the circumstances surrounding COVID 19. The Trust has taken the SRMA recommendations into account when setting the 2021/22 budget to return Ad Astra to a surplus (in 2019/20 the deficit was £81,438 and this has been reduced to £11,715).

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Notes to the Financial Statements for the Year Ended 31 August 2021

15 Funds (continued)

Total cost analysis by academy

Expenditure incurred by each academy during the year was as follows:

	Teaching and Educational Support Staff Costs £	Other Support Staff Costs £	Educational Supplies £	Other Costs (excl. dep- reciation) £	2020/21 Total £	2019/20 Total £
Ad Astra Infant School	902,812	240,846	41,749	227,730	1,413,137	1,441,784
Canford Heath Infant School	1,192,147	351,460	65,345	262,958	1,871,910	1,747,594
Canford Heath Junior School	1,506,589	405,060	136,712	267,660	2,316,021	2,002,704
Haymoor Junior School	1,179,739	338,697	89,013	188,900	1,796,349	1,767,431
SCITT	629	92,201	102,173	31,563	226,566	209,934
	4,781,916	1,428,264	434,992	978,811	7,623,983	7,169,447

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Notes to the Financial Statements for the Year Ended 31 August 2021

15 Funds (continued)

Comparative information in respect of the preceding period is as follows:

	Balance at 1 September 2019 £	Income £	Expenditure £	Transfers £	Gains and losses £	Balance at 31 August 2020 £
Restricted general funds						
General Annual Grant (GAG)	280,037	5,204,409	(5,248,290)	(42,231)	-	193,925
Pupil premium	-	370,865	(370,865)	-	-	-
UIFSM	-	234,169	(234,169)	-	-	-
Rates reclaim	-	29,069	(29,069)	-	-	-
PE and sports grant	24,486	76,510	(50,680)	-	-	50,316
Teachers' pay grant	-	72,182	(72,182)	-	-	-
Teachers' pension grant	-	195,606	(195,606)	-	-	-
Local authority grants	-	109,498	(109,498)	-	-	-
Coronavirus exceptional supt.	-	37,171	(37,171)	-	-	-
SCITT	125,892	259,513	(208,884)	-	-	176,521
Other educational activities	-	54,400	(54,400)	-	-	-
	430,415	6,643,392	(6,610,814)	(42,231)	-	420,762
Pension reserve	(4,988,000)	-	(519,000)	-	(854,000)	(6,361,000)
	(4,557,585)	6,643,392	(7,129,814)	(42,231)	(854,000)	(5,940,238)
Restricted fixed asset funds						
Fixed asset fund	12,197,359	-	(303,480)	88,124	-	11,982,003
ESFA capital grants (DFC)	43,093	32,437	-	(45,893)	-	29,637
	12,240,452	32,437	(303,480)	42,231	-	12,011,640
Total restricted funds	7,682,867	6,675,829	(7,433,294)	-	(854,000)	6,071,402
Total unrestricted funds	440,360	84,163	(36,374)	-	-	488,149
Total funds	8,123,227	6,759,992	(7,469,668)	-	(854,000)	6,559,551

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Notes to the Financial Statements for the Year Ended 31 August 2021

16 Analysis of net assets between funds

	Un-restricted funds	Restricted general funds	Restricted pension funds	Restricted fixed asset funds	Total funds
	£	£	£	£	£
Tangible fixed assets	-	-	-	11,855,762	11,855,762
Current assets	547,211	1,193,863	-	8,634	1,749,708
Current liabilities	-	(471,201)	-	-	(471,201)
Pension scheme liability	-	-	(7,597,000)	-	(7,597,000)
Total net assets	547,211	722,662	(7,597,000)	11,864,396	5,537,269

Comparative information in respect of the preceding period is as follows:

	Un-restricted funds	Restricted general funds	Restricted pension funds	Restricted fixed asset funds	Total funds
	£	£	£	£	£
Tangible fixed assets	-	-	-	11,982,003	11,982,003
Current assets	488,149	957,246	-	29,637	1,475,032
Current liabilities	-	(536,484)	-	-	(536,484)
Pension scheme liability	-	-	(6,361,000)	-	(6,361,000)
Total net assets	488,149	420,762	(6,361,000)	12,011,640	6,559,551

17 Long-term commitments, including operating leases

At 31 August 2021 the total of the Academy Trust's future minimum lease payments under non-cancellable operating leases was:

	2020/21	2019/20
	£	£
Amounts due within one year	12,401	17,208
Amounts due between one and five years	1,005	1,820
	13,406	19,028

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Notes to the Financial Statements for the Year Ended 31 August 2021

18 Reconciliation of net income/(expenditure) to net cash flow from operating activities

	2020/21	2019/20
	£	£
Net expenditure for the reporting period	(426,282)	(709,676)
Adjusted for:		
Depreciation	310,493	300,221
(Gain)/loss on disposal of fixed assets	-	3,259
Capital grants from DfE and other capital income	(98,418)	(32,437)
Interest receivable	(263)	(1,367)
Defined benefit pension scheme cost less contributions payable	538,000	428,000
Defined benefit pension scheme finance cost	102,000	91,000
(Increase) / decrease in debtors	(16,459)	40,844
(Decrease) / increase in creditors	(65,283)	41,146
Net cash provided by Operating Activities	<u>343,788</u>	<u>160,990</u>

19 Cash flows from investing activities

	2020/21	2019/20
	£	£
Dividends, interest and rents from investments	263	1,367
Purchase of tangible fixed assets	(118,152)	(88,124)
Capital grants from DfE Group	32,318	32,437
Net cash used in investing activities	<u>(85,571)</u>	<u>(54,320)</u>

20 Analysis of cash and cash equivalents

	2020/21	2019/20
	£	£
Cash at bank and in hand	<u>1,524,437</u>	<u>1,266,220</u>

21 Analysis of changes in net debt

	At 1 September 2020	Cash flows	Acquisition/ disposal of subsidiaries	New finance leases	Other non-cash changes	At 31 August 2021
	£	£	£	£	£	£
Cash	1,266,220	258,217	-	-	-	1,524,437
Total	<u>1,266,220</u>	<u>258,217</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,524,437</u>

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Notes to the Financial Statements for the Year Ended 31 August 2021

22 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.

23 Pension and similar obligations

The Academy Trust'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 Dorset County Council. Both are multi-employer defined benefit schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2016 and of the LGPS 31 March 2019.

Contributions amounting to £104,891 were payable to the schemes at 31 August 2021 (2020: £99,596) and are included within creditors.

Teachers' Pension Scheme

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for teachers in academies. All teachers have the option to opt-out of the TPS following enrolment.

The TPS is an unfunded scheme to which both the member and employer makes contributions, as a percentage of salary - these contributions are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

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 four 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%.

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Notes to the Financial Statements for the Year Ended 31 August 2021

23 Pension and similar obligations (continued)

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

The employer's pension costs paid to TPS in the period amounted to £601,740 (2020: £535,970).

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.

Local Government Pension Scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2021 was as follows:

	2021	2020
	£	£
Employer's contributions	351,000	321,000
Employees' contributions	99,000	96,000
	450,000	417,000

The agreed contribution rates for future years are 21.0% for employers and 5.5% to 12.5% 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

	2021	2020
Rate of increase in salaries	3.9%	3.3%
Rate of increase for pensions in payment/inflation	2.9%	2.3%
Discount rate for scheme liabilities	1.7%	1.6%
Inflation assumption (CPI)	2.9%	2.3%
Commutation of pensions to lump sums	50.0%	50.0%

The current mortality assumptions include sufficient allowance for future improvements in mortality rates. The assumed life expectations on retirement age 65 are:

	2021	2020
<i>Retiring today</i>		
Males	23.1	23.3
Females	24.6	24.8
<i>Retiring in 20 years</i>		
Males	24.4	24.7
Females	26.1	26.2

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Notes to the Financial Statements for the Year Ended 31 August 2021

23 Pension and similar obligations (continued)

Sensitivity analysis

Increase/(reduction) in defined benefit obligation

	2021	2020
	£	£
Discount rate +0.1%	(315,000)	(254,000)
Discount rate -0.1%	323,000	261,000
Mortality assumption – 1 year increase	511,000	378,000
Mortality assumption – 1 year decrease	(491,000)	(364,000)

The Academy Trust's share of the assets in the scheme were:

	2021	2020
	£	£
Equities	2,716,000	1,952,000
Gilts	593,000	450,000
Corporate bonds	296,000	300,000
Property	445,000	375,000
Cash	99,000	38,000
Other	790,000	638,000
Total market value of assets	4,939,000	3,753,000

The actual return on scheme assets was £833,000 (2020: -£386,000).

Amount recognised in the Statement of Financial Activities

	2020/21	2019/20
	£	£
Current service cost	889,000	749,000
Interest income	(60,000)	(72,000)
Interest cost	162,000	163,000
Total amount recognised in the SOFA	991,000	840,000

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Notes to the Financial Statements for the Year Ended 31 August 2021

23 Pension and similar obligations (continued)

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

	2020/21	2019/20
	£	£
At 1 September	10,114,000	8,805,000
Current service cost	889,000	749,000
Interest cost	162,000	163,000
Employee contributions	99,000	96,000
Actuarial loss	1,369,000	396,000
Benefits paid	(97,000)	(95,000)
At 31 August	12,536,000	10,114,000

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

	2020/21	2019/20
	£	£
At 1 September	3,753,000	3,817,000
Interest income	60,000	72,000
Actuarial gain / (loss)	773,000	(458,000)
Employer contributions	351,000	321,000
Employee contributions	99,000	96,000
Benefits paid	(97,000)	(95,000)
At 31 August	4,939,000	3,753,000

24 Related party transactions

Owing to the nature of the Academy Trust and the composition of the Board of Trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the trustees have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the AFH, including notifying the ESFA of all transactions made on or after 1 April 2019 and obtaining their approval where required, and with the Academy Trust's financial regulations and normal procurement procedures relating to connected and related party transactions. The following related party transactions took place in the financial period.

Income Related Party Transactions:

The Delta Education Trust - a charitable company in which Mrs K Lasbury-Carter and Mr J White (both trustees of TEACH Poole) are trustees:

- The Academy Trust received income from The Delta Education Trust totalling £2,400 (2020: £nil) during the period. There were no amounts outstanding at 31 August 2021 (2020: £nil).