

Company Registration No. 10267656 (England and Wales)

BERLESDUNA ACADEMY TRUST
(A COMPANY LIMITED BY GUARANTEE)

TRUSTEES' REPORT AND AUDITED ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2021

BERLESDUNA ACADEMY TRUST

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BERLESDUNA ACADEMY TRUST

REFERENCE AND ADMINISTRATIVE DETAILS

Members

E Patching
M Pretlove
P White

Trustees

E Patching (Chair of Trustees)
ST Tobin (Accounting Officer)
J Hunter
S Segger
SP West
R Taverner
G Glover
R Walsh
RA T Lovatt (Appointed 16 September 2020)
J Edwards (Appointed 18 May 2021)

Senior management team

S Tobin	- Chief Executive Officer
C Freese	- Headteacher (The Willows Academy)
N Kemp	- Headteacher (Whitmore Academy)
R Robinson	- Headteacher (Merrylands Academy)
H Dyer	- Headteacher (Cray's Hill Academy)
L Pigram	- Headteacher (Felmore Academy)
N Barrand	- Headteacher (Cherry Tree Academy)
K Hamilton	- Headteacher (Fairhouse Academy)
T Walker	- Headteacher (St Marys Academy)
D Bunn	- Trust Head of Finance and Operations
E Parsons	- HR Director

Company registration number

10267656 (England and Wales)

Registered office

School House
Church Road
Basildon
Essex
SS14 2EX

Academies operated

Merrylands Primary School and Nursery	Basildon
Whitmore Primary School and Nursery	Basildon
The Willows Primary School and Nursery	Basildon
Crays Hill Primary School	Billericay
Felmore Primary School	Basildon
Cherry Tree Primary School and Nursery	Basildon
Fairhouse Primary School	Basildon
St Mary's Church of England Primary School	Woodham Ferrers

Location

Headteacher

R Robinson
N Kemp
C Freese
H Dyer
L Pigram
N Barrand
K Hamilton
T Walker

BERLESDUNA ACADEMY TRUST

REFERENCE AND ADMINISTRATIVE DETAILS

Independent auditor

Rickard Luckin Limited
Phoenix House, Suite 8
Christopher Martin Road
Basildon
Essex
SS14 3EZ

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT

FOR THE YEAR ENDED 31 AUGUST 2021

The trustees present their annual report together with the accounts and auditor's report of the charitable company for the year 1 September 2020 to 31 August 2021. The annual report serves the purposes of both a trustees' report, and a directors' report under company law.

The academy trust operates 8 academies for pupils aged 4 to 11 with some academies having nurseries taking children from aged 2. We currently service a catchment area of Basildon, Billericay and Woodham Ferrers and at the spring 2021 census we had a total on roll of 3196 pupils from a capacity of 3392.

Structure, governance and management

Constitution

The academy trust is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the academy trust.

The academy trust was incorporated on 7 July 2016, in the name of Berlesduna Academy Trust. Merrylands Primary School and Nursery, the Willows Primary School and Nursery and Whitmore Primary School and Nursery commenced as academies on 01 October 2016 and Crays Hill Primary School joined the trust on 01 May 2018. Felmore Primary School joined on 01 September 2018, Cherry Tree Primary School joined on 01 April 2019, Fairhouse Primary School joined 01 May 2019 and St Marys Church of England Primary School joined 01 July 2020. The academy trust has entered into a funding agreement with the Department for Education which provides the framework within which the academy trust must operate.

The trustees of Berlesduna Academy Trust are also the directors of the charitable company for the purposes of company law. Details of the trustees who served during the year, and to the date these accounts are approved, are included in the Reference and Administrative Details on page 1.

Members' liability

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

Trustees' indemnities

In accordance with the Articles of Association, subject to the provisions of the Companies Act 2006 and Article 6.3 every trustee or other officer or auditor of the Company and every member of any local Governing Body and/or Advisory Body (in so far as necessary) shall be indemnified out of the assets of the Company against any liability incurred by them in their capacity in defending any proceedings, whether civil or criminal, in which judgement is given in favour or in which they are acquitted or in connection with any application in which relief is granted to them by the court from liability for negligence, default, breach of duty of trust in relation to the affairs of the Company.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Method of recruitment and appointment or election of trustees

The initial Members of the trust shall be the subscribers to the Memorandum of Association.

The subsequent Members of the Trust shall comprise:

- The signatories of the Memorandum
- Those appointed by the Members through the passing of a Special Resolution

When required, new Trustees may be approached for recruitment through Academy Ambassadors.

The Secretary of State for Education may appoint trustees in certain circumstances; no such appointments were made in the year under review.

Subject to remaining eligible to be a particular type of Trustee, any Trustee may be reappointed or re-elected.

A Trustee shall cease to hold office if they resign their office by notice to the Academy (but only if at least 4 Trustees will remain in office when the notice of resignation is to take effect).

A Trustee shall cease to hold office if they are removed by the person or persons who appointed them. The Article does not apply in respect of a Parent Trustee.

Policies and procedures adopted for the induction and training of trustees

Trustees are provided with copies of all essential documentation needed to undertake their role, including the Memorandum and Articles of Association, Academies Financial Handbook and Academy Trust's Funding Agreement.

A Trustee Handbook with key information is available for all Trustees. This includes such aspects as:

- The structure of the academy and the relationship with the Board of Trustees
- A statement of values and expectations
- Key elements of effective governance and the link to the Ofsted Handbook
- The committee structure of the Board of Trustees
- A brief description of the role of the Chair and the role of the Clerk/Company Secretary
- Terms of reference for Committees

The Board of Trustees receive training organised by the Trust and are informed of external training opportunities.

New Trustees are mentored by existing Trustees.

Organisational structure

The board of trustees of Berlesduna Academy Trust is constituted under the memorandum and articles of association. The board of trustees is responsible for ensuring high standards of corporate governance are maintained.

Trustees – The Directors Board – including Chief Executive Officer

The Board is responsible for setting high standards and levels of student achievement and for monitoring performance and ensuring accountability. It is tasked with driving continuous improvement through regular review planning and evaluation activities. It also manages corporate communication and stakeholder engagement. Once strategies have been agreed, the Board delegates most operational activity to the Executive Leadership Team. There are also Trust standing committees which have duties to support the Board with these responsibilities, to focus on the delivery of the vision against the Trust standards and engage with stakeholders internally and externally to ensure that the needs are being met.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Audit and Risk Committee

The Audit and Risk Committee consists of Trustees of the Board, this is a separate committee and the core function of the committee covers all financial services and other resources and facilities. It has a critical role in overseeing budget formulation, monitoring, and treasury management. The financial functions extend into value for money and procurement. The committee also receives and considers in detail the statutory accounts for the Trust and recommends them to the full Board of Directors for approval prior to presentation to the Trust Members. It recommends the appointment of the external auditors to the Board of Directors for subsequent approval by the Trust Members.

Local Governing Body

The Board also has established committees known as 'local governing bodies' for each school within the Trust. Their role is to oversee all matters relating to pupils' learning and wellbeing. The core function of a local governing body covers all factors which relate to, and underpin, good teaching and learning. It has a critical role in monitoring the progress and impact of personalised learning interventions to ensure high standards and pupil outcomes in line with the Trusts vision and strategy. Each of the schools within the Trust has a maximum of eleven governing body members, comprising:

- Headteacher
- 2 staff governors
- at least 2 co-opted/community governors
- at least 2 parent governors

Trust Executive Leadership Team

The Executive Leadership Team has corporate responsibility for the overall formulation and implementation of strategies and policies approved by the Directors. It comprises the Chief Executive Officer, Chief Financial Officer and Director of Operations, HR Director, Director of Education and the Headteacher/Head of School from each school.

Chief Executive Officer (CEO)

The role of the CEO is to support the substantive Headteacher/Head of School in their role and to assist in the development of staff across the schools and identify ways in which the Trust can facilitate, provide and develop school improvement. The CEO is responsible for the day to day operation of the Trust and is accountable to the Directors.

Chief Financial Officer and Director of Operations

The Chief Financial Officer and Director of Operations will report directly to the CEO of the Academy Trust. They will be part of the Executive Leadership Team at Trust level and will be expected to work in collaboration with senior leaders across the Trust. The core purpose of the role is to strategically lead and manage the business innovation and financial aspects of the schools and will play a significant role in meeting the needs of other schools that may consider joining the Trust in the future.

HR Director

Reporting directly to the CEO of the Academy Trust, the HR Director is part of the Senior Leadership Team at Trust level and will provide strategic HR guidance and support to senior leaders and Headteachers across the Trust. The HR Director will also provide HR guidance on day to day matters of a more complex nature and will support the Trust when schools join the Trust in the future.

Director of Education (DoE)

To support the CEO the DoE is accountable for ensuring the educational success of our schools within the overall framework of the Trust Development Plan, as well as individual schools' strategic plans to ensure Berlesduna Trust remains a leading Trust delivering highly innovative practice which offers the best possible learning experiences for all pupils. The DoE leads the Merrylands Teacher Training Partnership, overseas NQT recruitment and development, line manages Trust educational support staff, mentors new Head Teachers and leads the Trust leadership pathways training.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Leadership in Schools

Each school within the Trust will have its own structure of leadership depending on its own circumstance and context.

The Trust Pupil Voice

The Trust Pupil Voice gives pupils the opportunity to share their views with both the Trust and the schools. Made up of two selected pupils from each school, the Pupil Voice follow a self-developed Pupil Voice Charter, which forms their ethos and structure which themselves and future ambassadors will work by. The ambassadors will represent their school and allow the pupils to share their views with the Trust which will give them the opportunity to work together with pupils from each school. The purpose of the Trust Pupil Voice is:

- to represent pupils' views from each school
- to reach out to and work with, the schools, the Trust and beyond
- to make one small idea part of one big decision for everyone and improve all the schools within the Trust
- to see everyone as equal and be democratic
- to form an established pupil voice in each school, under The Trust

The Chief Executive is the 'Accounting Officer' of Berlesduna Academy Trust.

Arrangements for setting pay and remuneration of key management personnel

The setting of pay and remuneration for the Chief Executive is conducted by the Chair of the Trust and two other Trustees as part of the Performance Management Cycle. Once this is conducted the Chief Executive and Chair of each local Governing Body set the pay of individual Headteachers as part of their performance management cycle. Each Headteacher carries out the performance management of their staff with the support of the CEO and recommendations are put to each Local Governing Body Pay Committee. The CEO sets the pay and remuneration for centralised staff.

Trade union facility time

The Trust has two recognised trade union representatives which are school based and currently undertake no work outside of their respective schools.

Engagement with employees

Employee Information Policy

Each Academy includes 1 staff member on its local governing body and has the CEO as ex-officio Governor. This ensures that:

- Employees' views are taken into account on decisions affecting their interests; and
- There is a common awareness on the part of all employees of all factors that affect the academy trust's performance

Berlesduna Academy Trust also undertakes discussions with employees and their unions when making decisions that affect employee interests to ensure that employees' views are reflected in decisions made and their interests are protected.

Berlesduna Academy Trust recognises that staff is its most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community. The Trust has a policy in place to provide a document that embraces the many school practices that support staff health and well-being, to minimise the harm from stress and ensure there is cohesion and progress in working towards the health and well-being of all staff.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

The Trust and each individual school will:

- Provide personal and professional development that incorporates regular opportunities for learning and practicing skills such as – team building, management of change, stress management, assertiveness, communications etc. either as whole-school training, or when identified by individuals either during performance management or during particularly difficult periods
- Provide a range of strategies for involving staff in school decision-making processes, such as through the work of the Trust Well-being Forum, surveys on particular developments (e.g. positive behaviour, curriculum reviews, reporting), and opportunities for involvement in Focus Groups designed around key issues of school improvement.
- Operate a sensitive and negotiated appraisal system linked to clear job specifications (see Performance Management Policy)
- Provide a non-judgmental confidential support system such as a staff mentor at times of need, and specifically for new members of staff and those in new positions (including support for senior management).
- Provide extra support at certain times of difficulty either through counselling from the HR Manager, Head of Finance and Operations, support from Life-Coaching or counselling through Occupational Health.
- Work towards an ethos where all staff feel valued and where respect, empathy and genuineness are the cornerstones of school relationships.
- Continually reflect on and work towards achieving school improvement in terms of the 'Health and well-being'.
- Regularly review the demands on teacher time spent on paperwork and administration and seek practical alternative solutions wherever possible.
- Respond sensitively and flexibly to unavoidable external pressures that impact on staff lives.
- Maintain regular contact with staff when they are absent for long periods of time, both during the absence and also on returning to work.
- Maintain positive staff- student relationships to ensure an effective teaching and learning environment. (See Behaviour Policies).
- Survey staff annually on issues related to well-being and work-life balance and produce an action plan in relation to findings.
- The school have now set up a Joint Consultative Committee (JCC) with the aim that this will be made up of members of staff from with the Trust.
- Schools in the Trust and the Trust itself is working hard to ensure it is COVID-19 compliant and all the Risk Assessments required at the present time are available on the school websites and are continually updated.

The Academy Trust's policy on equal opportunities outlines the commitment of the staff and Governors of Berlesduna Academy Trust to ensure that equality of opportunity is available to all members of the Trust community. For our Trust this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal opportunity achievements and strengths of all members of the School community. These include:

- Students
- Teaching staff
- Support staff
- Parents / carers
- Community governors
- Multi-agency staff linked to the Trust
- Visitors to the Trust and academies
- Students on placement

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

The trustees believe that equality at the Trust should permeate all aspects of Trust life and is the responsibility of every member of the Trust and wider community. Every member of the Trust community should feel safe, secure, valued and of equal worth.

At Berlesduna Academy Trust, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

Berlesduna Academy Trust is an Equal Opportunities Employer and is committed to the employment of people with disabilities and guarantees an interview for those who meet minimum selection criteria. Berlesduna Academy Trust provides training and development for its employees, including people with disabilities, tailored where appropriate, to ensure they have the opportunity to achieve their potential. If a Berlesduna Academy Trust employee becomes disabled while in our employment, Berlesduna Academy Trust will do its best to retain them, including consulting them about their requirements, making reasonable and appropriate adjustments, and providing alternative suitable provisions.

Related parties and other connected charities and organisations

The schools in the Berlesduna Academy Trust are members of the Basildon Education Partnership (BEP), a registered charity created and driven by Basildon Headteachers to deliver a high-quality school improvement and continuing professional development programme to all member schools. The partnership is based on the belief that all schools prosper best when working together, enabling each to draw on the potential and capacity of all other schools in Basildon, regardless of their legal status.

We have no other related parties.

Objectives and activities

Objects and aims

The Academy Trust has clear strategic aims built on the mission and values. The three year corporate business plan sets out the following objectives to ensure that, as a Trust, all stakeholder groups understand and have belief in the approach. We will deliver:

Strategic Priority 1 Fostering a culture of high aspiration

Context

Leaders and staff in all our schools are working very hard to give our children the best education that they can. However, current provision is not enabling enough children to achieve excellent outcomes across all key stages nor in all schools.

The Trust is fully committed to enabling our learners and their families to overcome any barriers they currently face and empowering them to develop an aspirant mind set. Moving forward, we will undoubtedly be stronger together; we will have the capacity to deliver an excellent education to all and to transform lives.

Strategic Priority 2 Developing Exemplary Behaviours and Attitudes

Context

As a result of our strong focus on behaviour and attitudes, our children behave well in class. Pupil Voice is loud and clear about the desire for high standards, consistently applied in order to create an excellent climate for learning. Out of lessons, children behave in an orderly fashion and have respect for their school community.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Strategic Priority 3 –A High Quality Education

Context

The principle of developing and offering a curriculum that meets the needs of children in Basildon and Essex is central to our curriculum strategy. We recognise that all schools need to develop the curriculum to ensure that it is entirely relevant and responsive. All our schools are well on their way to a truly personalised curriculum for their local community. Currently, the quality of teaching and learning is largely good: there are areas of good practice in all our schools but there are also areas that need to improve. We recognise that there must be a baseline of consistent good practice evident in every lesson, for all learners, in all year groups.

Strategic Priority 4 - Developing Trust Staff

Context

For our children to enjoy a truly excellent experience we must provide consistently high quality teaching backed by seamlessly integrated support services. Staff motivation and skills are key to the quality of our learners' experience and staff development and morale are central to the Trust's vision. Our leaders and managers also play a key role. Strong and effective leadership provides the framework under which teaching and support staff can flourish. Effective leaders and managers help create an organisational culture which stimulates and motivates staff and drives continual improvement. Our staff are therefore our most valued asset and accordingly investing in our people is a key strategic priority for the Trust.

Strategic Priority 5 Developing our Facilities, Resources and Marketing

Context

The Trust Chief Financial Officer and Director Operations has been working with the Estates Manager and external contractors to put together a rolling programme of works based upon the building condition surveys of the entire estate utilising the School Condition Allocation (SCA) funding. Gaining access to sites during the COVID period had been challenging as we did not want to jeopardise "bubbles" with external tradesmen, but we are now able to engage contractors are being sought to carry out reparations/maintenance during the school holidays over the next academic year. Overall, the condition of buildings was found to be satisfactory with works to some roofs and water distribution being prioritised.

In the short term, we can ensure that the aspirant culture of the Trust is reflected in the vibrancy of the learning environments in all of our schools. In the med-term, there are opportunities to strategically invest in, remodel and redevelop our estate, particularly to ensure we have facilities and resources in place to deliver a relevant and responsive curriculum for the future.

Strategic Priority 6 Developing Highly Effective Support Services

Context

Support staff play a vital role in contributing to the experience of learners and they are valued members of our school communities. Currently all our schools operate local arrangements for the provision of support services. Understandably when taken together our schools' support services have inconsistent staff structures and job roles vary considerably from school to school. Accordingly, there are significant opportunities to reconsider how we best deliver support services across the Trust. In doing so we will seek to develop a more coherent model of delivery, enhancing the expertise and efficiency of support services, better supporting our learners and our staff.

Strategic Priority 7 Developing Highly Effective Governance

Context

Without doubt highly effective governance is critical to the success of a school. Given the scale of operations of the Trust our governance arrangements need to be of the very highest calibre. We have therefore set out below a programme to establish governance arrangements which are fit for purpose and which can drive the Berlesduna Academy Trust forward.

Objectives, strategies and activities

Priority One: Build Trust capacity to ensure effective school improvement.

Priority Two: Deliver school improvement

Priority Three: Deliver school improvement in schools joining the Trust

Priority Four: Enhancing the governance of the Trust Board

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Public benefit

The activities undertaken to further the Academy Trust's purposes for the public benefit are;

- Berlesduna Academy Trust has provided education to all registered students; and
- Partnerships with local Primary schools have been established and maintained. Primary school students have attended educational services at the Academy Trust including sporting, debating, drama and maths Trust competitions, school induction program for new intakes, and varied sporting activities hosted by the Academy Trust, and residential visits to the Isle of Wight and various educational visits.

The trustees have complied with their duty to have due regard to the guidance on public benefit issued by the Charity Commission in exercising their powers and duties.

Strategic report

Achievements and performance

We rigorously monitor the implementation of our strategic plan and use our KPIs to assess whether the strategic goals are on track. We will monitor the plan through the Trust Executive Leadership Team, Board Committees and through Trust **Board meeting** to ensure it is achieving what it sets out to achieve. We will also carry out an **annual review** of the strategic plan to ensure that it still reflects our MAT's future direction.

Due to the Covid-19 outbreak there were no statutory or non-statutory performance data for this academic year.

Key performance indicators

Governance KPIs

1. All Members and Trustees fully understand their duties as company directors and charity trustees as laid out in the Companies Act 2006 and Charity Commission guidance as exemplified in a skills audit.
2. All schools have a full complement for their Local Governing Bodies, with an appropriate set of skills and experiences to undertake their defined responsibilities.
3. Leadership and management will be graded at least good in all schools within 30 months of joining the trust, or at the first section 5 inspection, whichever is soonest.

Financial KPIs

1. Ensure economy, efficiency and effectiveness over the use of Trust funds (value for money).
2. Zero red flags in annual audited accounts.
3. Accounts filed with Companies house for public access and on the Trust website by 31 January of the following year
4. Trust to submit audited financial statements, auditor's management letter and accounts submission coversheet by 31 December to ESFA.
5. All statutory returns submitted on time.
6. Staffing percentage as a total budget (taking into account EHCP and SEN numbers) is no more than 82%.

Human Resources KPIs

1. Staff attendance at least 95% in all schools (contextualised to allow for any unavoidable absence due to long term sickness or accident).
2. 80% of recently qualified teachers will be retained.
3. 80% of outstanding teachers will be retained.
4. Pupil to teacher ratios are favourable compared to national levels.
5. Development opportunities made available to staff to work across schools in the MAT.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

School Standards KPIs

1. parent, staff and pupil survey data illustrate satisfaction
2. all schools are fully compliant with health and safety, safeguarding and other statutory requirements
3. all MAT schools are at least good and/or improve their Ofsted inspection rating (**Ofsted**)
4. The percentage of teaching across the MAT that is good or outstanding is at least 90% (**Quality of Education**)
5. That the Pupil Premium Grant is used effectively to ensure disadvantaged pupils make accelerated progress (**Pupil Premium**)
6. That the Sports Premium Grant is used effectively to contribute towards the health and wellbeing of our pupils (**Sports Premium**)
7. School attendance data is improving including the rate of persistent absence (**Attendance**)
8. Schools have a decrease in the numbers of fixed term and permanent exclusions. (**Behaviour and Attitudes**)
9. That we fully commit to the Essex Inclusion Statement across all our schools and recognise Inclusion in its wider sense (**Inclusion**)
10. Progress and standards indicators are at least in line with national averages for all groups in all schools indicating a high quality of provision (**Quality of Education Outcomes**)

Review of 2020-2021

How we secured improvements in 2020/21

As a Trust we believe that each school needs to be individual and therefore have autonomy in order to serve its community effectively. To balance this necessity for autonomy but the requirement to hold schools to account to ensure they are performing effectively we have a number of abiding principles (our KPIs) which cover quality of education, behaviour and attitudes, attendance, inclusion, pupil premium and sports premium plus Ofsted outcomes.

During the year the CEO worked with our schools both remotely and in person, visits from the SIPs, finance, HR and data (informal and formal) ensured that the Trust had an in-depth knowledge of each of our schools and their current performance in order to:

- Sustain success where it already exists – including best practice in mental health wellbeing, effective assessment systems, the creation of the Rainbow room and the therapeutic approach to behaviour management, and expertise on traveller education.
- Develop strengths and implement rapid improvement strategies where there is a need to improve – through the efforts of our SIPs and the work of the IEB and our Diocesan advisor.
- Share strengths through mutual support and challenge - an area that we strive to develop further but have success at Headteacher level.

This fed into the Berlesduna Trust School Strategic Overview that RAG rates each school. It is a live document and is also considered during the year too. This information led to all our schools bar one being judged green (Felmore being ragged amber) at the end of the academic year.

During 2020/21 the Trust delivered school improvement by:

- Appointing a School Improvement Partner to each school to provide quality assurance
- Allocating specific funding to support St Marys and coordinating the creation of the Rainbow Room.
- Providing a core offer for all Trust schools – all schools having at least three SIP visits, three CEO visits, HT Performance Management, Fortnightly HT and Senior Trust Team meetings, signposting, Ofsted Updates, finance and HR support.
- Providing additional support appropriate to individual school needs – in addition to the core offer Fairhouse, Felmore and St Marys had additional days of SIP visits and in the case of St Marys additional CEO visits too.
- Alignment and standardisation of appropriate processes and systems – the move towards a standardised formal assessment cycle for the Trust
- The CEO continuing to have Ofsted Inspector training and being invited to be a Trust & School Improvement Support for an Essex Trust to be begin this year.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

With a more 'normal' year ahead I expect greater school improvement this year and therefore a greater positive impact on pupils. This will be due to the network meetings, moderation events, pupil voice and school competitions restarting. I am aware that we need to work harder and better at sharing good practice and expertise across the staff (its recognised we have some extremely talented staff that we do not utilise enough), develop a strategy for leadership growth (related to the previous comment but also more about growing and retaining our future Headteachers) and that we need to be more outward looking (I have already begun the process of establishing links with two Trusts which will ensure amongst other things that we can benchmark our work more accurately).

Quality of Education

As stated the schools have a great deal of autonomy but they are expected to implement a curriculum for their school community that conforms to our Quality of Education Abiding Principles - which they do although with the additional lockdown and disrupted year it will be this year (2021/2022) where the Trust would expect to see the implementation and impact of these plans.

The past year has been extremely challenging for all our schools but through this period they have developed their "recovery curriculum" utilising the Trust Recovery Curriculum Principles which was developed with the Headteachers of each school. These principles of wellbeing, being physically active, being mentally active, catching up, early years and extracurricular activities.

Each school within this period also made plans implement the RSHE curriculum and as Early Adopters develop their curriculum for the EYFS.

During the academic year we decided a more uniform approach to formal (summative) assessment would be required for the 2021/22 year as we return to statutory assessments. All schools will now be using PIXL to bring consistency of approach across the Trust and allow the me and the SIPs to analyse data more efficiently at Trust level and therefore measure impact across the Trust.

The work of the SIPs was paramount this year as our usual approach through the use of network meetings, moderation events, pupil voice and competitions could not happen. Each school had its own schedule of support from our SIPs concentrating on what they deemed were the most important in order to bring out progress. In 2021/22 this included curriculum monitoring to evaluate pupils' knowledge and skills and subject leadership training, developing pupils' resilience, reviewing the remoted education offer, planning for subject knowledge and pedagogy and use of pupil voice.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

We undertook parent, staff and pupil surveys across the Trust at the end of the academic year with the vast majority positive and praising the efforts of all the schools across the Trust. Areas to develop further are within the document – staff development, knowing the Trust and behaviour of pupils.

Whilst it is very difficult in 2020/21 to truly judge the impact on pupil outcomes across the Trust I feel if we had not provided the support and challenge the effect of the pandemic on pupil outcomes would have been significantly worse.

Our focus at all times centrally is the impact on raising standards and meeting pupils' needs in each of our schools. This can be from appointing and retaining quality staff to removal of ineffective staff and giving financial aid to a school to looking for greater financial efficiencies – all of these have happened during the 2020/21 academic year.

With our eight primary schools across South Essex we have established a reputation for highly innovative and collaborative practice that significantly improves educational provision and is focused on equality and diversity. An additional central team role was required to support me in order that Trust has the capacity to meet its growth targets and aspirations to improve outcomes for the communities it serves. Feedback from the RSC had reiterated the need for additional capacity and a move towards a full time Director of Education with additional responsibilities rather than the part time School Improvement Lead we have now.

The DOE will be accountable for ensuring the educational success of our schools within the overall framework of the Trust Development Plan, as well as individual schools' strategic plans to ensure we remain a leading Trust delivering highly innovative practice offering the best possible learning experiences for pupils. The DOE will work jointly to develop the education vision for the organisation. This will mean ensuring the organisation reflects the lived values and ethos set by our Board of Trustees and delivery of the strategic goals of the Trust. The DOE will be committed to delivering our mission and values across the curriculum with inclusion, well-being and diversity at the heart of all we do.

The Central Team

We continued to utilise Juniper for our HR and Finance Policy templates, and from these templates we adapt/refine accordingly. We call upon The Key and our Solicitors Winkworth Sherwood for additional advice. This ensures we continue to be meet financial regulations and other statutory requirements from the DfE.

Lisa Perry (Trust Executive Assistant and GDPR Officer) and Julie Lapslie (Trust Clerk) have created a central area for Trust HR, Safeguarding and Finance Policies along with our small number of Trust Education policies. Each have their own cycle of review and evaluation.

Whilst majority of the last academic year has focussed on schools managing the various stages of lockdowns, openings and re-openings, this has required HR to support the front line Headteachers in obtaining, interpreting and making decisions that are needed to facilitate the Trust obligations on keeping the work force safe and meeting our statutory obligations under both generic and individual risk assessments. The HR information has had to be prompt and timely to enable Headteachers to make their operational decisions based on availability of the workforce. The Trust's response to the pandemic is discussed termly with TU representatives at JCC and as a Trust have been complimented on the swiftness of implementing Government direction and exceeding the protection offered to staff in the workplace.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Wellbeing of staff has been paramount during the pandemic and whilst the formal strategy is still being worked on we have a new OH provider who takes a more robust approach to dealing with referrals and is happier working in partnership with Trust HR on this matter. In addition, BCCS have been engaged in a number of occasions to support staff who need external supervision or counselling due to various circumstances that have occurred in either the work place or home life. This will be extended over the 2021/2 academic year. Sickness and absence reporting will be reviewed and managed more robustly going forward.

Performance Management has continued in its present form during the pandemic but with the removal of restrictions, needs to be looked at more consistently across the Trust with ways of capturing and levelling of performance as well as identifying CPD needs for all school based staff

HR continues to be a reactive support service to Headteachers and Senior Leaders but the time is now right to take a critical look at that service and determine how that support will be provided to schools going forward.

Staff retention has not been a major issue for the Trust this year with few people moving schools. HR have supported Headteachers at a lower level by undertaking some of the administration tasks around that process. Recruitment and employment advice has been provided in more complex cases as well as supporting senior appointments with shortlisting and the interview/selection process. At the present time staff retention in general is not seen as a major threat to risk to our continued delivery of services but succession planning for senior posts in schools and at Trust level needs to be undertaken.

The recruitment of two Finance Officers with appropriate accounting qualifications and experience has strengthened the technical capability of our Finance function. Future appointments will be similarly qualified.

'Value for money' provision was considered with regard to Internal Audit Services (provider has been changed), Telephony supplier (provider changed) and Utilities (no change as we are on the cheapest unit rate available but the study did highlight behavioural changes needed to reduce our energy costs. This may need to be revisited in light of recent events in the energy market). Similar studies planned include provision of IT, photocopying and Estate Management services.

The 2022 Budget was signed off by Trustees on 21 July. Robust monthly reviews will act to highlight material variances from the Budget at an earlier stage than previous years.

A new IT/Cybersecurity policy is in place and similar will be presented to the Finance, Premises and HR Committee with regard to Estate Management.

Trust Governance

Trustees reviewed their own effectiveness through the use of the Trust Capacity Framework and its own internal review of Governance towards the end of the academic year. This led to formation of new Trust level committees that focus on finance, HR and standards as well as clarification of how local governing bodies operate.

This was felt that this would enable Trustees to work more effectively with the MAT leaders in order to monitor their implementation and constructively hold leaders to account. It would also enable Trust-level decision-making to take account of the needs of local leaders and individual academies through even more effective local governing body.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

How independent members assess whether the MAT is performing well may be an area that we need to look further into during this academic year.

During 2020/21 we were part of the DfE Trust Mentoring Programme. One of the areas identified during the self-assessment process (utilising the Trust Capacity Framework) was that of vision, value, and ethos. Our vision was written over 5 years ago with our focus was solely on being a small Basildon Trust. We have a strong desire to grow to three hubs although still local. Mark Ducker, the CEO of STEP's Trust (our Mentor), suggested that we might want to look at the areas identified in the self-assessment. The following priorities were identified:

- *Establish a clear and concise and Trust vision which all stakeholders are bought into.*
- *Through agreed Trust values and carefully considered branding, further strengthen Berlesduna's identity to strengthen stakeholders' personal investment into the organisation.*

The following actions were then undertaken:

- *Involving key stakeholders, review the Trust vision, so that it reflects how the organisation will need to work, moving forward, to achieve its goals.*
- *Develop a strategy - which may include establishing shared Trust values - to further embed the Berlesduna identity so that all stakeholders, particularly those working in partner schools, are clear about their relationship with the organisation.*

I asked the Headteachers in each of our schools to discuss with their staff. The unanimous response from staff was that the current vision of the trust does not need to be altered but some interesting reflections came from the feedback that we decided at Headteacher and Governance level to action.

- The focus on lifelong skills and being able to succeed regardless of their social, economic, or cultural background is supported.
- Most staff feel supported by the Trust.
- Staff like the way schools are allowed to be unique.
- Network meetings and training are useful, and the Trust competitions and pupil voice meetings are popular.
- The increasing use of technology for meetings and recordings to watch are beneficial.
- The Trust needs to be promoted better within each school for pupils, staff, and parents.
- The vision would benefit from being more visual and easier to remember and so **ASPIRATION, FAMILY, SUCCESS** were those values taken from our vision and mentioned the most by staff.
- Reinforcement of the Trust family is important.

Management of pupils' behaviour and attitudes

Good behaviour is of paramount importance and all adults working in our schools share the responsibility for maintaining good behaviour. We recognise that positive attitudes and positive behaviour can be fostered through pupils experiencing success and by celebrating their achievements. During the year all our schools moved towards a therapeutic approach to behaviour management using the Essex Steps approach. It is monitored for effectiveness through SIP and CEO visits as well as looking at attendance, behaviour and exclusion logs which all contribute to the overall effectiveness of the school. Again the 2020/21 was a difficult year to fully measure the effectiveness of the approach in our schools but we were pleased with the return to school made to be our pupils but understand this is an area to focus on in 2021/22 where the effects of the pandemic will no doubt surface more visibly on pupil behaviour and mental wellbeing. For this academic year I will be focussing my visits on the effectiveness of behaviour policies by looking at records as well as pupil and staff discussions. I will also be able to have data for attendance that won't be too affected by Covid-19 absences.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Going concern

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

Protecting the success of the academy trust

The Trust's ambition is, over time, to create a family of local primary and secondary schools working together in a coherent manner to meet the needs of learners in the area and beyond. We therefore have the ambition to increase the number of schools in the Trust, but in growing we will act in a timely and considered manner. We feel a sense of responsibility and obligation to expand. We will only expand when we have the capacity to do so. It is the responsibility of the Trust to build capacity as it develops.

In the first instance we are keen to invite good or outstanding primary, secondary and special schools to join us in order to strengthen our school improvement model. We recognise the many benefits of a cross phase Trust, offering seamless progression and optimising learners' progress.

When a school is proposed to be part of our MAT we consider:

- Moral obligation
- Size of school and designation
- Financial position of school
- Distance between schools
- Ofsted category of the school

However, our moral obligation to raise standards and address underperformance remains the overriding consideration and this must be considered in terms of ensuring no existing children are at detriment.

Our Trust will serve a range of communities including those with relatively high levels of deprivation. What we won't do:

- Put competition before collaboration.
- Expand through sponsorship without all existing academies being in a strong position
- Nor do anything that would be detrimental to any young person, staff or school in a neighbouring community.

The Trust will apply these principles in context, not rigidly ruling out schools wishing to join who do not meet all of the criteria. In considering any application to join, the Trust will complete a careful due diligence process. Any new school joining the Trust will be asked to fully commit to the Trust's operational model.

Succession Planning

Within its growth strategy and overall school improvement strategy Berlesduna Academy Trust is committed to developing the workforce in ways which:

- distribute existing leadership throughout the schools
- utilise the strengths of individual staff and enable them to contribute to their maximum potential
- provide continuing professional development opportunities which
 - enable staff to progress within the schools
 - contribute to leadership capacity throughout Berlesduna Trust

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Safeguarding

As with behaviour and attitudes data is collected regularly to monitor the current levels of vulnerable families but also health and safety incidents and compliance. Again we were pleased with the return to education for our pupils with monitoring of risk assessments a key part of my work.

Using the Essex CP policy as our template and through my visits, Local Governing Body monitoring and SIP visits each school has put in place effective arrangements to:

- identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation
- help prevent abuse by raising children's awareness of safeguarding risks, and how and where to get help and support if they need it
- help those children who are at risk of abuse and need early help or statutory social care involvement, keeping accurate records, making timely referrals where necessary and working with other agencies to ensure that they get the help they need
- manage allegations about adults who may be a risk, and check the suitability of staff to work with children and vulnerable adults

Schools though need to develop further their record keeping and analysis of the different types of safeguarding areas to better inform their work.

Some of our successes this year

At Cherry Tree won the C2C Remembrance Poster competition and Trust Diversity in Governance Poster competition. They also achieved gold accreditation status for Attachment Awareness and bronze for Young Carers.

Crays Hill, Hayley and Claire were invited to Downing Street and the school saw an increase to 105 pupils and improving attendance.

Fairhouse achieved National Online Safety accreditation and the school completed the Trauma Perceptive Practice training.

Felmore are hosting The Rainbow provision.

Merrylands achieved National Online Safety Accreditation and the Mayor officially opened the new building.

St Mary's gained Healthy School accreditation, Forest Schools is up and running and some of their EYFS and Year 1 pupils won a young writers poetry competition with their work being published.

Whitmore achieved the Young Carers Award and Nina successfully appointed as the regional Evidence Leads in Education.

The Willows online support and remote education for pupils and parents was very successful and 3 staff who started as support assistants are on their way to qualifying as teachers.

At Trust level we successfully recruited Danny, we have taken part in the DfE Mentor scheme, we are beginning partnership work with two other Trusts and I have been asked to support requires improvement schools as part of a new DfE initiative.

Berlesduna performance over time, including End of Key Stage data, attendance, the outcomes of peer reviews and SIP visits, continues to reflect the journey of an improving multi-academy trust (MAT).

The CEO has acted to address some important areas in need of improvement across the Trust when required which has led to improvements across the Trust.

The Trust grew to eight schools during this period – bringing greater capacity to the Trust.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

We recognise the individuality of each of the schools and celebrate this through Trust events and staff collaboration and our involvement with local schools.

Together, we have established strong central leadership and a culture of collaborative learning. While this approach gives school leaders appropriate autonomy, it is structured within well-considered and rigorously applied monitoring and review systems.

We use our relationship with our local schools and Essex LA to good effect in supporting the schools.

While overall outcomes for Trust pupils are still variable the trend demonstrates an upward trajectory. Progress of current pupils was improving prior to the National lockdown.

The proportion of children reaching a good level of development in the Early Years was expected to be above the national average. Children in the Early Years make consistently good progress in most areas of the curriculum. Appropriate plans are in place to share good practice more widely and to raise standards further. Other Trust-wide development priorities include the need to continue to improve the teaching of phonics and writing in the Reception year.

Phonics is a strength across the Trust and we are above the National Average. In 2018 and 2019, at key stage 1, the proportion of pupils meeting the expected standard is expected to be at least in line with the national average in all subjects. The proportion of pupils who achieved greater depth in each of reading, writing and mathematics will be lower than the national figure.

At Key Stage 2, the proportion of pupils reaching the expected standard in reading, writing and mathematics was above the national figure. The proportion of pupils achieving at the higher standard in the combined measure of reading, writing and mathematics has also improved and was likely to be at least in line with the national figure.

Trust leaders are crystal clear in the knowledge that outcomes for all pupil groups need to continue to improve. Trustees and governors are well informed about the quality of education that each school provides but more could be done to ensure that the Trustees and Governors challenge their leaders more vigorously.

Recent reviews of Trust schools and Trust-wide assessment information reflect a positive pattern of ongoing change. Pupils are making better progress because the quality of teaching, learning and assessment is improving. High-level ambition and raised expectations are at the heart of this cultural shift.

Attendance is a mixed picture across the Trust depending largely on local circumstances but more needs to be done to decrease persistent absence.

The rate of fixed-rate exclusions across the Trust has reduced from the previous year. Recently introduced training for governors is strengthening the level of challenge they offer to school leaders in cases where exclusion is proposed but not yet completed.

The primary curriculum is tailored to meet pupils' needs and the context of each individual school. While Headteachers have the autonomy to develop their own school's plan, close checks are made on the differences that curriculum planning is making to improving pupils' outcomes over time. Where necessary, adaptations are made in consultation with Trust leaders, based on other expertise available from within the Trust or advice available from external partners.

The Chief Financial Officer and Director of Operations provides increasingly effective support for schools and future plans will enhance this. While judicious use of resources offers value for money and economies of scale, cost savings are well grounded in senior leaders' commitment to improving life chances for all Berlesduna pupils.

Within a landscape of national and local challenges in teacher recruitment, retention and supply, we have entrenched the mantra of 'growing your own' teaching teams. Vacant posts are offered not just as jobs, but as career development opportunities. There are currently very few gaps across the Trust's workforce.

Quality-assurance systems are systematic and thorough. High levels of consistency are evident in improvement planning and monitoring routines across schools. For example, single improvement plans, 'school outcomes' and other performance documentation are scrutinised in regular academy improvement visits. These visits track previous successes, the areas that need to improve and the next steps needed.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Cross-school teams work with the CEO and external partners, including the local authority, to ensure that the judgements teachers make about the quality of pupils' work are similar to those made in other schools. This systematic approach has ensured that the accuracy of teachers' assessment has continued to improve as teachers become increasingly adept at using the information they hold.

The wealth of knowledge now available is combining to give Trust leaders and school staff the tools they need to continue to improve the quality of provision across subjects, year groups and key stages.

The Trust offered an extensive range of professional development opportunities using expertise from within and also from external partners, including the LA, Ambition Institute and the Billericay Teaching School Alliance. Sessions covered the needs and interests of all staff teams, including non-teaching staff.

Covid-19 virus

With schools closing at the end of March for all pupils barring those of key workers, we found ourselves delivering our lessons in different ways. Schools had pupils of mixed ages in one group and there was no need to have all staff on site every day. Generally, each school-initiated rotas for staff and classroom usage was minimised to allow for deep cleaning to take place in the areas occupied on a daily basis. Some staff fell into the vulnerable category and were unable to attend school and we began to make much more use of our remote technology platforms, with a lot of staff working from home. Those pupils of non-key workers were offered online platforms for learning and photocopied packs available for those families without access to laptops, tablets, and the internet.

As a government funded organisation we were fortunate to be in receipt of our monthly grant funding, but our budgets are propped up with extra income from school dinners, breakfast and after school clubs as well as some lettings income, and as these services were not available, our overall income has been negatively affected. Our expenditure has remained constant, as our overheads have not reduced in this period.

When schools reopened to all pupils, the pressure to adhere to the guidelines regarding space, ventilation, and separating groups into "bubbles" was not something all buildings could easily facilitate. Settings have had to stagger start and end times of the day, ensure there are enough teaching staff allocated to groups, and bear in mind succession planning is maintained in case any of the leadership team need to isolate. Staff wellbeing and morale has been paramount in all of the Trusts decisions.

We have been fortunate that we have not had shortages of PPE therefore allowing us to keep our staff safe and our cleaning regimens have been able to withstand the higher demands placed upon them with the help and dedication of the site teams in all of our schools. As the new "norms" for our education settings bed in, and we ask our staff to carry out routines not required previously, we have been met with such positive and supportive attitudes from everyone that it has enabled us to continue to provide the best education setting for our pupils to thrive within and attain their goals.

Two of our schools applied for exceptional coronavirus support, being Cherry Tree Primary and Felmore Primary School, receiving £14,991 and £7,605 respectively.

Financial review

The majority of Berlesduna Academy Trust's income is derived from the Education and Skills Funding Agency (ESFA), an agent of the Department for Education (DfE), in the form of recurrent grants, the use of which is limited to specific purposes. The grants received from the ESFA during the year ended 31 August 2021 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities.

The results for the year are shown on the Statement of Financial Activities.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Total incoming resources from educational operations in the year ended 31 August 2021 amounted to £16.4m. £0.9m related to other capital income. The total revenue income in the year ended 31 August 2021 was £17.5m.

Total resources expended in the year amounted to £19m. This includes a depreciation charge of £986k.

Total net expenditure for the period was £1,529k.

After accounting for the net actuarial loss of £856k on the local government pension scheme as calculated by the scheme actuary, the overall net decrease in the Trust's fund balances was £2,385k. Accordingly, the balance sheet as at 31 August 2021 shows total funds of £37.5m.

Reserves policy

The Academy Trust considers it prudent for academy schools to maintain a level of usable reserves sufficient to cover unexpected and unplanned events so that the academy's primary objective is preserved. At the same time the Trustees wish to ensure that it uses its funding to benefit the students in its care which implies an imperative to consider actively the use of reserves to enhance educational provision.

In deciding the level of reserves trustees will take into account the following:

- Uncertainty, turbulence or expected reduction in funding arrangements
- Impact of Pension and HMRC changes on employer payroll costs
- The need for any large project spend to include facilities development, ICT investment or building condition needs
- Fluctuations in pupil numbers, particularly falling roll numbers
- Cash flow issues
- The trust's consolidated annual budget

A programme to build reserves should be agreed and clearly documented as part of the budget setting process, by the Headteacher, Chief Financial Officer and Director of Operations, Trustees and Local Governing Body, in conjunction with the CEO.

The academy school must monitor the progress of its reserve schedule and provide a report to the Trustees with the annual Budget Forecast Return.

The Trustees expect academy schools to hold appropriate levels of reserves, as their budgets allow, in order to fulfil their educational objectives.

Restricted Reserves

Restricted Revenue Reserves are represented by the main funding for the academy which is the General Annual Grant and other central funding streams, Local Authority funding and other Government grants/income that are received for a specific project or purpose i.e. Pupil Premium, UIFSM, PE & Sports Grant etc. These funds are restricted for the use according to the funding agreements of donors' instructions.

Local Reserves

The Trustees would like academy schools to build their reserves over the next 5 years to equate to one month's GAG as a contingency for unexpected emergencies.

The Trustees consider a capital reserve programme for the replacement of ICT equipment appropriate, to reduce the budget impact, in any single year, of large scale equipment.

Academy schools should try to have a 'rolling' programme to ensure ICT hardware and infrastructure is replaced/maintained to ensure up to date and effective technology is embedded throughout the school.

Central Reserves

Any reserves accumulated by the Trust should be utilised as the Board of Trustees deem appropriate.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Unrestricted Reserves

Unrestricted local reserves are made up of the academy's activities for generating funds, investment income and other donations which are expendable at the discretion of the trustees in furtherance to achieve the objectives of the school. The trust has no current limit for the appropriate limit of unrestricted reserves however academies are encouraged to demonstrate how unrestricted reserves are to be utilised by means of its school development and financial management plans.

Reporting and Monitoring

The Audit Committee are responsible for ensuring that the level and use of reserves is agreed and monitored.

Each academy will make a 3 year forecast as part of its budget planning.

Appeals Process

Berlesduna Academy Trust will have due regard to the funding needs and allocation of each individual academy, ensuring there is a fair distribution of funds to support the Trusts educational objectives. If a Headteacher wishes to challenge the level of funding received they should first appeal to the CEO.

If the Headteacher feels that their grievance is not resolved, they may then appeal to the Secretary of State for Education, whose decision will be final.

Reserves

As at 31 August 2021, total reserves amounted to £37,503k. This total includes total general reserves of £649k which consists of the restricted general reserves of £392k and the unrestricted general funds of £257k, which are effectively the Trust's free reserves.

Total reserves as at 31 August 2021 also recognised a liability in respect of the Trust's share in the Local Government Pension Scheme deficit of £12,134k. As the Local Government Pension Scheme is a funded scheme, employers' pension contributions will increase in line with the deficit over a period of years. The Trust will not be liable for a lump sum and the increased pension contribution will be met from the Trust's budgeted annual income. Accordingly, there is no direct impact on the free reserves of the Trust in recognising the deficit on the pension scheme.

Investment policy

Trustees will ensure that investment risk is properly managed. When considering whether to make an investment, Trustees will:

- *Act within their powers to invest, as set out in our articles of association;*
- *Exercise caution in all investments, reducing risk and ensuring that the trust acts with the utmost integrity;*
- *Take investment advice from a professional adviser, as appropriate*
- *Ensure that exposure to investment products is tightly controlled so that security of funds takes precedence over revenue maximisation; and*
- *Ensure that all investment decisions are in the best interest of the trust and command broad public support.*

Trustees will seek prior approval from the Education and Skills Funding Agency for investment transactions that are novel or contentious.

Novel transactions are those of which the Academy Trust has no experience, or are outside the range of normal business activity for the Trust.

Contentious transactions are those which might give rise to criticism of the Trust by Parliament, the public and the media.

We only invest funds in low risk and easily-accessible accounts. Funds will be placed in bank accounts with a withdrawal notice of no more than 12 weeks. Risk is managed through diversification of investments, ensuring that the security of funds takes precedence over revenue maximisation. Funds will only be placed with banking institutions that are regulated by the Financial Conduct Authority and with good credit ratings.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Principal risks and uncertainties

The Academy Trust has a formal risk management process in place to identify and assess all risks associated with the organisation; this enables the instigation of risk mitigation strategies. A Risk Register is in place which is subject to regular review and made available to all staff. Key members of staff and Trustees are involved in the preparation of the Risk Register, overseen by the Finance and Audit Committee. All members of staff are aware of the risk management policy and the controls in place to limit exposure to risk. The Risk Register identifies the types of risk the Academy Trust might encounter and rates the risks in terms of likelihood and impact. This ensures that the most significant risks are highlighted, appropriate strategies to be implemented and the allocation of resources.

As the majority of the Academy Trust's funding is derived from the ESFA, via the Department for Education, the Trustees consider this element of funding to be reasonably secure. The most significant risks relating to this income result from changing government policy on school funding, the effect of increasing contribution rates for stakeholder pensions and NI rebate deletion, and the effect of changing pupil numbers. The Trustees have laid out their strategies for dealing with these risks within the Academy Trust's Risk Register.

Trust Risks

Risk Description	Controls
Ensuring that teaching, the curriculum and the catch-up approach (including pupil wellbeing support) is impactful to enable pupils fulfill their potential	Whilst there has been impact due to lockdown and a focus on recovery curriculum some of this will provide useful moving forward for the schools own curriculum development. Each school revising in particular their use of technology, mental wellbeing and active outdoors learning. HT PMRs will continue to focus on educational recovery for the next academic year.
Ensuring that staff are receiving adequate wellbeing support to cope with the pressures created by COVID	Continue with JCC. Wellbeing Policy in place. HRD continuing to work closely with the HTs to ensure workplace practice is supportive including providing additional outside support when and if required.
Insufficient succession planning for key roles in the trust	HRD and CEO to continue to promote Trust and develop programmes of leadership development to ensure we keep and recruit the best.
Schools fail to set a balanced budget or meet reserve targets	CFO to continue to develop internal support strategies utilising auditors and external expertise as required. CFO working closely with finance teams and HTs in each school to streamline and improve efficiency and to help HTs to consider longer term financial security.
School resources required to support some families through the pandemic	A strength already across the Trust with key personnel in each school supporting our most vulnerable families. HT PMRs will continue to ensure that school focus on key areas of development and keep quality of education as a priority.
Focus on school improvement objectives is diluted because of impact of COVID	Reporting to Trust using new dashboard/risk register ensures a focus for CEO alongside recruitment of DOE.
Governance not holding schools to account to meet targets and providing appropriate challenge and support	Transparency at Trust meetings to ensure we discuss governance. CEO intel used to attend LGBs if required and liaise with Chairs and HTs.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Financial and risk management objectives and policies

Credit Risk

The Trust considers its credit risk to be low due to the nature of its business. Any loan requested would be presented to the Governing Body for authorisation. The Trust has no loans at this time.

Cash flow and liquidity

Risks to liquidity and cash flow are minimal as bank accounts are reviewed regularly. The Reserve Policy in place ensures cash would be available as it is required.

Fundraising

Fundraising for the Trust takes the following forms:

- Fundraising on behalf of our schools may sometimes be achieved through Parent Teacher Associations / Friends of the schools holding summer fairs and similar events;
- Donations from parents; and
- Students and staff engaging in fundraising for external charities

The Trust aims to meet the fundraising code of practice which is that any fundraising will be legal, open, honest and respectful. The Trust will ensure protection of the public, including vulnerable people, from unreasonably intrusive or persistent fundraising approaches, and undue pressure to donate and ensure that all funds raised for a particular cause must be used for that particular cause. The Trust has not received any fundraising complaints.

Streamlined energy and carbon reporting

Energy consumption

Aggregate of energy consumption in the year	kWh
	3,096,832

Emissions of CO2 equivalent

Scope 1 - direct emissions

	metric tonnes	metric tonnes
- Gas combustion	399.80	
- Fuel consumed for owned transport	-	
		399.80

Scope 2 - indirect emissions

- Electricity purchased		0.20
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Scope 3 - other indirect emissions

- Fuel consumed for transport not owned by the academy trust		-
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Total gross emissions		400.00
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Intensity ratio

Tonnes CO2e per pupil		0.13
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Quantification and reporting methodology

We have followed the 2019 HM Government Environmental Reporting Guidelines. We have also used the GHG Reporting Protocol – Corporate Standard and have used the 2020 UK Government's Conversion Factors for Company Reporting.

Intensity measurement

The chosen intensity measurement ratio is total gross emissions in metric tonnes CO2 equivalent per pupil, the recommended ratio for the sector.

Measures taken to improve energy efficiency

We are gradually replacing lights with LEDs. We have increased video conferencing technology for staff and external meetings, to reduce the need for travel between sites.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Plans for future periods

Vision Statement

The vision of the Berlesduna Academy Trust is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils, regardless of their social, economic or cultural background.

Aims and Values

Our core values of "aspiration", "family" and "success" guide us on our journey of school improvement. We are extremely proud of our successful approach to school improvement. This has been recognised as an example of best practice and we support a number of schools, leaders and teachers outside of the Trust, through delivering training and sharing resources.

School Improvement Strategy

School improvement is never a static concept: it is ever evolving as the drive for higher standards demands creativity and innovation. It requires openness, honesty, transparency, reflection, energy and flexibility. There is a need for the Trust to have an explicit strategy for ensuring that it secures its goal of "excellent outcomes for every child". This means ensuring that the Trust has an in-depth knowledge of each of its academies and their current performance to:

- Sustain success where it already exists
- Develop strengths where there is a need to improve
- Implement rapid improvement strategies where performance is weak
- Share strengths through mutual support and challenge

The Trust will deliver school improvement by:

- Appointing a School Improvement Partner to provide quality assurance
- Carrying out Due Diligence on new schools
- Allocating specific funding for this purpose
- Providing a core offer for all Trust schools
- Providing additional support appropriate to individual school needs
- Alignment and standardisation of appropriate processes and systems

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

The School Standards KPIs and the Trust Abiding Principles

Our School Standards KPIs/Abiding Principles are:

- All MAT schools are at least good and/or improve their Ofsted inspection rating (**Ofsted**)
- The percentage of teaching across the MAT that is good or outstanding is at least 90% (**Quality of Education**)
- That the Pupil Premium Grant is used effectively to ensure disadvantaged pupils make accelerated progress (**Pupil Premium**)
- That the Sports Premium Grant is used effectively to contribute towards the health and wellbeing of our pupils (**Sports Premium**)
- School attendance data is improving including the rate of persistent absence (**Attendance**)
- Schools have a decrease in the numbers of fixed term and permanent exclusions. (**Behaviour and Attitudes**)
- That we fully commit to the Essex Inclusion Statement across all our schools and recognise Inclusion in its wider sense (**Inclusion**)
- Progress and standard indicators are at least in line with national averages for all groups in all schools indicating a high quality of provision (**Quality of Education Outcomes**)

Monitoring of KPIs and Trust Abiding Principles

The monitoring process will continuously inform self-evaluation and planning within each school. These will include:

- tracking of learner progress and planned interventions to support each learner's success
- analysis of attendance and punctuality (with a consistent strategy agreed across all the schools to reduce persistent absence)
- analysis of data relating to learner's behaviour and safety
- scrutiny of learner's work
- analysis of standards of learning and teaching (including moderated lesson observations to ensure consistent judgements about standards across all the schools)
- learning walks involving senior and middle leaders and governors
- evidence that professional development programmes are directly linked to the outcomes of lesson observations and appraisal objectives
- detailed analysis of outcomes for learners
- consultation with pupils, staff and parents across each school and partners across the wider community (this will be done through formally constituted groups, focus groups and surveys arranged throughout the year)

An integrated approach will be undertaken alongside the Academy, taking full account of their own self-evaluation and identified priorities. We will also establish the areas of strength and expertise that can be shared across the Trust.

Accountability and Responsibility

The Trust's Standards Focussed Trust Meeting alongside the CEO will take the lead in managing the monitoring procedures and in instructing individual Headteachers to implement agreed plans for improvement, as appropriate.

The ethos of the Trust Board is that best results will be achieved when the Local Governing Body of each school receives a level of responsibility and autonomy appropriate to its specific circumstances. Each Headteacher is held accountable by their own Governing Body for the overall effectiveness of their school, including the academic standards. Each school provides challenge for the Headteacher directly through their Appraisal Committee, which is supported both by the CEO. The involvement of the CEO ensures consistency in terms of the rigour and challenge of objectives, success criteria and agreed evidence across the Trust. Each committee meets at least three times a year in order to include a mid-year review of progress towards objectives.

There is an expectation that each Headteacher will take the lead on their own school improvement processes, but there are a number of elements that the Trust expects to be in place and to be shared with the CEO and/or the Executive Leadership Group:

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

School Improvement Elements	Rationale
An annual School Development Plan	To enable leaders to outline the goals, success criteria and monitoring mileposts for improvement over the next 12 months, and to share the school's current performance, goals and aspirations with staff and governors.
A School Self-Evaluation document	To generate an honest and reflective document that summarises the school's overview of its performance based on its self-evaluation.
An effective self-evaluation process • • • • •	To put in place processes that enable leaders to measure: - the quality of education, - the quality of behaviour and personal development - the quality of leadership, - the quality of safeguarding and - the school's overall effectiveness.
An effective tracking system	To establish a system for monitoring pupil progress and pupil outcomes throughout the year for all pupils, as well as through statutory assessment at the end of Key Stages.
Pupil voice	To ensure that a mechanism exists for listening to the pupil voice.
Parent views	To draw upon a range of mechanisms to enable leaders to gather the views of parents.
Staff voice	To draw upon a range of mechanisms to enable leaders to gather the views of staff including wellbeing and workload.
Continuous Professional Development plan	To ensure that there is a mechanism for aligning CPD with the School Development Plan and across the MAT.
Monitoring and Support Plan	To ensure that there is a mechanism for aligning monitoring with the School Development Plan and School Self Evaluation document.

BERLESDUNA ACADEMY TRUST

TRUSTEES' REPORT (CONTINUED)

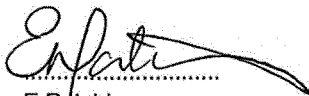
FOR THE YEAR ENDED 31 AUGUST 2021

Auditor

In so far 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 themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

The trustees' report, incorporating a strategic report, was approved by order of the board of trustees, as the company directors, on14.12.21 and signed on its behalf by:



E Patching
Chair of Trustees



ST Tobin
Accounting Officer

BERLESDUNA ACADEMY TRUST

GOVERNANCE STATEMENT

FOR THE YEAR ENDED 31 AUGUST 2021

Scope of responsibility

As trustees, we acknowledge we have overall responsibility for ensuring that Berlesduna Academy 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 headteacher, as accounting officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between Berlesduna Academy Trust and the Secretary of State for Education. The accounting officer is 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 7 times during the year. Attendance during the year at meetings of the board of trustees was as follows:

Trustees	Meetings attended	Out of possible
E Patching (Chair of Trustees)	7	7
ST Tobin (Accounting Officer)	7	7
J Hunter	7	7
S Segger	7	7
SP West	5	7
R Taverner	6	7
G Glover	4	7
R Walsh	6	7
RA T Lovatt (Appointed 16 September 2020)	6	6
J Edwards (Appointed 18 May 2021)	1	1

The Trust completes the necessary Financial Management and Governance self-assessments and considers that the Trust Board is appropriately balanced and knowledgeable. The Trust seeks guidance from its professional advisors and other academies and similar bodies as necessary to support the knowledge and experience of the Board. The Trustees will continue to monitor the composition of the Board. Further details of the Board's role and responsibilities are included within the Trustees' Report.

In November 2020 Trustees set up a separate committee of the main Board of Trustees to focus on Audit and Risk. The purpose of the Audit and Risk Committee is to advise the Board of Trustees with an opinion on:

- Matters relating to the Trust's audit arrangements
- Systems of internal control.
- Risk management arrangements
- The Framework of Governance

Trustees further convened a separate committee in July 2021 with a focus on Finance, Premises and HR. Both committees are required to fulfil their responsibilities set out within the terms of the appropriate Financial Manual, policies and procedures, and in compliance with the requirements of the Funding Agreement between the Trust and the EFSA.

BERLESDUNA ACADEMY TRUST

GOVERNANCE STATEMENT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

The Audit and Risk Committee and the Finance, Premises and HR Committee are sub-committees of the main Board of Trustees. The purpose of the committees is to share the workload of the Accounting Officer in managing and monitoring the organisation's finances and premises matters. The Audit and Risk Committee has formally met 4 times during the year, Finance, Premises and HR have met once, during this time finances were closely monitored by the board of Trustees who met 7 times. The Finance, Premises and HR committee provides an opportunity for detailed discussion and consideration of financial, property and staffing matters with regular reporting to the full Board of Trustees. It is given delegated authority for most financial decision-making, but the full board of trustees as a whole remains accountable and must still remain actively engaged in financial and premises matters.

Benefits of the committees include:

- Helping to prevent fraud by ensuring that all tasks associated with the finance function are not performed by one person without supervision (segregation of duties);
- Allowing the Trustee Board and Local Governing Body meetings to focus on a wider range of issues, as detailed
- Financial and property discussions can take place within the sub-committee;
- Enabling more democratic control of the organisation's finances and estate;
- Spreading the burden of financial and premises management, thereby also potentially improving it's quality; and
- Helping train new committee members in financial and premises related matters.

Matters discussed during the year 31 August 2021 include;

- Full review of finance and premises policies;
- Agreement of financial regulations and scheme of delegation;
- Regular review of the current financial position;
- Review of long term (3-5 years) financial position;
- Assurance work on health and safety matters relating to the estate;
- Investigations into furthering the Trust's charitable aim through community involvement;
- Continuation of the audit committee to meet statutory needs;
- Review of capital grants received in year for the improvement of the estate; and
- Consideration of the school's assets and fulfilment of the Trust's charitable obligations to maximise the benefit of those assets with regards to asset disposal and reinvestment.

Review of value for money

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

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

Improving Educational Results

Our resources are directed where they will be most effective in meeting educational requirements, for example:

- Robust tracking systems to record and monitor all aspects of pupil data including progress;
- Continue to monitor staffing levels and deploy staff efficiently to support the curriculum and areas of development;
- Provide a programme of lesson observations and work scrutinise combined with intensive staff development to ensure pupil progress;
- Funding is allocated to optimal effect; providing targeted support and interventions for pupils such as small group tuition, individual pupil support, after school clubs and additional curricular activities;
- Working collaboratively with other schools, sharing good practice to improve training and improve standards;
- Implement strategies to improve attendance and end of key stage results; and
- Provide increased pastoral and speech and language support for identified pupils.

BERLESDUNA ACADEMY TRUST

GOVERNANCE STATEMENT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Better Purchasing

- As a group of eight schools, we have amassed a wide knowledge of our local and national suppliers between us and can utilise our size/buying power to gain the best value and discounted rates wherever possible.
- We have regular Trust finance team meetings where we share knowledge and purchasing experiences, enabling us to get the best products/services.

Financial Governance and Oversight

- Comprehensive budgeting and monitoring of systems with an annual budget and periodic financial reports reviewed and agreed by the board of trustees;
- Regular monitoring review of reports and data sources within Local Governing Body meetings, monitoring of the impact of activities and funding streams, such as Pupil premium;
- Regular reviews by the Audit and Risk Committee and the Finance, Premises and HR Committee of reports of financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- Robust finance procedures and regular policy reviews ensure the school is operating within the regulations of the Academies Handbook;
- Comprehensive audit checks, monitoring and reporting on financial procedures and performance; and
- Reviewing appropriate financial benchmarking data, in order to compare the schools' financial performance with other similar schools.

The purpose of the system of internal control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of academy trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Berlesduna Academy Trust for the period 1 September 2020 to 31 August 2021 and up to the date of approval of the annual report and accounts.

Capacity to handle risk

The board of trustees has reviewed the key risks to which the academy trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The board of trustees is of the view that there is a formal ongoing process for identifying, evaluating and managing the academy trust's significant risks that has been in place for the period 1 September 2020 to 31 August 2021 and up to the date of approval of the annual report and accounts. This process is regularly reviewed by the board of trustees.

The risk and control framework

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

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

The board of trustees appointed SBM Services as internal auditor during the year.

BERLESDUNA ACADEMY TRUST

GOVERNANCE STATEMENT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

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

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

The internal auditor reports to the board of trustees twice a year through the finance and audit committee on the operation of the systems of control and on the discharge of the financial responsibilities of the board of trustees.

Review of effectiveness

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

- the work of the internal auditor;
- the work of the external auditor;
- the work of the executive managers within the academy trust who have responsibility for the development and maintenance of the internal control framework.

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

Approved by order of the board of trustees on 14/12/21 and signed on its behalf by:



E Patching
Chair of Trustees



ST Tobin
Accounting Officer

BERLESDUNA ACADEMY TRUST

STATEMENT OF REGULARITY, PROPRIETY AND COMPLIANCE

FOR THE YEAR ENDED 31 AUGUST 2021

As accounting officer of Berlesduna Academy Trust, I have considered my responsibility to notify the academy trust board of trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the academy trust, under the funding agreement in place between the academy trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2020.

I confirm that I and the academy trust's board of trustees are able to identify any material irregular or improper use of funds by the academy trust, or material non-compliance with the terms and conditions of funding under the academy trust's funding agreement and the Academies Financial Handbook 2020.

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

ST Tobin
Accounting Officer



BERLESDUNA ACADEMY TRUST

STATEMENT OF TRUSTEES' RESPONSIBILITIES

FOR THE YEAR ENDED 31 AUGUST 2021

The trustees (who are also the directors of Berlesduna Academy Trust for the purposes of company law) are responsible for preparing the trustees' report and the accounts in accordance with the Academies Accounts Direction 2020 to 2021 published 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 accounts for each financial year. Under company law, the trustees must not approve the accounts 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 accounts, the trustees are required to:

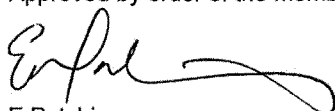
- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2019 and the Academies Accounts Direction 2020 to 2021;
- make judgements and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the accounts; and
- prepare the accounts 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 accounts 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 that grants received from ESFA/DfE have been applied for the purposes intended.

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

Approved by order of the members of the board of trustees on 14/12/21 and signed on its behalf by:



E Patching
Chair of Trustees



ST Tobin
Accounting Officer

BERLESDUNA ACADEMY TRUST

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF BERLESDUNA ACADEMY TRUST

FOR THE YEAR ENDED 31 AUGUST 2021

Opinion

We have audited the accounts of Berlesduna Academy Trust for the year ended 31 August 2021 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and the notes to the accounts, 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, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice), the Charities SORP 2019 and the Academies Accounts Direction 2020 to 2021 issued by the Education and Skills Funding Agency.

In our opinion the accounts:

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

Basis for opinion

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

Conclusions relating to going concern

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

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

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

Other information

The trustees are responsible for the other information, which comprises the information included in the annual report other than the accounts and our auditor's report thereon. Our opinion on the accounts does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the accounts, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the accounts 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 accounts 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.

BERLESDUNA ACADEMY TRUST

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF BERLESDUNA ACADEMY TRUST (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Opinions on other matters prescribed by the Companies Act 2006

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

- the information given in the trustees' report including the incorporated strategic report for the financial year for which the accounts are prepared is consistent with the accounts; and
- the trustees' report including the incorporated strategic report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

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

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

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the accounts 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 are responsible for the preparation of the accounts 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 accounts that are free from material misstatement, whether due to fraud or error.

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

Auditor's responsibilities for the audit of the accounts

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

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

We identified areas of laws and regulations that could reasonably be expected to have a material effect on the financial statements from our: general commercial and sector experience; through verbal and written communications with those charged with governance and other management; and via inspection of the Academy Trust's regulatory and legal correspondence.

BERLESDUNA ACADEMY TRUST

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF BERLESDUNA ACADEMY TRUST (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

We discussed with those charged with governance and other management the policies and procedures regarding compliance with laws and regulations.

We communicated identified laws and regulations to our team and remained alert to any indicators of non-compliance throughout the audit, we also specifically considered where and how fraud may occur within the Academy Trust.

The potential effect of these laws and regulations on the financial statements varies considerably.

Firstly, the Academy Trust is subject to laws and regulations that directly affect the financial statements, including: the Academy Trust's constitution; relevant financial reporting standards; company law; the Statement of Recommended Practice applicable to charities preparing their financial statements in accordance with FRS 102 (effective from 1 January 2019); the Academies Accounts Direction 2020-21; and we assess the extent of compliance with these laws and regulations as part of our procedures on the related financial statement items.

Secondly the Academy Trust is subject to many other laws and regulations where the consequences of non-compliance could have a material effect on the amounts or disclosures in the financial statements, for instance through the imposition of fines and penalties, or through losses arising from litigations. We identified the following areas as those most likely to have such an affect: legislation directly applicable to charities sector such as the Charities Act 2011, the Academy Trust's funding agreement; the requirements of the Academies Financial Handbook 2020; employment legislation; health and safety legislation; safeguarding legislation; the regulatory requirements of the Education and Skills Funding Agency; data protection legislations; anti-bribery and corruption legislation.

International Auditing Standards (UK) limit the required procedures to identify non-compliance with these laws and regulations to the procedures, and no procedures over and above those already noted are required. These limited procedures did not identify any actual or suspected non-compliance which laws and regulations that could have a material impact on the financial statements.

In relation to fraud, we performed the following specific procedures in addition to those already noted:

- Challenging assumptions made by management in its significant accounting estimates in particular: income recognition, depreciation of tangible fixed assets; and valuation of local government pension scheme deficit;
- Identifying and testing journal entries, in particular any entries posted with unusual nominal ledger account combinations, journal entries posted by senior management;
- Performing analytical procedures to identify unexpected movements in account balances which may be indicative of fraud;
- Ensuring that testing undertaken on both the Statement of Financial Activity (SoFA) and the Balance Sheet includes a number of items selected on a random basis;
- Reviewing the minutes of the meetings of the Governing Body and key sub committees;
- Evaluating internal control and review procedures, and reviewing findings of internal audit reviews;
- Evaluating and documenting internal controls and testing their application by walkthrough;
- Reviewing the work carried out for the Regularity Assurance Report.

These procedures did not identify any actual or suspected fraudulent irregularity that could have a material impact on the financial statements.

BERLESDUNA ACADEMY TRUST

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF BERLESDUNA ACADEMY TRUST (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Owing to the inherent limitations of an audit, there is an unavoidable risk that we may not have detected some material misstatements in the financial statements, even though we have properly planned and performed our audit in accordance with International Auditing Standards UK). For example, the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely the procedures that we are required to undertake would identify it. In addition, as with any audit, there remains a high risk of non-detection of irregularities, as these might involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal controls. We are not responsible for preventing non-compliance with laws and regulations or fraud, and cannot be expected to detect non-compliance with all laws and regulations or every incidence of fraud.

A further description of our responsibilities for the audit of the accounts is located on the Financial Reporting Council's website at: <http://www.frc.org.uk/auditorsresponsibilities>. This description forms part of our auditor's report.

Use of our report

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


Kate Bell (Senior Statutory Auditor)
for and on behalf of Rickard Luckin Limited

Chartered Accountants
Statutory Auditor


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Phoenix House, Suite 8
Christopher Martin Road
Basildon
Essex
SS14 3EZ

BERLESDUNA ACADEMY TRUST

INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO BERLESDUNA ACADEMY TRUST AND THE EDUCATION & SKILLS FUNDING AGENCY

FOR THE YEAR ENDED 31 AUGUST 2021

In accordance with the terms of our engagement letter dated 2 May 2019 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2020 to 2021, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Berlesduna Academy Trust during the period 1 September 2020 to 31 August 2021 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

This report is made solely to Berlesduna Academy Trust and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to the Berlesduna Academy 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 Berlesduna Academy Trust and ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Berlesduna Academy Trust's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Berlesduna Academy Trust's funding agreement with the Secretary of State for Education dated 1 April 2016 and the Academies Financial Handbook, extant from 1 September 2020, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance, and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies Accounts Direction 2020 to 2021. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the period 1 September 2020 to 31 August 2021 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts 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 academy trust's income and expenditure.

The work undertaken to draw to our conclusion includes:

- Reviewing the minutes of the meetings of the Governing Body and key sub committees;
- Evaluating internal control and review procedures, and reviewing findings of internal audit reviews;
- Reviewing action taken as a result of recommendations from internal audit procedures, external audit, and ESFA updates;
- Evaluating and documenting internal controls and testing their application by walkthrough;
- Testing a sample of payments to ensure that they have been authorised in accordance with the Academy's financial procedures and the Academies Financial Handbook.

BERLESDUNA ACADEMY TRUST

INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO BERLESDUNA ACADEMY TRUST AND THE EDUCATION & SKILLS FUNDING AGENCY (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period 1 September 2020 to 31 August 2021 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



Reporting Accountant

Rickard Luckin Limited
Phoenix House, Suite 8
Christopher Martin Road
Basildon
Essex
SS14 3EZ

Dated: 15th December 2021

BERLESDUNA ACADEMY TRUST

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 AUGUST 2021

	Notes	Unrestricted funds £	Restricted funds: General Fixed asset £ £	Total 2021 £	Total 2020 £
Income and endowments from:					
Donations and capital grants	3	-	-	863,918	863,918
Donations - transfer from local authority on conversion	25	-	60,128	-	60,128
Charitable activities:					
- Funding for educational operations	4	37,534	16,342,514	-	16,380,048
Other trading activities	5	155,357	-	-	155,357
Investments	6	250	-	-	250
Total		193,141	16,402,642	863,918	17,459,701
Expenditure on:					
Raising funds	7	4,206	-	-	4,206
Charitable activities:					
- Educational operations	8	96,503	17,901,547	986,061	18,984,111
Total	7	100,709	17,901,547	986,061	18,988,317
Net income/(expenditure)		92,432	(1,498,905)	(122,143)	(1,528,616)
Transfers between funds	17	(35,304)	(85,645)	120,949	-
Other recognised gains/(losses)					
Actuarial losses on defined benefit pension schemes	19	-	(856,000)	-	(856,000)
Net movement in funds		57,128	(2,440,550)	(1,194)	(2,384,616)
Reconciliation of funds					
Total funds brought forward		200,148	(9,301,799)	48,989,292	39,887,641
Total funds carried forward		257,276	(11,742,349)	48,988,098	37,503,025

BERLESDUNA ACADEMY TRUST

STATEMENT OF FINANCIAL ACTIVITIES (CONTINUED) INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 AUGUST 2021

Comparative year information Year ended 31 August 2020	Notes	Unrestricted funds £	Restricted funds: General Fixed asset £ £		Total 2020 £
Income and endowments from:					
Donations and capital grants	3	-	-	1,886,522	1,886,522
Donations - transfer from local authority on conversion	25	-	(89,000)	41,700	(47,300)
Charitable activities:					
- Funding for educational operations	4	145,651	15,381,955	-	15,527,606
Other trading activities	5	187,661	-	-	187,661
Investments	6	1,031	-	-	1,031
Total		334,343	15,292,955	1,928,222	17,555,520
Expenditure on:					
Raising funds	7	4,174	-	-	4,174
Charitable activities:					
- Educational operations	8	189,962	16,513,717	891,342	17,595,021
Total	7	194,136	16,513,717	891,342	17,599,195
Net income/(expenditure)		140,207	(1,220,762)	1,036,880	(43,675)
Transfers between funds	17	(229,574)	149,497	80,077	-
Other recognised gains/(losses)					
Actuarial losses on defined benefit pension schemes	19	-	(749,000)	-	(749,000)
Net movement in funds		(89,367)	(1,820,265)	1,116,957	(792,675)
Reconciliation of funds					
Total funds brought forward		289,515	(7,481,533)	47,872,334	40,680,316
Total funds carried forward		200,148	(9,301,798)	48,989,291	39,887,641

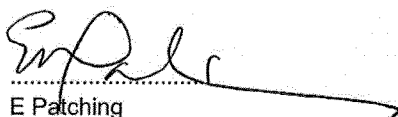
BERLESDUNA ACADEMY TRUST

BALANCE SHEET

AS AT 31 AUGUST 2021

	Notes	2021 £	2020 £
Fixed assets			
Tangible assets	13	48,308,691	48,647,996
Current assets			
Debtors	14	404,249	480,921
Cash at bank and in hand		2,077,724	2,036,358
		2,481,973	2,517,279
Current liabilities			
Creditors: amounts falling due within one year	15	(1,153,639)	(1,300,634)
Net current assets		1,328,334	1,216,645
Net assets excluding pension liability		49,637,025	49,864,641
Defined benefit pension scheme liability	19	(12,134,000)	(9,977,000)
Total net assets		37,503,025	39,887,641
Funds of the academy trust:			
Restricted funds	17		
- Fixed asset funds		48,988,098	48,989,291
- Restricted income funds		391,651	675,202
- Pension reserve		(12,134,000)	(9,977,000)
Total restricted funds		37,245,749	39,687,493
Unrestricted income funds	17	257,276	200,148
Total funds		37,503,025	39,887,641

The accounts on pages 40 to 66 were approved by the trustees and authorised for issue on 14/12/21 and are signed on their behalf by:


E Patching
Chair of Trustees


ST Tobin
Accounting Officer

Company Number 10267656

BERLESDUNA ACADEMY TRUST

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 31 AUGUST 2021

	Notes	2021 £	£	2020 £	£
Cash flows from operating activities					
Net cash (used in)/provided by operating activities	21	(236,174)		469,201	
Cash funds transferred on conversion		60,128		-	
		<u>(176,046)</u>		<u>469,201</u>	
Cash flows from investing activities					
Dividends, interest and rents from investments		250		1,031	
Capital grants from DfE Group		568,281		62,294	
Capital funding received from sponsors and others		295,637		1,824,228	
Purchase of tangible fixed assets		<u>(646,756)</u>		<u>(2,036,705)</u>	
Net cash provided by/(used in) investing activities		<u>217,412</u>		<u>(149,152)</u>	
Net increase in cash and cash equivalents in the reporting period		<u>41,366</u>		<u>320,049</u>	
Cash and cash equivalents at beginning of the year		2,036,358		1,716,309	
Cash and cash equivalents at end of the year		<u><u>2,077,724</u></u>		<u><u>2,036,358</u></u>	

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 AUGUST 2021

1 Accounting policies

Berlesduna Academy Trust is a charitable company. The address of its principal place of business is given on page 1 and the nature of its operations are set out in the trustees' report.

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

1.1 Basis of preparation

The accounts of the academy trust, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2020 to 2021 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

1.2 Going concern

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

1.3 Conversion to an academy trust

The conversion from a state maintained school to an academy trust involved the transfer of identifiable assets and liabilities and the operation of the school for £nil consideration. The substance of the transfer is that of a gift and it has been accounted for on that basis as set out below.

The assets and liabilities transferred on conversion from predecessor schools to the academy trust have been valued at their fair value. The fair value has been derived based on that of equivalent items. The amounts have been recognised under the appropriate balance sheet categories, with a corresponding amount recognised in Donations – transfer from local authority on conversion in the Statement of Financial Activities and analysed under unrestricted funds, restricted general funds and restricted fixed asset funds. Further details of the transaction are set out in note 25.

1.4 Income

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

Grants

Grants are included in the statement of financial activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the balance sheet. Where income is received in advance of meeting any performance-related conditions there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance-related conditions are met. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the statement of financial activities in the period for which it is receivable, and any abatement in respect of the period is deducted from income and recognised as a liability.

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

1 Accounting policies

(Continued)

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

Sponsorship income

Sponsorship income provided to the academy trust which amounts to a donation is recognised in the statement of financial activities in the period in which it is receivable (where there are no performance-related conditions), where the receipt is probable and it can be measured reliably.

Donations

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

Other income

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

Donated goods, facilities and services

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

Donated fixed assets

Donated fixed assets are measured at fair value unless it is impractical to measure this reliably, in which case the cost of the item to the donor is 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.

1.5 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 are allocated on the portion of the asset's use.

All resources expended are inclusive of irrecoverable VAT.

Expenditure on raising funds

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

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

1 Accounting policies

(Continued)

Charitable activities

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

1.6 Tangible fixed assets and depreciation

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

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the balance sheet at cost and depreciated over their expected useful economic life. Where there are specific conditions attached to the funding that require 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 and buildings	125 years & 2% Straight line
Computer equipment	33% Straight line
Fixtures, fittings & equipment	10% Straight line

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.

1.7 Liabilities

Liabilities are recognised when there is an obligation at the balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably. Liabilities are recognised at the amount that the academy trust anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

1.8 Leased assets

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

1.9 Financial instruments

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

Financial assets

Trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost. Prepayments are not financial instruments.

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

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

1 Accounting policies

(Continued)

Financial liabilities

Trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost. Taxation and social security are not included in the financial instruments disclosure definition.

Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

1.10 Taxation

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

1.11 Pensions benefits

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

The TPS is an unfunded scheme and contributions are calculated to spread the cost of pensions over employees' working lives with the academy trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary based on quadrennial valuations using a prospective unit credit method. The TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions are recognised in the period to which they relate.

The LGPS is a funded multi-employer scheme and the assets are held separately from those of the academy trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit credit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to net income or expenditure are the current service costs and the costs of scheme introductions, benefit changes, settlements and curtailments. They are included as part of staff costs as incurred. Net interest on the net defined benefit liability/asset is also recognised in the statement of financial activities and comprises the interest cost on the defined benefit obligation and interest income on the scheme assets, calculated by multiplying the fair value of the scheme assets at the beginning of the period by the rate used to discount the benefit obligations. The difference between the interest income on the scheme assets and the actual return on the scheme assets is recognised in other recognised gains and losses. Actuarial gains and losses are recognised immediately in other recognised gains and losses.

1.12 Fund accounting

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

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

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

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

2 Critical accounting estimates and areas of judgement

Accounting 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 or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 19, 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 2021. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

Critical areas of judgement

In the application of the company's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. The only case whereby this arises is in respect of the depreciation policies relating to the fixed assets held by the academy, which are based on the estimated useful lives of the assets.

3 Donations and capital grants

	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
Donated fixed assets	-	106,182	106,182	-
Capital grants	-	757,736	757,736	1,886,522
	-	863,918	863,918	1,886,522

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

4 Funding for the academy trust's educational operations

	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
DfE / ESFA grants				
General annual grant (GAG)	-	12,650,560	12,650,560	11,963,973
Other DfE / ESFA grants:				
UIFSM	-	505,264	505,264	432,840
Pupil premium	-	1,422,709	1,422,709	1,335,097
Others	-	638,410	638,410	618,436
	-	15,216,943	15,216,943	14,350,346
Other government grants				
Local authority grants	-	815,550	815,550	894,900
Special educational projects	-	56,397	56,397	114,113
	-	871,947	871,947	1,009,013
Exceptional government funding				
Coronavirus exceptional support	-	253,624	253,624	22,596
Other incoming resources	37,534	-	37,534	145,651
Total funding	37,534	16,342,514	16,380,048	15,527,606

The academy trust has been eligible to claim additional funding in year from government support schemes in response to the coronavirus outbreak. The funding received is shown above under "exceptional government funding".

The academy received £25,664 of funding in relation to coronavirus exceptional support and £227,960 of funding for catch-up premium. Costs incurred in respect of this funding totalled £201,900, with the remaining £51,724 to be spent in 2021/22.

5 Other trading activities

	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
Hire of facilities	2,028	-	2,028	8,650
Catering income	133,818	-	133,818	140,337
Trip income	8,667	-	8,667	34,727
Other income	10,844	-	10,844	3,947
	155,357	-	155,357	187,661

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

6 Investment income

	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
Short term deposits	250	-	250	1,031

7 Expenditure

	Staff costs £	Non-pay expenditure Premises £	Other £	Total 2021 £	Total 2020 £
Expenditure on raising funds					
- Direct costs	-	-	4,206	4,206	4,174
Academy's educational operations					
- Direct costs	11,830,801	-	851,458	12,682,259	11,662,734
- Allocated support costs	3,421,912	1,813,803	1,066,137	6,301,852	5,932,287
	15,252,713	1,813,803	1,921,801	18,988,317	17,599,195

Net income/(expenditure) for the year includes:

	2021 £	2020 £
Fees payable to auditor for:		
- Audit	26,800	27,750
- Other services	9,650	10,300
Depreciation of tangible fixed assets	986,061	891,342
Net interest on defined benefit pension liability	154,000	144,000

8 Charitable activities

	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
Direct costs				
Educational operations	42,575	12,639,684	12,682,259	11,662,734
Support costs				
Educational operations	53,928	6,247,924	6,301,852	5,932,287
	96,503	18,887,608	18,984,111	17,595,021

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

8 Charitable activities (Continued)

Analysis of costs	2021 £	2020 £
Direct costs		
Teaching and educational support staff costs	11,874,264	10,848,877
Technology costs	16,551	20,099
Educational supplies and services	441,919	419,629
Educational consultancy	322,701	280,635
Other direct costs	26,824	93,494
	<u>12,682,259</u>	<u>11,662,734</u>
Support costs		
Support staff costs	3,426,533	3,045,127
Depreciation	986,061	891,342
Technology costs	98,806	135,482
Maintenance of premises and equipment	256,060	391,379
Cleaning	235,824	216,639
Energy costs	209,601	167,624
Rent, rates and other occupancy costs	70,692	99,895
Insurance	55,565	54,090
Catering	382,961	376,070
Finance costs	154,000	144,000
Other support costs	157,162	147,224
Governance costs	268,587	263,415
	<u>6,301,852</u>	<u>5,932,287</u>

9 Central services

The academy trust has provided the following central services to its academies during the year:

- human resources;
- financial services;
- legal services;
- educational support services; or
- others as arising.

The academy trust charges for these services on the following basis:

- flat percentage of 5% of GAG

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

9 Central services

(Continued)

The amounts charged during the year were as follows:

	2021 £	2020 £
Merrylands Primary School and Nursery	93,357	89,706
Whitmore Primary School and Nursery	122,488	113,245
The Willows Primary School and Nursery	114,934	109,917
Crays Hill Primary School	26,056	27,980
Felmore Primary School	83,336	80,752
Cherry Tree Primary School and Nursery	83,534	82,089
Fairhouse Primary School	85,556	81,188
St Mary's Church of England Primary School	14,279	-
	<u>623,540</u>	<u>584,877</u>

10 Staff

Staff costs

Staff costs during the year were:

	2021 £	2020 £
Wages and salaries	10,579,026	9,772,618
Social security costs	873,743	751,509
Pension costs	3,537,035	3,207,842
	<u>14,989,804</u>	<u>13,731,969</u>
Staff costs - employees	14,989,804	13,731,969
Agency staff costs	241,418	121,555
Staff restructuring costs	21,491	-
	<u>15,252,713</u>	<u>13,853,524</u>
Staff development and other staff costs	48,084	40,480
	<u>15,300,797</u>	<u>13,894,004</u>

Staff restructuring costs comprise:

Severance payments	<u>21,491</u>	<u>-</u>
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Non statutory/non-contractual staff severance payments

Included in staff restructuring costs are non-statutory/non-contractual severance payments totalling £21,491. Individually, the payments were: £16,856 and £4,635.

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

10 Staff

(Continued)

Staff numbers

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

	2021 Number	2020 Number
Teachers	126	129
Administration and support	328	332
Management	30	29
	<u>484</u>	<u>490</u>

Higher paid staff

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

	2021 Number	2020 Number
£60,001 - £70,000	3	5
£70,001 - £80,000	4	-
£80,001 - £90,000	1	2
£90,001 - £100,000	1	-
£120,001 - £130,000	-	1
£130,001 - £140,000	1	-
	<u>1</u>	<u>8</u>

Key management personnel

The key management personnel of the academy trust comprise the trustees and the senior management team as listed on page 1 as well as deputy headteachers and assistant headteachers. The total amount of employee benefits (including employer pension contributions) received by key management personnel for their services to the academy trust was £1,155,715 [2020: £1,024,113].

11 Trustees' remuneration and expenses

One or more of the trustees has been paid remuneration or has received other benefits from an employment with the academy trust. The headteacher and other staff trustees only receive remuneration in respect of services they provide undertaking the roles of headteacher and staff members under their contracts of employment, and not in respect of their services as trustees.

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

Sean Tobin (CEO):

- Remuneration £130,001 - £135,000 (2020: £120,001-£125,000)
- Employer's pension contributions £30,001 - £35,000 (2020: £25,001-£30,000)

No expenses were reimbursed to trustees during the year.

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

12 Trustees' and officers' insurance

The academy trust has opted into the Department for Education's Risk Protection Arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy trust 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.

13 Tangible fixed assets

	Long leasehold land and buildings £	Computer equipment £	Fixtures, fittings & equipment £	Total £
Cost				
At 1 September 2020	50,097,641	372,485	622,417	51,092,543
Additions	276,616	213,604	156,536	646,756
At 31 August 2021	50,374,257	586,089	778,953	51,739,299
Depreciation				
At 1 September 2020	1,996,868	277,417	170,262	2,444,547
Charge for the year	777,253	130,913	77,895	986,061
At 31 August 2021	2,774,121	408,330	248,157	3,430,608
Net book value				
At 31 August 2021	47,600,136	177,759	530,796	48,308,691
At 31 August 2020	48,100,773	95,068	452,155	48,647,996

14 Debtors

	2021 £	2020 £
Trade debtors	7,862	3,994
VAT recoverable	72,010	111,816
Other debtors	6,336	3,679
Prepayments and accrued income	318,041	361,432
	404,249	480,921

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

15 Creditors: amounts falling due within one year

	2021 £	2020 £
Trade creditors	319,002	305,687
Other taxation and social security	483,522	433,550
Other creditors	31,475	146,429
Accruals and deferred income	319,640	414,968
	<u>1,153,639</u>	<u>1,300,634</u>

16 Deferred income

	2021 £	2020 £
Deferred income is included within:		
Creditors due within one year	<u>243,516</u>	<u>265,558</u>
Deferred income at 1 September 2020	265,558	328,327
Released from previous years	(265,558)	(328,327)
Resources deferred in the year	<u>243,516</u>	<u>265,558</u>
Deferred income at 31 August 2021	<u>243,516</u>	<u>265,558</u>

At the balance sheet date the academy trust was holding funds received in advance for Free School Meals, Nursery income and SEN income.

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

17 Funds

	Balance at 1 September 2020 £	Income £	Expenditure £	Gains, losses and transfers £	Balance at 31 August 2021 £
Restricted general funds					
General Annual Grant (GAG)	652,801	12,650,560	(12,879,524)	(85,645)	338,192
UIFSM	-	505,264	(505,264)	-	-
Pupil premium	-	1,422,709	(1,422,709)	-	-
Other DfE / ESFA grants	-	638,410	(638,410)	-	-
Other government grants	22,400	1,125,571	(1,094,512)	-	53,459
Other restricted funds	-	60,128	(60,128)	-	-
Pension reserve	(9,977,000)	-	(1,301,000)	(856,000)	(12,134,000)
	<u>(9,301,799)</u>	<u>16,402,642</u>	<u>(17,901,547)</u>	<u>(941,645)</u>	<u>(11,742,349)</u>
Restricted fixed asset funds					
Inherited on conversion	43,622,026	-	(746,743)	-	42,875,283
DfE group capital grants	5,367,266	757,736	(239,318)	120,949	6,006,633
Donated assets	-	106,182	-	-	106,182
	<u>48,989,292</u>	<u>863,918</u>	<u>(986,061)</u>	<u>120,949</u>	<u>48,988,098</u>
Total restricted funds	<u>39,687,493</u>	<u>17,266,560</u>	<u>(18,887,608)</u>	<u>(820,696)</u>	<u>37,245,749</u>
Unrestricted funds					
General funds	<u>200,148</u>	<u>193,141</u>	<u>(100,709)</u>	<u>(35,304)</u>	<u>257,276</u>
Total funds	<u>39,887,641</u>	<u>17,459,701</u>	<u>(18,988,317)</u>	<u>(856,000)</u>	<u>37,503,025</u>

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

General Annual Grant

The General Annual Grant must be used for the normal running costs of the school including salary costs, overheads, premises costs and curriculum costs. Under the funding agreement with the Secretary of State, the Trust was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2021.

Other DfE/ESFA and government grants

Other grants include grants received from the DfE and Local Education Authorities for specific purposes.

Fixed asset fund

The fixed asset fund includes grants received from the DfE and other sources to finance the purchase of tangible fixed assets.

Pension reserve

The pension reserve is the element of the local government pension fund liability attributable to the Trust.

Transfer between funds

A transfer between funds was necessary to reflect the funding of activities in the year.

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

17 Funds

(Continued)

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

	Balance at 1 September 2019 £	Income £	Expenditure £	Gains, losses and transfers £	Balance at 31 August 2020 £
Restricted general funds					
General Annual Grant (GAG)	209,816	11,963,973	(11,670,484)	149,497	652,802
UIFSM	-	432,840	(432,840)	-	-
Pupil premium	-	1,335,097	(1,335,097)	-	-
Other DfE / ESFA grants	-	618,436	(618,436)	-	-
Other government grants	-	1,031,609	(1,009,209)	-	22,400
Other restricted funds	249,651	-	(249,651)	-	-
Pension reserve	(7,941,000)	(89,000)	(1,198,000)	(749,000)	(9,977,000)
	<u>(7,481,533)</u>	<u>15,292,955</u>	<u>(16,513,717)</u>	<u>(599,503)</u>	<u>(9,301,798)</u>
Restricted fixed asset funds					
Transfer on conversion	44,327,539	41,700	(747,213)	-	43,622,026
DfE group capital grants	3,544,795	1,886,522	(144,129)	80,077	5,367,265
	<u>47,872,334</u>	<u>1,928,222</u>	<u>(891,342)</u>	<u>80,077</u>	<u>48,989,291</u>
Total restricted funds	<u>40,390,801</u>	<u>17,221,177</u>	<u>(17,405,059)</u>	<u>(519,426)</u>	<u>39,687,493</u>
Unrestricted funds					
General funds	<u>289,515</u>	<u>334,343</u>	<u>(194,136)</u>	<u>(229,574)</u>	<u>200,148</u>
Total funds	<u>40,680,316</u>	<u>17,555,520</u>	<u>(17,599,195)</u>	<u>(749,000)</u>	<u>39,887,641</u>

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

17 Funds

(Continued)

Total funds analysis by academy

	2021	2020
	£	£
Fund balances at 31 August 2021 were allocated as follows:		
Merrylands Primary School and Nursery	(130,980)	158,340
Whitmore Primary School and Nursery	80,420	68,842
The Willows Primary School and Nursery	6,777	37,397
Crays Hill Primary School	287,885	251,807
Felmore Primary School	161,989	133,082
Cherry Tree Primary School and Nursery	255,093	347,940
Fairhouse Primary School	251,228	20,108
St Mary's Church of England Primary School	(53,931)	(18,274)
Central services	(209,554)	(123,893)
Total before fixed assets fund and pension reserve	648,927	875,350
Restricted fixed asset fund	48,988,098	48,989,291
Pension reserve	(12,134,000)	(9,977,000)
Total funds	37,503,025	39,887,641

Total cost analysis by academy

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

	Teaching and educational support staff	Other support staff costs	Educational supplies	Other costs excluding depreciation	Total 2021	Total 2020
	£	£	£	£	£	£
Merrylands Primary School and Nursery	1,995,112	345,365	119,153	213,646	2,673,276	2,404,034
Whitmore Primary School and Nursery	2,132,803	320,425	167,053	363,413	2,983,694	2,796,505
The Willows Primary School and Nursery	2,121,356	356,567	145,624	209,346	2,832,893	2,722,493
Crays Hill Primary School	455,418	73,105	23,861	78,807	631,191	671,847
Felmore Primary School	1,473,580	364,477	74,765	182,061	2,094,883	2,063,193
Cherry Tree Primary School and Nursery	1,706,202	258,568	99,872	168,788	2,233,430	2,144,343
Fairhouse Primary School	1,376,882	159,039	97,976	251,587	1,885,484	2,015,051
St Mary's Church of England Primary School	304,683	51,526	31,022	57,054	444,285	68,073
Central services	264,765	350,461	92,132	214,762	922,120	624,314
	11,830,801	2,279,533	851,458	1,739,464	16,701,256	15,509,853

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

18 Analysis of net assets between funds

	Unrestricted Funds £	Restricted funds: General £	Fixed asset £	Total Funds £
Fund balances at 31 August 2021 are represented by:				
Tangible fixed assets	-	-	48,308,691	48,308,691
Current assets	252,277	1,550,289	679,407	2,481,973
Creditors falling due within one year	4,999	(1,158,638)	-	(1,153,639)
Defined benefit pension liability	-	(12,134,000)	-	(12,134,000)
Total net assets	257,276	(11,742,349)	48,988,098	37,503,025
Fund balances at 31 August 2020 are represented by:				
Tangible fixed assets	-	-	48,647,996	48,647,996
Current assets	689,970	1,486,014	341,295	2,517,279
Creditors falling due within one year	(489,822)	(810,812)	-	(1,300,634)
Defined benefit pension liability	-	(9,977,000)	-	(9,977,000)
Total net assets	200,148	(9,301,798)	48,989,291	39,887,641

19 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 Essex County Council. 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 2016, and that of the LGPS related to the period ended 31 March 2019.

Contributions amounting to £266,585 were payable to the schemes at 31 August 2021 (2020: £240,798) 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' Pension Scheme Regulations 2014. Membership is automatic for teachers in academies. All teachers have the option to opt out of the TPS following enrolment.

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

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

19 Pension and similar obligations

(Continued)

Valuation of the Teachers' Pension Scheme

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

The key elements of the valuation and subsequent consultation are:

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

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

The employer's pension costs paid to the TPS in the period amounted to £1,325,978 (2020: £1,249,751).

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

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

Local Government Pension Scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contributions are as noted below. The agreed contribution rates for future years are 21.1% for employers and 5.5-12.5% for employees.

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

Total contributions made	2021 £	2020 £
Employer's contributions	1,064,000	961,000
Employees' contributions	267,000	235,000
Total contributions	1,331,000	1,196,000

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

19 Pension and similar obligations

(Continued)

Principal actuarial assumptions	2021 %	2020 %
Rate of increase in salaries	3.85	3.25
Rate of increase for pensions in payment/inflation	2.85	2.25
Discount rate for scheme liabilities	1.7	1.6
Inflation assumption (CPI)	2.85	2.25
RPI assumption increase	3.1	3.05

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

	2021 Years	2020 Years
Retiring today		
- Males	21.6	21.8
- Females	23.6	23.8
Retiring in 20 years		
- Males	22.9	23.2
- Females	25.1	25.2

Scheme liabilities would have been affected by changes in assumptions as follows:

	+0.1%	0.0%	-0.1%
Adjustment to discount rate	£	£	£
Present value of total obligation	21,587,000	22,213,000	22,858,000
Projected service cost	2,700,000	2,796,000	2,896,000

	+0.1%	0.0%	-0.1%
Adjustment to long term salary increase	£	£	£
Present value of total obligation	22,261,000	22,213,000	22,165,000
Projected service cost	2,798,000	2,796,000	2,795,000

	+0.1%	0.0%	-0.1%
Adjustment to pension increases and deferred revaluation	£	£	£
Present value of total obligation	22,802,000	22,213,000	21,641,000
Projected service cost	2,894,000	2,796,000	2,701,000

	+1 Year	None	-1 Year
Adjustment to life expectancy assumptions	£	£	£
Present value of total obligation	23,066,000	22,213,000	21,392,000
Projected service cost	2,914,000	2,796,000	2,683,000

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2021

19 Pension and similar obligations

(Continued)

The academy trust's share of the assets in the scheme	2021 Fair value £	2020 Fair value £
Equities	6,451,000	4,300,000
Bonds	469,000	388,000
Gilts	254,000	295,000
Cash	281,000	190,000
Property	703,000	538,000
Other assets	1,921,000	1,227,000
Total market value of assets	10,079,000	6,938,000

The actual return on scheme assets was £1,749,000 (2020: £167,000).

Amount recognised in the statement of financial activities	2021 £	2020 £
Current service cost	2,211,000	1,907,000
Past service cost	-	108,000
Interest cost	154,000	144,000
Total operating charge	2,365,000	2,159,000

Changes in the present value of defined benefit obligations	2021 £
At 1 September 2020	16,915,000
Current service cost	2,206,000
Interest cost	278,000
Employee contributions	267,000
Actuarial loss	2,481,000
Benefits paid	66,000
At 31 August 2021	22,213,000

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

19 Pension and similar obligations

(Continued)

Changes in the fair value of the academy trust's share of scheme assets

	2021 £
At 1 September 2020	6,938,000
Interest income	124,000
Actuarial (gain)/loss	1,625,000
Employer contributions	1,064,000
Employee contributions	267,000
Benefits paid	66,000
Administrative expenses	(5,000)
At 31 August 2021	10,079,000

20 Analysis of changes in net funds

	1 September 2020 £	Cash flows £	31 August 2021 £
Cash	2,036,358	41,366	2,077,724

21 Reconciliation of net expenditure to net cash flow from operating activities

	2021 £	2020 £
Net expenditure for the reporting period (as per the statement of financial activities)	(1,528,616)	(43,675)
Adjusted for:		
Net (surplus)/deficit on conversion to academy	(60,128)	47,300
Capital grants from DfE and other capital income	(863,918)	(1,886,522)
Investment income receivable	(250)	(1,031)
Defined benefit pension costs less contributions payable	1,147,000	1,054,000
Defined benefit pension scheme finance cost	154,000	144,000
Depreciation of tangible fixed assets	986,061	891,342
Decrease in stocks	-	640
Decrease in debtors	76,672	498,474
(Decrease) in creditors	(146,995)	(235,327)
Net cash (used in)/provided by operating activities	(236,174)	469,201

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

22 Long-term commitments, including operating leases

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

	2021	2020
	£	£
Amounts due within one year	3,155	6,977
Amounts due in two and five years	-	901
	<u>3,155</u>	<u>7,878</u>

BERLESDUNA ACADEMY TRUST

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2021

23 Related party transactions

Owing to the nature of the academy trust and the composition of the board of trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the trustees have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the AFH and in accordance with the academy trust's financial regulations and normal procurement procedures relating to connected and related party transactions. The following related party transactions took place in the financial period.

C Tobin, spouse of S Tobin, the CEO, is employed by the academy trust as a Nursery Staff member. C Tobin's appointment was made in open competition and S Tobin was not involved in the decision-making process regarding appointment. C Tobin is paid within the normal pay scale for her role and receives no special treatment as a result of her relationship to a trustee.

T Tobin, son of S Tobin, the CEO, is employed by the academy trust as a Learning Support Assistant. T Tobin's appointment was made in open competition and S Tobin was not involved in the decision-making process regarding appointment. T Tobin is paid within the normal pay scale for his role and receives no special treatment as a result of his relationship to a trustee.

C Kemp, spouse of N Kemp, Headteacher and local governor of Whitmore Primary School, is employed by the academy trust as an Estate Manager. C Kemp's appointment was made in open competition and N Kemp was not involved in the decision-making process regarding appointment. C Kemp is paid within the normal pay scale for his role and receives no special treatment as a result of his relationship to a local governor.

C Bromhead, spouse of J Bromhead, local governor of Felmore Primary School, is employed by the academy trust as a Teacher. C Bromhead's appointment was made in open competition and J Bromhead was not involved in the decision-making process regarding appointment. C Bromhead is paid within the normal pay scale for her role and receives no special treatment as a result of her relationship to a local governor.

T Robinson, spouse of R Robinson, Headteacher and local governor of Merrylands Primary School, is employed by the academy trust as a Deputy Headteacher at Willows Primary School. T Robinson's appointment was made in open competition and R Robinson was not involved in the decision-making process regarding appointment. T Robinson is paid within the normal pay scale for his role and receives no special treatment as a result of his relationship to a local governor.

C Dennis, mother to T Robinson, local governor of Willows Primary School, is employed by the academy trust as a Learning Support Assistant at Willows Primary School. C Dennis' appointment was made in open competition and T Robinson was not involved in the decision-making process regarding appointment. C Dennis is paid within the normal pay scale for his role and receives no special treatment as a result of her relationship to a local governor.

Expenditure related party transactions

During the year the Trust utilised the services of Robin Taverner who is a trustee, total expenditure of £4,963 was incurred utilising the consultancy services of his company. The trustees confirmed that the element above £2,500 was at cost.

24 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 or she is a member, or within one year after he or she ceases to be a member, such amount as may be required, not exceeding £10 for the debts and liabilities contracted before he or she ceases to be a member.

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

On 1 July 2020 St Mary's Church of England Primary School converted to academy trust status under the Academies Act 2010 and all the operations and assets and liabilities were transferred to Berlesduna Academy Trust from the Essex County Council for £nil consideration.

The following table sets out the fair values of the identifiable assets and liabilities transferred and an analysis of their recognition in the statement of financial activities.

	Unrestricted funds	Restricted funds:		Total
		General	Fixed asset	2021
Funds surplus/(deficit) transferred:	£	£	£	£
LA budget funds	-	60,128	-	60,128