

**Pontefract Academies Trust**  
**(A Company Limited by Guarantee)**

**Annual Report and Financial Statements**  
**Year ended 31 August 2016**

# Pontefract Academies Trust

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# Pontefract Academies Trust

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## Reference and Administrative Details

<b>Members</b>	U A Murray OBE J Gough J Allinson S Evans R Foreman (from 14 December 2015)
<b>Trustees (who are also Directors)</b>	U A Murray OBE (Chairman) J A Craig (Chief Executive & Accounting Officer) * ^ J Gough (Chair of the Audit & Risk Committee) # J Allinson M K Brooke # ^ P G Morris # (resigned 31 August 2016) D Wilkin ^ P Jones OBE # <i>members of the audit &amp; risk committee</i> ^ <i>members of the finance &amp; general purposes committee</i> * <i>staff trustees</i>
<b>Company Secretary</b>	D Samwell
<b>Senior Management Team</b>	Chief Executive Officer & Accounting Officer – J A Craig Headteacher (Carleton Community High School) – H Bolton Headteacher (Carleton Park J&I School) – R Rowett Headteacher (De Lacy Primary School) – D Thompson Headteacher (Halfpenny Lane J&IN School) – M Broom Headteacher (Larks Hill J&I School) – A R Smith Headteacher (Orchard Head J&IN School) – M Letham Headteacher (The King's School) – B Tibbetts Headteacher (The Rookeries, Carleton J&I School) – J Heggie Director of Finance, Business & Operations – D Samwell
<b>Principal Registered Office</b>	c/o St Mary's Community Centre, The Circle, Chequerfield, Pontefract. WF8 2AY
<b>Company Registration Number</b>	08445158 (England & Wales)
<b>Independent Auditor</b>	Allotts Business Services Ltd, Chartered Accountants, Registered Auditors, The Old Grammar School, 13 Moorgate Road, Rotherham. S60 2EN
<b>Bankers</b>	Lloyds, 27/28 Stodman Street, Newark, Notts NG24 1AW
<b>Solicitors</b>	Wrigleys Solicitors, 19 Cookridge Street, Leeds. LS2 3AG

# Pontefract Academies Trust

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## Trustees' Report

The trustees of the Pontefract Academies Trust have pleasure in presenting their annual report together with the financial statements and auditor's reports of the charitable company for the year from 1 September 2015 to 31 August 2016. The annual report services the purposes of both a trustees' report and a directors' report under company law.

The Trust operates 6 primary academies and 2 secondary academies in Pontefract, West Yorkshire. Its academies have a combined pupil capacity of 3,780 and a roll of 3,450 (reception to year 11 pupils) in the school census on January 2016. The Trust also operates nursery provision at three of its primary academies. These academies have a combined nursery capacity of 208 places and a roll of 177 part-time nursery age children in the school census on January 2016.

## Structure, Governance and Management

### Constitution

Pontefract Academies Trust is a company limited by guarantee and registered at Companies House under registration number 08445158 (England and Wales) and was incorporated on the 14 March 2013. The academies trust, as an exempt charity is entitled to exactly the same exemptions from UK corporation tax as registered charities.

Pontefract Academies Trust is governed by its memorandum and articles of association. The trustees of the Academies Trust, appointed in accordance with the articles, are the charity trustees and are also the directors of the charitable company for the purposes of company law. The trustees are legally responsible for the governance and management of the Academies Trust.

Details of the trustees who served during the year and up to the date of signing 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.

### Members' Indemnities

There have been no qualifying third party indemnity provisions in place for the period 1 September 2015 to 31 August 2016.

### Method of Recruitment and Appointment of Trustees

The members of the Pontefract Academies Trust are responsible for the appointment of the trustees (who are also directors). The members of the Pontefract Academies Trust are:

- U A Murray OBE – Chair of the Board of Trustees
- J Allinson
- J Gough
- S Evans
- R Foreman (from 14 December 2015)

All trustees are appointed based upon the contribution they can make to the development and future success of Pontefract Academies Trust. The trustees are assessed for the personal qualities, specific skills and expertise they can provide. All trustees give of their time freely and receive no remuneration other than reasonable expenses, except those trustees who are employees of Pontefract Academies Trust (denoted by an \* on page 1).

# Pontefract Academies Trust

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## Trustees' Report (continued)

### Policies and Procedures Adopted for the Induction and Training of Trustees

New trustees are inducted into the workings of the Academies Trust by way of mentorship; each trustee is mentored in the areas of board policy and procedure as well as mission and ethos. The induction period allows new trustees to fully understand how the organisation operates and the various committees, which are used to assist in governance. Resources and training are made available for trustees who wish to develop a more detailed understanding of their role and the work of the board of trustees.

### Organisational Structure

Pontefract Academies Trust included the following academies for the period ended 31<sup>st</sup> August 2016:

<u>Academy Name</u>	<u>Date Joined</u>	<u>Academy Type</u>
Carleton Community High School	1st April 2013	Secondary
Carleton Park J&I School	1st December 2013	Primary
De-Lacy Primary School	1st October 2013	Primary
Halfpenny Lane JI&N School	1st April 2013	Primary
Larks Hill J & I School	1st April 2013	Primary
Orchard Head JI & N School	1st April 2013	Primary
The King's School	1st April 2013	Secondary
The Rookeries, Carleton J&I School	1st April 2013	Primary

Pontefract Academies Trust supports all its academies through an experienced board of trustees who are responsible for identifying and establishing strategies and policies and for ensuring that these are implemented throughout the organisation. To assist with this, work the trustees have established an Audit and Risk Committee and a separate Finance and General Purposes Committee.

Each sub-committee has a detailed framework (terms of reference) for the operation of the committee and the extent of its remit. All committee terms of reference are reviewed and agreed on an annual basis by the board of trustees. In addition to the terms of reference the board of trustees have a detailed scheme of authority for effective and efficient decision making for sub-committees and senior staff throughout Pontefract Academies Trust.

Pontefract Academies Trust also operates Local Governing Bodies (LGB) who report to the Pontefract Academies Trust Board of Trustees. The governance structure of each Academy and LGB is determined by a scheme of delegation. The Pontefract Academies Trust Accountability Framework clearly identifies where decision making is delegated across the Trust.

Governance at Academy level is structured as follows, where each Academy will have established a range of committees to deal with curriculum, standards and achievement; human and financial resources (including pay and appeals and health and safety); and pupil behaviour. Each Local Governing Body is required to have a minimum of two parent governors.

A further structure of communication, policy development and collaborative working is facilitated by four consultative groups consisting of: Headteachers (Strategy Group); Chairs of Governors (Advisory Group); Business Managers (Business Manager Group); and Premises Managers (Premises Management Group).

### Arrangements for setting pay and remuneration of key management personnel

The pay arrangements for the Chief Executive Officer and Director of Finance Business and Operations were made on their appointment following a review of the market rate for similar sized multi academy trusts outside the London area. Annual increases based on successful performance management outcomes have been restricted to the relevant pay body inflationary award for other employees.

The pay arrangements for Headteachers and their leadership teams are in accordance with the School Teacher Pay and Conditions Document.

# Pontefract Academies Trust

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## Trustees' Report (continued)

### Related Parties and other Connected Charities and Organisations

During the year Pontefract Academies Trust has actively worked with the following organisation in furtherance of its charitable purpose:

- Pontefract Education Trust 07533785 (England and Wales)

Pontefract Education Trust was formed in February 2011 and comprised a collective working partnership of Pontefract Schools, including those which have now transferred into the Pontefract Academies Trust. The Pontefract Education Trust continues to support the crucial link between Pontefract Academies Trust and the other local foundation, faith schools, and academies in Pontefract working collectively to provide a self-supporting network for improvement in educational provision in the local community.

The accounts of Pontefract Education Trust have not been consolidated into those of the Pontefract Academies Trust due to the insignificant levels of financial activity during the year of account.

During the year of account, Pontefract Academies Trust has provided administration and co-ordination support including office space to Pontefract Education Trust at full cost recovery totalling £25,992 (2015: £11,945). Pontefract Education Trust also contributed £9,000 to the "Choice Programme" improvement initiatives in the wider educational partnership.

### Mission and Ethos

The Pontefract Academies Trust motto is 'Together – Inspire – Achieve'

The Pontefract Academies Trust is a family of local, distinctive and inclusive Academy schools; valuing partnership and collaboration; striving together to provide an inspiring and outstanding education for all our children and young people; enabling them to aspire to and achieve the best possible outcomes; developing valued and valuable members of our future society.

The Trust has a vision to achieve aspirational and continuously improving outcomes for learners through structured collaborative working, effective professional development and operational excellence.

### Employees and disabled persons

Pontefract Academies Trust is committed to ensuring equality of opportunity for all who learn and work in the organisation. The Trust respects and values positively differences in race, gender, sexual orientation, ability, class and age. It strives vigorously to remove conditions, which may place people at disadvantage and we actively combat bigotry.

The Trust considers all applications from disabled persons, bearing in mind the aptitudes of the individuals concerned. Where an existing employee becomes disabled, every effort is made to ensure that employment with the Trust continues. The Trust's policy is to provide training, career development and opportunities for promotion, which are as far as possible, identical to those for other employees.

### Objectives and Activities

#### Objects and Aims

In accordance with the articles of association, the principal objects and activities of the charitable company are 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 ("the Academies") offering a broad and balanced curriculum;

## Trustees' Report (continued)

### Objectives and Activities (continued)

#### Objects and Aims (continued)

- develop the capacity and skills of the areas where the Company runs the Academies and the surrounding areas those inhabitants of who are socially and economically disadvantaged in such a way that they are better able to identify, and help meet, their needs and to participate more fully in society;
- relieving unemployment in areas where the Company runs the Academies and the surrounding areas for the benefit of the public in such ways as may be thought fit, including assistance to find employment;
- advancing the health of the inhabitants of the areas where the Company runs the Academies; and providing recreational and leisure time facilities in the interests of social welfare for the inhabitants of the areas where the Company runs the Academies and the surrounding areas especially those who have need of such facilities by reason of their youth, age, infirmity or disablement, poverty or social and economic circumstances.

In terms of our academies programme we aim to:

- Establish outstanding academies for Pontefract;
- Provide challenge and support to ensure that our academies achieve the best possible educational outcomes;
- Create a self-improving school system based on a model of school to school support, drawing on academies within Pontefract Academies Trust and the wider network of partners within the Pontefract Education Trust and beyond.

#### Objectives, Strategies and Activities

The specific objectives of the Pontefract Academies Trust during the year ending 31 August 2016 were as follows:

Areas for improvement across academies following Ofsted inspection outcomes reported during the 2014-15 period and from the examination/key stage results in summer 2015:

##### Primary Phase

- Build on the significant progress made in achievement
- Close attainment gaps of disadvantaged pupils with other pupils nationally
- Improve progress and attainment for the most able, boys, and across maths, writing, phonics and spelling
- Continue to improve quality first teaching over time to outstanding
- Strengthen middle leadership
- Ensure the curriculum is designed and delivered for enjoyment, investigation and application

##### Secondary Phase

- Replicate in secondary academies the significant progress made in primary academies as a top priority
- Continue to raise attainment and ensure accelerated progress in English and maths particularly for groups including disadvantaged boys, SEN and able, and in some Ebacc subjects
- Improve attendance and promote better attitudes to learning particularly among disadvantaged students;
- Ensure teachers always plan to meet the diverse needs and motivate all students in class, and that next steps feedback is useful for students to move forward and for teachers in adapting delivery.
- Strengthen leadership by ensuring accuracy of judgements, comparing outcomes more rigorously with national and including precise and measurable objectives and outcomes in plans.
- Share effective teaching regularly with others.

# Pontefract Academies Trust

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## Trustees' Report (continued)

### Objectives, Strategies and Activities (continued)

The Academies Trust also planned to support the raising of achievement through the following additional strategic objectives:

- Raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people
- Provide an entitlement to innovative, rich, relevant, stimulating and balanced curriculum opportunities, which develop the whole person and are effectively delivered through excellent teaching, which motivates, inspires, engages and empowers our learners for life
- Develop effective leadership and employ highly skilled staff, who will share their experience cross the Trust and provide effective professional development;
- Bring together expertise within and beyond the Pontefract Academies Trust to address individual and collective challenges and aspirations and to identify common approaches for implementing initiatives
- Continue to acknowledge the importance of the family unit as key stakeholders in championing their child's achievements and engage them along with other partners and groups to support a seamless and successful progression, particularly at key transition points, for our learners
- Continue to give high regard to statutory and regulatory requirements, developing best practice systems and governance.

The progress against the above strategic objectives are measured in the Pontefract Academies Trust Strategic Report, Achievements and Performance.

### Public Benefit

In setting the Pontefract Academies Trust objectives and planning its activities, the trustees have given careful consideration to and have complied with the Charities Act 2011 and the Charity Commission's general guidance on public benefit and to its supplementary public benefit guidance on advancing education.

### Financial Objectives

Pontefract Academies Trust financial objectives were:

- to achieve an annual operating surplus;
- to ensure that resources were appropriately targeted;
- to generate sufficient levels of income to support the asset base of the Academies Trust

### Strategic report

#### Achievements and Performance

Areas for improvement across academies following Ofsted inspection outcomes reported during the 2014-15 period and from the examination/key stage results in summer 2015
<b>Strategic Objective:</b> <i>Primary Phase – Close attainment gaps for disadvantaged pupils with other pupils nationally; Improve progress and attainment for most able, boys, and across maths, writing, phonics, and spelling.</i>
<b>Actions and Achievements:</b>
Unfortunately, direct comparisons with previous year key stage results are difficult to make due to the significant changes to the primary phase curriculum and assessment.
Some progress has been made in some key stages at some schools. For example: children eligible for pupil premium/disadvantaged:



## Trustees' Report (continued)

- at De Lacy Primary School outperformed contemporaries in many of the foundation stage profile elements, in 2015 the school did not perform better than contemporaries in any area of the foundation stage profile;
  - in key stage 2 at Carleton Park J&I School made progress in line with their contemporaries, in 2015 pupil premium/disadvantaged children performed less well;
  - in key stage 2 in reading at Larks Hill School pupil premium/disadvantaged children performed well;
- Improving progress and attainment
- in key stage 1 writing at Halfpenny Lane JI&N School the outcomes extended the positive gap with national;
  - in key stage 1 in writing at five of the six primary schools outcomes were broadly in line with or exceeded national;
  - in key stage 2 in writing three of the six primary schools obtained positive progress scores in writing;
  - in more able (and other groups) at Orchard Head JI&N School progress was in-line with national where in many schools nationally it wasn't;
  - boys at Orchard Head JI&N School outperformed girls at all national measures;
  - in key stage 1 mathematics, in three of the six primary schools outcomes exceeded national;
  - in spelling and grammar at The Rookeries J&I School and Orchard Head JI&N School significant improvements were made as a result of the focus on improvement.

**Strategic Objective: Primary Phase - Continue to improve quality first teaching over time to outstanding**

### **Actions and Achievements:**

Continued implementing support plans, coaching, piloting the use of IRIS in two primary schools, deploying Subject Leaders in Education (SLE's) and lesson study work for Recently Qualified Teachers (RQTs) and Newly Qualified Teachers (NQTs)

Continued external validation of internal judgements through the spring term through the moderated review and evaluation (MRE) process supported by an external provider and peer reviews supported by a practising Ofsted inspector. Further steps for improvement were identified for each school.

Participation by three teachers from two schools in a mathematics mastery award led by OGAT mathematics hub. This course has resulted in mastery work being integrated into weekly lesson plans and learning has been disseminated to other schools in the Trust.

**Strategic Objective: Primary Phase – Strengthen Middle Leadership**

### **Actions and Achievements:**

Two lead headteacher roles were established which operated across their existing school and supported two other primary schools. The additional capacity built into the Trust provided cover for unforeseen absences in leadership; improved extended leadership structures; and provided further investment in training middle and senior leaders. A recruitment process was undertaken during the summer term to establish this arrangement more formally from September 2016 moving from a lead headteacher model to an executive headteacher model.

**Strategic Objective: Primary Phase – Ensure curriculum is designed and delivered for enjoyment, investigation and application**

### **Actions and Achievements:**

Work against this objective will continue into 2016/17 as most schools were implementing the revised curriculum during 2015/16, focusing on application, assessment and recording.

**Strategic Objective: Secondary Phase – Continue to raise attainment and ensure accelerated progress in English and Maths particularly for groups including disadvantaged, boys, SEN and more able and in some Ebacc subjects.**

### **Actions and Achievements**

Increased focus in identifying and using effective interventions with groups of learners, using HLTAs and slightly

## Trustees' Report (continued)

more generous staffing to deliver impact. Key stage 4 attainment and progress measures improved in each school including for groups although this remains a priority.

**Strategic Objective: Secondary Phase – Improve attendance and promote better attitudes to learning particularly among disadvantaged students**

### **Actions and Achievements**

Applied more relevant curriculum provision, for example by using on/off site alternative provision, deploying learning mentors, and using family and mental health interventions. This has resulted in reduced fixed term exclusions for some learners, including those from disadvantaged backgrounds. A positive impact on attendance and better attitudes to learning has been realised for most learners. It has not had the same impact on the most extreme and complex cases which have been documented in specific case studies.

**Strategic Objective: Secondary Phase – Ensure teachers always plan to meet the diverse needs and motivate all students in class and that next steps feedback is useful for students to move forward and for teachers in adapting delivery**

### **Actions and Achievements**

A newly developed assessment policy and practice has been implemented which is now demonstrating more consistency and positive impact on planning and outcomes. This has been recognised in the termly moderated review and evaluation process and the peer reviews.

**Strategic Objective: Secondary Phase – Strengthen leadership by ensuring accuracy of judgements, comparing outcomes more rigorously with objectives and outcomes in plans**

### **Actions and Achievements**

The termly moderated review and evaluation process supported by an external provider gave challenge and support to both secondary schools in this area. This has resulted in the development and regular review of improved action plans which are more precise, concise, and measurable. Middle and Senior leaders are providing more robust self-evaluation judgement featuring evidence which compares outcomes more regularly against national expectations. Teachers have demonstrated that they have begun regaining some confidence in predicting likely outcomes with more accuracy following the implementation of the more demanding curriculum and the new assessment at key stage 3 and 4.

**Strategic Objective: Secondary Phase – Share effective teaching regularly with others**

### **Actions and Achievements**

Internally, within each school, there has been an increase in sharing of effective teaching practice facilitated through twilight professional development sessions, the establishment of cross-subject teaching and learning teams or communities, and the IRIS pilot which has provided a tool to support in coaching.

**Support the raising of achievement through the following additional strategic objectives across both phases**

**Strategic Objective: Raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.**

### **Actions and Achievements**

Delivered a comprehensive programme of joint and individual events aimed at continuing to raise the aspirations of children and young people's drawing on expertise from business, the wider community, further and higher education. Examples are:

- Primary Inspiring Futures (October 2015) – business volunteers link acquisition of skills in schools to future careers via workshops and assemblies
- Joint maths problem solving event for upper key stage 2 most able (January 2015)
- In some schools the Achievement for All structured conversations between teachers and families has helped raise aspirations for their children

## Trustees' Report (continued)

Focused academies on developing resilience and character building, supported by improved processes and events to celebrate success:

- Various Motivational Speakers and workshops eg. Richard McCann, Tim Hall
- Shine project with York University for years 6 to 11
- Continued delivery and development of the Choice Programme
- Cross phase end of year learner celebration and performance event

**Strategic Objective:** *Provide an entitlement to innovative, rich, relevant, stimulating and balanced curriculum opportunities, which develop the whole person and are effectively delivered through excellent teaching, which motivates, inspires, engages and empowers our learners for life.*

### Actions and Achievements

Continued to introduce or embed the new curriculum offer throughout the key stages and in line with the development of new assessment processes. This included support through such as:

- Improved engagement with Target Tracker assessment tool and cross-school moderation work.
- The work of lead headteachers and network groups in ensuring consistency in the application of age related expectations (ARE) in the primary phase;
- The involvement of English and Mathematics teachers' in the secondary phase in key stage 2 cross school moderation, curriculum planning and assessment to promote pupils being prepared for the secondary phase of their education.
- Deputy headteachers developing standardisation files in reading, writing and mathematics to support moderation work across the Trust.

Ensured 'Quality First Teaching' and assessment is increasingly effective in meeting children's needs and therefore reduces the need for 'catch-up' interventions by developing and embedding in school and cross school coaching and standardisation. Technology such as IRIS has been piloted to support this in The King's School, Orchard Head JI&N, and The Rookeries J&I School. The pilot evaluation suggests it is helping staff to develop more effective practice.

Continued to develop the programme of peer reviews with continued involvement of an Ofsted inspector to provide leadership and consistency throughout the process and to provide professional development opportunities for leaders across schools. Areas of focus and reporting have included: boys' engagement; supporting SEN; boys and mathematics; improving outcomes for disadvantaged pupils/students.

Continued to develop and undertake activities with a focus on improving achievement of disadvantaged, boys and most able including:

- The Choice programme
- Achievement for All
- White British Boys project in The King's School
- Additional activities or best practice identified through the peer review process

**Strategic Objective:** *Develop effective leadership and employ highly skilled staff, who will share their experience across the Trust and provide effective professional development.*

### Actions and Achievements

Engaged leadership across the trust in the development of the human resources strategy and associated action plans which have focused on recruitment, retention and talent management. This has now formed part of the wider Trust Business Plan which has been finalised and actions will be progressed from Autumn 2016.

Continued to arrange opportunities for joint continued professional development (CPD) across the Trust, resulting in positive impact in improving leadership, teaching and support staff practice through sharing and developing best practice and consistency. Some (but not all) activities were supported by or commissioned through the Wakefield Regional Teaching School Alliance (WRTSA) following successful School to School support bid funding from the National College of Teaching and Learning (NCTL):

- EYFS, year 6, year 2 and SENCo networks - developed and embedded effective cluster working with the support of lead headteachers e.g. curriculum, moderation, target tracker
- 1 colleague achieved NPQH, 8 senior leaders trained together on NPQSL and 20 on NPQML courses
- 3 primary teachers were given training to become mathematics mastery specialists

## Trustees' Report (continued)

- Several NQT's engaged in Lesson Study
- Learning Support and Teaching Assistant workforce day conference led by external consultant. This inspired the attendees with a range of activities and resources to support their work. Subsequent focused visits to each other's settings has developed confidence and generated professional discussions on the effective delivery of interventions.
- A national consultant carried out a comprehensive early year's foundation stage (EYFS) review in every setting in Autumn 2015. This identified many strengths. The Trust EYFS network have used this as a platform to develop a detailed plan to further strengthen the quality of our provision in this crucial stage of education.
- Two staff in each school have completed the ELSA (Emotional Literacy Support Assistant) training. The training has upskilled staff in identifying the needs of children with mental health issues and provided a range of strategies to build a child's confidence, self-esteem and social skills. Staff continue to have supervision and regular meetings with the Trust Educational Psychologists to support them in their role. Most schools have now had a full training day devoted to raising awareness around recognising the signs of mental health issues in children and developing confidence in what to do next.
- Focused and bespoke 5/6 session leadership courses have been provided in the secondary phase for the relevant teachers and support staff holding middle leadership positions.

In addition to the widespread coaching and peer review programmes a variety of other activities have continued and have been successful in developing the skills of a range of individual staff across the trust.

**Strategic Objective:** *Bring together expertise within and beyond the Pontefract Academies Trust to address individual and collective challenges and aspirations and to identify common approaches for implementing initiatives.*

### **Actions and Achievements**

Continued to develop and embed online systems across the Trust which improve efficiency, effectiveness and consistency. Examples are:

- Perspective – for Self-Evaluation and School Development Planning
- Blue Sky – for staff Appraisal and CPD sharing,
- Target Tracker – for primary assessment,
- DataSec/SIMs for secondary assessment.
- SMSC Gridmaker – to audit spiritual, moral, social and cultural development (including British values) provision

An evaluation of the above systems took place during summer 2016 and this will be informing future plans.

Continued to be supported by practicing Ofsted Inspectors in peer reviews

Improved the consistency and rigour of the regular Monitoring, Review, and Evaluation (MRE) process further by having more detailed reporting from a single external consultant across the primary phase, and a single external consultant across the secondary phase.

Established two primary phase lead headteacher roles from existing headteachers, each have provided challenge and support to two other primary schools within the Trust and promoted collaborative working.

Local teaching schools Wakefield Regional Teaching School Alliance (WRTSA) and New College Teaching School Alliance (NCTSA) provided subject leader in education (SLE) and other support, for example via the Improving and Outstanding teacher programmes, and a mathematics subject enhancement course for teachers to build confidence in teaching the GCSE/A Level Additional mathematics bridging course.

**Strategic Objective:** *Continue to acknowledge the importance of the family unit as key stakeholders in championing their child's achievements and engage them along with other partners and groups to support a seamless and successful progression, particularly at key transition points, for our learners.*

### **Actions and Achievements**

The Trust continued to benefit from the 'Achievement for All' programme with a focus on disadvantaged and structured conversations with parents. A network of 'AfA champions' have met regularly to evaluate impact and

## Trustees' Report (continued)

identify the next steps for individual schools. AfA coaches report termly on progress. Halfpenny Lane achieved the AfA quality mark at the end of the year.

Many events and activities between staff teaching in the different phases have taken place to enhance and improve transition particularly key stage 2 to 3, and key stage 4 to Post 16, examples being joint key stage 2 moderation and sampling A Level courses. Key stage 2 to 3 transition activities have been extended to include a full day in both secondary schools for all year 5 learners, and at key stage 4, taster sessions at all local Post 16 providers are well attended.

Continued to support the highly regarded Choice (Children Have Options Imagination Challenge and Experience) programme which supports targeted key stage 2 children and their families to help improve their attendance rates and engagement in education in preparation for transition to secondary school. Tracking data has demonstrated some significant improvements in attendance, attitudes to learning and parental engagement.

An audit and review of attendance policies and practice was undertaken during the autumn term. Consultation on a new attendance strategy, policy and procedures took place during the spring term with the final arrangements agreed for introduction in 2016/17. Improved attendance levels and reduced persistent absence in line with national data in four out of the six primary schools. Reducing fixed-term exclusions for disadvantaged pupils was a high priority for both secondary schools, and another method of improving attendance. Improvements are evident in the last two years' data although we recognise that further acceleration is required.

A variety of stakeholder questionnaires, and an increasing presence of learner involvement in reporting to and taking part in decision making processes (for example in governor and SLT meetings) has promoted the stakeholder voice.

**Strategic Objective:** *Continue to give high regard to statutory and regulatory requirements, developing best practice systems and governance.*

### **Actions and Achievements**

The external auditor provided additional services which continued the programme of review and focused on procurement processes. This confirmed no significant risks but provided some recommended actions to further develop consistency of best practice.

The business and finance teams throughout the Trust continued to implement and review actions recommended from additional checks by the external auditor undertaken in 2014-15.

Continued progressing the implementation of the actions recommended following the Health & Safety review undertaken in summer 2015 including appointing two internal 'Competent Persons' and consulting on a draft Trust Wide Health and Safety Policy, and Management of Contractors Policy to be implemented during Autumn 2016.

The external review of governance was commissioned and undertaken by Cambridge Education during Summer 2016. This has led to the engagement of leaders throughout the Trust in the development of a draft Business Plan 2016-2019 and a draft updated Governance Policy and Scheme of Delegation.

Stakeholders have engaged in a range of awareness raising and training events particularly relating to the "Prevent Agenda", and the Local Authority launch of new safeguarding thresholds "Signs of Safety."

# Pontefract Academies Trust

## Trustees' Report (continued)

### Key Performance Indicators

#### Ofsted Outcomes

All eight schools within the Trust received their first Section 5 inspection during the 2014-15 period.

Academy	Pre-Conversion Overall Effectiveness		Inspection Outcomes 2014-15					
			Overall Effectiveness	Leadership & Management	Achievement Of Pupils	Quality Of Teaching	Behaviour & Safety	Early Years
	2008-11	2011-13						
Primary Academies								
Carleton Park*	4	3	2	2	2	2	2	2
De Lacy*	3	4	2	2	2	2	2	2
Halfpenny Lane	2	3	2	1	2	2	1	2
Larks Hill	2	2	2	2	2	2	2	2
Orchard Head	4	3	2	2	2	2	2	1
The Rookeries	4	3	2	2	2	2	2	2
Secondary Academies								
Carleton Community	2	3	3	3	3	3	3	n/a
The King's	2	2	3	2	3	3	3	n/a

1-Outstanding; 2-Good; 3-Requires Improvement; 4-Serious Weaknesses/Special Measures

\*Sponsored Academies

The Trust was delighted with the Ofsted inspection outcomes for its primary academies and believes that the focus given to address the considerable weaknesses within primary provision in terms of investment of time, resources, action, challenge, and support provided in its first two years of operation has had a significant positive impact. Five of the primary academies improved their Ofsted reports and grades significantly from special measures or requires improvement to good overall with some aspects being rated as outstanding in two of the schools inspected. The remaining primary academy remained as good.

The Trust was disappointed with the Ofsted inspection outcomes for its secondary academies. However, it recognised that the text of the reports read more positively than the grading alone suggested. It was also noted that whilst:

- Carleton Community High School had also reflected an Ofsted grading of requires improvement in all areas prior to conversion, and had not moved from this position, the recent inspection report recognised that significant progress had been made. Subsequent monitoring visits by the Her Majesties Inspectorate (HMI) and an education advisor from the Regional School's Commissioners Office confirmed that the academy had implemented appropriate systems and accessed the relevant support to ensure that it was on track to achieve improved outcomes.
- The King's School had reflected an Ofsted grading of good prior to conversion, and whilst it has moved to a grading of requires improvement, it had retained a good grading in leadership and management. The inspection report recognised that the academy had appropriate systems in place to secure improved outcomes.

# Pontefract Academies Trust

## Trustees' Report (continued)

### Key Performance Indicators

The impact of being part of Pontefract Academies Trust was recognised positively in most Ofsted reports.

#### Academic Performance

The academic results for the Pontefract Academies Trust for the year ending 31 August 2016 have been summarised. It should be noted that at the time of signing, the 2016 attainment, achievement, and attendance data is the most up to date, but has not yet been validated. Therefore, it could be subject to change.

Previous periods are included to aid comparison and inform trends where possible. Data in small primary schools need to be well considered, as one pupil can make a difference of over 3 percentage points in performance tables and therefore spikes and dips can occur without it necessarily being an embedded improvement or issue.

The rapid introduction and implementation of the new curriculum and assessment measures at primary and secondary phases in 2016 mean that direct comparison with previous years' performance cannot be reliably made.

#### **Early Years and Foundation Stage**

Overall the percentage of children in the Trust achieving a good level of development in all eight 'Early Learning Goals' are broadly in line with or above the national average. Both have improved by three percentage points.

The Trust average continues to remain above the national average and both continue to be on an improving trend.

Ensuring success in early years and building a firm foundation for assessment points in later years is essential. Most of our primary schools are aiming to improve outcomes in reading, and the preparation of our youngest children through early phonics is a vital part of this. Our early years' settings play a key role in establishing the social skills and basic skills in reading, writing, and mathematics necessary for children to effectively access the national curriculum in key stage 1. The Trust is encouraged that this performance is achieved in an area where the level of income-deprived families is higher than the national average.

An executive headteacher appointed by the Trust from September 2016 is working with both De Lacy Primary and Halfpenny Lane JI&N School to ensure their improvement plans are carried out with the aim to improve future early years' foundation stage outcomes.

Academy	%age of pupils at expected or exceeding 'Good Level of Development'		
	2014	2015	2016
<b>National Average</b>	<b>60</b>	<b>66</b>	<b>69</b>
<b>Trust Average</b>	<b>63</b>	<b>67</b>	<b>70</b>
Carleton Park*	80	76	69
De Lacy*	39	50	51
Halfpenny Lane	71	62	65
Larks Hill	63	79	87
Orchard Head	71	78	78
The Rookeries <sup>†</sup>	68	63	75

\* Note that this academy operates a hearing-impaired resource.

# Pontefract Academies Trust

## Trustees' Report (continued)

### Key Performance Indicators (continued)

#### Key Stage 1

#### Phonics

In 2016, only two schools have sustained improvements or maintained their performance from 2015. The Trust is concerned that the negative trend has continued in 2016 and work is already underway to address this. An expert in phonics is providing external scrutiny of practice in De Lacy Primary and Halfpenny Lane JI&N School and providing strategies/actions for improvements.

Academy	%age of pupils at the expected standard		
	2014	2015	2016
<b>National Average</b>	<b>74</b>	<b>77</b>	<b>81</b>
<b>Trust Average</b>	<b>71</b>	<b>70</b>	<b>67</b>
Carleton Park*	81	80	88
De Lacy*	60	53	45
Halfpenny Lane	76	59	58
Larks Hill	80	97	97
Orchard Head	71	76	71
The Rookeries <sup>#</sup>	56	68	65

<sup>#</sup> Note that this academy operates a hearing-impaired resource.

#### Reading Writing and Maths

The gap between the achievement of pupils, in reading writing and maths, across the Trust and nationally is four percentage points for all three measures. Half of our academies were broadly in line with, or exceeded the national average in each subject, this is pleasing given the 2016 curriculum and assessment changes. Targeted actions have been implemented to improve the rigour and focus of key stage 1 teaching 2016/17.

Academy	% expected progress (2b+) and beyond expected progress (3+) in reading*					% expected progress (2b+) and beyond expected progress (3+) in writing*					% expected progress (2b+) and beyond expected progress (3+) in maths*				
	2014		2015		2016	2014		2015		2016	2014		2015		2016
	2b+	3+	2b+	3+	≥ a.r.e	2b+	3+	2b+	3+	≥ a.r.e	2b+	3+	2b+	3+	≥ a.r.e
<b>National Average</b>	<b>81</b>	<b>31</b>	<b>82</b>	<b>32</b>	<b>74</b>	<b>70</b>	<b>18</b>	<b>72</b>	<b>18</b>	<b>65</b>	<b>80</b>	<b>24</b>	<b>82</b>	<b>26</b>	<b>73</b>
<b>Trust Average</b>	<b>71</b>	<b>27</b>	<b>79</b>	<b>35</b>	<b>70</b>	<b>62</b>	<b>16</b>	<b>71</b>	<b>21</b>	<b>61</b>	<b>70</b>	<b>23</b>	<b>80</b>	<b>29</b>	<b>69</b>
Carleton Park*	76	33	77	35	60	69	24	71	32	60	76	38	81	39	70
De Lacy*	44	4	70	18	60	31	0	57	9	33	56	0	70	14	44
Halfpenny Lane	79	38	83	48	75	77	25	77	27	77	79	31	85	40	78
Larks Hill	90	26	80	30	73	81	19	77	30	67	74	23	83	33	77
Orchard Head	74	33	87	42	75	58	16	78	18	61	63	23	84	27	70
The Rookeries <sup>#</sup>	65	26	74	29	77	61	13	65	9	65	71	29	74	21	74

<sup>#</sup> Note that 2016 data is not directly comparable to previous years <sup>#</sup> Note that this academy operates a hearing-impaired resource.



# Pontefract Academies Trust

## Trustees' Report (continued)

### Key Performance Indicators (continued)

#### Key Stage 2

A comparison with previous years cannot be made due to the significant curriculum and assessment changes. Two academies exceeded the national average for pupils reaching the expected level in all three subjects. Actions are being implemented to improve the performance of all academies to the national floor target of 65%.

	% achieving Level 4 + (2016 % at or above age-related) in reading, writing and maths			% expected progress (2016 school progress level) in reading			% expected progress (2016 school progress level) in writing			% expected progress (2016 school progress level) in maths		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
<b>National Average</b>	78	80	53	91	91	-5	93	94	-7	89	90	-5
<b>Trust Average</b>	74	73	41	89	91	n/a	94	96	n/a	87	85	n/a
Carleton Park*	86	75	63	90	96	0.8	93	96	-0.1	90	79	0.0
De Lacy*	64	54	11	89	65	-5.1	97	100	1.6	82	65	-5.3
Halfpenny Lane	82	75	39	89	93	-1.6	97	95	0.5	95	90	-3.8
Larks Hill	80	100	60	90	100	0.4	93	100	-1.6	87	100	-1.4
Orchard Head	68	70	50	89	100	1.6	97	98	4.3	89	90	1.8
The Rookeries <sup>b</sup>	68	65	39	88	94	-2.4	85	90	-0.8	82	84	1.1

#### Key Stage 4

Significant changes to examination entries and assessment methods contributed to widespread national variability and volatility in Key Stage 4 results in 2014. The changes in 2015 were not significantly different to those applied to 2014 performance measures, although there were further 'unexpected' results associated with certain exam boards and grade boundaries in English and Maths. National performance measures have changed again for 2016 and are explained below. The net cumulative effect is that true comparisons over time are not possible.

#### Context

The average prior attainment score of children entering both secondary academies for the class of 2014 and 2016 was significantly below the national average, and for Carleton Community High School this was also the case in 2015. In addition, a high proportion of pupils sitting GCSE exams in 2015 across the two schools had not taken Key Stage 2 tests due to the boycott and evidence from schools' own baseline testing suggests that the cohort would appear to have been even weaker than the official statistics (estimates from Teacher Assessments not tests) indicate.

- In 2015 both academies made improvements at Key Stage 4 in the key attainment measure. At Carleton Community High School this was significant and achieved with a weaker cohort. At The King's School, although an improvement the 53% was disappointing, given that 67% achieved C+ in English and 67% achieved C+ in English, but only 53% achieved both.
- In 2015 both academies improved their progress measures to be in line with or much closer to national averages.
- From 2016 the data is no longer published in this way, but is included in this report to allow comparisons and demonstrate some clear improvement trends in attainment and progress.

## Trustees' Report (continued)

### Key Performance Indicators (continued)

	% 5+A*-C Including English & Maths			
	2014	2015	2016	Trend
<b>National Average</b>	53/56*	55	n/a	
Carleton Community	45	53	50	+ve
The King's	50/57*	53	63	+ve

	% making expected (=) and more than expected (>) progress from starting points.											
	English						Maths					
	2014	2015		2016		Trend	2014	2015		2016		Trend
	=	=	>	=	>		=	=	>	=	>	
<b>National Average</b>	72/74*	71		n/a	n/a		66/69*	67		n/a	n/a	
Carleton Community	50	57	24	65	34	+ve	63	58	21	64	26	+ve
The King's	57/69*	70	25	72	25	+ve	59/63*	64	23	69	21	+ve

\* first entry / final entry

#### New Performance Measures in 2016

Progress 8 and Attainment 8 are two measures that schools/academies are judged against in 2016. They are designed to encourage schools to offer a broad and balanced curriculum at Key Stage 4, along with the 'basics' measure and performance in the Ebacc subjects. Some schools opted in to be judged against these measures in 2015.

**Basics** - this is the % of students achieving a grade C or higher in both English (Literature or Language) and Mathematics

**Progress 8** is based on students' progress from their KS2 starting points measured across eight subjects:

- English; (double weighting)
- Mathematics; (double weighting)
- Three other English Baccalaureate (EBacc) subjects from - sciences, computer science, geography, history and languages.
- Three further subjects, which can be from the remaining range of EBacc subjects, or can be any other approved GCSE, high-value arts, academic, or vocational qualification.

**Attainment 8** is the students' average achievement (grades converted to points) across these eight subjects.

## Trustees' Report (continued)

### Key Performance Indicators (continued)

**EBacc** – this is the % of students achieving a Grade C or above in English, Mathematics, Science, History or Geography and a Modern Foreign Language.

An indication (or shadow score) of how our schools would have performed had this measure been used for 2015 results is also included in the table.

Most schools will want to achieve a progress 8 score of at least between -0.5 and +0.5. Those achieving  $>+0.5$  will be likely to be demonstrating outstanding progress whereas a score which is lower than -0.5 could be a cause for concern. It should be noted however that the score is directly linked to the number and type of subjects being studied and a negative score may be due to fewer than 8 subjects being studied or some of those subjects 'not counting' in this new measure rather than poor progress being made in those elements being studied. Both academies have made appropriate changes to their curricular offer to ensure that for the clear majority of students, the subjects studied for examination in 2016 and beyond are counted in the new measure. The academies also firmly believe that for some students who face significant challenges, it would be inappropriate to expect them to study 8 'high value' subjects.

The results achieved by our secondary schools in the new performance framework are commendable, the journey to achieving a 'good' Ofsted judgement by achieving sustained improvements in attainment and progress measures against a backdrop of significantly weaker prior attainment measures of the cohort continues.

	Attainment 8		Progress 8		%C+ E&M	% entered Ebacc			% achieved Ebacc		
	2015	2016	2015	2016	2016	2014	2015	2016	2014	2015	2016
<b>National Average</b>	<i>n/a</i>	49.8	<i>n/a</i>	-0.03	62.6	<i>n/a</i>	<i>n/a</i>	39.6	23	23	24.5
Carleton Community	44.6	43.9	-0.11	-0.09	51	25	15	15	14	13	10
The King's	50.0	50.1	+0.12	+0.14	63	70	65	61	18	29	30

### Attendance

The overall average attendance across the Trust has seen marginal improvements to move closer to the national average. All academies only use the B code for absence occasionally and therefore the attendance figures presented are not masked in any way. Comparison of information regarding persistent absence is difficult this year as the national benchmark has moved from below 85% to below 90%. All schools appear to have increased persistent absence as a result.

Three primary academies still have work to do to draw their overall attendance levels into line with national figures particularly for the more disadvantaged pupils. Those academies continue to have attendance as a development plan focus and are continually deploying actions aimed at reducing persistent absence and improving attendance.

One secondary school has markedly improved attendance to be above the national average and reduced the percentage of persistently absent learners, in spite of the more demanding threshold, to be lower than the national average. Further improvements have been more challenging to achieve at the other school and this features as a key priority in their plans for 2016/17.

# Pontefract Academies Trust

## Trustees' Report (continued)

### Key Performance Indicators (continued)

Two area-based education welfare officers continue to work across all academies to provide a coordinated and consistent approach to attendance. The Trust has continued to implement the policy of not authorising absence for holidays in term time and issues fixed-penalty notices where appropriate. Many of our academies reported a significant increase in the number of term time holidays being taken following the mid- year high court ruling regarding the legality of issuing of fixed penalty notices for term time holidays. This may have also contributed to the higher rates of persistent absence.

The Trust has worked with academies on a Trust attendance strategy and model policies and procedures in schools. These are being implemented during Autumn 2016.

	% Attendance Levels			% of pupils persistently absent (2014 & 15 < 85% attendance, 2016 <90%)			
	2014	2015	2016	2014	2015	2016 – 85%	2016 – 90%
<b>Primary Academies</b>							
<b>National Average</b>	96.1	96.0	96.0	2.1	2.7	n/a	8.8
<b>Trust Average</b>	95.6	95.6	95.7	5.6	3.5	n/a	n/a
Carleton Park	95.3	96.2	96.7	7.3	1.7	7.3	7.4
De Lacy	94.6	94.7	94.7	8.7	5.0	12.8	15.5
Halfpenny Lane	95.4	95.2	95.2	7.6	5.4	3.9	13.6
Larks Hill	97.2	97.4	97.0	3.9	0.5	2.0	4.9
Orchard Head	95.8	95.6	96.1	7.6	3.2	4.4	11.2
The Rookeries	95.2	95.6	95.0	3.7	2.6	7.3	11.8
<b>Secondary Academies</b>							
<b>National Average</b>	94.8	94.8	94.8	5.3	5.6	n/a	12.3
Carleton Community High	94.8	94.1	93.7	7.4	7.3	8.0	16.3
The King's	94.6	94.5	95.3	6.7	6.4	4.0	8.26

Please note that from 2016 persistent absence is measured as any pupil/student who has an attendance rate at below 90%. For comparative purposes data is also included for only those pupils/students who had an attendance rate at below 85%.

### Going Concern

After making appropriate enquires, the board of trustees has a reasonable expectation that the academies 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.

### Financial Review

Pontefract Academies Trust income is derived in the main from the Department for Education (DFE) via the Education Funding Agency (EFA) in the form of revenue and capital grants, the use of which is restricted to

# Pontefract Academies Trust

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## Trustees' Report (continued)

### Financial Review (continued)

particular purposes. The grants received from the EFA and other sources during the year ended 31 August 2016 and the associated expenditure are shown as restricted funds in the statement of financial activities.

The Academies Trust also receives an element of funding for the acquisition and replacement of fixed assets from the EFA. In accordance with the charities statement of recommended practice, "Accounting and Reporting by Charities" (SORP 2015), such grants are shown in the statement of financial activities as restricted incoming resources within the fixed asset fund. The restricted fixed assets fund is reduced by annual depreciation charges over the expected useful life of the assets concerned.

Incoming resources during the year ended 31 August 2016 totalled £20.1 million (2015: £21.1 million) and were not sufficient to cover resources expended and provided a deficit of £0.2 million (2015: surplus £0.8 million) before transfers and other recognised gains and losses.

The net book value of tangible fixed assets was £28.3 million (2015: £27.7 million); movements in tangible fixed assets are shown in note 13 to the financial statements. The assets were exclusively for providing educational and associated support services to pupils and the community.

During the year ended 31 August 2016 the academies trust continued to allow all new staff the opportunity to join one of two pension schemes, Teachers Pension Scheme (TPS) or West Yorkshire Local Government Pension Scheme each of the pension funds are defined benefit schemes. A more detailed explanation of each pension scheme can be found in note 27.

In comparison, it is possible to account for the assets and liabilities of the Local Government Pension Scheme (LGPS) as shown in the statement of financial activities and note 27. The West Yorkshire Local Government Pension Scheme currently provides for a deficit balance of £8.6 million (2015: £2.748 million).

### Financial Position

The Academies Trust held fund balances at 31 August 2016 of £21.5 million (2015: £27.2 million) comprising £28.3 million (2015: £27.9 million) of restricted fixed assets, general restricted funds of £0.6 million (2015: £0.9 million), unrestricted fund balances of £1.1 million (£1.1 million) and a pension reserve deficit of £8.6 million (2015: £2.7 million).

### Reserves Policy

Pontefract Academies Trust has established a reserves policy to protect the organisation and its charitable activities by providing a financial cushion against an unpredictable future. This restricts the impact of any risk (internal or external) upon continuing operations. The principal risk regarding continuing operations and the need for surpluses relate to the maintenance and replacement of the charity's substantial asset base and any possible delay in the receipt of grant funds. The reserves policy also provides the framework for future strategic planning and will assist decision-making.

The reserves policy establishes what is believed to be an appropriate target range for reserves held and will be reviewed on an annual basis.

### Restricted Reserves (Non-Capital)

The target range for restricted reserves has been established at between 8% and 10% of incoming resources excluding restricted fixed asset funding, providing sufficient working capital to cover delays between spending and receipt of funds and to provide a cushion to deal with unexpected emergencies.

Details of the restricted funds held by the Academies Trust are set out in note 18 of the attached financial statements.

## Trustees' Report (continued)

### Financial Review (continued)

#### Pension Reserve

The presence of a pension surplus or deficit does not constitute an immediate liability or realisable asset and does not mean the equivalent amount is already committed or no longer available.

The presence of a pension surplus or deficit will generally result in a cash flow effect for the trust in the form of an increase or decrease in employers' pension contributions over a period of years. The trust is confident that it can meet the required pension contributions from projected future income without significantly impacting its planned level of activities. The risks surrounding Pontefract Academies Trust pension liability have been taken into consideration when preparing the annual budgets therefore we continue to calculate our reserves without setting aside a designated reserve to cover the pension liability.

#### Principal Risks and Uncertainties

Pontefract Academies Trust faces a broad spectrum of risks and uncertainties within its complex operating environment. The principal risks are summarised below:

- outcomes for children – children not making progress in line with or above national expectations. This is mitigated through effective, regular monitoring of pupil progress data and instigating interventions when progress is not rapid enough.
- funding uncertainties – reductions in future funding allocations from the government. This is mitigated through the ongoing review and update of medium term financial plans embedded within organisational decision making.
- physical and infrastructure - relating to the risk of flooding, fire or explosion or loss of utilities, heat , lighting catering etc. This is mitigated through the completion of fire assessments, health and safety procedures and reinstatement costs covered through insurance policies.
- governance risks - academies fail to attract potential new Governors. This is mitigated through effective governor recruitment from a range of sectors and the provision of effective information and training.
- staffing - the risk of losing key staff, gradually or suddenly due to illness. This is mitigated through academy cover policies, and business continuity plans.

Pontefract Academies Trust has been proactive in identifying and managing these risks and uncertainties to mitigate their impact.

#### Risk Management

The trustees have a fundamental role to play in the management of risk; trustees set the tone and influence the culture of risk management within the organisation. The board of trustees is responsible for determining whether Pontefract Academies Trust is risk taking or risk averse, as a whole or on any relevant individual issue. It is also responsible for determining which types of risk are acceptable and which are not and to set the standards and expectations for staff with respect to conduct and probity. The trustees will also determine the risk appetite and exposure for the Pontefract Academies Trust. Any issues which affect the Academies Trust's risk profile or exposure are to be approved by the board of trustees. The trustees annually review the Trust's approach to risk management and approve changes or improvements to key elements of its processes and procedures. The trustees also seek to minimise the risk exposure by ensuring that appropriate policies and procedures exist to manage any such risk. Where risk cannot be eliminated or reduced to sufficiently acceptable levels the trustees have ensured that adequate insurance cover has been provided.

The system of internal control incorporates risk management. The system encompasses a number of elements that together facilitate an effective and efficient operating environment, enabling the Academies Trust to respond to a variety of operational, financial and commercial risks. These elements include:

## Trustees' Report (continued)

### Principal Risks and Uncertainties (continued)

#### Risk Management (continued)

- **Policies and procedures**  
Attached to significant risk are a series of policies that underpin the internal control process. The policies are set by the trustees and implemented by the senior management team across Pontefract Academies Trust.
- **Strategic planning and budgeting**  
The strategic planning and budgeting process is used to set objectives, agree action plans, and allocate resources. Progress towards meeting strategic objectives is monitored regularly by the board of trustees.
- **Risk management policy and procedures**  
The Risk Management Policy and procedures set out the framework for risk identification, measurement of impact, probability of occurrence and mitigating control measures. This framework provides a consistent approach to risk management and monitoring across the Trust.

#### Plans for future periods

The Trust areas for improvement following Ofsted inspections during 2014/15 and updated following initial analysis of 2016 pupil/student outcomes are as follows:

Primary	Examples of some Planned Actions
<p>Improve outcomes as follows:</p> <ul style="list-style-type: none"> <li>• Reading for ALL pupils at KS1 and KS2;</li> <li>• For boys;</li> <li>• Reduce differences in attainment for disadvantaged pupils and other pupils nationally (especially more-able);</li> <li>• Mathematics in some schools;</li> <li>• Spelling for all phases.</li> </ul> <p>Continue to improve 'quality first teaching' to ensure that it is highly effective.</p> <p>To achieve highly effective and distributed leadership across the Trust.</p> <p>Consider how science, computing and MFL can be improved as elements of the primary curriculum.</p>	<p>Audits of phonics teaching and teaching of reading for understanding across the schools and implement any recommendations from the outcomes.</p> <p>Focus continued professional development (CPD) and peer reviews on engagement of and outcomes for boys.</p> <p>Put processes in place to ensure that schools are using the NCTL framework and EEF toolkit when planning targeted interventions for disadvantaged pupils.</p> <p>Deploy identified mathematics lead practitioners to support improvement in schools as necessary.</p> <p>Put platforms/structures in place to promote sharing of effective practice in improving outcomes in spelling.</p> <p>Expand teacher networks to all year groups.</p> <p>Embed newly formed leadership structures and teams.</p> <p>Seek opportunities to deploy middle and senior leaders within and beyond their own schools – including NLE/LLE/SLE's</p> <p>Arrange a Trust-wide professional development day in the Autumn term to provide opportunities for dialogue around the priorities listed.</p>
Secondary	Examples of Planned Actions
<p>Continue to raise attainment and improve progress - particularly progress 8 scores at KS4 for 'groups' including disadvantaged, boys, SEN and more able and in some Ebacc subjects to</p>	<p>Review individual school improvement plans to ensure they target these outcomes.</p> <p>Cross school subject network groups established to share</p>

## Trustees' Report (continued)

<p>diminish differences with progress made by others nationally.</p> <p>Build confidence in teachers regarding the new assessments and mastery concepts.</p> <p>Share effective teaching regularly with others.</p> <p>Focus on embedding an appropriately challenging KS3 curriculum and assessment model to secure progress at this crucial stage.</p> <p>Continue to promote better attitudes to learning particularly among disadvantaged students.</p> <p>Continue to strengthen leadership at all levels</p>	<p>plans and strategies to achieve improved outcomes, quality of teaching learning and assessment and tackle common challenges and issues.</p> <p>Establish a central Trust role to support co-ordination of SENCo.</p> <p>Continue to develop and embed coaching models.</p> <p>Continue to develop and undertake activities to enhance and improve transition particularly Key Stage 2-3, and Key Stage 4 to Post 16.</p> <p>Develop resilience and a growth mindset in learners and staff.</p> <p>Develop the Choice programme further by continuing it into Year 7.</p> <p>Engage with leadership development programmes such as Future Leaders</p> <p>Facilitate a local NPQSL/NPQML course.</p> <p>Secure common reporting frameworks across schools for more areas of work.</p>
<b>Primary and Secondary</b>	<b>Examples of Planned Actions</b>
<p>Continue to improve attendance rates and reduce persistent absence, particularly for disadvantaged learners</p> <p>Ensure that feedback is effective and consistent in enabling learners to make rapid progress whilst not being a workload burden for teachers or learners.</p> <p>Undertake activities to promote the stakeholder voice – learners, staff and parents</p>	<p>Formally launch, implement and monitor the new attendance strategy, policy and procedures.</p> <p>Review the effectiveness of the current Trust commissioned education welfare support in enabling schools to improve attendance and reduce persistent absence.</p>

The following broader priorities and actions were drawn up during the summer 2016 in consultation with and using contributions from school leaders, governors and trustees and approved as part of a comprehensive Business Plan for the Trust

<b>Leadership and Governance</b>
Develop the structure and work of the Board to reflect Trust priorities and areas for growth and progress
Ensure that all safeguarding, health and safety, and legal obligations are met
Embed high quality governance at a local school level, focused clearly on raising standards
Develop and Implement Communication Strategy
Identify areas for leadership development through the appraisal process and secure appropriate training programmes (eg NPQSL, NPQML) and other supporting development opportunities
Identify areas for wider employee development through the appraisal process and develop a wider co-



## Trustees' Report (continued)

ordinated and structured programme of Continued Professional Development.
Identify, monitor, manage and report on key risks in accordance with the Risk Management Policy
Maintain a central training register for key statutory roles – Designated Safeguarding Leads, SENCOs, First Aiders, Fire Marshalls etc.
Identify opportunities within the Trust for delivery of 12 Apprenticeships across the Trust and identify provider(s) to provide apprenticeship training to existing staff where new apprenticeship positions do not fit current recruitment plans.
<b>School Improvement</b>
Develop quality first teaching across each key stage focusing on the effective transition of all learners and a more widely developed staff knowledge of age related expectations (ARE)
Raise aspirations of learners including those from disadvantaged groups
Implement and monitor the effectiveness of the Trust Attendance Strategy following implementation
Establish agreed new regular cycle of data collection and analysis
Update and Review School Improvement Plans to ensure that they clearly identify and prioritise improving outcomes in the following areas: increased parental engagement; improved quality of teaching over time; NEETS below 2% for secondary phase; improved attendance; reduced persistent absence; attainment/progress above floor and 'coasting' school standards; differences in attainment and progress for disadvantaged and other groups are diminishing when compared to all other learners nationally
Identify where internal/external support is required. Implement a more comprehensive and robust process for identifying good practice and areas for improvement across schools.
Implement processes to ensure that all schools are making effective use of the pupil tracking tools in order to address gaps in learning.
<b>Business &amp; Finance</b>
Establish a quality framework through which Finance, HR, and H&SW Competent Person support to schools is measured.
All HR Services provided from the Central Trust securing effective external strategic support where required, and ensuring consistency of delivery.
Undertake audit of establishments across the Trust (Roles and responsibilities) including TLR review, curriculum led KPIs
Establish effective relationships with external providers to provide specialist legal, payroll, safeguarding, marketing, periodic compliance review, and procurement support
Undertake contract audit to identify and prioritise those which could be delivered through Trust wide contracts/re-tendered
Continue to develop best practice consistency in financial procedures and reporting formats across the Trust.
Develop & Implement ICT Strategy, School ICT 3 year rolling plans and tender for ICT support and provision.
Continue to work closely with schools in potential deficit situations to plan for avoidance of this or recovery from it.

## Trustees' Report (continued)

### Funds held as Custodian Trustee on Behalf of Others

The Trust does not hold any funds as custodian trustee on behalf of others at the date of signing.

### Auditor

Insofar as the trustees are aware:

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

Allotts Business Services Ltd has expressed their willingness to continue in office as auditors to the Trust.

Trustees' report, incorporating a strategic report, approved by order of the members of the board of trustees, as the company directors, on 7 December 2016 and signed on its behalf by:



**Ulric Murray**

**Chair of Trustees**

# Pontefract Academies Trust

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## Governance Statement

### Scope of Responsibility

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

The board of trustees has delegated the day-to-day responsibility to the Chief Executive, 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 Pontefract Academies Trust 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 9 times during the accounting period. Attendance during the period at meetings of the board of trustees was as follows:

Trustee	Meetings attended	Out of a possible
U A Murray OBE (Chair)	8	9
J A Craig (ex-officio)	8	9
J Gough	9	9
J Allinson (Vice Chair)	9	9
M K Brooke	7	9
P G Morris	4	9
D Wilkin	9	9
P Jones OBE	8	9

The following changes to the board of trustees have been made during the period:

#### Resignations:

Trustee	Date of Resignation
P G Morris	31 August 2016

The board of trustees considers that its main challenges during the period of incorporation to 31 August 2016 have included: -

- Continuing to build, review and embed the infrastructure, processes and policies required to sustain and improve performance

The board of trustees commissioned an external review of governance which was undertaken during the summer 2016 term by Cambridge Education. The review was based on a framework adapted from the Ofsted guidance 'Learning from the Best' and were tailored so they assessed the 'nine characteristics'. The reviewers reported the following key findings and recommendations to the board of trustees:

"There are many excellent features about the Trust. All staff (executive and non-executive) are highly committed and care about students in Pontefract.

There have been misunderstandings in the past about how the Trust would operate but there is a real willingness by all to move forward for the benefit of the students in Trust's care. There are three priority recommendations that this report highlights which need urgent attention.

# Pontefract Academies Trust

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## Governance Statement (continued)

### Governance (continued)

These involve:

- Defining in a more accessible way, and further communication to all stakeholders, the structure and accountability relationships between the members, the Board, local governing bodies (LGBs), executive Trust executive staff and headteachers
- Developing purposeful communication systems
- Building on the strength of the shared vision to change the ethos so that all who work in the Trust believe they are working for a larger whole than the school they happen to be in

The trustees continued to utilise the expertise of Cambridge Education to support them by facilitating two trust wide leadership days to commence the process of developing a Trust Business Plan 2016-2018 and a Governance Policy with revised Scheme of Delegation. Both of these documents are being finalised and implemented during Autumn 2016.

The audit and risk committee is a sub-committee of the main board of trustees. Its purpose is to:

- ensure that the internal control systems and the arrangements for risk management, control and governance processes of Pontefract Academies Trust are independently, objectively and actively monitored
- reinforce the independence and effectiveness of the internal audit function, providing an independent medium of communication with the Pontefract Academies Trust auditors.

The audit and risk committee have reviewed and recommended to the board of trustees the following policies during the period of account:

- Whistleblowing Policy
- Anti-Fraud Bribery and Corruption
- Complaints Procedure
- Conflicts Policy and Register of Business Interests
- Gifts and Hospitality Policy
- Donations Policy
- Business Continuity Plan Arrangements

The audit and risk committee have implemented a program of additional independent check undertaken by the external auditor and reviewed recommendations in the following areas:

- Procurement

The audit and risk committee have monitored the progress on implementation of actions recommended in the management letter relating to 31 August 2015.

The audit and risk committee continue to self-evaluate their performance against the Charity Commission Deloitte's Publication – audit and risk committee self-assessment.

Attendance at meetings in the year was as follows:

Trustee	Meetings attended	Out of a possible
J Gough	7	7
M K Brooke	5	7
P G Morris	7	7

# Pontefract Academies Trust

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## Governance Statement (continued)

### Governance (continued)

The **finance and general purposes committee** is a sub-committee of the main board of trustees. Its purpose is to:

- Consider policies and procedures to ensure that the Trust maintains proper accounts and related records.
- Consider and monitor the Trust's financial plans to ensure they reflect the corporate and strategic plans of the Trust.

The finance and general purposes committee have reviewed and recommended to the board of trustees the following policies during the period of account:

- Investment Strategy
- Financial Regulations & Scheme of Delegation

The finance and general purposes committee have monitored key financial information during the year and considered the medium term financial plans as part of the budget approval process.

Attendance at meetings in the year was as follows:

Trustee	Meetings attended	Out of a possible
M K Brooke	5	5
D Wilkin	4	5
J A Craig	4	5

The **local governing bodies** operating in each school are also sub-committees of the trust board. They support the work of the trust board by mainly monitoring, supporting and challenging their school to promote educational improvement and positive relationships with families and pupils/students.

The attendance at each school local governing body during the year was as follows:

Carleton Community High School – Local Governors	Meetings attended	Out of a possible
K Berry MBE (Chair)	6	6
A J Eastell (Vice-Chair)	5	6
H Bolton (ex-officio)	6	6
M Brooke	5	6
A Dee	6	6
L Fisher-Atack	4	6
J Gough	6	6
S Harrison	6	6
A Holland	2	6
T Hollies	4	6
A Nicholson	4	6
Sir W O'Brien	6	6
P Raywood	1	4
C Reynolds	4	6
G Walsh	1	6

# Pontefract Academies Trust

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## Governance Statement (continued)

### Governance (continued)

<b>Carleton Park J&amp;I School – Local Governors</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
D Wilkin (Chair)	5	5
C Burgess-Tupling (Vice Chair)	4	5
R Rowett (ex-officio)	4	5
R Amery	5	5
A Blight	3	5
J Craig	3	5
R Gibbins	4	5
J Gough	5	5
J Laughton	4	5
D J Leigh	5	5
N Loynes	2	3
R Simmons	3	4

<b>De Lacy Primary School – Local Governors</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
T Hollies (Chair)	6	6
A Birch (Vice Chair)	6	6
D Thompson (ex-officio)	5	6
J Allinson	5	6
J Beevers	5	6
J Craig	5	6
R Foreman	1	3
J Gough	5	6
C Smith	3	6

<b>Halfpenny Lane JI&amp;N School – Local Governors</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
D Watson (Chair)	6	6
A Tagger (Vice Chair)	3	6
M Broom (ex-officio)	6	6
R Carr	0	6
B Fletcher	4	5
K Gawthorp	2	6
L Hodgett	5	5
J Mitchell	6	6
L Reynolds	6	6
I Singh	3	6
K Stoddart	1	1
C Westerman	6	6

## Governance Statement (continued)

### Governance (continued)

#### Larks Hill J&I School –

##### Local Governors

	Meetings attended	Out of a possible
J Mayhew (Chair)	4	6
K Pearson (Vice Chair)	6	6
A Smith (ex-officio)	5	6
T Carragher	6	6
S Conroy	6	6
A Dee	6	6
D Harrison	-	1
L Hewes	5	5
A Hutchinson	6	6
G Miller	6	6
R Mitchell	-	1
J Page	6	6
P Pepper	5	6
K Tyson	4	6

#### Orchard Head JI&N School –

##### Local Governors

	Meetings attended	Out of a possible
K Byram (Chair)	5	6
C Moore (Vice Chair)	5	6
M Letham (ex-officio)	6	6
E Armstrong	-	2
J Carr	6	6
G Evans	3	6
M Jordan	3	6
Sir W O'Brien	3	6
C Percival	5	6
G Raw	5	6
C Reavely	-	2
F Richardson	4	6
M Skidmore	-	2

#### The Rookeries J&I School –

##### Local Governors

	Meetings attended	Out of a possible
M Farrell (Chair)	6	6
L Waterson (Vice Chair)	3	6
J Heggie (ex-officio)	6	6
T Blanckensee	-	3
K Dunwell	4	4
D Jackson	1	6
A Johnson	4	4
M Neden	6	6
K Ritchie	-	6
N Tonkinson	6	6
M White	4	6

# Pontefract Academies Trust

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## Governance Statement (continued)

### Governance (continued)

<b>The King's School – Local Governors</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
I Prout (Chair)	5	5
D Knight (Vice Chair)	5	5
B Tibbetts (ex-officio)	4	5
G Ayre	3	5
S Banks	4	5
K Berry	5	5
B Duncan	1	2
G Evans	2	2
K Evans	1	1
S Gardner	-	1
P Hewitt	3	5
L Jones	1	2
S Nicholls	5	5
A Robinson	5	5
M Swift	5	5

### 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 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 available. The accounting officer for the academy trust has delivered improved value for money during the year by:

- The development of two lead headteacher roles in the primary phase provided a structure for two existing headteachers to work across their own school and two additional schools within the Trust. This structure of working supported transfer of best practice and consistency across schools, gave mentoring and support to relatively new headteachers, and provided increased professional development opportunities for extended leadership.
- The packaging of roofing works across the Trust as part of the School Capital Allocation resulted in efficiency savings by virtue of undertaking only one procurement process, and cost savings due to the economies of scale which achieved an improved contract price.
- The Trust commissioned an external review of governance which was undertaken by Cambridge Education. The review extended to supporting the Trust in engaging all leaders throughout the Trust in the development of a Trust Business Plan. The review also led to the development of a revised Governance Policy and Scheme of Delegation.



## Governance Statement (continued)

### 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 Academies 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 Pontefract Academies Trust for the year 1 September 2015 to 31 August 2016 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 Academies 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 Academies Trust's significant risks that has been in place for the year 1 September 2015 to 31 August 2016 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of trustees.

### The Risk and Control Framework

The Academies 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 committees 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;
- delegation of authority and segregation of duties; and
- identification and management of risks.

The board of trustees has considered the need for a specific internal audit function and has decided not to appoint an internal auditor. However, the trustees have appointed Allotts Business Services Ltd, the external auditor, to perform additional checks during the accounting period.

The additional checks undertaken by the external auditor have included a review of the effectiveness of financial controls and procedures relating to procurement. This review did not identify any material control issues.

### Review of Effectiveness

As accounting officer the Chief Executive has responsibility for reviewing the effectiveness of the system of internal control. During the period in question the review has been informed by the supplementary work undertaken by Allotts Business Services Ltd and also the work of the Director of Finance, Business and Operations who has responsibility for the development and maintenance of the internal control framework.

## Governance Statement (continued)

### Review of Effectiveness (continued)

The accounting officer has been advised of areas for improvement and the audit and risk committee are making plans to ensure continuous improvement of the system is in place.

Approved by order of the members of the board of trustees on 7 December 2016 and signed on its behalf by:



**Ullric Murray**  
Chair of Trustees



**Julie A Craig**  
Accounting Officer

## Statement on Regularity, Propriety and Compliance

As accounting officer of Pontefract Academies Trust I have considered my responsibility to notify the Academies Trust board of trustees and the Education Funding Agency of material irregularity, impropriety and non-compliance with EFA terms and conditions of funding, under the funding agreement in place between the Academies 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.

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

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 EFA.



**Julie A Craig**  
Accounting Officer

## Statement of Trustees' Responsibilities

The trustees (who act as governors of Pontefract Academies Trust and 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 Annual Accounts Direction issued by the Education Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

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

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2015 and the Academies Accounts Direction 2015 to 2016;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards [FRS 102] have been followed, subject to any material departures disclosed and explained in the financial statements; and
- 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 the EFA/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 7 December 2016 and signed on its behalf by:



**Ulric Murray**

Chair of Trustees

# Pontefract Academies Trust

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## Independent Auditor's Report on the Financial Statements to the Members of Pontefract Academies Trust

We have audited the financial statements of Pontefract Academies Trust for the year ended 31 August 2016 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and the related notes. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and the Accounts Direction 2015 to 2016 issued by the Education Funding Agency.

This report is made solely to the academies trust 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 academies trust 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 Academies Trust and its members as a body, for our audit work, for this report, or for the opinions we have formed.

### Respective responsibilities of trustees and auditor

As explained more fully in the Statement of Trustees' Responsibilities set out on page 34, the trustees (who are also the directors of the academies trust for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view.

Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's (APB's) Ethical Standards for Auditors.

### Scope of the audit of the financial statements

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the Academies Trust circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the trustees; and the overall presentation of the financial statements. In addition, we read all the financial and non-financial information in the Trustees' Report to identify material inconsistencies with the audited financial statements and to identify any information that is apparently materially incorrect based on, or materially inconsistent with, the knowledge acquired by us in the course of performing the audit. If we become aware of any apparent material misstatements or inconsistencies we consider the implications for our report.

### Opinion on financial statements

In our opinion the financial statements:

- give a true and fair view of the state of the Academies Trust affairs as at 31 August 2016, 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; and
- have been prepared in accordance with the requirements of the Companies Act 2006
- have been prepared in accordance with the Charities SORP 2015 and Academies Accounts Direction 2015 to 2016 issued by the Education Funding Agency.

### Opinion on other matter prescribed by the Companies Act 2006

In our opinion the information given in the Trustees Report including the Strategic Report for the financial year for which the financial statements are prepared is consistent with the financial statements.

# Pontefract Academies Trust

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## Independent Auditor's Report on the Financial Statements to the Members of Pontefract Academies Trust

### Matters on which we are required to report by exception

We have nothing to report in respect of the following matters where 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; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.



Mark Garrison BCom FCA DChA (Senior Statutory Auditor)  
for and on behalf of  
Allotts Business Services Limited  
Chartered Accountants  
Statutory Auditor  
The Old Grammar School  
13 Moorgate Road  
Rotherham  
South Yorkshire  
S60 2EN

7 December 2016

# Pontefract Academies Trust

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## **Independent Reporting Accountant's Assurance Report on Regularity to Pontefract Academies Trust and the Education Funding Agency**

In accordance with the terms of our engagement letter dated 5 September 2016 and further to the requirements of the Education Funding Agency (EFA) as included in the Academies Accounts Direction 2015 to 2016, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Pontefract Academies Trust during the year 1 September 2015 to 31 August 2016 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 Pontefract Academies Trust and EFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to the Pontefract Academies Trust and EFA 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 Pontefract Academies Trust and EFA, for our work, for this report, or for the conclusion we have formed.

### **Respective responsibilities of Pontefract Academies Trust's accounting officer and the reporting accountant**

The accounting officer is responsible, under the requirements of Pontefract Academies Trust's funding agreement with the Secretary of State for Education dated 27 March 2013 and the Academies Financial Handbook, extant from 1 September 2015, 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 2015 to 2016. 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 2015 to 31 August 2016 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

### **Approach**

We conducted our engagement in accordance with the Academies Accounts Direction 2015 to 2016 issued by EFA. 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 academies trust income and expenditure.

The work undertaken to draw our conclusions includes:

- Enquiry of officers of the Academies Trust
- Review and testing of income and expenditure for compliance with the funding agreements, the Academies Financial Handbook and the academy's system of controls.
- Examination of relevant documents
- Review of the activities carried out by the Academies Trust
- Review of the delegated authorities set out in the Academies Financial Handbook

## Independent Reporting Accountant's Assurance Report on Regularity to Pontefract Academies Trust and the Education 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 year 1 September 2015 to 31 August 2016 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Allotts Business Services Ltd

Reporting Accountant  
Allotts Business Services Limited  
Chartered Accountants  
The Old Grammar School  
13 Moorgate Road  
Rotherham  
South Yorkshire  
S60 2EN

7 December 2016



# Pontefract Academies Trust

## Statement of Financial Activities for the year ended 31 August 2016 (including Income and Expenditure Account and Statement of Total Recognised Gains and Losses)

		Unrestricted	Restricted	Restricted	Total	Total
	Notes	Funds	General	Fixed	2016	2015
		£000	£000	£000	£000	£000
<b>Income and endowments from:</b>						
Donations and capital grants	2	8	91	545	644	1,265
Charitable activities:						
Funding for the academy trust's educational operations	3	-	18,317	-	18,317	18,522
Other trading activities	4	628	546	-	1,174	1,298
Investments	5	4	-	-	4	3
<b>Total</b>		<b>640</b>	<b>18,954</b>	<b>545</b>	<b>20,139</b>	<b>21,088</b>
<b>Expenditure on:</b>						
Raising funds	6	70	76	-	146	159
Charitable activities:						
Academy trust educational operations	7	559	18,761	892	20,212	20,101
<b>Total</b>		<b>629</b>	<b>18,837</b>	<b>892</b>	<b>20,358</b>	<b>20,260</b>
Net incoming/(outgoing) resources before transfers		11	117	(347)	(219)	828
Gross transfers between funds	18	-	(738)	738	-	-
<b>Net income/(expenditure)</b>		<b>11</b>	<b>(621)</b>	<b>391</b>	<b>(219)</b>	<b>828</b>
<b>Other recognised gains and losses</b>						
Actuarial (losses) gains on defined benefit pension schemes	18,27	-	(5,494)	-	(5,494)	122
<b>Net movement in funds</b>		<b>11</b>	<b>(6,115)</b>	<b>391</b>	<b>(5,713)</b>	<b>950</b>
<b>Reconciliation of funds</b>						
Total funds brought forward at 1 September 2015	18	1,121	(1,856)	27,911	27,176	26,226
<b>Total Funds carried forward at 31 August 2016</b>		<b>1,132</b>	<b>(7,971)</b>	<b>28,302</b>	<b>21,463</b>	<b>27,176</b>

The notes attached form part of these financial statements.

# Pontefract Academies Trust

## Balance Sheet as at 31 August 2016

	Notes	2016 £000	2016 £000	2015 £000	2015 £000
<b>Fixed Assets</b>					
Tangible assets	13		28,297		27,694
<b>Current assets</b>					
Stock		-	-		
Debtors	14	713		933	
Cash at bank and in hand		<u>2,954</u>		<u>2,876</u>	
		3,667		3,809	
<b>Liabilities</b>					
Creditors: Amounts falling due within one year	15	<u>(1,888)</u>		<u>(1,564)</u>	
<b>Net current assets</b>			<u>1,779</u>		<u>2,245</u>
<b>Total assets less current liabilities</b>			30,076		29,939
Creditors: Amounts falling due after more than one year	17		<u>(13)</u>		<u>(15)</u>
<b>Net assets excluding pension liability</b>			<u>30,063</u>		<u>29,924</u>
Pension scheme liability	27		(8,600)		(2,748)
<b>Net assets including pension liability</b>			<u>21,463</u>		<u>27,176</u>
<b>Funds of the academy trust</b>					
<b>Restricted Income funds</b>					
Fixed Asset Fund	18	28,302		27,911	
General Fund	18	629		892	
Pension Reserve	18	<u>(8,600)</u>		<u>(2,748)</u>	
<b>Total restricted funds</b>			20,331		26,055
<b>Unrestricted Income funds</b>					
General fund	18	<u>1,132</u>		<u>1,121</u>	
<b>Total unrestricted funds</b>			1,132		1,121
<b>Total Funds</b>			<u>21,463</u>		<u>27,176</u>

The financial statements on pages 39 to 62 were approved by the trustees, and authorised for issue on 7 December 2016 and are signed on their behalf by:



**Ulric Murray**  
Chair of Trustees

**Statement of Cash Flows for the year Ended 31 August 2016**

	Notes	2016 £000	2015 £000
<b>Net cash inflow from operating activities</b>	22	1,024	369
Cash flows from investing activities	23	(946)	(292)
<b>Change in cash and cash equivalents in the year</b>		<b>78</b>	<b>77</b>
<b>Reconciliation of net cash flow to movement in net funds</b>			
<b>Net funds at 1 September 2015</b>	24	2,876	2,799
<b>Net funds at 31 August 2016</b>		<b>2,954</b>	<b>2,876</b>

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 1. Statement of Accounting Policies

#### (a) 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 2015 to 2016 issued by EFA, the Charities Act 2011 and the Companies Act 2006.

#### *First time adoption of FRS102*

These financial statements are the first financial statements of Pontefract Academies Trust prepared in accordance with Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (FRS102) and the Charities SORP 2015 (SORP 2015). The financial statements of Pontefract Academies Trust for the year ended 31 August 2015 were prepared in accordance with previous Generally Accepted Accounting Practice ('UK GAAP') and SORP 2005.

A summary of the principal accounting policies, which have been applied consistently, except where noted, is set out below.

Results for each academy and the Trust have been aggregated on a line by line basis and internal transactions excluded.

#### (b) 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 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 academies 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.

#### (c) Incoming Resources

All incoming resources are recognised when the academies trust has entitlement to the funds, the receipt is probable and the amount can be measured reliably. Income is not netted off with related expenditure.

##### ■ Grants Receivable

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 year for which it is receivable and any unspent amount is reflected as a balance in the restricted general fund.

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

##### ■ 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.



## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 1. Statement of Accounting Policies (continued)

#### ▪ Other Income

Other income, including the hire of facilities, is recognised in the period it is receivable and to the extent the academies 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 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'.

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.

The Trust's land and buildings for De Lacy Primary School are on 125 year lease from Wakefield M D Council and the land and buildings for its other academies are freehold transfer from Wakefield M D Council. No premium was paid and the rent for De-Lacy Primary School is one peppercorn. The buildings were valued on conversion at depreciated replacement cost and are depreciated over the remainder of their expected lives. Leased land was valued at market value and is depreciated over the length of the lease.

Other fixed assets transferred on conversion were valued at an estimate of the fair value to each Academy.

Other additions of land and buildings in the year to 31 August 2015 included the taking up of leasehold on the former Wakefield M D Council Children's Centre located within the Orchard Head J&IN School site for nil consideration over a term of 125 years

#### (d) 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.

#### ▪ Expenditure on Raising Funds

This includes all expenditure incurred by the academies trust to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

#### ▪ Charitable Activities

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

All resources expended are exclusive of recoverable VAT but include any irrecoverable VAT.

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 1. Statement of Accounting Policies (continued)

#### (e) Tangible Fixed Assets (continued)

Assets costing £2,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the Balance Sheet at cost and depreciated over their expected useful economic life. 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. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

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

▪ Long leasehold land	125 Years
▪ Freehold and Long leasehold buildings	50 Years
▪ Fixtures, fittings and equipment	10 Years
▪ ICT equipment	4 Years

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

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

#### (f) 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 academies 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.

#### (g) Provisions

Provisions are recognised when the academies 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.

#### (h) Leased Assets

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

#### (i) Stock

Stocks of consumables and catering supplies where of material value are valued at the lower of cost or net realisable value.

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### (j) Taxation

The academies 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 academies 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.

### (k) Pensions Benefits

Retirement benefits to employees of the academies 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 so as to spread the cost of pensions over employees' working lives with the academies trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method as stated in note 27.

the TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. The TPS is therefore treated as a defined contribution scheme and the contributions recognised in the year to which they relate.

The LGPS is a funded scheme and the assets are held separately from those of the academies 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 operating surplus 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 year 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 gains and losses.

### (l) Fund Accounting

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

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

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

### (m) 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



# Pontefract Academies Trust

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 1. Statement of Accounting Policies (continued)

#### (m) Critical accounting estimates and areas of judgement (continued)

next financial year are discussed below.

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 27, 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 2013 has been used by the actuary in valuing the pensions liability at 31 August 2016. 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.

### 2. Donations and capital grants

	Unrestricted Funds £000	Restricted Funds £000	Total 2016 £000	Total 2015 £000
Capital grants	-	545	545	769
Donated Fixed Assets	-	-	-	425
Other donations	8	91	99	71
	<b>8</b>	<b>636</b>	<b>644</b>	<b>1,265</b>

### 3. Funding for the Academy Trust's educational operations

	Unrestricted Funds £000	Restricted Funds £000	Total 2016 £000	Total 2015 £000
<b>DfE / EFA Grants</b>				
General Annual Grant (GAG)	-	16,167	16,167	16,171
Pupil Premium	-	1,085	1,085	1,138
PE Sport Grant	-	55	55	55
Other DfE / EFA Grants	-	277	277	379
	<b>-</b>	<b>17,584</b>	<b>17,584</b>	<b>17,743</b>
<b>Other Government Grants</b>				
Local Authority Grants - Early Years	-	365	365	337
Local Authority Grants - High Cost Pupils	-	243	243	246
Local Authority Grants - Other	-	125	125	196
	<b>-</b>	<b>733</b>	<b>733</b>	<b>779</b>
	<b>-</b>	<b>18,317</b>	<b>18,317</b>	<b>18,522</b>



# Pontefract Academies Trust

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 4. Other trading activities

	Unrestricted Funds £000	Restricted Funds £000	Total 2016 £000	Total 2015 £000
Catering Income	558	-	558	521
Music Services	32	-	32	28
Educational Sales	-	79	79	66
Services of Staff	-	52	52	54
Trip Income	-	242	242	278
Uniform Income	-	15	15	28
Insurance Receipts	-	75	75	238
Hire of Facilities	38	-	38	45
Other Income	-	83	83	40
	<b>628</b>	<b>546</b>	<b>1,174</b>	<b>1,298</b>

### 5. Investment income

	Unrestricted Funds £000	Restricted Funds £000	Total 2016 £000	Total 2015 £000
Bank interest	4	-	4	3
	<b>4</b>	<b>-</b>	<b>4</b>	<b>3</b>

### 6. Expenditure

	Non-Pay Expenditure			Total 2016 £000	Total 2015 £000
	Staff Costs £000	Premises £000	Other £000		
Expenditure on raising funds	-	-	146	146	159
Academy's educational operations					
Direct Costs	12,294	504	2,086	14,884	14,938
Allocated Support Costs	2,589	1,067	1,672	5,328	5,163
	<b>14,883</b>	<b>1,571</b>	<b>3,904</b>	<b>20,358</b>	<b>20,260</b>

	2016 £000	2015 £000
<b>Net expenditure for the year includes:</b>		
Operating lease rentals	51	57
Depreciation	892	900
Fees payable to the auditor for:		
- audit	13	15
- other services	6	24

# Pontefract Academies Trust

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 7. Charitable Activities

	Unrestricted Funds £000	Restricted Funds £000	Total 2016 £000	Total 2015 £000
Direct costs - educational operations	-	14,884	14,884	14,938
Support costs - educational operations	559	4,769	5,328	5,163
	<b>559</b>	<b>19,653</b>	<b>20,212</b>	<b>20,101</b>

### Analysis of support costs

	Educational Operations		Total	Total
	Unrestricted Funds £000	Restricted Funds £000	2016 £000	2015 £000
Support Staff Costs	235	2,354	2,589	2,394
Technology costs	-	225	225	210
Recruitment and support	-	22	22	19
Maintenance of premises and equipment	-	344	344	348
Cleaning	-	95	95	103
Rent & Rates	-	204	204	148
Energy Costs	-	255	255	239
Insurance	-	163	163	173
Catering	323	514	837	844
Security and transport	-	53	53	63
Bank interest and charges	1	-	1	-
Other Support Costs	-	517	517	566
Governance Costs	-	23	23	56
	<b>559</b>	<b>4,769</b>	<b>5,328</b>	<b>5,163</b>

### 8. Staff

#### (a) Staff Costs

Staff costs during the period were:

	Total 2016 £000	Total 2015 £000
Wages and Salaries	11,603	11,628
Social Security Costs	765	676
Pension Costs	2,099	1,738
	<b>14,467</b>	<b>14,042</b>
Supply staff costs	393	454
Staff restructuring costs	23	121
	<b>14,883</b>	<b>14,617</b>
Staff restructuring costs comprise:		
Redundancy payments	-	59
Early retirement costs	22	-
Severance payments	1	62
	<b>23</b>	<b>121</b>

# Pontefract Academies Trust

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## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 8. Staff (continued)

#### (b) Non statutory/non-contractual staff severance payments

Included in staff restructuring costs are non-statutory/non-contractual severance payments totalling £nil (£17,000).

#### (c) Staff numbers

The average number of persons employed by the academies trust during the year was as follows:

	2016	2015
	No.	No.
Teachers and Educational Support	412	397
Administration and Other Support	174	202
Management	16	16
	<b>602</b>	<b>615</b>

#### (d) Higher paid staff

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

	2016	2015
	No.	No.
£ 60,001 - £ 70,000	7	6
£ 70,001 - £ 80,000	2	2
£ 80,001 - £ 90,000	1	-
£100,001 - £110,000	1	1
	<b>11</b>	<b>9</b>

#### (e) Key management personnel

The key management personnel of the academy trust comprise a trustee and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions) received by key management personnel for their services to the academy trust were £820,993 (2015: £738,994).

### 9. Related party Transactions – Trustees' remuneration & expenses

One trustee, who is also the Chief Executive Officer for the academy trust has been paid remuneration or has received other benefits from employment with the academy trust.

#### Julie A Craig (staff and trustee):

Remuneration	£105,000 - £110,000	(2015:£105,000 - £110,000)
Employer's pension contributions	£ 15,000 - £ 20,000	(2015:£ 10,000 - £ 15,000)

During the year ended 31 August 2016, travel and subsistence expenses totaling £147 (2015: £151) were reimbursed to 1 trustee (2015: 1 trustees)

Other related party transactions involving the trustees are set out in note 28.

# Pontefract Academies Trust

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## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 10. Central Services

The academies trust has provided the following central services to its academies during the period of account:

- Financial services, assurances and information systems
- Education Welfare and Education Psychology Services
- Pupil Performance Tracking Software
- Teacher Performance Management Software
- Health & Safety advice and support
- Legal advice and support

The trust charges for these services at a flat 5% (primary academies) 4.5% (secondary academies) of General Annual Grant Income excluding, notional SEN, hearing impaired unit high cost place funding (support element only)\*

The actual amounts charged during the year were as follows:

	2016	2015
	£000	£000
Carleton Community High School	163	182
Carleton Park Junior & Infant School	37	39
De Lacy Primary School	59	58
Halfpenny Lane Junior Infant & Nursery	74	70
Kings School	220	250
Larks Hill Junior Infant School	40	40
Orchard Head Junior Infant & Nursery	54	52
The Rookeries Carleton Junior & Infant	41	43
	<b>688</b>	<b>734</b>

### 11. Trustees' and Officers' Insurance

The academies trust has opted into the Department of 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 £10,000,000. It is not possible to quantify the trustees and officers indemnity element from the overall cost of the RPA scheme.

**Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)**

**12. Comparatives for the Statement of Financial Activities**

	Unrestricted Funds £000	Restricted General Funds £000	Restricted Fixed Asset Funds £000	Total 2015 £000
<b>Income and endowments from:</b>				
Donations and capital grants	4	67	1,194	1,265
Charitable activities:				
Funding for the academy trust's educational operations	-	18,522	-	18,522
Other trading activities	594	557	147	1,298
Investments	3	-	-	3
<b>Total</b>	<b>601</b>	<b>19,146</b>	<b>1,341</b>	<b>21,088</b>
<b>Expenditure on:</b>				
Raising funds	73	86	-	159
Charitable activities:				
Academy trust educational operations	521	18,680	900	20,101
<b>Total</b>	<b>594</b>	<b>18,766</b>	<b>900</b>	<b>20,260</b>
Net incoming/(outgoing) resources before transfers	7	380	441	828
Gross transfers between funds	-	(216)	216	-
<b>Net income/(expenditure)</b>	<b>7</b>	<b>164</b>	<b>657</b>	<b>828</b>
<b>Other recognised gains and losses</b>				
Actuarial (losses) gains on defined benefit pension schemes	-	122	-	122
<b>Net movement in funds</b>	<b>7</b>	<b>286</b>	<b>657</b>	<b>950</b>
<b>Reconciliation of funds</b>				
Total funds brought forward at 1 September 2014	1,114	(2,142)	27,254	26,226
<b>Total Funds carried forward at 31 August 2015</b>	<b>1,121</b>	<b>(1,856)</b>	<b>27,911</b>	<b>27,176</b>

# Pontefract Academies Trust

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 13. Tangible Fixed Assets

	Freehold Land & Buildings	Long-term Leasehold Land & Buildings	Furniture and Equipment	Computer Equipment	Assets under construction	Total
	£000	£000	£000	£000	£000	£000
<b>Cost</b>						
At 1 September 2015	24,251	2,270	2,296	913	-	29,730
Additions	832	-	389	106	168	1,495
Disposals	-	-	-	-	-	-
Transfer in year	-	-	-	-	-	-
At 31 August 2016	25,083	2,270	2,685	1,019	168	31,225
<b>Depreciation</b>						
At 1 September 2015	1,067	67	269	633	-	2,036
Charged in year	459	38	245	150	-	892
Disposals	-	-	-	-	-	-
At 31 August 2016	1,526	105	514	783	-	2,928
<b>Net Book Values</b>						
At 1 September 2015	23,184	2,203	2,027	280	-	27,694
At 31 August 2016	23,557	2,165	2,171	236	168	28,297

### 14. Debtors

	2016 £000	2015 £000
Trade debtors	77	31
VAT recoverable	108	144
Other debtors	3	2
Prepayments and accrued income	525	756
	<u>713</u>	<u>933</u>

### 15. Creditors: Amounts Falling due within one Year

	2016 £000	2015 £000
Trade creditors	519	667
Other taxation and social security	247	233
Other creditors	17	15
Accruals and deferred income	1,105	649
	<u>1,888</u>	<u>1,564</u>

# Pontefract Academies Trust

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 16. Deferred income

	2016 £000	2015 £000
Deferred Income at 1 September 2015	302	317
Resources deferred in year	276	302
Amounts released from previous years	(302)	317
Deferred income at 31 August 2016	276	302

At the balance sheet date the academies trust was holding funds received in advance for funds received from the EFA relating to Universal Infant Free School Meals and insurances; and other funds received in advance for music lessons or trips booked during academic commencing September 2016.

### 17. Creditors: amounts falling due in greater than one year

	2016 £000	2015 £000
Other Creditors	13	15
	13	15

Included within other creditors is an outstanding loan of £13,000 from Salix which is provided on the following terms: 13 repayments remaining of £1,000 every six months to 1 September 2022.

### 18. Funds

	Balance at 31 August 2015 £000	Incoming Resources £000	Resources Expended £000	Gains, Losses and Transfers £000	Balance at 31 August 2016 £000
<b>Restricted general funds</b>					
General Annual Grant (GAG)	892	16,167	(15,692)	(738)	629
Pupil Premium	-	1,085	(1,085)	-	-
PE Sport Grant	-	55	(55)	-	-
Other DfE / EFA Grants	-	277	(277)	-	-
Local Authority Grants	-	733	(733)	-	-
Pension Deficit	(2,748)	-	(358)	(5,494)	(8,600)
Other restricted donations	-	91	(91)	-	-
Other trading activities	-	546	(546)	-	-
	(1,856)	18,954	(18,837)	(6,232)	(7,971)
<b>Restricted fixed asset funds</b>					
Transfer on conversion	25,092	-	(595)	-	24,497
DfE/EFA capital grants	2,081	545	(166)	-	2,460
Insurance Receipts	147	-	(14)	-	133
Capital expenditure from GAG	591	-	(117)	738	1,212
	27,911	545	(892)	738	28,302
<b>Total restricted funds</b>	<b>26,055</b>	<b>19,499</b>	<b>(19,729)</b>	<b>(5,494)</b>	<b>20,331</b>
<b>Unrestricted funds</b>					
Unrestricted funds	1,121	640	(629)	-	1,132
<b>Total unrestricted funds</b>	<b>1,121</b>	<b>640</b>	<b>(629)</b>	<b>-</b>	<b>1,132</b>
<b>Total funds</b>	<b>27,176</b>	<b>20,139</b>	<b>(20,358)</b>	<b>(5,494)</b>	<b>21,463</b>

# Pontefract Academies Trust

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## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 18. Funds (continued)

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

Under the funding agreement with the Secretary of State, the academy trust was not subject to limits on the amount of GAG that it could carry forward at 31 August 2016.

The General Annual Grant (GAG) is restricted to spending in accordance with the conditions of the Trust's Master Funding Agreement with the Secretary of State for Education. This does not subject a limit on the amount of GAG which can be carried forward at 31 August 2016 to future periods.

The Pupil Premium is restricted to activities which reduce the attainment gap between pupils who are disadvantaged and those who are not.

Dfe / EFA capital grants include devolved formula grant funds received towards capital investment in Academies above £2,000, and school capital allocation.

The transfer into the restricted fixed asset funds represents fixed assets purchased out of GAG funding.

#### Analysis of academies by fund balance

Fund balances at 31 August 2016 were allocated as follows:

	<b>2016</b>	<b>2015</b>
	<b>£000</b>	<b>£000</b>
Carleton Community High School	59	65
Carleton Park Junior & Infant School	34	22
De Lacy Primary School	236	343
Halfpenny Lane Junior Infant & Nursery	326	255
Larks Hill Junior Infant School	113	92
Orchard Head Junior Infant & Nursery	43	53
Kings School	575	779
The Rookeries Carleton Junior & Infant	115	86
Central Services	260	318
<b>Total before fixed asset fund and pension reserve</b>	<b>1,761</b>	<b>2,013</b>
Restricted fixed asset fund	28,302	27,911
Pension Reserve	(8,600)	(2,748)
<b>Total</b>	<b>21,463</b>	<b>27,176</b>



# Pontefract Academies Trust

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 18. Funds (continued)

#### Analysis of academies by cost

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

	Teaching and Educational Support Staff Costs £000	Other Support Staff Costs £000	Educational Supplies £000	Other Costs (excluding Depreciation) £000	Total 2016 £000	Total 2015 £000
Carleton Community High School	3,234	500	167	751	4,652	4,561
Carleton Park J&I School	564	97	33	189	883	984
De Lacy Primary School	1,128	119	86	385	1,718	1,531
Halfpenny Lane JI&N School	1,216	176	47	305	1,744	1,782
Kings School	3,745	754	270	950	5,719	6,034
Larks Hill J&I School	597	134	36	174	941	972
Orchard Head JI&N School	985	166	70	353	1,574	1,413
The Rookeries Carleton J&I School	683	141	134	183	1,141	1,219
Central Services	142	502	-	450	1,094	864
<b>Academy Trust</b>	<b>12,294</b>	<b>2,589</b>	<b>843</b>	<b>3,740</b>	<b>19,466</b>	<b>19,360</b>

### 19. Analysis of Net Assets between Funds

Fund balances at 31 August 2016 were represented by:

	Unrestricted Funds £000	Restricted General Funds £000	Restricted Fixed Asset Funds £000	Total 2016 £000	Total 2015 £000
Tangible fixed assets	-	-	28,297	28,297	27,694
Current assets	1,188	1,726	753	3,667	3,809
Current liabilities	(56)	(1,084)	(748)	(1,888)	(1,564)
Non-current liabilities	-	(13)	-	(13)	(15)
Pension scheme liability	-	(8,600)	-	(8,600)	(2,748)
	<b>1,132</b>	<b>(7,971)</b>	<b>28,302</b>	<b>21,463</b>	<b>27,176</b>

### 20 Capital Commitments

	2016 £000	2015 £000
Contracted for, but not provided in the financial statements	50	-

# Pontefract Academies Trust

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 21 Financial Commitments

#### Operating Leases

At 31 August 2016 the total of the academies trust's future minimum lease payments under non-cancellable operating leases was:

	2016 £000	2015 £000
Expiring within one year	51	53
Expiring within two and five years inclusive	51	86
Expiring in over five years	-	-
	<b>102</b>	<b>137</b>

### 22 Reconciliation of Net Income to net cash inflow from operating activities

	2016 £000	2015 £000
Net income	(219)	828
Depreciation [note 13]	892	900
Donated Fixed Assets	-	(425)
Capital grants from DfE and other capital income	(545)	(769)
Interest receivable	(4)	(3)
Defined benefit pension cost less contributions payable	266	286
Defined benefit pension finance cost/(income) [note 27]	92	(117)
(Increase)/decrease in debtors	220	82
Increase/(decrease) in creditors	322	(413)
<b>Net Cash Inflow from Operating Activities</b>	<b>1,024</b>	<b>369</b>

### 23 Cash flows from investing activities

	2016 £000	2015 £000
Interest received	4	3
Purchase of tangible fixed assets	(1,495)	(1,064)
Capital grants from DfE/EFA	545	769
<b>Net cash outflow from capital expenditure and financial investment</b>	<b>(946)</b>	<b>(292)</b>

### 24 Analysis of cash and cash equivalents

	As at 31 August 2015 £000	Cash flows £000	As at 31 August 2016 £000
Cash at bank and in hand	2,876	78	2,954
<b>Total cash and cash equivalents</b>	<b>2,876</b>	<b>78</b>	<b>2,954</b>

### 25 Contingent Liabilities

There are no contingent liabilities (2015: £nil).

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 26 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.

### 27 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 West Yorkshire Pension Fund. Both are multi-employer defined-benefit schemes.

The pension costs are assessed in accordance with the advice of independent qualified actuaries. The latest actuarial valuation of the TPS related to the period ended 31 March 2012 and of the LGPS 31 March 2013.

Contributions amounting to £17,315 (2015: £14,543) were payable to the schemes at 31 August 2016 and are included within creditors.

#### Teachers' Pension Scheme

##### Introduction

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

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

##### Valuation of the Teachers' Pension Scheme

Not less than every four years 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. 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 2012 in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014. The valuation report was published by the Department for Education on 9 June 2014. The key elements of the valuation and subsequent consultation are:

- Employer contribution rates set at 16.48% of pensionable pay (including a 0.08% employer administration charge (currently 14.1%))
- Total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £191,500 million, and notional assets (estimated future contributions together with the notional investments held at the valuations date) of £176,600 million, giving a notional past service deficit of £14,900 million

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 27 Pension and Similar Obligations (continued)

- An employer cost cap of 10.9% of pensionable pay will be applied to future valuations
- The assumed real rate of return is 3.0% in excess of prices and 2% in excess of earnings. The rate of real rate of return is 3.0% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.75%. The assumed nominal rate of return is 5.06%

During the year the employer contribution rate was 14.1%. The TPS valuation for 2012 determined an employer rate of 16.4% from September 2015. The next valuation of the TPS will be as at March 2016, whereupon the employer contribution rate is expected to be reassessed and will be payable from 1 April 2019.

The pension costs paid to TPS in the period amounted to £1.802 million (2015: £1.651 million) of which employer's contributions totaled £1.139 million (2015: £0.979 million) and employees' contributions totaled £0.664 million (2015: £0.672 million).

A copy of the valuation report and supporting documentation is on the [Teachers' Pensions website](#).

Under the definitions set out in Financial Reporting Standard (FRS 102) Retirement Benefits, the TPS is a multi-employer pension scheme. The trust has accounted for its contributions to the scheme as if it were a defined contribution scheme. The trust has set out above the information available on the scheme.

### Local Government Pension Scheme

The LGPS is a funded defined-benefit scheme, with the assets held in separate trustee-administered funds. The total contribution made for the period ended 31 August 2016 was £0.868 million (2015: £0.827 million), of which employer's contributions totaled £0.631 million (2015: £0.608 million) and employees' contributions totaled £0.237 million (2015: £0.219 million). The agreed contribution rates for future years are 15.4 per cent for employers and a varied scale rate depending on salary bands of 5.5% to 7.5% for employees.

All the academies within the academy trust are members of the West Yorkshire Pension Fund

Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of academy 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

	As at 31 August 2016	As at 31 August 2015
Rate of general increase in salaries	3.50%	3.50%
Pension Increases	2.00%	2.00%
Pension accounts revaluation rate	2.00%	2.00%
Discount Rate for scheme liabilities	2.00%	3.80%
CPI Inflation	2.00%	2.00%
RPI Inflation	3.10%	3.10%

# Pontefract Academies Trust

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 27 Pension and Similar Obligations (continued)

#### Sensitivity analysis for the principal assumptions

The approximate impact of changing the key assumptions on the present value of the funded defined benefit obligation as at 31 August 2016 and the projected service cost for the period ending 31 August 2017 is set out below.

In each case, only the assumption mentioned is altered; all other assumptions remain the same as summarised in the principal actuarial assumptions.

Sensitivity of unfunded benefits (where applicable) are not included on materiality grounds.

#### Discount Rate assumption

Adjustment to discount rate	+0.1% p.a	Base figure	-0.1% p.a.
Present value of total obligation (£M)	19.511	19.937	20.372
% change in present value of total obligation	-2.1%		2.2%
Projected service cost (£M)	1.495	1.533	1.572
Approximate % change in projected service cost	-2.5%		2.5%

#### Rate of general increase in salaries

Adjustment to salary increase rate	+0.1% p.a	Base figure	-0.1% p.a.
Present value of total obligation (£M)	20.120	19.937	19.756
% change in present value of total obligation	0.9%		-0.9%
Projected service cost (£M)	1.533	1.533	1.533
Approximate % change in projected service cost	0.0%		0.0%

#### Rate of increase to pensions in payment and deferred pensions assumption, and rate of revaluation of pensions accounts assumption

Adjustment to pension increase rate	+0.1% p.a	Base figure	-0.1% p.a.
Present value of total obligation (£M)	20.187	19.937	19.690
% change in present value of total obligation	1.3%		-1.2%
Projected service cost (£M)	1.572	1.533	1.495
Approximate % change in projected service cost	2.5%		-2.5%

#### Post retirement mortality assumption

Adjustment to mortality age rating assumption	-1 year	Base figure	+1 year
Present value of total obligation (£M)	20.579	19.937	19.302
% change in present value of total obligation	3.2%		-3.2%
Projected service cost (£M)	1.590	1.533	1.476
Approximate % change in projected service cost	3.7%		-3.7%

# Pontefract Academies Trust

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 27 Pension and Similar Obligations (continued)

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

	As at 31 August 2016	As at 31 August 2015
<i>Retiring Today</i>		
Males	22.7	22.6
Females	25.6	25.5
<i>Retiring in 20 years</i>		
Males	24.9	24.8
Females	28.0	27.8

The academy trust's share of the assets in the scheme were:

	Fair Value at 31 August 2016	Fair Value at 31 August 2015
Equity Instruments	8,514	6,594
Government Bonds	1,270	904
Corporate Bonds	476	400
Cash	159	130
Other	374	269
Property	544	391
<b>Total market value of assets</b>	<b>11,337</b>	<b>8,688</b>

The actual return on scheme assets was £1,724,000 (2015: £118,000)

### Amount recognised in the statement of financial activities

	2016 £000	2015 £000
Current Service Cost	(875)	(868)
Net interest from net defined benefit asset/liability	(92)	-
Net finance income	-	117
Past Service Cost	(22)	(26)
<b>Total Operating Charge</b>	<b>(989)</b>	<b>(777)</b>

# Pontefract Academies Trust

## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 27 Pension and Similar Obligations (continued)

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

	2016 £000	2015 £000
At 1 September 2015	11,436	10,601
Current service cost	875	868
Interest cost	440	410
Employee contributions	237	219
Actuarial (gain)/loss	6,870	(542)
Benefits paid	57	(146)
Past service costs	22	26
At 31 August 2016	19,937	11,436

Changes in the fair value of academy's share of scheme assets were as follows:

	2016 £000	2015 £000
At 1 September 2015	8,688	7,900
Interest income	348	-
Return on plan assets (excluding net interest on the net defined Pension liability)		527
Actuarial gain/(loss)	1,376	(420)
Employer contributions	631	608
Employee contributions	237	219
Benefits paid	57	(146)
At 31 August 2016	11,337	8,688

The LGPS obligation relates to the employees of Pontefract Academies Trust, who were the employees transferred as part of the conversion from maintained school and new employees who were eligible to, and did, join the pension schemes in the period. The obligation in respect of employees who transferred on conversion represents their cumulative service at both the predecessor school and Pontefract Academies Trust at the balance sheet date.

### 28 Related Party Transactions

Owing to the nature of the academies trust's operations 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 trust has an interest. All transactions involving such organisations are conducted at arm's length and in accordance with the trust's financial regulations and normal procurement procedures. The following related party transactions took place in the period of account:

- A Robinson, a Local Governor at The Kings School is also a Director for the Davison and Robinson Group. Davison and Robinson Group provided fresh fruit and vegetables fresh and frozen products, water and soft drinks to both The Kings School and Carleton Community College at a total cost of £41,501 (2015: £51,270). This provision is part of a range of providers utilised by the schools and was procured as part of a tender process prior to conversion;

# Pontefract Academies Trust

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## Notes to the Financial Statements for the Period Ended 31 August 2016 (continued)

### 28 Related Party Transactions (continued)

- J Gough, Member and Trustee of Pontefract Academies Trust is also the Chair of Governors at Pontefract New College. The college has provided sports provision for pupils and other pupil activities at three academies within the Trust at a total cost of £1,916 (2015: £10,474). Pontefract New College has contributed to the Trust by room hire and other activities total income of £2,266 (2015: £nil).
- K Berry, a Local Governor at Carleton Community High School is also a Trustee for St Mary's Community Centre. The Trust incurred a total cost of £ 29,511 (2015: £29,390) from charges made by St Mary's Community Centre for the hire of central trust office accommodation, any additional one off room hires, and any refreshments for meetings.

### 29 Events after the balance sheet date

The Trust has no post balance sheet events to report.

### 30 Explanation of transition to FRS 102

It is the first year that the Trust has presented its financial statements under SORP 2015 and FRS102. The last financial statements prepared under previous UK GAAP were for the year ended 31 August 2015 and the date of transition to FRS102 and SORP 2015 was therefore 1 September 2014. As a consequence of adopting FRS102 and SORP 2015, a number of accounting policies have changed to comply with those standards.

The trustees have examined the changes to the accounting policies and have deemed that any adjustments to prior year figures in respect of outstanding employee benefits and LGPS interest costs are not material to the accounts and would have no impact on the understanding of the accounts. As a result, the comparative figures have not been restated.