

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

**Annual Report and Financial Statements**

**Year ended 31 August 2017**

## Contents

	<b>Page</b>
Reference and Administrative Details	1
Trustees' Report	2
Governance Statement	29
Statement on Regularity, Propriety and Compliance	37
Statement of Trustees' Responsibilities	38
Independent Auditors' Report on the Financial Statements to the Members of Pontefract Academies Trust	39
Independent Reporting Accountant's Report on Regularity to Pontefract Academies Trust and the Education and Skills Funding Agency	42
Statement of Financial Activities incorporating Income & Expenditure Account	44
Balance Sheet	45
Statement of Cash Flows	46
Notes to the Financial Statements, incorporating:	
Statement of Accounting Policies	47
Other Notes to the Financial Statements	51

## Reference and Administrative Details

<b>Members</b>	U A Murray OBE J Gough J Allinson S Evans (until 16 September 2017) R Foreman
<b>Trustees (who are also Directors)</b>	P Jones (Chairman elected 1 April 2017) U A Murray OBE (Chairman) (resigned 31 March 2017) J A Craig (Chief Executive & Accounting Officer) * ^ J Gough (Chair of the Audit & Risk Committee) # J Allinson M K Brooke # ^ D Wilkin ^ A Clarke (appointed 17 May 2017) <i># members of the audit &amp; risk committee</i> <i>^ members of the finance &amp; general purposes committee</i> <i>*staff trustee</i>
<b>Company Secretary</b>	D Samwell
<b>Senior Management Team</b>	Chief Executive Officer & Accounting Officer – J A Craig Executive Headteacher – G Lindley Executive Headteacher – J Parkin 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 Head of School (Orchard Head J&IN School) – J Vickers Headteacher (The King's School) – B Tibbetts Head of School (The Rookeries, Carleton J&I School) – N Ellwand 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 2016 to 31 August 2017. The annual report serves 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 3,511 (reception to year 11 pupils) in the school census on January 2017. The Trust also operates nursery provision at three of its primary academies. These academies have a combined nursery capacity of 234 places and a roll of 149 part-time nursery age children in the school census on January 2017.

## 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 2016 to 31 August 2017.

## 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
- J Allinson
- J Gough
- S Evans (until 16 September 2017)
- R Foreman

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).

## 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 2017:

<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 School Governance Committees (SGCs) who report to the Pontefract Academies Trust Board of Trustees. The governance structure of each Academy and SGC is determined by the Trust Governance Policy and Scheme of Delegation.

Governance at Academy level includes the establishment of committees for pay and behaviour and the nomination of individual governors to take responsibility for key areas of focus. Each SGC is required to have a minimum of two parent governors.

### 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 Executive Headteachers, Headteachers, Heads of School and their leadership teams are in accordance with the School Teacher Pay and Conditions Document.

### 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)

## Trustees' Report (continued)

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 £22,184 (2016: £25,992). Pontefract Education Trust also contributed £9,000 (2016: £9,000) to the "Choice Programme" improvement initiatives in the wider educational partnership. The Trust has contributed £17,015 (2016: £0) to the Pontefract Education Trust to support the 2016/17 programme of activities and paid £10 (2016: £0) for event photographs.

The Pontefract Education Trust plans to cease operations at 31 December 2017.

## 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 application forms 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.

#### Objectives, Strategies and Activities

The specific objectives of the Pontefract Academies Trust during the year ending 31 August 2017 were as follows:

- 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 across 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

## Trustees' Report (continued)

### Strategic report

#### Achievements and Performance

<b>School Improvement</b>
<b>Relevant Areas for Improvement across academies following most recent Ofsted inspection outcomes and from the latest examination/key stage results</b>
<b>Strategic Objective: Primary Phase - Improve outcomes particularly as follows:</b> <ul style="list-style-type: none"><li>• Reading (&amp; phonics) for all pupils at Key Stage 1 and Key Stage 2;</li><li>• for boys;</li><li>• reduce differences in attainment between disadvantaged pupils (especially more-able) and other pupils nationally;</li><li>• Mathematics in some schools</li><li>• Spelling for all phases.</li></ul>
<b>Actions and Achievements:</b>
<p>Significant improvements have been made in phonics outcomes at Year 1 and more detail about this can be found in the <i>Key Performance Indicators</i> section of this report. The gap to national has reduced by 8 percentage points.</p> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"><li>• outcomes for writing have this year surpassed the national whilst reading has improved but not sufficiently to reduce the 4 percentage point gap with national. The mathematics gap reduced by just 1 percentage point.</li><li>• Work on effective guided reading sessions has had an impact in a couple of schools and this work will be expanded to all primary schools.</li><li>• Improvements made in the teaching of phonics should begin to have a positive impact upon this measure in the 2017/18 academic year.</li></ul> <p><b>Key Stage 2</b></p> <ul style="list-style-type: none"><li>• the Year 6 network group has worked with information and strategies brought back from meetings of the West Yorkshire Mathematics Hub and significant improvements were made in mathematics in 5 of the 6 schools. The one school where results fell was the result of a cohort specific issue, not a lack of quality of provision.</li><li>• Results in reading at Key Stage 2 were mixed and where improvements did occur they were much lower than those in mathematics.</li><li>• Although writing outcomes fell in five of the six schools, we are more confident about the accuracy of the assessments as the Year 6 network group put much time and additional meetings into ensuring consistency of practice in how work was produced and assessed. Three schools were moderated by the local authority with a very close match of teacher judgements to moderated outcomes and there is a feeling that colleagues now have a much tighter grip on the national expectations as we move forward into a new academic year.</li></ul>
<b>Strategic Objective: Primary Phase – Consider how science, computing and MFL can be improved as elements of the primary curriculum</b>
<b>Actions and Achievements:</b>
<p>Minimal progress was made against this objective due to other priorities. Workshops centred around each of these curricular areas were well attended at the Trust wide professional development day in October 2016. Evaluations were largely positive. Some Primary Schools engaged an MFL specialist from within the Trust (total 2 days a week across the year) to boost their work in this area. It remains a key focus for the coming year.</p>
<b>Strategic Objective: Secondary Phase – Continue to raise attainment and improve progress- particularly</b>

## Trustees' Report (continued)

<i>progress 8 scores at Key Stage 4 for 'groups' including disadvantaged; boys; SEND; more able and in some Ebacc subjects to diminish the differences with progress made with others nationally.</i>
<b>Actions and Achievements</b>
<p>This was the key priority in both secondary schools. Various strategies were employed in particular to focus on the achievement of disadvantaged learners and those with SEND. An experienced central Trust SENCo was appointed to facilitate a more consistent approach based on shared best practice; forensically targeted interventions were undertaken in a more timely fashion; an attendance success mentor was appointed to concentrate on disadvantaged youngsters; and subject departments were paired to drive up expectations and standards.</p> <p>Investment in relevant curriculum provision, for example by using on/off site alternative provision, deploying learning mentors, and using family and mental health interventions, has resulted in reduced fixed term exclusions for some learners, including those from disadvantaged backgrounds.</p> <p>Overall, strategies were relatively successful in diminishing the attainment differences of some groups with others nationally in both schools, although the significant change to curriculum, assessment and grading in English and Maths in 2017 has made direct comparisons unsound and progress measure comparisons with previous years are also meaningless.</p> <p>See Key Performance measures section for further detail.</p>
<b>Strategic Objective: Secondary Phase – Focus on embedding an appropriately challenging KS3 curriculum and assessment model to secure progress and this crucial stage.</b>
<b>Actions and Achievements</b>
<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 the Choice programme further by continuing it into Year 7.</p>
<b>Strategic Objective: Secondary Phase – Build confidence in teachers regarding the new assessments and mastery concepts. 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</b>
<b>Actions and Achievements</b>
<p>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. Engagement in the 'marking' research project. New streamlined policies informed by best practice EEF toolkit. Engagement in PiXL</p>
<b>Strategic Objective: Secondary Phase - Continue to promote better attitudes to learning, particularly among some disadvantaged students.</b>
<b>Actions and Achievements</b>
<p>Develop resilience and a growth mindset in learners and staff.</p> <p>Character Building and Resilience Curriculum at CCHS.</p> <p>Various motivational and aspirational speakers visited the schools during the year</p>
<b>Cross-Phase School Improvement Objectives</b>
<b>Strategic Objective: Continue to improve quality first teaching to ensure that it is highly effective across each key stage, focusing on the effective transition of all learners and the development of a deeper staff understanding of age related expectations.</b>
<b>Actions and Achievements:</b>
<p>The improvements to pupil outcomes can be attributed to the continued commitment to raising standards in the classroom.</p> <p>Many of the actions taken to improve the overall quality of teaching and learning have continued from previous years:</p> <p>All schools have a detailed monitoring calendar through which school leaders deploy a variety of strategies to first check on the strengths and weaknesses within the teaching and secondly to make decisions on where to target a raft of focused continuous professional development (CPD) opportunities to support colleagues in changing their practice for the better. In all schools lessons, observations result in a judgement about 'effectiveness' or otherwise of the teaching.</p> <p>CPD strategies deployed include</p> <ul style="list-style-type: none"> <li>• courses</li> </ul>

## Trustees' Report (continued)

- mentoring or coaching
- working with a more experienced colleague from own or another Trust school
- working alongside an Specialist Leader of Education (SLE) or Leading Practitioner
- working within a support plan

Other opportunities are available for colleagues wanting to develop their practice still further:

- Sharing practice with colleagues at one of the Trust Network Groups – cementing curriculum understanding, age related expectations and moderation.
- Attending an Improving Teacher Programme & Outstanding Teacher Programme (8 and 6 trained respectively)
- Using IRIS to analyse own or a colleague's work
- Becoming a coach or mentor
- School Marking Champion
- Lesson Study

A very effective Key Stage 2-3 transition project was undertaken during the summer term drawing on lessons learned and best practice from the Ofsted report- 'Key Stage 3 – The wasted years?'

Newly and recently qualified teachers continue to be supported within the Trust and also through participation in appropriate externally provided courses.

Opportunities are provided for progression to become accredited as SLEs or Leading Practitioners and having such expertise within the group provides even greater breadth to support improvements in pedagogy.

Continued involvement in termly moderated review and evaluation (MRE) through an external school improvement professional gives another opportunity for schools to check their judgements and focus their attentions on any areas of teaching and learning requiring development that had not previously come to light.

Peer Reviews continue to take place with an accredited Ofsted inspector and add another facet to this process.

Teachers are encouraged to participate in development programmes such as the mathematics mastery award led by the national mathematics hubs. This has resulted in higher level skills being disseminated across the Trust and mastery work being integrated into weekly lesson plans.

CPD sessions from nationally recognised experts have also contributed to raising standards through better teaching. Schools shared twilight and INSET day training opportunities e.g. school performance data, team teach, read write Inc. emotional literacy support, mental health etc.

Focused work on phonics in two schools (one using a consultant expert and the other buying in training in a commercial scheme) has resulted in significant improvements in outcomes as teachers improved their practice.

Within and across the schools, 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. Continued Target tracker network meetings and training have ensured that all schools are using the pupil tracking tools more effectively to identify and subsequently address gaps in learning.

**Strategic Objective:** *Ensure that feedback is effective and consistent in enabling learners to make rapid progress whilst not being a workload burden for teachers or learners.*

### **Actions and Achievements**

Most schools have made this a focus in action plans and have streamlined marking and assessment policies using advice from recent workload review bodies.

The Trust was successful in a bid to Leeds Beckett University for grant funding to support a research project looking into effective but not bureaucratic or burdensome strategies for marking. This is an action research cross-phase project, which will be completed and reported upon in January 2018. Staff are positively engaged and early indications are that the strategies being tested are proving successful.

## Trustees' Report (continued)

<b>Leadership and Governance</b>
<b>Strategic Objective:</b> <i>Continue to strengthen leadership and governance at all levels, to achieve highly effective and distributed leadership across the Trust.</i>
<b>Actions and Achievements: Leadership</b>
<p>Following the successful trialling of Lead Headteacher roles in the primary phase during 2015/16, two Executive Headteacher (EHT) appointments were made to support and direct the work of, school senior leadership teams in translating the Trust school improvement strategies into operational plans and ensuring their implementation.</p> <p>During 2016/17 two primary schools operated with an Executive Headteacher, Head of School model.</p> <p>The Trust continues to provide opportunities for leadership training and accreditations and internal progression.</p> <p>During 2016/17, the Trust provided in house training for National Professional Qualifications for both middle (NPQML) and senior leaders (NPQSL). Trust leaders are accredited to deliver the range of national leadership programmes, licensed by Leeds Beckett University.</p> <p>During 2016/17, from the 2015/16 cohort, 5 staff were awarded NPQML and 7 were successful in achieving NPQSL, and this provided significant increased leadership capacity within the Trust during the 2016/17 period.</p> <p>The Trust also utilises its own SLE's – (Primary specialising in Maths, Assessment, Early Years, Behaviour Management, Teaching and Learning and Secondary ones in English and Geography) to work within and across its schools.</p> <p>Additional external SLE expertise is secured where appropriate and was utilised in summer 2017 to support Carleton Community High School to review data and behaviour management.</p> <p>Significant Internal support from within the trust via network groups and staff movement has strengthened leadership and supported improvements in teaching particularly relating to marking, assessment, standardisation and moderation. Visits to schools operating in similar contexts with strong outcomes (in Lincoln, Hartlepool and Wakefield) have inspired leaders to introduce new and improved practice in their own schools.</p> <p>The termly moderated review and evaluation process undertaken by an external provider for each phase has given challenge and support to all 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 that 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 measures at all key stages.</p> <p>More examples of common reporting frameworks have been developed and secured across schools for more areas of work and these are driving consistency and improved knowledge base for leaders and governors. A new and agreed regular cycle of data collection and analysis was established and operated – primary schools half termly and secondary schools termly except for Year 11 which has an additional data collection.</p> <p>School Improvement Plans have been improved to clearly identify and prioritise the following: 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 to diminish when compared to all other learners nationally. All with measurable outcomes and milestones clearly identified.</p> <p>The Trust arranged a Trust Wide professional development day during October 2016 which was attended by 450 staff from across the trust. Inspirational key note speakers and a focus in 30+ workshop sessions on areas to support development of teaching and across all types of support staff was delivered. This was a highly successful event in which 98% said that they had learned something which would be useful to them in carrying out their role.</p> <p>With Primary Executive Headteachers in place, the CEO has been able to devote some time to providing a</p>

## Trustees' Report (continued)

more productive Executive Leadership function across the two Secondary schools during 2017. This role has become even more important with the appointment of a new Head of School at The King's School in July 2017.

The CEO announced her intention to retire during the spring of 2018 and a new CEO has been secured.

### **Actions and Achievements: Governance**

The structure and work of the Board and newly formed School Governance Committees (SGC's) has been developed and remodelled to reflect priorities, building on the previous year's full governance review and new business plan, complete with a clearer and more appropriate Scheme of Delegation.

Each SGC was reviewed following a review of skill sets. This led to some significant changes to most SGC's with new Chairs appointed in all but two schools. The SGC in Carleton Community High School was replaced with an Executive SGC in order to strengthen leadership and pace of improvement.

Locally delivered bespoke training has been well attended and covered topics such as pupil premium and teacher performance management.

**Strategic Objective:** *Ensure that all safeguarding, health and safety, and legal obligations are met*

### **Actions and Achievements**

The phased implementation of a web based system for recording and collating safeguarding issues, CPOMs took place during the period. This has strengthened the security and record management of safeguarding issues.

An internal review of safeguarding across all schools took place during summer 2017. Areas of strength and those for improvement were identified with the implementation of recommendations commencing immediately.

A Trust Health and Safety Policy and a Trust Contractors at Work Policy was implemented during Autumn 2016. Implementation, monitoring and review has been supported by two internal Health and Safety Competent Person roles each overseeing a secondary school and three primary schools.

Following a robust procurement process, professional advice and support was secured over the medium term for managing Asbestos across the Trust. Asbestos Condition and Management Plans were carried out all schools with the exception of De Lacy Primary. An Asbestos Policy and Action Plan was implemented and unlicensed and licensed works tendered for completion during the spring and summer breaks.

The Trust commissioned a comprehensive audit of school websites undertaken by Raise Education during Autumn 2016. School Governance Committees monitored implementation of recommendations for website compliance and working towards best practice.

**Strategic Objective** *Identify, monitor, manage and report on key risks in accordance with the Risk Management Policy*

### **Actions and Achievements**

The Trust developed, agreed and published a strategic risk register as part of its Business Plan early in 2016/17. The Audit and Risk Committee provide ongoing monitoring and update of the Strategic Risk Register.

**Strategic Objective:** *Maintain a central training register for key statutory roles – Designated Safeguarding Leads, SENCOs, First Aiders, Fire Marshalls etc.*

### **Actions and Achievements**

The central register has been partially implemented, full implementation will be progressed in 2017-18

**Strategic Objective:** *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.*

### **Actions and Achievements**

The delay in the development of the apprenticeship framework has delayed the Trust plans as there have been a limited number of appropriate apprenticeship courses to support the implementation of the apprenticeship programme.

## Trustees' Report (continued)

<b>Business &amp; Finance</b>
<b>Strategic Objective</b> <i>Establish a quality framework through which Finance, HR, and H&amp;SW Competent Person support to schools is measured.</i>
<b>Actions and Achievements</b>
The Trust quality framework is partially developed and will be progressed in 2017-18.
<b>Strategic Objective</b> <i>All HR Services provided from the Central Trust securing effective external strategic support where required, and ensuring consistency of delivery.</i>
<b>Actions and Achievements</b>
The Trust has fully implemented key HR policies and procedures across all schools. All recruitment processes are now dealt with by the central Trust along with advice and support for absence and other employment relation matters.
<b>Strategic Objective</b> <i>Undertake audit of establishments across the Trust (Roles and responsibilities) including TLR review, curriculum led KPIs</i>
<b>Actions and Achievements</b>
Detailed benchmarking and comparative work across the secondary schools has formed a basis for review of roles, teaching and learning responsibility structures, contact ratios and class sizes. This work will inform structure reviews in 2018-19 and onwards.
Continued progress was made in reducing costs and improving strategic leadership by implementing a new school leadership structure of Executive and School based leaders.
A review of School and Business Administration structures took place across all primary schools and a restructure implemented which included the introduction of a shared school business manager role across the two one-form entry primary schools.
<b>Strategic Objective</b> <i>Establish effective relationships with external providers to provide specialist legal, payroll, safeguarding, marketing, periodic compliance review, and procurement support</i>
<b>Actions and Achievements</b>
Procurement process undertaken during 2016/17 for: <ul style="list-style-type: none"> <li>Appointed professional support for the independent internal audit review covering all significant risk areas which the Trust is exposed.</li> <li>Asbestos professional advice and support</li> <li>Procurement advice and support</li> <li>Technical professional advice and support for building works</li> <li>Subscription to National Governors Association to support Trustees and Governors in their work.</li> </ul>
<b>Strategic Objective</b> <i>Undertake contract audit to identify and prioritise those which could be delivered through Trust wide contracts/re-tendered</i>
<b>Actions and Achievements</b>
<b>A list of priority procurements has been developed. Cost savings have continued to be delivered through the tender of:</b> <ul style="list-style-type: none"> <li>catering services across the Trust,</li> <li>Trust wide asbestos professional advice, support and Trust wide programmes of removal and reinstatement works</li> <li>Trust wide ICT investment tender</li> <li>Trust wide absence insurance and staff well-being support</li> </ul>
<b>Strategic Objective</b> <i>Continue to develop best practice consistency in financial procedures and reporting formats across the Trust.</i>
<b>Actions and Achievements</b>
Continual review and development of practice is ongoing, the 2016 external audit management letter did not include any recommendations for improvement reflecting the successful implementation and embedding of improvements since incorporation to date.
<b>Strategic Objective</b> <i>Develop &amp; Implement ICT Strategy, School ICT 3 year rolling plans and tender for ICT</i>

## Trustees' Report (continued)

<i>support and provision.</i>
<b>Actions and Achievements</b>
<p>The Trust has developed and began implementing an ICT strategy. A review of ICT hardware has taken place in most schools and informed the development of three year plans. This provided the Trust with information to set out investment priorities and undertake single procurement processes to achieve economies of scale.</p> <p>During Summer 2017 all schools were migrated onto a single platform for emails.</p>
<b>Strategic Objective</b> <i>Continue to work closely with schools in potential deficit situations to plan for avoidance of this or recovery from it.</i>
<b>Actions and Achievements</b>
<p>The implementation of the shared business manager structure across the one-form entry primary schools, along with a new leadership model implemented at the time of signing of this report has supported the sustainability of the Trust's smallest schools.</p> <p>Detailed benchmarking and comparative work across the secondary schools has been undertaken to inform 2018-19 structure reviews and delivery models across both schools.</p>

## Trustees' Report (continued)

### Key Performance Indicators

#### Ofsted Outcomes

All six primary schools within the Trust received their first Section 5 inspection during the 2014-15 period and the two secondary schools received their second inspections during the 2016-17 period.

	Overall Effectiveness			Latest Inspection Outcomes (2014-15)					
	2008 - 11	2011 -13	2014 -15	Overall Effectiveness	Leadership & Management	Achievement Of Pupils	Quality Of Teaching	Behaviour & Safety	Early Years
<b>Primary Academies</b>									
Carleton Park*	4	3	2	2	2	2	2	2	2
De Lacy*	3	4	2	2	2	2	2	2	2
Halfpenny Lane	2	3	2	2	1	2	2	1	2
Larks Hill	2	2	2	2	2	2	2	2	2
Orchard Head	4	3	2	2	2	2	2	2	1
The Rookeries	4	3	2	2	2	2	2	2	2
<b>Secondary Academies</b>				<b>Latest Inspection Outcomes (2016/17)</b>					
Carleton Community	2	3	3	4	4	3	3	3	n/a
The King's	2	-	3	2	2	2	2	2	n/a

1-Outstanding; 2-Good, 3-Requires Improvement, 4-Inadequate \*Sponsored Academies

Carleton Community High School was unfortunately placed into Special Measures in January 2017 following a judgement of 'inadequate' in the Leadership (including Governance) category. The inspection team declared that the actions taken to improve outcomes had not been 'rapid' enough. The Trust accepted the areas requiring further improvement identified by the Ofsted team and have commenced implementing an improvement plan. A more detailed and comprehensive Statement of Action addressing these areas was developed, and subsequently approved as being 'fit for purpose' by Ofsted.

The King's School re-established the judgement of 'Good' across all areas in their inspection in June 2017.

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 2017 have been summarised. It should be noted that at the time of signing, the 2017 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.

## Trustees' Report (continued)

### Key Performance Indicators (continued)

The rapid introduction and implementation of the new curriculum and assessment measures at primary and secondary phases in 2016 and 2017 mean that direct comparison with previous years' performance cannot be reliably made.

### Early Years and Foundation Stage

The Trust average has improved by 1 percentage point and the national figure by 2 percentage points. The Trust average is in-line with national. The trend for the Trust is in an upward direction. Three of the Trust's six schools are in-line or above the 2017 national figure (though one is broadly in line). A Leading Practitioner for Early Years Foundation Stage (EYFS) was appointed during the summer term 2017.

The Trust considers that it is essential to be successful in early years in order to build a firm foundation for assessment points in later years. Most of our primary academies are looking at improving outcomes in reading and the success of our youngest children through the learning of the first phases of phonics is a vital part of this. Early Years settings play a key role in establishing the social skills (e.g. behaviour for learning, ability to share, concentration skills and the basic skills in reading, writing and mathematics) necessary for children to effectively access the national curriculum in Key Stage 1. Given the levels of deprivation, faced by some of our schools, the results are encouraging. Schools with results below the national figure are looking to improve EYFS outcomes within their school improvement plans for the 2017/18 academic year.

The school with the lowest results is receiving support from a Leading Practitioner and a teacher from an outstanding Foundation Stage within the Trust.

Academy	%age of pupils at expected or exceeding 'Good Level of Development'		
	2015	2016	2017
<b>National Average</b>	<b>66</b>	<b>69</b>	<b>71</b>
<b>Trust Average</b>	<b>67</b>	<b>70</b>	<b>71</b>
Carleton Park	76	69	70
De Lacy	50	51	53
Halfpenny Lane	62	65	68
Lark's Hill	79	87	69
Orchard Head	78	78	69
The Rookeries <sup>#</sup>	63	75	76

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

### Key Stage 1

#### Phonics

The Trust average has risen 8 percentage points. The three-year downward trend in phonics outcomes at Key Stage 1 has been reversed. External professional advice and support was provided to De Lacy Primary School and Halfpenny Lane JI&N School who had the lowest results in 2016. Both schools have made significant gains in 2017 as a result. Four out of six of the Trust schools remain below the national measure. The national average has stayed the same as in 2016. The performance gap has therefore narrowed from 14 to 6 percentage points below national.

## Trustees' Report (continued)

### Key Performance Indicators (continued)

Academy	%age of pupils at the expected standard		
	2015	2016	2017
<b>National Average</b>	<b>77</b>	<b>81</b>	<b>81</b>
<b>Trust Average</b>	<b>70</b>	<b>67</b>	<b>75</b>
Carleton Park	80	88	73
De Lacy	53	45	61
Halfpenny Lane	59	58	75
Lark's Hill	97	97	83
Orchard Head	76	71	88
The Rookeries <sup>#</sup>	68	65	70

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

### Reading Writing and Maths

The difference between the achievement of pupils, in reading writing and maths, across the Trust and nationally in 2016 was four percentage points for all three measures. The difference in 2017 has remained at four percentage points in reading but exceeds by one percentage point in writing and is now only three percentage points lower in mathematics:

	National Average at age expected	Trust Average at age expected
Reading	76%	72%
Writing	68%	69%
Maths	75%	72%

The trend remains difficult to define due to 2016 changes in curriculum and assessment, but an upward trend can be cautiously recorded.

Three academies were below the national average for reading. Two were below in mathematics and just one school in writing.

Only De Lacy Primary School was below the national average for all three measures, there were significant improvements in writing and mathematics but a disappointing drop in reading. Participation in the work arising from a successful Strategic School Improvement Fund bid to look at reading and disadvantage over the next 18 months coupled with significant improvements in phonics outcomes this year, should help this measure to improve more rapidly going forward.

## Trustees' Report (continued)

### Key Performance Indicators (continued)

Academy	2015 % expected progress (2b+) and beyond expected progress (3+) in <u>reading</u> . 2016 on - % at age-expected and above.				2015 % expected progress (2b+) and beyond expected progress (3+) in <u>writing</u> . 2016 on - % at age-expected and above.				2015 % expected progress (2b+) and beyond expected progress (3+) in <u>mathematics</u> . 2016 on - % at age-expected and above.			
	2015		2016	2017	2015		2016	2017	2015		2016	2017
	2b+	3+	≥ a.r.e.	≥ a.r.e.	2b+	3+	≥ a.r.e.	≥ a.r.e.	2b+	3+	≥ a.r.e.	≥ a.r.e.
<b>National Average</b>	82	32	74	76	72	18	65	68	82	26	73	75
<b>Trust Average</b>	79	35	70	72	71	21	61	69	80	29	69	72
Carleton Park	77	35	60	79	71	32	60	83	81	39	70	75
De Lacy	70	18	60	47	57	9	33	38	70	14	44	53
Halfpenny Lane	83	48	75	74	77	27	77	74	85	40	78	75
Lark's Hill	80	30	73	87	77	30	67	80	83	33	77	80
Orchard Head	87	42	75	76	78	18	61	69	84	27	70	76
The Rookeries #	74	29	77	71	65	9	65	68	74	21	74	71

\* Note that 2016 data is not directly comparable to previous years \* Note that this academy operates a hearing-impaired resource.

### Key Stage 2

A comparison with previous years cannot be made due to the significant curriculum and assessment changes. National Floor Target for attainment (age-related in all of Reading, Writing, and Maths) was 65%. The national average for attainment was 61% and the Trust average was 47%. Trust averages for progress in each subject cannot be calculated at the time of signing.

Trends over time are not authentic due to the significant curriculum and assessment changes and this particularly affects progress measures; they do not appear to provide an accurate picture of school performance.

Two academies did very well in meeting or exceeding the national average for pupils reaching the expected level in all three subjects (Reading, Writing and Maths). Five of the six academies maintained or improved attainment outcomes, some significantly so, leading to an overall increase in attainment across the Trust.

Based on last year's criteria, it would appear that one school may be deemed to be 'coasting'.

Trust-wide actions are on course to improve the performance of all academies against the combined national floor target for summer 2017.

A dip in performance in one of the subject areas, will have a particularly negative impact on the overall combined score and may mask some significant improvements in performance in the other subjects. Individual academies will prioritise improvements in the area(s) not at the required performance in their improvement plans for the coming year. Improving reading is the key focus in most of our academies.

## Trustees' Report (continued)

### Key Performance Indicators (continued)

	% achieving L4+ in reading, writing & mathematics.  From 2016 - % at age-expected level or above in reading, writing &			% expected progress reading.  From 2016 - school progress measure for reading.			% expected progress writing.  From 2016 - school progress measure for writing.			% expected progress mathematics.  From 2016 - school progress measure for mathematics.		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
<b>2015 National Average/ 2016 on National</b>	<b>80</b>	<b>53</b>	<b>61</b>	<b>91</b>	<b>-5</b>	<b>-5</b>	<b>94</b>	<b>-7</b>	<b>-7</b>	<b>90</b>	<b>-5</b>	<b>-5</b>
<b>Trust Average</b>	<b>73</b>	<b>41</b>	<b>47</b>									
Carleton Park	75	63	46	96	0.8	0.0	96	-0.1	-0.4	79	0.0	-2.9
De Lacy	54	11	26	65	-5.1	-4.9	100	1.6	-5.0	65	-5.3	-6.5
Halfpenny Lane	75	39	43	93	-1.6	-3.1	95	0.5	-1.9	90	-3.8	-2.7
Lark's Hill	100	60	61	100	0.4	1.7	100	-1.6	0.1	100	-1.4	1.2
Orchard Head	70	50	66	100	1.6	-2.9	98	4.3	-3.4	90	1.8	-0.1
The Rookeries <sup>#</sup>	65	39	38	94	-2.4	-4.4	90	-0.8	-3.0	84	1.1	-0.5

### 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 and 2017

Progress 8 and Attainment 8 are two measures that schools/academies were judged against for the first time in 2016. They were designed to encourage schools to offer a broad and balanced curriculum at Key Stage 4 and prevent the concentration on pupils capable of achieving 5 grades at grade C. These, along with the 'basics' measure and performance in the Ebacc subjects make up the key headline measures in the performance tables.

**Basics** – In 2016 this was the % of students achieving a grade C or higher in both English (Literature or Language) and Mathematics. In 2017, following significant changes to the curriculum and assessment, the grading system for Maths and English changed to a 9 point numerical one from an 8 point letter one. The change in the number of grade points has made a direct comparison between the two years a difficult one. During the first year of this new system, the 'pass' grade for the purposes of post-16 education access and national performance tables was deemed to be Grade 4, with a Grade 5 being a 'good' pass and being most likely to be used as the only benchmark in the future.

**Progress 8** is based on students' progress from their end of Key Stage 2 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; any other 'approved' GCSE, or 'high-value' arts, academic, or vocational qualification.

## Trustees' Report (continued)

### Key Performance Indicators (continued)

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

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

### Understanding Progress 8

Most schools will achieve a progress 8 score of 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 demonstrate 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 students taking fewer than 8 subjects or some of those subjects 'not counting' in this new measure, rather than poor progress being made in those elements being studied. In addition, following the first year of these measures, it has been noted that a huge underachievement (or overachievement) of a small percentage of students (outliers) can have a disproportionate impact on the school's average progress measure and therefore it too has to be treated with caution. Progress 8 measures cannot be compared year on year and the raw measure alone has limited use. When confidence interval details are published, then a judgement regarding whether the score represents a school which is average, above or below or significantly so.

Both academies made appropriate changes to their curricular offer to ensure that for the vast majority of students, the subjects studied for examination in 2016 and beyond would count 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, and that significant student mobility during Key Stage 4 will also have a negative impact on results.

### Outcomes

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

The King's School is above national for Attainment 8, the basics and children entered for and achieving EBacc. Outcomes in English, Geography, Science, Art were particularly strong. The average Key Stage 2 points score for children entering the school was deemed to be around national average and therefore final achievements which are above the national average should demonstrate sufficient progress. Areas to focus on for further improvement are Maths, History and Modern Foreign Languages.

Carleton Community High School has closed the gap significantly with national for Attainment 8 and the basics measure. Outcomes in English were very strong at all ability levels and have provided a standard for other departments to aim to emulate. The average Key Stage 2 points score for children entering the school was significantly below national average and therefore final achievements which are in line with/close to the national average should demonstrate sufficient progress. Particular areas of focus for improvement are Maths and Science.

	Attainment 8		Progress 8		Basics % Pass E&M			% entered EBacc			% achieved EBacc		
	2016	2017	2016	2017	2016 C+	2017 4+	2017 5+	2015	2016	2017	2015	2016	2017 4+
<b>National Average</b>	49.5	44.2	0.0	0.0	62	58.5	39.1	n/a	40	35	23	24	23
Carleton Community	43.9	42.3	-0.09	-0.22	51	55	36	15	15	20	13	10	10
The King's	50.1	46.9	+0.13	+0.12	63	63	39	65	61	56	29	30	28

## Trustees' Report (continued)

### Key Performance Indicators (continued)

#### Attendance

Overall, most of our academies continue to achieve an improving trend in attendance rates and in the reduction of persistent absence. In some academies, the gains have been marginal or have proved short-lived, partly due to some of the issues noted below.

An attendance network group was established which completely reviewed Trust attendance policies and protocols. This included the policy of not authorising absence for holidays in term-time and issue penalty notices where appropriate.

All academies continue to have attendance as a development plan focus and have now commenced actions aimed at reducing persistent absence and improving attendance, under the direction of the new Principal Attendance Officer appointed from July 2017.

The scrutiny of meaningful trends regarding persistent absence remains somewhat difficult, as two years ago the national benchmark moved from below 85% to below 90% and the recent legal challenge (see below) has also had a negative impact on these figures.

During the 2016/17 academic year, some parents took advantage of the uncertainty in the system regarding what constituted 'regular' attendance (Pratt v Isle of Wight court case), how this affected term-time holidays and the issuing of fines. This led to a flurry of unauthorised term-time holiday bookings, which in turn had a significant negative impact on the data in all schools. Following the latest judgement on this case, protocols for dealing with term-time holidays and high levels of absence were reviewed: parents and carers have been informed of the latest criteria.

The primary average improved by 0.2 of a percentage point to just 0.1 of a percentage point below the national average.

Two primary academies still have significant work to do to draw their overall attendance levels into line with national figures particularly for the more disadvantaged pupils.

ATTENDANCE	% Attendance Levels			% of pupils persistently absent (2015 < 85% attendance, 2016 <90% attendance)		
	2015	2016	2017	2015 <85%	2016 <90%	2017 <90%
<b>Primary Academies</b>						
<i>National Average</i>	96.2	96.0	n/a	2.7	8.8	8.2
<i>Trust (crude) Average</i>	95.6	95.7	95.9	3.5	10.1	10.4
Carleton Park	96.2	96.7	96.5	1.7	7.4	9.9
De Lacy	94.7	94.7	94.2	5.0	15.5	16.4
Halfpenny Lane	95.2	95.2	95.4	5.4	13.6	12.3
Lark's Hill	97.4	97.0	96.6	0.5	4.9	4.9
Orchard Head	95.6	96.1	96.3	3.2	11.2	9.8
The Rookeries	95.6	95.0	96.2	2.6	11.8	8.9
<b>Secondary Academies</b>						
<i>National Average</i>	94.7	94.8	94.8	5.6	12.4	13.1
Carleton Community High	94.1	94	94.2	7.3	16.3	12.9
The King's	94.8	95.4	94.8	6.7	11.9	8.9

## Trustees' Report (continued)

### 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 and Skills Funding Agency (ESFA) in the form of revenue and capital grants, the use of which is restricted to particular purposes. The grants received from the ESFA and other sources during the year ended 31 August 2017 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 ESFA. 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 2017 totalled £20.6 million (2016: £20.1 million) and were not sufficient to cover resources expended and provided a deficit of £0.8 million (2016: deficit £0.2 million) before transfers and other recognised gains and losses.

The net book value of tangible fixed assets was £27.9 million (2016: £28.3 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 2017 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. Both 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 £4.9 million (2016: £8.6 million).

### Financial Position

The Academies Trust held fund balances at 31 August 2017 of £25.4 million (2016: £21.5 million) comprising £28.2 million (2016: £28.3 million) of restricted fixed assets, general restricted funds of £0.9 million (2016: £0.6 million), unrestricted fund balances of £1.1 million (2016: £1.1 million) and a pension reserve deficit of £4.9 million (2016: £8.6 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.

## Trustees' Report (continued)

### Financial Review (continued)

#### Restricted Reserves (Non-Capital)

The target range for restricted reserves has been established at between 5% and 8% 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.

The fixed asset fund represents the net book value of fixed assets plus unspent capital grants. This fund can only be realised from the sale of fixed assets.

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

#### 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

## Trustees' Report (continued)

### Principal Risks and Uncertainties (continued)

#### Risk Management (continued)

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:

- **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 school improvement priorities (and suggested actions) following the most recent Ofsted inspections, other external evaluations, a review of the Business Plan and initial analysis of 2016/17 pupil/student outcomes are as follows, organised under three key headings:

- School Improvement
- Leadership and Governance
- Business and Finance

<b>School Improvement</b>
<b>Primary</b>
<b>Improve outcomes as follows:</b> <ul style="list-style-type: none"><li>• <b>Reading for ALL pupils at Key Stage 1 and Key Stage 2;</b></li><li>• <b>For boys;</b></li><li>• <b>Reduce differences in attainment for disadvantaged pupils and other pupils nationally (especially more-able);</b></li><li>• <b>Early Years Foundation Stage;</b></li><li>• <b>Spelling for all phases.</b></li></ul> <p>Build upon recent improvements in phonics teaching and outcomes. Since the summer term schools have been working with external consultant to examine and improve practice around the teaching of reading. Focus upon the teaching of reading for understanding across the schools, establish a common baseline, analyse and implement any recommendations from the outcomes. Use QLA data to focus work on the weaker areas.</p> <p>Continue to focus continued professional development (CPD) and peer reviews on engagement of and outcomes for boys across the curriculum.</p>

## Trustees' Report (continued)

Deploy identified early years foundation stage lead practitioners to support improvement in schools as necessary.

Put platforms/structures in place to promote sharing of effective practice in improving outcomes in spelling.

**Consider how the full breadth of the curriculum can be improved to inspire and support pupils' learning and provide context for learning in the core subjects. Ensure the curriculum is designed and delivered for: enjoyment; investigation and application.**

Establish a science network group. Build on delivery from secondary subject specialists in PE & Music.

Identify and share effective practice in foundation subjects (internal and/or external).

Seek and implement actions to effectively use the broader curriculum to support 'greater depth' learning.

### Secondary

**Work swiftly toward the removal of Special Measures for Carleton Community High School.**

Carry out actions as detailed in the comprehensive Statement of Action. Ensure sufficient professional support is provided to the school to enable this. Engage fully with the successful Strategic School Improvement Fund bid to support any required investment in improvement activities.

**Continue to raise attainment and improve progress - particularly progress 8 scores at Key Stage 4 for 'groups' including disadvantaged, boys, Special Educational Needs (SEN) and more able and in some Ebacc and 'open basket' subjects to diminish differences with progress made by others nationally.**

Review individual school improvement plans to ensure they target these outcomes.

Establish and appoint Director of Maths and Lead Practitioner roles to work across both secondary schools. Use proven strength and stability from within and external to the trust to support specific departments.

Further develop and embed the effectiveness of Trust and district wide subject network groups established to share plans and strategies to achieve improved outcomes, quality of teaching, learning and assessment and tackle common challenges and issues.

Secure strategies developed through the PiXL network and monitor their full implementation to ensure that they become embedded across both schools.

**Continue to build confidence in core subject teachers regarding the new assessment and grading requirements and in understanding the teaching of mastery concepts. Extend to foundation and other subjects as they too switch to the new grading system at GCSE.**

Develop resilience and a growth mindset in learners and staff, particularly to cope with the increased pressure arising from an increased number of longer, more challenging linear examinations being taken in a more concentrated period of time.

**Further embed an appropriately challenging Key Stage 3 curriculum and assessment model which understands and builds on the higher expectations being delivered in primary and therefore to secure continued and rapid progress (not stagnation) at this crucial stage.**

Develop the Choice Programme further by continuing it into Year 7. Continue to develop and undertake activities to enhance and improve transition particularly Key Stage 2-3, and Key Stage 4 to Post 16.

### Cross-phase

**Continue to (rapidly in some schools) improve attendance rates and reduce persistent absence, particularly for disadvantaged learners.**

Monitor the impact of the recently appointed Principal Attendance Officer in directing and supporting schools in updating and implementing revised protocols and policies in a timely manner in order to effect the attendance improvements required.

## Trustees' Report (continued)

### **Improve outcomes for disadvantaged**

Put processes in place to ensure that schools are where appropriate using the National College for Teaching (NCTL) and Learning framework and Education Endowment Fund (EEF) toolkit when planning targeted interventions for disadvantaged pupils.

In addition to the actions above, the Trust is a key beneficiary of the district's significant and successful bid for Strategic School Improvement Funding. The 5-terms cross-phase project is focused on removing key barriers to achievement particularly by supporting improvements in literacy – specifically reading, oracy and attendance – with an emphasis on disadvantaged pupils. Focus of Trust-wide Pupil Premium Review. Continue to promote better attitudes to learning particularly among disadvantaged students. Set up cross-phase disadvantaged strategy team.

### **Continue to improve 'quality first teaching' to ensure that it is highly effective.**

Ensure teacher networks, coaching models and monitoring systems for all year groups/subjects are operating effectively. Continue to develop and embed coaching models within and across the schools (using iRIS to facilitate).

### **Seek ways to support the positive development of children's mental health.**

Engage with the Pupil attitudes to Self and School (PaSS) survey. Work with Carnegie Centre of Excellence for Mental Health in Schools. Consider linking this objective with improving children's mental health through access to sport with support from the additional funding for the Primary PE Grant.

### **Ensure that feedback is effective and consistent in enabling learners to make rapid progress whilst not being a workload burden for teachers or learners.**

Complete the research programme begun in 2016/17, alongside Leeds Beckett University. Ensure that the useful learning outcomes from this project are widely shared across the Trust, and assimilated into practice where beneficial.

### **Undertake activities to promote the stakeholder voice – learners, staff and parents.**

Identify a 'Stakeholder Champion' to audit and action plan for improvements in this area.

### **Leadership and Governance**

#### **Continue to develop the structure and work of the Board to reflect Trust priorities, consolidate improving outcomes and plan for future growth plans.**

Continue to monitor, review and update the Trust Business plan ensuring that leaders implement agreed actions and improvements.

Continue to develop and refine a defined monitoring framework which provides clear and accurate information for Trustee decision making.

Continue to access external support through networks and academy ambassadors to support and enhance the work of the Trust.

#### **Ensure that all safeguarding, health and safety, and legal obligations are met**

Appoint a Trust clerk to provide consistent clerking across the Trust and support the embedding of the Governance Policy and Scheme of Delegation through workplan driven agendas.

Develop and implement a project plan for the transition from Data Protection Act to General Data Protection Regulations (GDPR) from May 2018.

Implement planned programme of Internal Audit Review including safeguarding and readiness for General Data Protection Regulations and monitor implementation of recommended actions.

Procure Trust wide fire risk assessments to take place across all schools during Autumn 2016 where they have not had an external assessment within 12 months.

## Trustees' Report (continued)

Publish gender pay gap information as required by legislation from April 2018.

### **Embed high quality governance at a local school level, focused clearly on raising standards**

Implement selection and induction process for new governors to ensure appropriate skills mix to support the work of School Governance Committees.

Implement a comprehensive training programme for school governors with a focus on overseeing and monitoring school improvement activities.

Appoint a Trust clerk to provide consistent guidance and support to school governing committees in discharging their responsibilities to the Trust Board.

Ensure that agendas, meeting papers and minutes for meetings are timely and fit for purpose.

### **Develop and Implement Communication Strategy**

Continue to develop the leadership bulletin.

Continue to develop and implement a framework for performance monitoring between operational and strategic layers of leadership.

Train and develop staff in maximizing the benefits provided from the implementation of a single platform for emails.

Ensure that Executive Leaders support timely and accurate communications to and from the Trust Board.

### **Identify areas for leadership development through the appraisal process**

Review and update the appraisal policy with underpinning detailed guidance and including clear timeframes for reviews and incorporating individual training records for consolidation to inform Trust Wide programmes of learning and development training across both teaching and support staff.

### **Continue to strengthen, embed and achieve highly effective, distributed leadership at all levels.**

Continue to embed and monitor the performance of newly formed leadership structures within schools.

Develop a structured approach for identifying and providing opportunities and support for working across more than one school.

Develop and implement a structured process for talent management.

Develop a trust wide newly and recently qualified teacher programmes based on effective provision in place in the secondary phase.

Develop opportunities for programmes of leadership development.

### **Identify, monitor, manage and report on key risks in accordance with the Risk Management Policy**

Continue to monitor and review the strategic risk register.

Procure professional advice and support to review and embed effective risk management throughout the Trust with the support of an IT platform.

### **Maintain a central training register for key statutory roles – Designated Safeguarding Leads, SENCOs, First Aiders, Fire Marshalls etc.**

Fully implement and maintain the central training register for key statutory roles.

## Trustees' Report (continued)

**Identify opportunities across the Trust for effective use of Apprenticeship Levy to meet identified needs. Identify provider(s) to deliver apprenticeship training to existing staff where potential new apprenticeship positions do not fit current recruitment plans.**

Review current structures and skills gaps to identify apprenticeship opportunities across the Trust.

Commence implementing apprenticeship programmes in 2018-19.

**Implement processes to ensure that all schools are making effective use of the pupil tracking tools in order to address gaps in learning.**

Undertake a review of the application of pupil tracking tools across the Trust for consistency in use and accuracy of reporting.

Implement recommendations from the review.

### Business & Finance

**Establish a quality framework through which Finance, HR, and H&SW Competent Person support to schools is measured.**

Develop a quality framework

**All HR Services provided from the Central Trust securing effective external strategic support where required, and ensuring consistency of delivery.**

Appoint a Trust HR administrator to support the work of the Trust HR Manager and increase capacity to deliver centralised.

Review and develop processes for effectiveness and efficiency.

**Undertake audit of establishments across the Trust (Roles and responsibilities) including TLR review, curriculum led KPIs**

Update the 2016/17 review and use it to inform 2018/19 structure and curriculum plans in the secondary phase.

**Establish effective relationships with external providers to provide specialist legal, payroll, safeguarding, marketing, periodic compliance review, and procurement support**

Continue to implement the internal audit plan and act on recommendations.

Tender payroll services to secure provider from April 2018.

Access additional professional capacity to support the implementation of actions in readiness for General Data Protection Regulations from May 2018.

**Undertake contract audit to identify and prioritise those which could be delivered through Trust wide contracts/re-tendered**

Continue to review and maximize economies from trust wide procurements.

**Continue to develop best practice consistency in financial procedures and reporting formats across the Trust.**

Implement recommendations from external or internal audit as recommended.

Continue to identify and develop best practice through the work of the School Business Manager group.

## Trustees' Report (continued)

**Develop & Implement ICT Strategy, School ICT 3 year rolling plans and tender for ICT support and provision.**

Continue to refine, develop and implement strategies and plans commenced in 2016/17.

**Continue to work closely with schools in potential deficit situations to plan for avoidance of this or recovery from it.**

Closely monitor schools which have reserves at below 5% of General Annual Grant to ensure actions to improve the position over the medium term financial plans

Continue to identify and optimize shared staffing models where appropriate.

## 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 6 December 2017 and signed on its behalf by:



**Phil Jones**

**Chair of Trustees**

## 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 8 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
P Jones (Chair)	7	8
U A Murray OBE	4	4
J A Craig (CEO and accounting officer)	7	7
J Gough	8	8
J Allinson	7	8
M K Brooke	7	8
D Wilkin (Vice Chair)	6	8
A Clarke	2	3

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

#### Appointments:

Trustee	Date of Appointment
A Clarke	17 May 2017

#### Resignations:

Trustee	Date of Resignation
U A Murray OBE	31 March 2017

The board of trustees considers that its main challenges during the period of incorporation to 31 August 2017 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 was tailored so it assessed the 'nine characteristics'. The reviewers reported the following key findings and recommendations to the board of trustees:

## Governance Statement (continued)

### Governance (continued)

"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.

These involve:

- Defining in a more accessible way, and further communication to all stakeholders, the structure and accountability relationships between the members, the Board, school governance committees (SGCs), 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 were finalised and implemented during Autumn 2016.

The trustees have continued building on this work with significant changes to SGC membership and the appointment of a Trust clerk. The Trust Board and all its committees, including SGCs from September 2017 have agendas which follow a plan of work delivering the Governance Policy and Scheme of Delegation.

The Trust Board plans a self-evaluation of governance during summer 2018.

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 updates to the following policies during the period of account:

- Financial Regulations and Scheme of Delegation
- Health and Safety Policy
- Contractors at Work Policy
- Freedom of Information and Data Protection Policy and Procedures
- Internal Audit Plan of work

The Audit and Risk Committee undertake ongoing detailed monitoring of the Strategic Risk Register.

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	5	5
M K Brooke	5	5
P G Morris	5	5

## 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:

- Financial Regulations & Scheme of Delegation
- Pay Policy
- Appraisal Policy
- Asbestos Policy and Plan

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	4	5
D Wilkin	5	5
J A Craig	4	5

The **school governance committees** 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 – Executive*/School Governors	Meetings attended	Out of a possible
D Wilkin (Chair) (from 8 May 2017)*	3	3
J Gough (Vice Chair)*	5	7
H Bolton (ex-officio)*	3	3
E Shepherd (from 6 October 2017)*	-	-
M Colley* (from 8 May 2017)	2	3
J Craig (CEO)* (from 8 May 2017)	3	3
D Samwell (CFO) (until 6 October 2017)*	3	3
K Berry MBE (until 7 May 2017)	4	4
A J Eastell (until 7 May 2017)	4	4
M Brooke (until 7 May 2017)	3	4
A Dee (until 7 May 2017)	4	4
S Harrison (until 7 May 2017)	4	4
T Hollies (until 7 May 2017)	4	4
A Nicholson (until 7 May 2017)	3	4
Sir W O'Brien (until 7 May 2017)	3	4
C Reynolds (until 7 May 2017)	3	4
G Walsh (until 7 May 2017)	2	4

## Governance Statement (continued)

### Governance (continued)

<b>Carleton Park J&amp;I School – School</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
D Wilkin (Chair)	6	6
C Burgess-Tupling (Vice Chair)	5	6
R Rowett (ex-officio)	6	6
R Amery	3	6
J Craig (CEO) (until 18 May 2017)	2	4
R Gibbins	5	6
J Gough	4	6
D J Leigh	4	6
N Loynes	4	6
R Simmons	3	6

<b>De Lacy Primary School – School Governors</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
J Beevers (Chair)	5	6
T Hollies (Vice Chair)	6	6
D Thompson (ex-officio until 31 August 2017)	6	6
D Dunn (ex-officio from 1 September 2017)	-	-
A Birch	5	6
J Allinson	6	6
J Craig (CEO)	6	6
J Gough	5	6
S Asquith	1	2

<b>Halfpenny Lane JI&amp;N School – School Governors</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
T Craven (Chair) (from 17 May 2017)	1	2
J Allinson (Vice Chair) (from 17 May 2017)	2	2
M Broom (ex-officio)	3	4
J Parkinson (ex-officio from 1 September 2017)	-	-
I Brown (from 6 October 2017)	-	-
L Hodgett	5	6
I Singh	1	6
D Watson (until 17 May 2017)	3	4
A Tagger (until 31 August 2017)	4	6
B Fletcher (until 7 March 2017)	1	3
C Westerman (until 18 September 2017)	4	6

## Governance Statement (continued)

### Governance (continued)

#### Larks Hill J&I School – School Governors

	Meetings attended	Out of a possible
G Miller (Chair)	6	6
D Malkin (Vice Chair) (from 6 October 2017)	-	-
A Smith (ex-officio) (until 31 October 2017)	6	6
R Rowett (ex-officio) (from 1 November 2017)	-	-
T Thacker	6	6
S Conroy	6	6
A Dee	6	6
A Hutchinson	5	6
J Page	4	6
J Mayhew (until 31 March 2017)	4	4
K Pearson (until 15 December 2016)	2	2
K Tyson (until 22 September 2017)	3	6

#### Orchard Head JI&N School – School Governors

	Meetings attended	Out of a possible
K Byram (Chair)	5	5
C Percival (Vice Chair)	5	5
J Vickers (ex-officio)	5	5
Sir W O'Brien	5	5
C Moore	4	5
F Richardson	5	5

#### The Rookeries J&I School – School Governors

	Meetings attended	Out of a possible
M Farrell (Chair)	6	6
M Neden (Vice Chair)	6	6
N Ellwand (ex-officio)	6	6
A Knee (from 31 October 2016)	5	5
A Johnson	5	6
A Sharp (from 31 October 2016)	4	5
M White (until 22 September 2017)	2	6
D Jackson (until 31 March 2017)	-	4
L Waterson (until 5 December 2016)	1	1

## Governance Statement (continued)

<b>The King's School – School Governors</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
A Newport (Chair) (from 17 May 2017)	2	2
S Kaye (Vice Chair) (from 17 May 2017)	2	2
B Tibbetts ex-officio (until 31 August 2017)	6	6
E Briggs ex-officio (from 1 September 2017)	-	-
E Shepherd (from 6 October 2017)	-	-
D Wilkins (17 May 2017)	2	2
K Anderson (17 May 2017)	1	2
J Gough (from 17 May 2017)	2	2
I Prout (until 16 May 2017)	3	4
D Knight (until 16 May 2017)	4	4
G Ayre (until 16 May 2017)	1	4
K Berry (until 16 May 2017)	4	4
A Robinson (until 16 May 2017)	3	4
M Swift (until 16 May 2017)	4	4

## 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 phased implementation across schools of an Executive Headteacher and Head of School model providing strategic support to schools in delivering operation plans to support increased pace of school improvement activities and coaching and development of current and future school leaders.
- The packaging of asbestos 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 packaging of IT investment and Sickness Absence Insurance 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
- Delivery of a Trust wide professional development day accessed by 450 employees across the Trust providing learning, development and networking opportunities across all schools. This has proved to be an economical way of delivering training, providing a platform to promote the work of the Trust, and allowed communication of priorities for the short to medium term set out in the Trust Business Plan.

## 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 2016 to 31 August 2017 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 2016 to 31 August 2017 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 to appoint RSM UK to undertake a programme of internal audit from summer 2017. This work commenced with a review of Strategic and Financial Planning.

### 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 work of RSM UK 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 14 December 2016 and signed on its behalf by:



**Phil Jones**  
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 and Skills Funding Agency of material irregularity, impropriety and non-compliance with ESFA 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 2016.

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 2016.

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



Julie A Craig  
Accounting Officer

4<sup>th</sup> December 2017

# Pontefract Academies Trust

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## 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 and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

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

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2015 and the Academies Accounts Direction 2016 to 2017;
- 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 ESFA/DfE have been applied for the purposes intended.

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

Approved by order of the members of the board of trustees on 14 December 2017 and signed on its behalf by:



**Phil Jones**

Chair of Trustees

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

### Opinion

We have audited the financial statements of Pontefract Academies Trust (the 'charitable company') for the year ended 31 August 2017 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cashflows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland, the Charities SORP 2015 and the Academies Accounts Direction 2016 to 2017 issued by the Education and Skills Funding Agency (ESFA).

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

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2017 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006; and
- have been prepared in accordance with the Charities SORP 2015 and the Academies Accounts Direction 2016 to 2017 issued by the Education and Skills Funding Agency.

### Basis for opinion

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

### Conclusions relating to going concern

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

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

### Other information

The trustees are responsible for the other information. The other information comprises the information included in the annual report, other than the financial statements and our Report of the Independent Auditors thereon.

Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

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

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

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

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

- the information given in the Report of the Trustees (incorporating the strategic report and the directors' report) for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Report of the Trustees has been prepared in accordance with applicable legal requirements.

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

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Report of the Trustees.

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.

### Responsibilities of trustees

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

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

### Our responsibilities for the audit of the financial statements

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

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at

<https://www.frc.org.uk/Our-Work/Audit-and-Actuarial-Regulation/Audit-and-assurance/Standards-and-guidance/Standards-and-guidance-for-auditors/Auditors-responsibilities-for-audit/Description-of-auditors-responsibilities-for-audit.aspx>.

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

This description forms part of our Report of the Independent Auditors.



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

 December 2017

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

In accordance with the terms of our engagement letter dated 4 September 2017 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2016 to 2017, 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 2016 to 31 August 2017 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 ESFA 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 ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Pontefract Academies Trust and ESFA, 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 2016, 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 2016 to 2017. 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 2016 to 31 August 2017 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 2016 to 2017 issued by ESFA. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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 and Skills Funding Agency

### Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the year 1 September 2016 to 31 August 2017 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

14 December 2017

## Statement of Financial Activities for the year ended 31 August 2017 (including Income and Expenditure Account)

		Unrestricted	Restricted	Restricted	Total	Total
		Funds	General	Fixed	2017	2016
	Notes	£000	£000	Asset Funds £000	£000	£000
<b>Income and endowments from:</b>						
Donations and capital grants	2	8	97	821	926	644
Charitable activities:						
Funding for the academy trust's educational operations	3	588	18,676	-	19,264	19,117
Other trading activities	4	79	300	-	379	374
Investments	5	2	-	-	2	4
<b>Total</b>		<b>677</b>	<b>19,073</b>	<b>821</b>	<b>20,571</b>	<b>20,139</b>
<b>Expenditure on:</b>						
Raising funds	6	79	71	-	150	146
Charitable activities:						
Academy trust educational operations	7	588	19,690	924	21,202	20,212
<b>Total</b>		<b>667</b>	<b>19,761</b>	<b>924</b>	<b>21,352</b>	<b>20,358</b>
Net income/(expenditure)		10	(688)	(103)	(781)	(219)
Transfers between funds	18	-	(45)	45	-	-
<b>Net income/(expenditure) for the year</b>		<b>10</b>	<b>(733)</b>	<b>(58)</b>	<b>(781)</b>	<b>(219)</b>
<b>Other recognised gains and (losses)</b>						
Actuarial (losses)/gains on defined benefit pension schemes	18,27	-	4,729	-	4,729	(5,494)
<b>Net movement in funds</b>		<b>10</b>	<b>3,996</b>	<b>(58)</b>	<b>3,948</b>	<b>(5,713)</b>
<b>Reconciliation of funds</b>						
Total funds brought forward at 1 September 2016	18	1,132	(7,971)	28,302	21,463	27,176
Total Funds carried forward at 31 August 2017		<b>1,142</b>	<b>(3,975)</b>	<b>28,244</b>	<b>25,411</b>	<b>21,463</b>

The notes attached form part of these financial statements.

# Pontefract Academies Trust

## Balance Sheet as at 31 August 2017

	Notes	2017 £000	2017 £000	2016 £000	2016 £000
<b>Fixed Assets</b>					
Tangible assets	13		27,910		28,297
<b>Current assets</b>					
Stock		-		-	
Debtors	14	732		713	
Cash at bank and in hand		3,215		2,954	
		3,947		3,667	
<b>Liabilities</b>					
Creditors: Amounts falling due within one year	15	(1,539)		(1,888)	
<b>Net current assets</b>			2,408		1,779
<b>Total assets less current liabilities</b>			30,318		30,076
Creditors: Amounts falling due after more than one year	17		(11)		(13)
<b>Net assets excluding pension liability</b>			30,307		30,063
Pension scheme liability	27		(4,896)		(8,600)
<b>Net assets including pension liability</b>			25,411		21,463
<b>Funds of the academy trust</b>					
<b>Restricted Income funds</b>					
Fixed Asset Fund	18	28,244		28,302	
General Fund	18	921		629	
Pension Reserve	18	(4,896)		(8,600)	
<b>Total restricted funds</b>			24,269		20,331
<b>Unrestricted income funds</b>					
General fund	18	1,142		1,132	
<b>Total unrestricted funds</b>			1,142		1,132
<b>Total Funds</b>			25,411		21,463

The financial statements on pages 45 to 67 were approved by the trustees, and authorised for issue on 4 December 2017 and are signed on their behalf by:



**Phil Jones**  
Chair of Trustees

**Statement of Cash Flows for the year Ended 31 August 2017**

	Notes	2017 £000	2016 £000
<b>Net cash (outflow)/inflow from operating activities</b>	22	(25)	1,024
Cash flows from investing activities	23	286	(946)
<b>Change in cash and cash equivalents in the year</b>		<b>261</b>	<b>78</b>
<b>Cash and cash equivalents at 1 September 2016</b>	24	2,954	2,876
<b>Cash and cash equivalents at 31 August 2017</b>		<b>3,215</b>	<b>2,954</b>

## Notes to the Financial Statements for the Period Ended 31 August 2017

### 1. Statement of Accounting Policies

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

#### (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 2016 to 2017 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

Pontefract Academies Trust meets the definition of a public benefit entity under FRS102.

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

- **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 2017 (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 2017 (continued)

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

#### (e) Tangible Fixed Assets

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.

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

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

#### (i) Financial Instruments

The academy trust only holds basic financial instruments as defined in FRS102. The financial assets and financial liabilities of the academy trust and their measurement basis are as follows:

*Financial assets* – trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 14. Prepayments are not financial instruments.

Cash at bank – is classified as a basic financial instrument and is measured at face value.

*Financial liabilities* – trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in notes 15 and 17. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

#### (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.

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

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

#### (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 and Skills 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 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 2016 has been used by the actuary in valuing the pensions liability at 31 August 2017. 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 2017 £000	Total 2016 £000
Capital grants	-	814	814	545
Donated Fixed Assets	-	7	7	-
Other donations	8	97	105	99
	<b>8</b>	<b>918</b>	<b>926</b>	<b>644</b>

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

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

	Unrestricted Funds £000	Restricted Funds £000	Total 2017 £000	Total 2016 £000
<b>DfE / ESFA Grants</b>				
General Annual Grant (GAG)	-	16,337	16,337	16,167
Pupil Premium	-	1,076	1,076	1,085
PE Sport Grant	-	55	55	55
Other DfE / ESFA Grants	-	278	278	277
	-	17,746	17,746	17,584
<b>Other Government Grants</b>				
Local Authority Grants - Early Years	-	322	322	365
Local Authority Grants - High Cost Pupils	-	318	318	243
Local Authority Grants - Other	-	47	47	125
	-	687	687	733
<b>Other Income</b>				
Catering Income	588	-	588	558
Trip Income	-	243	243	242
	588	18,676	19,264	19,117

### 4. Other trading activities

	Unrestricted Funds £000	Restricted Funds £000	Total 2017 £000	Total 2016 £000
Music Services	35	-	35	32
Educational Sales	-	97	97	79
Services of Staff	-	22	22	52
Uniform Income	-	7	7	15
Insurance Receipts	-	93	93	75
Hire of Facilities	44	-	44	38
Other Income	-	81	81	83
	79	300	379	374

### 5. Investment income

	Unrestricted Funds £000	Restricted Funds £000	Total 2017 £000	Total 2016 £000
Bank interest	2	-	2	4
	2	-	2	4

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

### 6. Expenditure

	Staff Costs £000	Non - Pay Premises £000	Expenditure Other Costs £000	Total 2017 £000	Total 2016 £000
Expenditure on raising funds	-	-	150	150	146
Academy's educational operations					
Direct Costs	12,750	519	2,040	15,309	14,884
Allocated Support Costs	3,359	945	1,589	5,893	5,328
	16,109	1,464	3,779	21,352	20,358

	2017 £000	2016 £000
<b>Net expenditure for the year includes:</b>		
Operating lease rentals	47	51
Depreciation	924	892
Fees payable to the auditor for:		
- audit	13	13
- other services	5	6

### 7. Charitable Activities

	Unrestricted Funds £000	Restricted Funds £000	Total 2017 £000	Total 2016 £000
Direct costs - educational operations	-	15,309	15,309	14,884
Support costs - educational operations	588	5,305	5,893	5,328
	588	20,614	21,202	20,212

	Educational Operations		Total 2017 £000	Total 2016 £000
	Unrestricted Funds £000	Restricted Funds £000		
<b>Analysis of support costs</b>				
Support Staff Costs	204	3,155	3,359	2,589
Technology costs	-	229	229	225
Recruitment and support	-	23	23	22
Maintenance of premises and equipment	-	354	354	344
Cleaning	-	92	92	95
Rent & Rates	-	154	154	204
Energy Costs	-	225	225	255
Insurance	-	114	114	163
Catering	384	427	811	837
Security and transport	-	53	53	53
Bank interest and charges	-	-	-	1
Other Support Costs	-	457	457	517
Governance Costs	-	22	22	23
	588	5,305	5,893	5,328

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

### 8. Staff

#### (a) Staff costs

Staff costs during the period were:

	<b>Total 2017 £000</b>	<b>Total 2016 £000</b>
Wages and Salaries	12,039	11,603
Social Security Costs	968	765
Operating costs of defined benefit pension schemes	2,823	2,099
Apprenticeship levy	18	-
	<b>15,848</b>	<b>14,467</b>
Supply staff costs	234	393
Staff restructuring costs	27	23
	<b>16,109</b>	<b>14,883</b>
Staff restructuring costs comprise:		
Redundancy payments	1	-
Early retirement costs	-	22
Severance payments	26	1
	<b>27</b>	<b>23</b>

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

Included in staff restructuring costs are non-statutory/non-contractual severance payments totalling £12,782 (£nil).

#### (c) Staff numbers

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

	<b>2017 No.</b>	<b>2016 No.</b>
Teachers and Educational Support	413	412
Administration and Other Support	182	174
Management	21	16
	<b>616</b>	<b>602</b>

#### (d) Higher paid staff

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

	<b>2017 No.</b>	<b>2016 No.</b>
£ 60,001 - £ 70,000	6	7
£ 70,001 - £ 80,000	2	2
£ 80,001 - £ 90,000	2	1
£100,001 - £110,000	-	1
£110,001 - £120,000	1	-
	<b>11</b>	<b>11</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 £943,531 (2016: £820,993).

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

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

One trustee, who is also the Chief Executive Officer (CEO) for the academy trust has been paid remuneration or has received other benefits from employment with the academy trust. The CEO only receives remuneration in respect of services she provides undertaking the role of CEO under her contract of employment.

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

Remuneration	£110,000 - £115,000	(2016: £105,000 - £110,000)
Employer's pension contributions	£15,000 - £20,000	(2016: £15,000 - £20,000)

During the year ended 31 August 2017, travel and subsistence expenses totaling £nil (2016: £147) were reimbursed (2016: 1 trustees)

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

### 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:

	2017	2016
	£000	£000
Carleton Community High School	172	163
Carleton Park Junior & Infant School	38	37
De Lacy Primary School	61	59
Halfpenny Lane Junior Infant & Nursery	73	74
Kings School	219	220
Larks Hill Junior Infant School	39	40
Orchard Head Junior Infant & Nursery	55	54
The Rookeries Carleton Junior & Infant	42	41
	<b>699</b>	<b>688</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 2017 (continued)

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

	Unrestricted Funds £000	Restricted General Funds £000	Restricted Fixed Asset Funds £000	Total 2016 £000
<b>Income and endowments from:</b>				
Donations and capital grants	8	91	545	644
Charitable activities:				
Funding for the academy trust's educational operations	558	18,559	-	19,117
Other trading activities	70	304	-	374
Investments	4	-	-	4
<b>Total</b>	<b>640</b>	<b>18,954</b>	<b>545</b>	<b>20,139</b>
<b>Expenditure on:</b>				
Raising funds	70	76	-	146
Charitable activities:				
Academy trust educational operations	559	18,761	892	20,212
<b>Total</b>	<b>629</b>	<b>18,837</b>	<b>892</b>	<b>20,358</b>
Net income/(expenditure)	11	117	(347)	(219)
Transfers between funds	-	(738)	738	-
<b>Net income/(expenditure) for the year</b>	<b>11</b>	<b>(621)</b>	<b>391</b>	<b>(219)</b>
<b>Other recognised gains and losses</b>				
Actuarial (losses) gains on defined benefit pension schemes	-	(5,494)	-	(5,494)
<b>Net movement in funds</b>	<b>11</b>	<b>(6,115)</b>	<b>391</b>	<b>(5,713)</b>
<b>Reconciliation of funds</b>				
Total funds brought forward at 1 September 2015	1,121	(1,856)	27,911	27,176
Total Funds carried forward at 31 August 2016	<b>1,132</b>	<b>(7,971)</b>	<b>28,302</b>	<b>21,463</b>

## Notes to the Financial Statements for the Period Ended 31 August 2017 (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 2016	25,083	2,270	2,685	1,019	168	<b>31,225</b>
Additions	306	-	61	170	-	<b>537</b>
Disposals	-	-	-	-	-	-
Transfer in year	168	-	-	-	(168)	-
At 31 August 2017	<b>25,557</b>	<b>2,270</b>	<b>2,746</b>	<b>1,189</b>	<b>-</b>	<b>31,762</b>
<b>Depreciation</b>						
At 1 September 2016	1,526	105	514	783	-	<b>2,928</b>
Charged in year	475	38	288	123	-	<b>924</b>
Disposals	-	-	-	-	-	-
At 31 August 2017	<b>2,001</b>	<b>143</b>	<b>802</b>	<b>906</b>	<b>-</b>	<b>3,852</b>
<b>Net Book Values</b>						
At 1 September 2016	23,557	2,165	2,171	236	168	28,297
At 31 August 2017	<b>23,556</b>	<b>2,127</b>	<b>1,944</b>	<b>283</b>	<b>-</b>	<b>27,910</b>

### 14. Debtors

	2017	2016
	£000	£000
Trade debtors	15	77
VAT recoverable	136	108
Other debtors	3	3
Prepayments and accrued income	578	525
	<b>732</b>	<b>713</b>

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

	2017	2016
	£000	£000
Trade creditors	717	519
Other taxation and social security	267	247
Other creditors	19	17
Accruals and deferred income	536	1,105
	<b>1,539</b>	<b>1,888</b>

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

### 16. Deferred income

	2017 £000	2016 £000
Deferred Income at 1 September 2016	276	302
Resources deferred in year	300	276
Amounts released from previous years	(276)	(302)
Deferred income at 31 August 2017	300	276

At the balance sheet date the academies trust was holding funds received in advance for funds received from the ESFA relating to Universal Infant Free School Meals and rates relief; and other funds received in advance for music lessons or trips booked during academic commencing September 2017.

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

	2017 £000	2016 £000
Other Creditors	11	13
	11	13

Included within other creditors is an outstanding loan of £11,000 from Salix which is provided on the following terms: 11 repayments remaining of £1,000 every six months to 1 September 2022.

### 18. Funds

	Balance at 31 August 2016 £000	Incoming Resources £000	Resources Expended £000	Gains, Losses and Transfers £000	Balance at 31 August 2017 £000
<b>Restricted general funds</b>					
General Annual Grant (GAG)	629	16,337	(16,000)	(45)	921
Pupil Premium	-	1,076	(1,076)	-	-
PE Sport Grant	-	55	(55)	-	-
Other DfE / ESFA Grants	-	278	(278)	-	-
Local Authority Grants	-	687	(687)	-	-
Pension Deficit	(8,600)	-	(1,025)	4,729	(4,896)
Other restricted donations	-	97	(97)	-	-
Other trading activities	-	543	(543)	-	-
	(7,971)	19,073	(19,761)	4,684	(3,975)
<b>Restricted fixed asset funds</b>					
Transfer on conversion	24,497	-	(537)	-	23,960
Donated Fixed assets	-	7	(7)	-	-
DfE/ESFA capital grants	2,460	814	(199)	-	3,075
Insurance Receipts	133	-	(14)	-	119
Capital expenditure from GAG	1,212	-	(167)	45	1,090
	28,302	821	(924)	45	28,244
<b>Total restricted funds</b>	<b>20,331</b>	<b>19,651</b>	<b>(20,442)</b>	<b>4,729</b>	<b>24,269</b>
<b>Unrestricted funds</b>					
Unrestricted funds	1,132	677	(667)	-	1,142
<b>Total unrestricted funds</b>	<b>1,132</b>	<b>677</b>	<b>(667)</b>	<b>-</b>	<b>1,142</b>
<b>Total funds</b>	<b>21,463</b>	<b>20,571</b>	<b>(21,352)</b>	<b>4,729</b>	<b>25,411</b>

## Notes to the Financial Statements for the Period Ended 31 August 2017 (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 2017.

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 2017 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/ESFA 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 2017 were allocated as follows:

	2017 £000	2016 £000
Carleton Community High School	92	59
Carleton Park Junior & Infant School	22	34
De Lacy Primary School	195	236
Halfpenny Lane Junior Infant & Nursery	406	326
Larks Hill Junior Infant School	134	113
Orchard Head Junior Infant & Nursery	101	43
Kings School	596	575
The Rookeries Carleton Junior & Infant	118	115
Central Services	399	260
<b>Total before fixed asset fund and pension reserve</b>	<b>2,063</b>	<b>1,761</b>
Restricted fixed asset fund	28,244	28,302
Pension Reserve	(4,896)	(8,600)
<b>Total</b>	<b>25,411</b>	<b>21,463</b>

## Notes to the Financial Statements for the Period Ended 31 August 2017 (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 2017 £000	Total 2016 £000
Carleton Community High School	3,331	527	197	656	4,711	4,652
Carleton Park J&I School	598	102	30	186	916	883
De Lacy Primary School	1,208	128	63	351	1,750	1,718
Halfpenny Lane JI&N School	1,264	183	57	314	1,818	1,744
Kings School	3,857	759	241	890	5,747	5,719
Larks Hill Junior Infant School	583	140	30	181	934	941
Orchard Head JI&N School	983	168	52	301	1,504	1,574
The Rookeries Carleton J&I School	736	161	134	187	1,218	1,141
Central Services	190	1,191	9	440	1,830	1,094
<b>Academy Trust</b>	<b>12,750</b>	<b>3,359</b>	<b>813</b>	<b>3,506</b>	<b>20,428</b>	<b>19,466</b>

### 19 Analysis of Net Assets between Funds

Fund balances at 31 August 2017 were represented by:

	Unrestricted Funds £000	Restricted General Funds £000	Restricted Fixed Asset Funds £000	Total 2017 £000	Total 2016 £000
Tangible fixed assets	-	-	27,910	27,910	28,297
Current assets	1,191	2,142	614	3,947	3,667
Current liabilities	(49)	(1,210)	(280)	(1,539)	(1,888)
Non-current liabilities	-	(11)	-	(11)	(13)
Pension scheme liability	-	(4,896)	-	(4,896)	(8,600)
	<b>1,142</b>	<b>(3,975)</b>	<b>28,244</b>	<b>25,411</b>	<b>21,463</b>

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

### 20 Capital Commitments

	2017 £000	2016 £000
Contracted for, but not provided in the financial statements	-	50

### 21 Commitments under operating leases

#### Operating Leases

At 31 August 2017 the total of the academies trust's future minimum lease payments under non-cancellable operating leases were:

	2017 £000	2016 £000
Expiring within one year	33	51
Expiring within two and five years inclusive	28	51
Expiring in over five years	-	-
	<b>61</b>	<b>102</b>

### 22 Reconciliation of Net Income to net cash (outflow)/inflow from operating activities

	2017 £000	2016 £000
Net income	(781)	(219)
Depreciation	924	892
Donated Fixed Assets	(7)	-
Capital grants from DfE and other capital income	(814)	(545)
Interest receivable	(2)	(4)
Defined benefit pension scheme cost less contributions payable	860	266
Defined benefit pension scheme finance cost	165	92
(Increase)/decrease in debtors	(19)	220
Increase/(decrease) in creditors	(351)	322
<b>Net Cash (Outflow)/Inflow from Operating Activities</b>	<b>(25)</b>	<b>1,024</b>

### 23 Cash flows from investing activities

	2017 £000	2016 £000
Interest received	2	4
Purchase of tangible fixed assets	(537)	(1,495)
Capital grants from DFE/ESFA	814	545
Donated fixed asset	7	-
<b>Net cash inflow/ (outflow) from capital expenditure and financial investment</b>	<b>286</b>	<b>(946)</b>

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

### 24 Analysis of cash and cash equivalents

	As at 31 August 2016 £000	Cash flows £000	As at 31 August 2017 £000
Cash at bank and in hand	2,954	261	3,215
<b>Total cash and cash equivalents</b>	<b>2,954</b>	<b>261</b>	<b>3,215</b>

### 25 Contingent Liabilities

There are no contingent liabilities (2016: £nil).

### 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 2016.

Contributions amounting to £17,479 (2016: £17,315) were payable to the schemes at 31 August 2017 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

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

### 27 Pension and Similar Obligations (continued)

#### Teachers' Pension Scheme (continued)

are paid by public funds provided by Parliament.

#### Valuation of the Teachers' Pension Scheme

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury. 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).
- 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
- 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%

The TPS valuation for 2012 determined an employer rate of 16.4% from September 2015. The next valuation of the TPS is currently underway based on April 2016 data, 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 £1.790 million (2016: £1.802 million) of which employer's contributions totalled £1.130 million (2016: £1.139 million) and employees' contributions totalled £0.660 million (2016: £0.664 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 2017 was £0.903 million (2016: £0.868 million), of which employer's contributions totalled £0.662 million (2016: £0.631 million) and employees' contributions totalled £0.241 million (2016: £0.237 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

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

### 27 Pension and Similar Obligations (continued)

#### Local Government Pension Scheme (continued)

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 2017	As at 31 August 2016
Rate of general increase in salaries	3.25%	3.50%
Pension Increases	2.00%	2.00%
Pension accounts revaluation rate	2.00%	2.00%
Discount Rate for scheme liabilities	2.50%	2.00%
CPI Inflation	2.00%	2.00%
RPI Inflation	3.10%	3.10%

#### 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 2017 and the projected service cost for the period ending 31 August 2018 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 (£000)	18,601	19,026	19,461
% change in present value of total obligation	-2.2%		2.3%
Projected service cost (£000)	1,305	1,342	1,380
Approximate % change in projected service cost	-2.8%		2.9%

#### 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 (£000)	19,172	19,025	18,881
% change in present value of total obligation	0.8%		-0.8%
Projected service cost (£000)	1,342	1,342	1,342
Approximate % change in projected service cost	0.0%		0.0%

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

### 27 Pension and Similar Obligations (continued)

#### Local Government Pension Scheme (continued)

#### Sensitivity analysis for the principal assumptions (continued)

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 (£000)	19,313	19,026	18,744
% change in present value of total obligation	1.5%		-1.5%
Projected service cost (£000)	1,380	1,342	1,305
Approximate % change in projected service cost	2.9%		-2.8%

#### Post retirement mortality assumption

Adjustment to mortality age rating assumption	-1 year	Base figure	+1 year
Present value of total obligation (£000)	19,604	19,026	18,452
% change in present value of total obligation	3.0%		-3.0%
Projected service cost (£000)	1,390	1,342	1,294
Approximate % change in projected service cost	3.6%		-3.6%

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 2017	As at 31 August 2016
<i>Retiring Today</i>		
Males	22.1	22.7
Females	25.2	25.6
<i>Retiring in 20 years</i>		
Males	23.0	24.9
Females	27.0	28.0

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

	Fair Value at 31 August 2017	Fair Value at 31 August 2016
Equity Instruments	10,895	8,514
Government Bonds	1,356	1,270
Corporate Bonds	551	476
Cash	212	159
Other	480	374
Property	636	544
<b>Total market value of assets</b>	<b>14,130</b>	<b>11,337</b>

The actual return on scheme assets was £1,722,000 (2016: £1,724,000)

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

### 27 Pension and Similar Obligations (continued)

#### Amount recognised in the statement of financial activities

	2017 £000	2016 £000
Current Service Cost	(1,522)	(875)
Net interest from net defined benefit asset/liability	(165)	(92)
Net finance income	-	-
Past Service Cost	-	(22)
<b>Total Operating Charge</b>	<b>(1,687)</b>	<b>(989)</b>

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

	2017 £000	2016 £000
<b>At 1 September 2016</b>	<b>19,937</b>	<b>11,436</b>
Current service cost	1,522	875
Interest cost	403	440
Employee contributions	241	237
Actuarial (gain)/loss	(3,245)	6,870
Benefits paid	168	57
Past service costs	-	22
<b>At 31 August 2017</b>	<b>19,026</b>	<b>19,937</b>

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

	2017 £000	2016 £000
<b>At 1 September 2016</b>	<b>11,337</b>	<b>8,688</b>
Interest income	238	348
Actuarial gain/(loss)	1,484	1,376
Employer contributions	662	631
Employee contributions	241	237
Benefits paid	168	57
<b>At 31 August 2017</b>	<b>14,130</b>	<b>11,337</b>

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.

## Notes to the Financial Statements for the Period Ended 31 August 2017 (continued)

### 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, was a School Governor at The Kings School until 16 May 2017 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 £43,994 (2016: £41,501). 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;
- J Gough, Member and Trustee of Pontefract Academies Trust was also the Chair of Governors at Pontefract New College before becoming a Member of the New Collaborative Learning Trust. The college/Trust has mainly provided sports provision for pupils and other pupil activities at primary academies within the Trust at a total cost of £14,646 (2016: £1,916). Pontefract New College has contributed to the Trust by room hire and other activities total income of £550 (2016: £2,266).
- K Berry, a School Governor at Carleton Community High School until 7 May 2017 is also a Trustee for St Mary's Community Centre. The Trust incurred a total cost of £32,936 (2016: £29,511) 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.
- M Colley, an Executive School Governor at Carleton Community High School from 8 May 2017 is also the sole owner of Aurora Education Consultants. The Trust incurred a total cost of £4,675 from charges made by Aurora Education Consultants for school improvement professional support services.

### 29 Events after the balance sheet date

The Trust has no post balance sheet events to report.