

Tapton SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

ANNUAL REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2021

Registered Company Number: 07697171



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Strategic Trustees Report

Welcome

We are delighted to present our Annual Report, Strategic Report and Audited Financial Statements for the year ending 31 August 2021.

The coronavirus pandemic has continued, understandably, to dominate much of the energy and decisions of our Trust over the last year. The Trust has endeavoured to create supportive conditions in which all our communities can flourish and thrive.

Pleasingly, in contrast to 2019-20 which was characterised by disruption and discontinuity, the last year has been one of rebuilding and energising our Trust in the new normal world of life with Covid. This period has been one in which we have reconnected with our strategic priorities in our mission to realise the life chances and dreams of all our learners - a journey which has never been more important. The values of our Trust have guided our decisions in new and emerging contexts as leaders act with “principled pragmatism.”

The deep commitment, purpose and hard work of our colleagues and volunteers continues to drive our Trust forwards. The challenges of the previous year have been deep and multifaceted. We are confident that through the spirit of collaboration and shared values our Trust is emerging stronger and more cohesive than how we began in Autumn 2020. There is no doubt that we still have much to do to overcome the impact of the pandemic, however we are confident that we have the capacity, strength, and passion to step up to these new challenges to continue to be a difference making collaborative Trust.



Sarah Draper
Chair of Trustees



David Dennis
Chief Executive Officer

About Us

Tapton School Academy Trust is made up of over 7,500 learners and 900 staff.

Children joining the Trust have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, and leave our schools fully prepared for successful lives.

Our Vision is to realise the life chances and dreams of every child.

Our Mission is to provide a safe place to be: provide great teaching and learning: create an environment where all opportunities are in reach.

Our Ways of Working

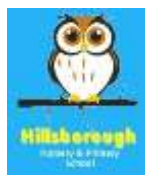
- Schools sign up to our Mission, Vision and Values and collaborative ways of working
- Schools collaborate “in partnership for excellence”
- Each has something to bring to the table and can lead on this
- Schools retain their identity and are part of something special
- Differentiated solutions according to support needs
- Mentoring, coaching, directing
- A clear scheme of delegation and decision making to ensure that all our children get the best educational experience.

Our Values

- A culture of professionalism
- A focus on nurture as well as achievement
- Involvement of the family and wider community in everything that we do
- Make visible those who feel invisible through disability, poverty, ethnic or cultural disadvantage
- Mutual support and development
- The health, well-being and safety of all our people.

Our Schools

Our five primary and four secondary schools work in close partnership with the aim of realising the life chances of dreams of every child and being an outstanding Trust.



Tapton School Academy Trust (“TSAT”) Strategic Vision 2017 – 2023

Strategic Vision 1: Effective Schools

A great place to learn where every child enjoys and achieves and is prepared to succeed in the next stage of their journey towards further learning or meaningful work. Everyone feels safe within a learning community with a focus on values of care for and understanding of others – their wellbeing; physical, mental and emotional. The school will work in mutuality with families and the local community.

Strategic Vision 2: Outstanding Outcomes

Every child develops a love and enjoyment for learning achieved through an outstanding curriculum that balances knowledge and skill and develops self-awareness. Every individual has the ability to engage with and change the world around them.

Strategic Vision 3: Sustainable Trust

We will support every school and learner with the highest standard and most cost-effective education and business support services to ensure that we liberate as much capacity and resources to add value and deliver the highest quality education experience.

Strategic Vision 4: A Great Place to Work

Where every colleague is valued and experiences high quality support and rich learning and development opportunities within a collaborative environment. Every contribution is valued, and all receive a well-matched professional development process with a deep focus on managing workload to ensure everyone has a healthy work life balance.

Leadership and Governance – Key Personnel Changes

Those responsible for leadership and governance have a profoundly important significance at any time but in the period of uncertainty and flux this is ever more important. It is not possible to list the contributions of all our leaders and governors but in each of our schools the strong relationship between leaders and governors is essential for the school to flourish and serve the whole community. In the last year we have experienced a greater degree of change in this area, and we would like to recognise these individuals.

Thank you to Rebecca Bustani and Edward Highfield for their strong support as Chairs of Local Governing Boards (LGBs) at Hallam Primary School and Chaucer Secondary School respectively. Rebecca and Edward have been immensely influential in the development of each of the schools and their selfless commitment has been enormous and sustained over many years

Special recognition to Kate Platts as she leaves her role of Trustee. Kate has chaired our Trust Finance and Resources subcommittee over the last four years. Her insights and counsel have been crucial as we have navigated a period of financial uncertainty to strengthen the Trust and reach a more solid sustainable position as we move into the next period.

Chair of Trustees

Caroline Bagley has been at the heart of our Trust since its creation. She has given many years of unflinching support for our Trust as Governor at Hallam Primary school, Governor and Chair of the LGB at Tapton school, Governor at Chaucer school, founding Trustee and member of TSAT and Chair of our Trust since its creation in 2011. It is impossible to overstate Caroline's impact and legacy over the many years of service for children and families across our communities. Caroline has always brought insight and bravery to face challenges with an always present respect and kindness. Caroline stepped down as Chair of our Board of Trustees in September 2021 and we are delighted that she is continuing as a Member and Trustee as we move into a new year.

We are very happy to welcome Sarah Draper as our new chair of Trustees. Sarah has made a massive system contribution as a school leader in the city and more recently as Chair of Chaucer LGB, as a Trustee and as Chair of our Trust Board Learner Experience subcommittee.

Deputy CEO

Julia Delaney became Deputy CEO on 1 September to further strengthen the Trust leadership. Julia has been part of the Trust Core Executive Team since 2017 in her role as Chief Finance and Operations Officer.

Director of Inclusion

Scott Burnside is Executive Headteacher of Chaucer school and alongside this role he has joined the Trust Executive team as TSAT Director of Inclusion.

Director of Primary Education

Angela Lant has stepped down having led our Primary Schools since the creation of our Trust. Angela has had a significant impact on developing our values driven approach and this has also been felt across the city and region. It has been an honour to work alongside Angela over the past 4 years. Angela's influence can be seen in the development of our strong Primary headteacher group and is still there as Angela continues in a governance role in Learn Sheffield. Angela's powerful advocacy for all our learners

will continue to inform our moral purpose as a Trust to make a difference with our most disadvantaged children and communities.

We are very pleased to have attracted Martin Finch as Director of Primary Education. Martin has led 3 Primary schools in North Derbyshire and has spent the last few years as senior HMI within Ofsted. He brings a breadth of relevant experience and shares the passion to make a difference for all our children and schools.

Martin Finch – Director of Primary Education.



I am delighted to be part of the TSAT team. I would like to thank everyone, the schools, Trust staff, Trustees and Governors for making me feel very welcome since I joined the Trust in September 2021. My family originate from Sheffield and I'm delighted to be working in the city that I know very well.

I am an experienced leader in education, having been a substantive headteacher of 3 schools spanning 12 years, and more recently one of Her Majesty's Inspector (HMI) for Ofsted. For over 4 years I worked in the East Midlands, leading on inspections of primary, secondary, special and independent schools, as well as area Special Educational Needs and Disabilities (SEND) inspections.

I was promoted to Senior HMI in London where I quality assured inspections, and was seconded to work for 6 local authorities to develop their strategy for remote education during the Covid-19 pandemic.

I am passionate about ensuring that every child reaches their potential and want our schools to be nurturing, safe and secure environments where every child can flourish. I am determined to help every child become a fluent reader and believe that schools should deliver a broad curriculum which enables children to gain a deep knowledge in a wide range of subjects.

Better Together

At the heart of our endeavours has been the attempt to do all that we can to ensure that our schools are safe for all of our communities. This has been achieved through mobilisation of core Trust support and leadership in facilities management, approaches to controlling the risk of infections and taking proactive steps to protect our most vulnerable colleagues and learners. Through the challenge of the pandemic the cohesion of the Trust has been strengthened and this has been achieved by frequent gathering, actively listening, and responding to the voices of stakeholders so that all our communities feel as safe as possible. This has been made possible by redoubling our efforts in communicating with colleagues, learners and families in how the Trust is taking steps to create a safe learning environment. This responsibility has extended beyond the bounds of the school as we moved to remote learning and strengthened our safeguarding of children working remotely. We are delighted to welcome Scott Burnside into his new role as TSAT Director of Inclusion in which safeguarding is a major focus (See 'Inclusion Review' Pages 9 -12).

School and Trust leaders have worked together to develop remote learning offers to ensure that no children miss out on learning. In our primary schools this has been achieved by a common approach using an online platform and reading schemes. In secondary schools' leaders and innovators have collaborated in partnership for excellence to develop online learning, so that learning remotely and in school is seamless. To facilitate this step change to online learning (including assessment cycles) the Trust has sourced and supported the deployment of around 1500 devices. This was beyond our wildest dreams at the start of the pandemic. The Trust networks have collaborated and co-created new approaches to remote learning and we have been delighted with the very high levels of engagement by teaching, learner support staff and learners throughout the period.

As we entered the pandemic we anticipated that its impact would not be felt evenly across children, families and schools. However, this has been even more profound than we had imagined. Impact is uneven and new levels and characteristics of need have become apparent. As in 2019-20 the Trust has mobilised a significant resource to ensure that meals are provided to all our disadvantaged and vulnerable learners whether in school or at home.

It is increasingly clear that the differential impact on each of our 9 schools and their multiple communities means that our focus on building upwards based on need is the right one so that we create environments where all opportunities are within reach. The nature of these emerging learning gaps is profoundly different and as we step up to address and overcome this inequality, we are developing nuanced leadership – common values, principles and strategy but strongly personalised to context. This is essential as we continue in our mission that no child is left behind and no child is held back. I am incredibly proud of the resilience, commitment and determination shown by colleagues to go the extra mile to support our learners. Collaboration has continued to enrich this year with new cross Trust networks in place across all phases of the Trust- so that we truly do become greater than the sum of our parts. (See 'TSAT Subject Networks, Page 13).

A further example of this collaboration is the creation and maintenance of fair and robust approaches to the award of grades at GCSE and A level in summer 2021. The secondary assessment group constructed detailed and effective processes that were well explained and understood for the award of grades in the summer. It is a testament to the professionalism of all staff that this process resulted in a smooth process with very few appeals about results. A breakdown of the summer outcomes in context with the 3-year trend is set in Outcomes – Secondary School Performance, Pages 14-18.

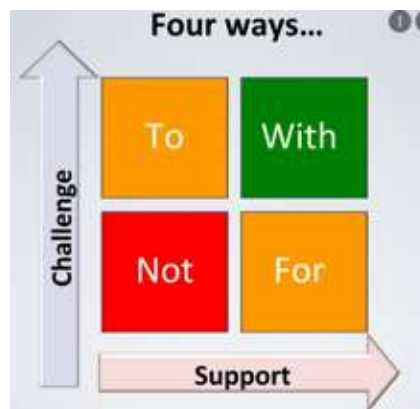
Inclusion Review

The new Director of Inclusion prototyped, created and carried out a review of inclusion across TSAT schools in the summer term of 2021. This has been a model that has strongly influenced the development of inclusive practice within our schools and across the city of Sheffield.

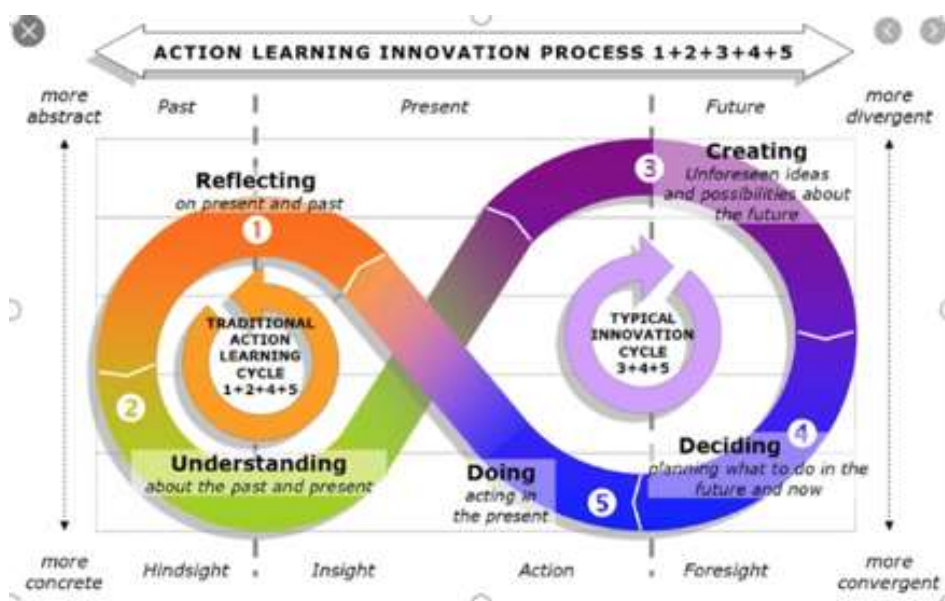
The TSAT Inclusion Review has been acknowledged as an important benchmark to support, challenge and help to develop citywide inclusion. Its structured approach has led to three basic principles underpinning citywide development:

I. Work towards becoming Trauma Informed Schools

This work is now beginning to show a positive impact. The Social Discipline Window of working with students and families, rather than doing 'to' or 'for' them, is at the heart of our approach.



TSAT School leadership has been at the forefront of spearheading developments in the practice and strategies for Trauma Informed Practice in Sheffield - using the Action Learning Innovation Process to reflect, understand, create, decide and do to deliver concrete impactful strategy and convergence and partnership working between education, health, care and the third sector.

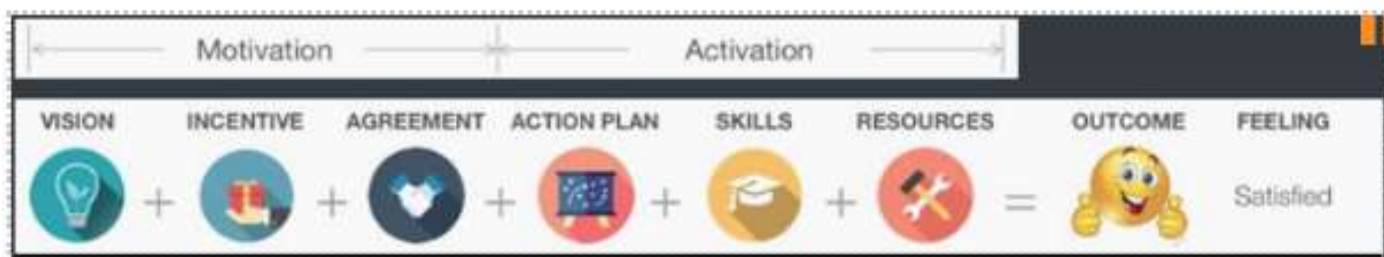


2. Partnership Working

- Emerging constructive relationships beyond the school, working in partnership with services, parents, carers and the local community.
- Commitment through schools in localities to work successfully with other schools and organisations in a climate of mutual challenge and support.
- The establishment and maintenance of working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

This work is now beginning to affect culture:

- Establishing the ethos and strategic direction in partnership with those responsible for governance and through consultation.
- Creating a culture where pupils experience a positive and enriching school life.
- Developing ambitious key performance indicators which prepare pupils from all backgrounds for their next phases of education and life.
- Promoting positive and respectful relationships across the education, health and care communities to deliver safe, orderly and inclusive environments.
- Expecting a culture of high staff professionalism.



It has focused on additional and special educational needs and disabilities (SEND), challenging the status quo to shape a citywide picture that will:

- Ensure ambitious expectations for all pupils through the work of all services/sectors with additional and SEND.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure that schools work effectively in partnership with parents, carers and professionals, to identify the additional needs, SEND, providing support and adaptation where appropriate.
- Ensure the city fulfils its statutory duties with regard to the SEND code of practice.

3. Professional Development Opportunities

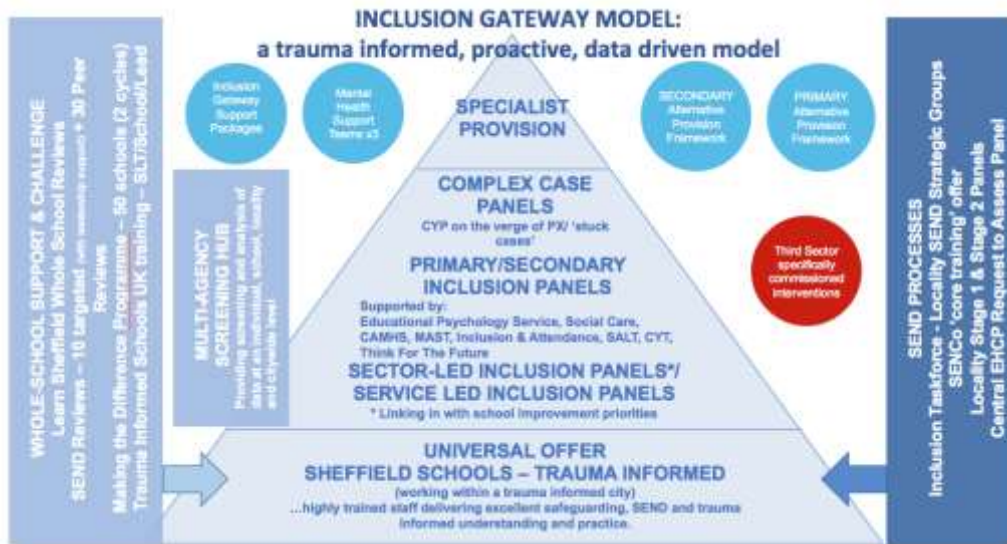
Alongside Learn Sheffield, TSAT have begun initiatives to deliver important professional development opportunities:

- Ensuring staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritising the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.

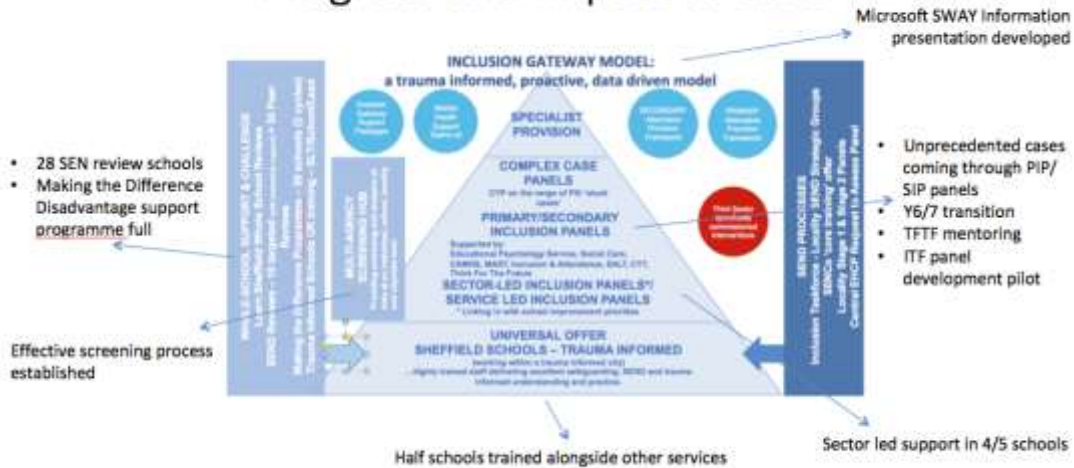
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- Ensuring that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

The models below summarise the developments so far:



Progress and Impact to date



Areas to move forward in partnership



Next steps

The review has been considered by the new Learner Experience (Inclusion) subcommittee and the detailed output SWOT analysis and suggestions are informing our plans to further develop our Trust inclusion practices, founded upon a culture of unconditional positive regard for all our community of staff, learners and families and developing strongly embedded cultures and climate of Trauma Informed Practice.

The Trust has now adopted a common safeguarding policy, and during spring term 2022 will undertake a multi stakeholder deep dive of safeguarding to ensure that we have coherence and coverage at all levels of the Trust, so that our Trust is a safe place to be for every learner.

TSAT Subject Networks 2021-22

The subject networks have been led by the Headteacher of Tapton School. Six meetings have taken place throughout the year during the first week of each half term. There are 4 core-themed networks involving leaders from each school:

1. **SEND** led by the Headteacher of Forge Valley School and attended by all school Special Educational Needs and Disabilities Coordinators (SENDCOs).
2. **Assessment** led by the Headteacher of Bradfield School and attended by all school Assessment Leads.
3. **Teaching and Learning** led by the Headteacher of Tapton School and attended by all school Teaching and Learning Leads.
4. **Safeguarding** led by the Director of Inclusion and the Executive Designated Safeguarding Lead, and attended by all school Designated Safeguarding Leads.

Additional themed networks also take place throughout the academic year (half terms indicated):

- **Relational Inclusion** (half term 2, 4, 6) led by the Director of Inclusion and Assistant Headteacher at Chaucer and attended by all secondary Inclusion Leads.
- **Y6 Transition** (half term 1, 3, 5) led by the Headteacher of Hallam Primary School and Assistant Headteacher of Tapton School, and attended by key secondary staff.
- **Attendance** (half term 2, 4, 6) led by the Assistant Headteachers of Chaucer School and Forge Valley School and attended by key school staff.
- **Recovery** (half term 1, 3, 5) led by the Trust Director of Inclusion and the Assistant Headteacher of Forge Valley School, and attended by all Assistant Headteachers.

Outcomes – Secondary School Performance

TSAT Secondary School Demographics

5167

4471
Year 7 - 11

696
Post-16



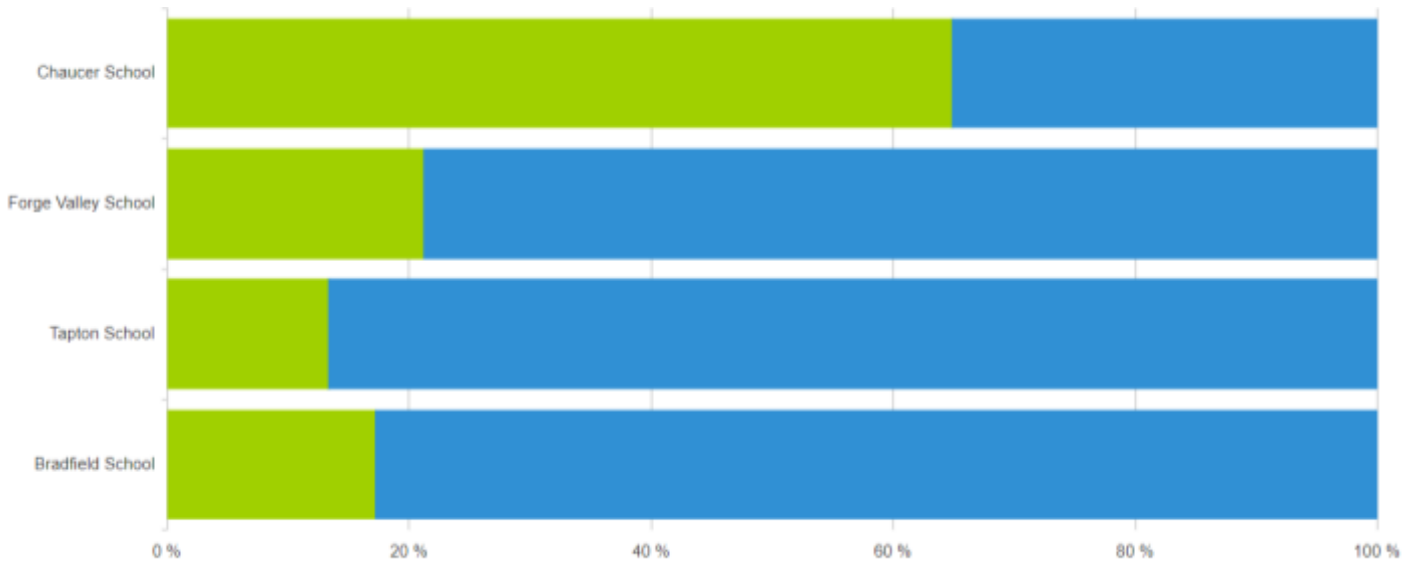
50%
Female



50%
Male

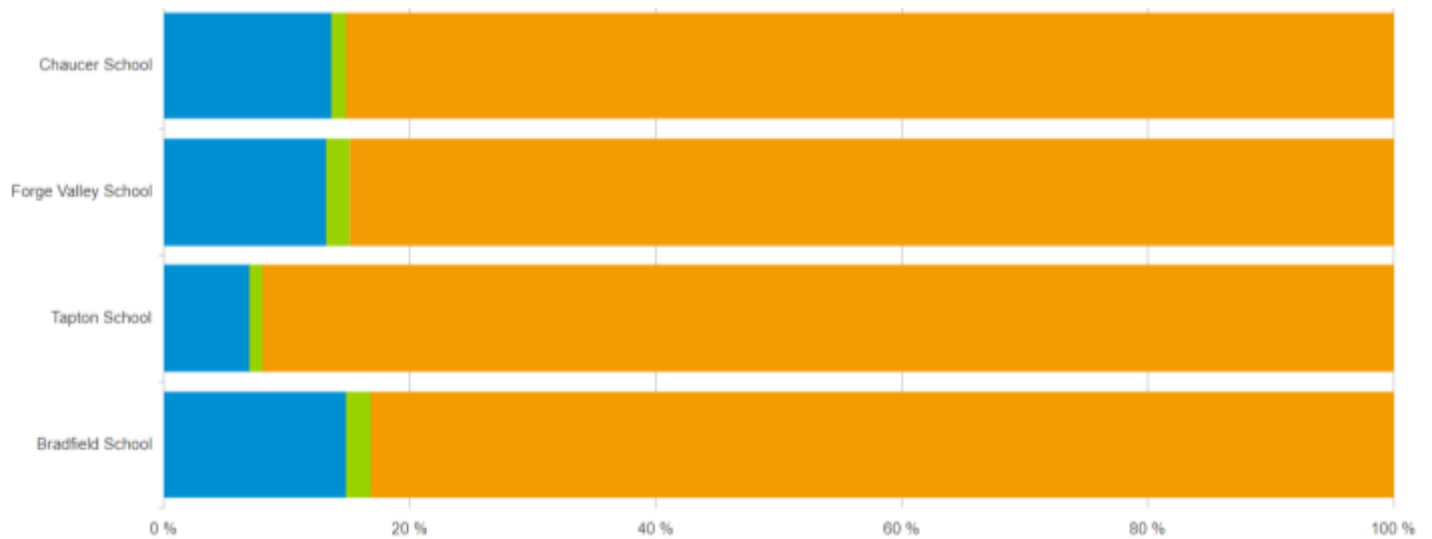
Breakdown by Pupil Premium

Pupil Premium
Not Pupil Premium



Breakdown by Special Educational Needs (SEN) Provision

SEN (K)
SEN (E)
Not SEN



A-level Outcomes in 2020 and 2021

Both schools (Tapton and Forge) have seen a significant increase in the numbers of higher grades (A*-A and A*-B) in 2020 (Centre Assessed Grades*) and 2021 (Teacher Assessed Grades**) when compared with those in 2019.

The average grade has risen (between 2019 and 2021) by:

- +0.29 at Tapton School
- +0.73 at Forge Valley School.

GCSE Outcomes in 2020 and 2021

Results in 2020 (Centre Assessed Grades*) show an increase in all attainment measures and for all groups when compared to 2019. For example:

- English + Maths Pass (All students)
 - 5+ 44% (2019) to 53% (2020)
 - 4+ 63% (2019) to 71% (2020)
- English + Math Pass (Pupil Premium/Disadvantaged students)
 - 5+ 22% (2019) to 25% (2020)
 - 4+ 39% (2019) to 43% (2020)

This pattern of increase was seen at all four TSAT secondary schools.

Results in 2021 (Teacher Assessed Grades**) show a small fall in the overall attainment when compared to 2020 but remain significantly above those in 2019. Disadvantaged students maintained or improved on 2020 outcomes, with the exception of Bradfield School, for 'basics' standard pass. This was due to a small number of the Y11 Pupil Premium cohort for whom the pandemic had a disproportionate impact of their outcomes (based on individual portfolios of evidence).

Although Progress 8 (P8) figures cannot be judged in the same way as with 2019 outcomes (based on updated Attainment 8 estimates) we can see that when comparison is made between groups the average grade differences are:

- 2019-20
 - All Students +0.31
 - Pupil Premium Students +0.16
- 2020-21
 - All Students +0.23
 - Pupil Premium Students +0.03

When making comparisons with previous years it should be noted that in 2020 and 2021 the relative increases in performance were not evenly distributed across the full grade range. In line with the unvalidated national picture we have seen more significant rises for higher grades 8 and 9, and also at key thresholds (5- strong pass and 4- standard pass).

In 2020 following the guidance to grade and rank based on 'if the pandemic had not occurred and students had sat their exams without disruption how would they have achieved based on school and national performance figures', this resulted in a sharp reduction in U grades at both GCE and GCSE. This pattern was not repeated in 2021 with grades now based on an individual's portfolio of evidence.

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The challenge of producing a Portfolio of Evidence (2021) was disproportionately difficult for some including disadvantaged students.

- * Centre Assessed Grading (CAGs) in 2020 based on centre predictions
- ** Teacher Assessed Grading (TAGs) in 2021 based on a portfolio of evidence

GCSE Outcomes (please note that progress calculations are based on 2019 national outcomes)

Headline figures 2021

0.14
TSAT Progress 8

67/52%
TSAT English & Maths 4/5+

-0.30

Pupil Premium TSAT Progress 8

43/28%
Pupil Premium TSAT English & Maths 4/5+

TSAT Summary	2019 Results	2020 (CAGSs)	2021 (TAGs)
Progress 8	-0.09	0.22	0.14
Attainment 8	47.12	50.82	50.66
English & Maths 4+	63%	71%	67%
English & Maths 5+	44%	53%	52%
Ebacc APS	4.15	4.57	4.50

*all comparisons are against 2019 results

TSAT Pupil Premium	2019 Results	2020 (CAGSs)	2021 (TAGs)
Progress 8	-0.33	0.17	-0.30
Attainment 8	34.13	36.66	36.92
English & Maths 4+	39%	43%	43%
English & Maths 5+	22%	25%	28%
Ebacc APS	2.86	3.08	3.14

*all comparisons are against 2019 results

A Level Outcomes

Tapton	2019		2020		2021	
	Results	No	CAGs	No	TAGs	No
Value Added – A Level	0.14	916 [^]	↑ 0.27	556 [^]	↑ 0.38	923 [^]
Value Added – Applied	-0.39	7 [^]	↓ -1.12	5 [^]	↑ 0.25	23 [^]
Percentage A* - A	35%	323	↑ 50%	280	↑ 51%	482
Percentage A* - B	66%	609	↑ 80%	449	↑ 73%	691
Percentage A* - C	88%	812	↑ 94%	527	↑ 90%	851
Percentage Pass	99%		↑ 100%		↑ 100%	

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Forge Valley	2019		2020		2021	
	Results	No	CAGs	No	TAGs	No
Value Added – A Level	-0.12	177 [^]	↓ -0.60	137 [^]	↑ 0.33	164 [^]
Value Added – Applied	-0.78	15 [^]	↑ 1.13	36 [^]	↑ 0.90	39 [^]
Percentage A* - A	35%	67	↑ 47%	81	↑ 50%	102
Percentage A* - B	51%	98	↑ 70%	121	↑ 68%	138
Percentage A* - C	75%	144	↑ 90%	156	↑ 85%	173
Percentage Pass	100%		↑ 100%		↓ 99%	

all comparisons are against 2019 results

[^]entries

Headline facts and figures 2020/21

	National	Trust	Bradfield	Chaucer	Forge Valley	Tapton
Percentage of pupils entering the English Baccalaureate	38.7%	46.1%	21.5%	24.5%	54.1%	75.1%
Percentage of pupils achieving grades 5 or above in English & Maths	51.9%	52%	58%	21%	48%	72%
Average Attainment 8 score of all pupils	50.9	50.7	55.2	34.8	48.6	60.6
Average E Bacc APS score per pupil	4.45	4.50	4.63	2.82	4.44	5.69

Headline facts and figures 2019/20

	National	Trust	Bradfield	Chaucer	Forge Valley	Tapton
Percentage of pupils entering the English Baccalaureate	39.8%	47.3%	20.9%	6.5%	50.2%	86.7%
Percentage of pupils achieving grades 5 or above in English & Maths	49.9%	53%	56%	29%	42%	74%
Average Attainment 8 score of all pupils	50.2	50.8	53.5	36.9	48.1	59.6
Average E Bacc APS score per pupil	4.38	4.57	4.49	2.84	4.28	5.91

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TSAT	EM Threshold		Progress 8	Attainment 8	Ebacc	Performance	
	Standard Pass	Strong Pass	Summary	Summary	All	5 grades	
					APS	Inc En/Ma 4+	Inc En/Ma 5+
All Students	%	%	Score	Score	#	%	%
2021 (TAGs)	67%	52%	0.14	50.66	4.50	65%	51%
2020 (CAGs)	71%	53%	0.22	50.82	4.57	70%	53%
2019 Results	63%	44%	-0.09	47.12	4.15	60%	44%
Pupil Premium							
2021 (TAGs)	43%	28%	-0.30	36.92	3.14	39%	28%
2020 (CAGs)	43%	25%	-0.17	36.66	3.08	41%	25%
2019 Results	39%	22%	-0.33	34.13	2.86	35%	22%
Tapton							
All Students	EM Threshold		Progress 8	Attainment 8	Ebacc	Performance	
	Standard	Strong	Score	Score	APS	Inc En/Ma 4+	Inc En/Ma 5+
2021 (TAGs)	81%	72%	0.92	60.55	5.69	80%	72%
2020 (CAGs)	85%	74%	0.72	59.64	5.91	84%	74%
2019 Results	76%	66%	0.47	56.05	5.09	75%	66%
Pupil Premium							
2021 (TAGs)	56%	47%	0.28	45.89	4.17	53%	47%
2020 (CAGs)	63%	43%	0.32	42.71	3.98	59%	43%
2019 Results	54%	44%	0.12	44.34	3.98	52%	44%
Chaucer							
All Students	EM Threshold		Progress 8	Attainment 8	Ebacc	Performance	
	Standard	Strong	Score	Score	APS		
2021 (TAGs)	43%	21%	-0.77	34.76	2.82	39%	21%
2020 (CAGs)	45%	29%	-0.38	36.91	2.84	45%	29%
2019 Results	31%	15%	-1.01	29.65	2.22	24%	15%
Pupil Premium							
2021 (TAGs)	37%	19%	-1.03	31.37	2.52	34%	18%
2020 (CAGs)	38%	22%	-0.51	33.38	2.57	37%	22%
2019 Results	25%	11%	-1.22	26.12	1.93	19%	11%
Forge Valley							
All Students	EM Threshold		Progress 8	Attainment 8	Ebacc	Performance	
	Standard	Strong	Score	Score	APS		
2021 (TAGs)	64%	48%	-0.12	48.57	4.44	61%	48%
2020 (CAGs)	65%	42%	0.2	48.09	4.28	65%	42%
2019 Results	61%	37%	-0.11	46.42	4.1	60%	37%
Pupil Premium							
2021 (TAGs)	43%	27%	-0.6	38.06	3.38	36%	27%
2020 (CAGs)	29%	12%	-0.53	34.23	2.93	27%	12%
2019 Results	42%	22%	-0.43	37.42	3.31	42%	22%
Bradfield							
All Students	EM Threshold		Progress 8	Attainment 8	Ebacc	Performance	
	Standard	Strong	Score	Score	APS		
2021 (TAGs)	74%	58%	0.28	55.16	4.63	74%	58%
2020 (CAGs)	78%	56%	0.04	53.49	4.49	76.27	55.93
2019 Results	71%	48%	-0.08	49.63	4.45	69%	48%
Pupil Premium							
2021 (TAGs)	32%	25%	-0.4	36.51	2.83	32%	25%
2020 (CAGs)	52%	26%	-0.33	41.01	3.44	48.39	25.81
2019 Results	50%	15%	-0.63	35.13	2.97	45%	15%

IT 2020 - 2021

Over the last year IT has played a crucial role in supporting our learners with their education throughout a very difficult year. Tapton School Academy Trust has received over 1200 laptops from the DfE, over 120 Chromebooks from the Local Authority, 75 laptops from Business in the Community, 40 laptops from ASDA, 25 laptops from Lindbrooke and a number of donations from the general public, parents and staff which we are all very grateful for.

We also received a donation for £10,000 from Amazon which was used to purchase 50 laptops. All of these devices have all gone to great use in supporting our disadvantaged learners who wouldn't have been able to engage in learning without these resources. All the above have also donated mobile Internet devices to enable our learners to logon to online learning at home.

Online learning using Microsoft Team, SeeSaw and other services has enabled our staff to not only teach our students, but it has also allowed us to keep that relationship with them throughout the lockdown periods.

Additional reflections from school leaders

Successes in 2020/2021

- Schools have developed their curriculum offer by reviewing how key knowledge, concepts and skills are taught sequentially in a range of subjects.
- Staff training has focused on the effects of trauma on children and how best to support the health, well-being and ability to learn of the most vulnerable pupils. This has impacted positively on relationships and pupils' behaviour.
- Staff morale remained positive during a disruptive year of lockdowns and remote teaching. The successful implementation of online learning platforms and programmes promoted high engagement of pupils during the lockdowns.
- Relationships between families and schools strengthened as families appreciated the schools' endeavours to provide remote learning. In addition, families welcomed the pastoral support provided by schools, for example, food parcels and 'safe and well' calls.
- Reorganisation of break times and lunch times (as a result of bubbles) has enabled pupils to access more facilities at different times in the school day. This has resulted in a marked reduction of incidents of poor behaviour. New timetables have continued following the abolition of bubbles.
- Schools have worked very hard to ensure pupils had access to laptops and Wi-Fi. Staff adapted very quickly to provide remote education. Teachers recorded lessons and delivered live sessions to promote learning at home. They also provided work packs for pupils who could not access remote learning.
- Schools have purchased a wider range of reading books. This has ensured there are more books suited to the pupils' reading abilities and promoted a love of reading.

Risks moving forward

- The impact of lost learning. In the primary sector, schools have assessed that some pupils' reading fluency has declined; pupils' stamina for writing has reduced, and pupils' knowledge of number facts and spellings have decreased. This is particularly noticeable for disadvantaged pupils.

- In secondary schools, some student's literacy skills have declined. Therefore, their ability to access curriculum materials has reduced. There is also a concern whether pupils, who are in national examination year groups, will have time to catch up on the learning that they have missed.
 - In the foundation stage, children's communication and language skills have suffered. This may cause a delay in children's ability to learn to read and write.
 - Some pupils' resilience to attend school regularly has been reduced through disruption in learning. Attendance for some pupils is of concern.
 - The infection rates of COVID-19 in pupils and staff continues to be a risk in schools. Schools struggle to cover teachers who are off sick. The disruption of pupils' education continues as some have to isolate awaiting PCR tests and results.
- Provision of pupils with special educational needs and/or disabilities (SEND). There are many pupils who require an education, health and care (EHC) plan to access more specialist support. However, the process for applying for an EHC plan has become more prolonged. Therefore, some pupils are not accessing the support and provision that they need.

Future Strategy

The Trustees, Members and Core Executive team held a strategic planning day in November 2021 to review the Vision, Mission, Values and Strategy. This reaffirmed the Trust approach and the planned strategic outcomes are detailed below.

Covid recovery will continue to be part of our strategic and operational intent for the future. The pandemic has had a significant impact on some of our learners, with some put back in their learning and the consequences still being revealed. Particular areas of focus for 2021/22 will be on attendance and the quality of reading.

Aims	Objectives
Effective Schools	<ul style="list-style-type: none"> • Securing high levels of attendance and low levels of persistent absence. • Ensure safeguarding policies and practices operate effectively. • Build relationships further between schools and vulnerable families. • Improve behaviours and further focus on vulnerable learners to reduce suspensions and exclusions. • Close the attainment gap between disadvantaged learners and other learners.
Outstanding Outcomes	<ul style="list-style-type: none"> • Improving the quality of education in each school. • Provide learning in every classroom for every learner that is at least good and addresses each learners need. • Continue to develop a Trust in which learners achieve high rates of progress.
Sustainable Trust	<ul style="list-style-type: none"> • Actively communicate and engage with all stakeholder groups. • Continue to ensure best value and use of all resources. • Develop revenue raising opportunities. • Future proofing buildings and facilities.
A Great Place to Work	<ul style="list-style-type: none"> • Continue to build capacity through cross Trust collaboration and support. With an emphasis on improving workload and subject level collaboration to further develop common approaches. • Develop a Trust talent management plan. Continue to create opportunities for staff to develop and gain further experience. • Develop a succession plan with an emphasis on executive leadership. • Further develop our approach to staff wellbeing.

Financial Review

Result for year	2021	2020
	£m	£m
Income	44.0	38.4
Expenses	(42.3)	(37.9)
GAG and Unrestricted funds result	1.7	0.5
Pension net movement in year	(4.7)	0.1
Pension net movement in year - Bradfield transfer in	-	(1.7)
Total Pension fund movement	(4.7)	(1.6)
Capital Income	1.0	0.9
Capital Depreciation	(2.0)	(2.0)
Asset fund net movement in year	0.2	0.3
Asset fund net movement in year – Bradfield transfer in	-	18.2
Total asset fund movement	(0.8)	17.4
Total movement in funds	(3.8)	16.3

We have seen a £5.6m (14%) increase in our income and a £4.4m (12%) increase in expenditure. This increase reflects a full year of Bradfield being in the Trust (prior year 7 months), the increased costs of Covid and increased salary and pension costs for staff.

In 2021 we received £1.3m additional pension funding and £0.5m teachers pay funding to cover the additional costs in the year of pay and pension rises.

The government provided £1m of additional funds for Covid. This included Recovery £0.5m, Summer school £0.1m, Free school meal vouchers and hampers £0.1m, Covid testing £0.1m, Mentoring £0.1m and Laptops worth £0.1m. At 31 August 2021 £0.2m of the recovery funding has been carried forward to 2021/22 to continue to support the students.

The financial situation remains challenging and in particular our non-government income has fallen in the year with the impact of Covid-19. Trading income of £0.2m is down 20% on the prior year and 31% below pre Covid levels. School meal income at £0.2m is 47% below prior year and 64% below pre Covid levels. Some of the impact is offset by lower food costs with not as many students due to isolation and lock down, but the salary costs remain as our catering staff provided meals to those in school.

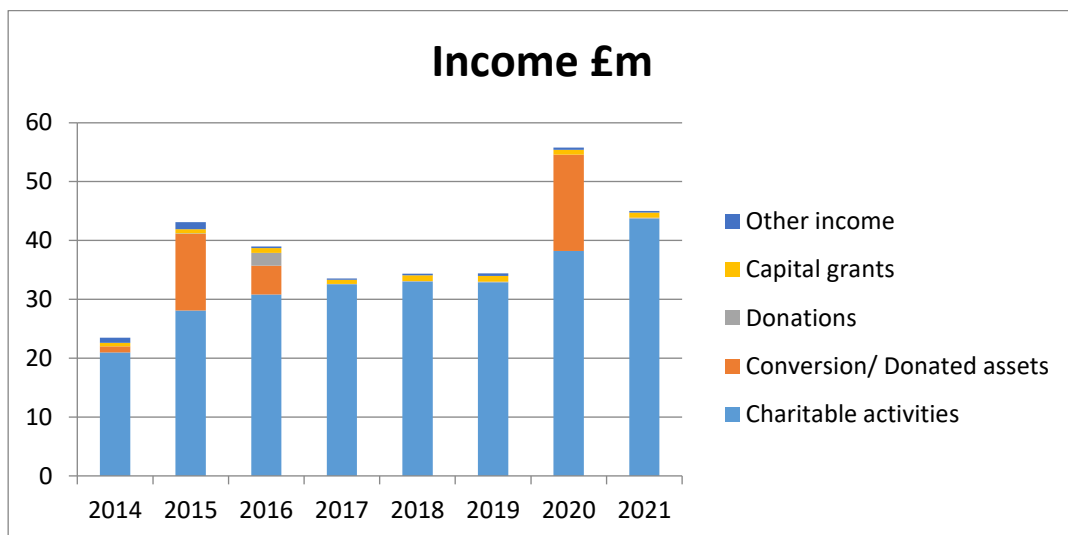
Through tight financial control, ensuring value for money and reduced costs due to the schools only being open to certain students for part of the year (due to Covid-19), our net result (excluding pension and fixed asset funds) is a surplus of £1.7m (2020 £0.5m). This is an improved position from the budgeted £0.3m due to additional funding for teachers pay, growth, awkward class size funding and SEN funding. Educational costs were below budget due to no exams in the year and certain educational activities being restricted due to Covid.

Our Unrestricted funds have increased by £0.3m to £3.2m and our Restricted funds (excluding assets and pensions) have increased by £1.4m to £4.2m. Total reserves excluding assets and pension are £7.4m.

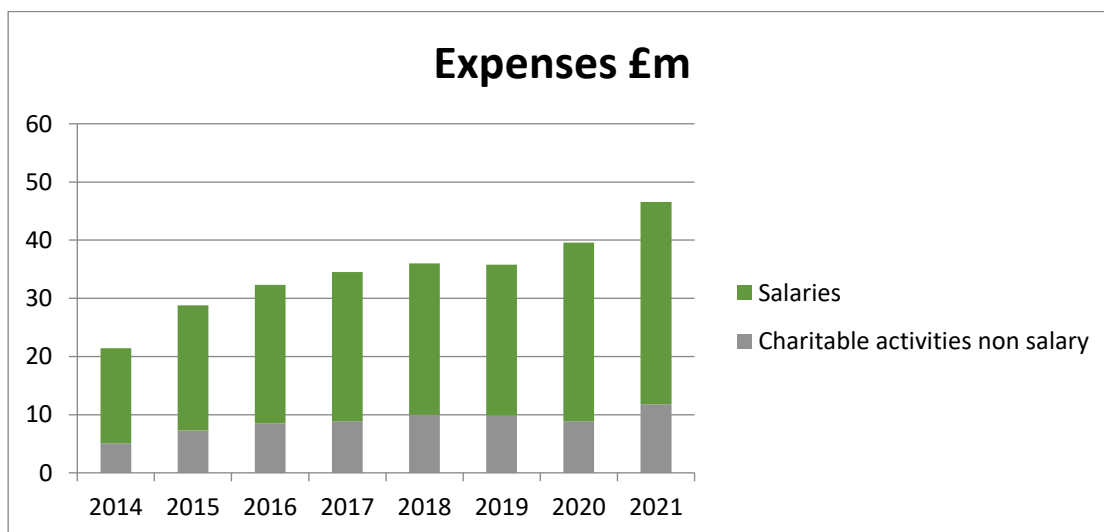
The Pension movement of £4.7m includes an Actuarial loss £2.3m and Fund account costs of £2.4m. The Investments returned £3.2m (13.3%) but the liabilities remeasurement was an increase of £5.5m leading to an actuarial loss of £2.3m. This is due to a 0.1% reduction in the discount rate to 1.7% and a 0.5% increase in CPI inflation to 2.8%. For most LGPS scheme this has increased liabilities by 5-25%), TSAT is 12.4%. The Fund account cost of £2.4m represents a £3.2m service cost (an extra year pension accrued by members) the £0.5m interest cost less £1.3m contributions

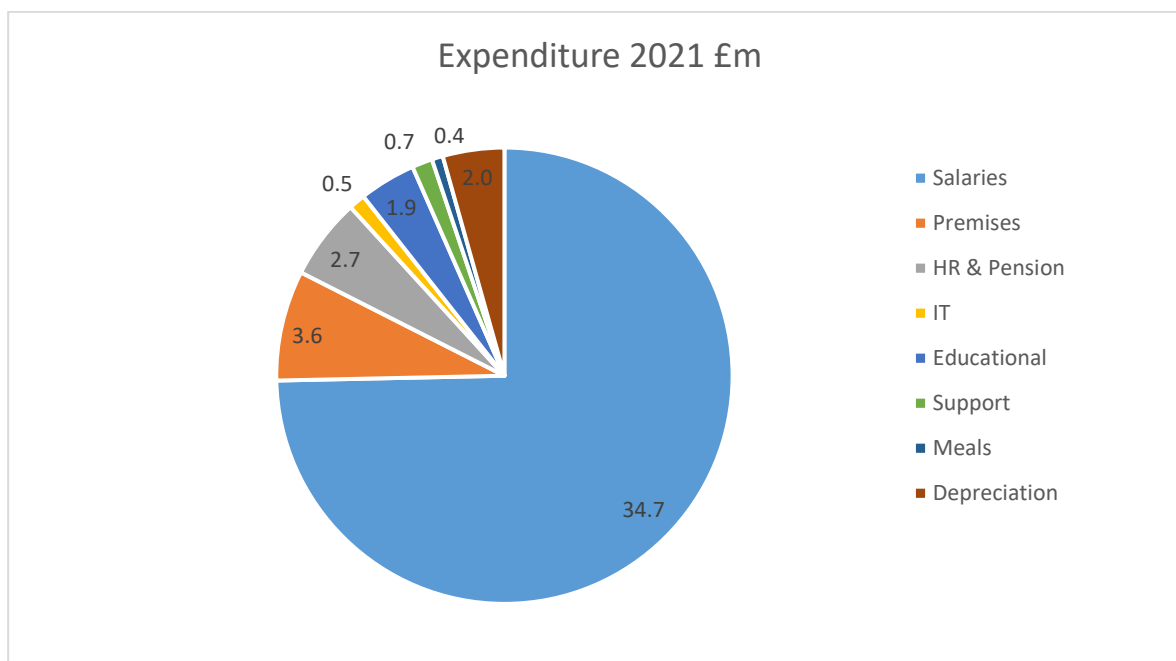
The asset movement in the year includes capital grants received, depreciation of assets and revenue reserves transferred to fund asset purchases.

In 2020 the Trust received £18.2m of fixed assets, a £1.7m pension liability and £0.1m net current assets and cash, relating to the transfer of assets from Bradfield Trust on 1 February 2020, when the school transferred into TSAT.



The majority of the Trust's £45m (2020 £56m) income is from government and local authority funding. Conversion & Donated assets are where schools join the trust – Bradfield in 2020 and Hallam and Wisewood in 2016.





Staff are 75% (2020: 77%) of the total costs of the Trust.

Financial performance is monitored by the Board, Finance and Resources subcommittee, the Executive team and Local Governing Boards. Detailed budgets are approved by the Trust Board and actual and forecast results are monitored to ensure value for money and to ensure spend is in line with the Trust strategic priorities.

Government support directly to families

Our families received the national free school meals voucher scheme from the government and Sheffield City Council during holidays once the government scheme was established. This has not been included in the financial statements as the funding was direct to families.

Facilities

We continued to implement significant changes in the ways we work to ensure Health & Safety of staff and students during the Covid pandemic.

In addition to the extra steps taken to reduce the risk of Covid-19, we had an extensive programme of development for our school's estate and facilities to ensure our students are safe and the schools provide an excellent environment for learning. This included:

- Laptops and IT equipment to enhance remote working and learning.
- Upgrades to kitchens and catering facilities.
- Outdoor improvements – sports pitches, learning equipment, fences, drainage and lighting.
- Improvements and replacement fire doors, smoke detectors, windows and toilets.

Energy and Carbon reporting

CO₂e (or carbon dioxide equivalent) is a standard unit for measuring carbon footprint. It expresses the impact of each different greenhouse gas in terms of the amount of CO₂ that would create the same warming.

	2021		2020	
	Energy consumption – Kilowatt hours	Emissions calculation in metric tonnesCO ₂ e	Energy consumption – Kilowatt hours	Emissions calculation in metric tonnesCO ₂ e
Gas	5,313,396	973.20	4,556,468	837.8
Electric	2,699,075	573.09	4,550,775	1,060.97
Biomass	20,871	3.84	6262	1.15
	Mileage		Mileage	
Owned transport – minibuses	1111	0.2	16,379	3.1
Total emissions – Scope 1		1550.33		1114.97
Purchased Electricity				
	Mileage		Mileage	
Business travel in employee owned vehicles	21140	5.93	13,093	3.67
Total gross emissions in metric tonnes CO ₂ e	8,055,593	1556.26	9,142,976.41	1,906.69
Intensity ratio Tonnes CO ₂ e per pupil		0.21		0.25

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 2021 UK Government's Conversion Factors for Company Reporting. The chosen intensity measurement ratio is total gross emissions in metric tonnes CO₂e per pupil, the recommended ratio for the sector.

Measures taken to improve energy efficiency

We are committed to more sustainable practices which are reducing our carbon impacts and making the best use of resources. We have:

- Increased video conferencing technology for staff meetings, to reduce the need for travel between sites.
- Building management system controls in multiple schools accessible by the internet resulting in improved management and reduced travel need.
- Biomass boiler at Forge Valley and Bradfield.
- Considered the environmental impacts of key purchases or programmes of work including energy efficient lighting and ensuring buildings are watertight.

- Listened to feedback from staff and students on ways to improve our credentials and impact on the environment.

Our carbon footprint has been impacted by Covid with less travel and more online working. During the winters of Covid we will have some increase in our heating usage whilst we have had to open windows to maintain airflow for Covid-19 risk reduction but still ensure that staff and learners are at a safe temperature.

We are reviewing the government announcements from the 2021 UN Climate Change Conference (COP26) to align our plans to the need to be carbon neutral in the longer term.

Going concern

The financial position, projections and reserve policy ensure we are in a strong cash and reserve position and remain a going concern.

After making appropriate enquiries, the Board of Trustees has a reasonable expectation that the Trust has adequate resources to continue in operational existence for the foreseeable future. For this reason, it continues to adopt the going concern basis in preparing the financial statements.

There is however more uncertainty in the longer term as to future government spending reviews following the Covid-19 pandemic, and the detail of future pay rises, teachers' pay scale restructure (as planned by government) and pension contribution and National Insurance increase funding. We have some high level information from the government's long term spending review in October 2021 which announced:

1. An average annual real term rise of 2.5% increase in funding from 2019 to 2024 for UK schools. This increase will have to cover:
 - pay rises (as the public sector pay freeze during Covid will end)
 - the change to teachers scales and the introduction of a £30,000 starting salary
 - the increase to employer national insurance.
2. An extra £1bn for education recovery on top of the £3.1bn already in place. Primary school recovery funding would remain at £145 per eligible pupil but secondary pupil funding would nearly double from the £145 original funding.
3. An extra £0.8bn to fund extra hours for 16-19 year olds
4. £2.6bn for SEND places.

The Executive team and Board review budgets and management accounts throughout the year and in line with any announcements from government.

Investment Policy

Investment decisions are approved by the Finance and Resources subcommittee and the Risk appetite by the Risk and Governance Committee. We invest funds in bank deposit accounts and have continued to use higher rate deposit accounts to provide investment income.

Reserves policy

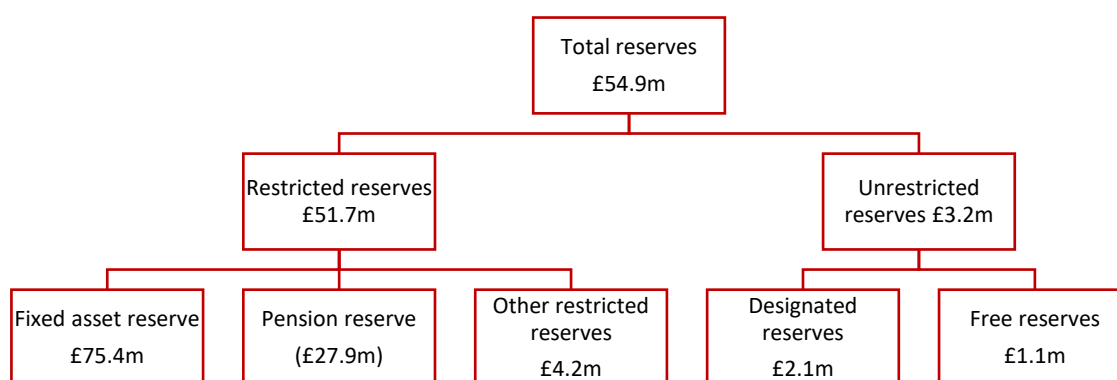
The Trustees have set out the minimum level of unrestricted reserves required for prudent financial management. The Trustees take into consideration the future plans of each Academy, the uncertainty over future income streams and other key risks identified during the risk review.

Unrestricted reserves support fluctuations in income, such as reduced student numbers or unexpected expenditure, such as urgent maintenance. Restricted reserves are in place to ensure grant and other restricted income spend is in accordance with the fund requirements.

Our Unrestricted funds have increased by £0.3m to £3.2m and our Restricted funds (excluding assets and pensions) have increased by £1.4m to £4.2m. Total reserves excluding assets and pension are £7.4m

The Board has a designated school improvement fund of £1.1m and a sustainability / capital fund of £1m (2020: £1.1m).

We currently have £1.1m (2020: £1.8m) of free reserves (unrestricted less designated reserves) which when added to the other restricted reserves provides us with £4.3m (2020: £4.4m) or 1.1 (2020: 1.4) months of cover for our running costs. This is in line with the reserves policy of 0.5 – 1.5 months.



Risk management

The management of risk is part of all our strategic planning. We have a risk register to enable the identification, monitoring and establishment of controls to mitigate risks. We assess the likelihood and potential impacts of risks and ensure controls are in place to mitigate against those risks. The Trust sub committees consider risks on a quarterly basis.

During the 2020 and 2021 Covid-19 pandemic we have had weekly risk meetings as an Executive team to assess the latest government, local authority and Public Health guidance, and our responses to the risks and controls / steps required. This has been shared with staff and unions along with other guidance, and a frequently asked questions document has been developed to help staff get information easily for their specific questions.

The most significant risks are:

1. Covid Risk, Health and Safety and Safeguarding

This is a priority for the Trust to ensure all our learners and staff are safe and have a healthy environment. This year this has been brought into focus with our work to ensure the risk of Covid-19 is reduced within the schools and also that the requirements of Keeping Children Safe in Education 2021 are in place. We have held at least weekly reviews of the latest Covid-19 guidance, our detailed risk assessment and our procedures in schools. We have appropriate health and safety and safeguarding policies, procedures and training in place to ensure this risk is mitigated.

2. Inadequate funding

We rely on continued government funding which is dependent upon national and local government policy. The income is largely based upon pupil numbers and therefore dependent upon population trends as well as the demand for places. This risk is mitigated by our business plan, budgetary controls and compliance with our funding agreements. The risk of fluctuating numbers is mitigated by ensuring our schools and learners have positive outcomes.

3. Cost pressures

The biggest cost pressures currently are the changes to government agreed pay rises for staff and changes to the starting salary for teachers. Whilst we greatly value our staff and aim to be a great place to work, this is a significant impact on the cost of the Trust. Other costs are also increasing, as inflation starts to rise, and we need to be able to ensure our facilities, buildings and IT are fit for purpose. Our funding has not kept pace with the cost increases so we strive to mitigate this risk by continually improving how we deliver education and ensure value for money in all aspects of our work.

4. Student outcomes and Ofsted

High standards in these areas is a prerequisite to maintaining pupil numbers and therefore funding, hence actions are in place to mitigate these risks. The impact of Covid on some of our students, particularly in the more deprived areas of the city, has been significant. We continue to focus on removing barriers and creating opportunities for groups of students who are not achieving their life chances and dreams.

The Covid pandemic has been a challenge for outcomes due to the impact on learners' attendance and ability to come to schools. Changes to exams and assessments have also impacted on students. Covid-19 currently has a reduced impact now students are back in school but it has not yet gone away and the impact of the pandemic is still being felt in schools. We are working hard to minimise the impact of Covid-19 on learner outcomes through initiatives and actions in the schools and the use of the additional school Covid-19 recovery funding provided by government.

5. Data Risk

We have procedures in place to ensure that all our data is secure and we have reviewed and updated our procedures to ensure we keep up to date with changes in data compliance legislation, in particular GDPR. During the year we have increased our controls around data security.

6. Governance

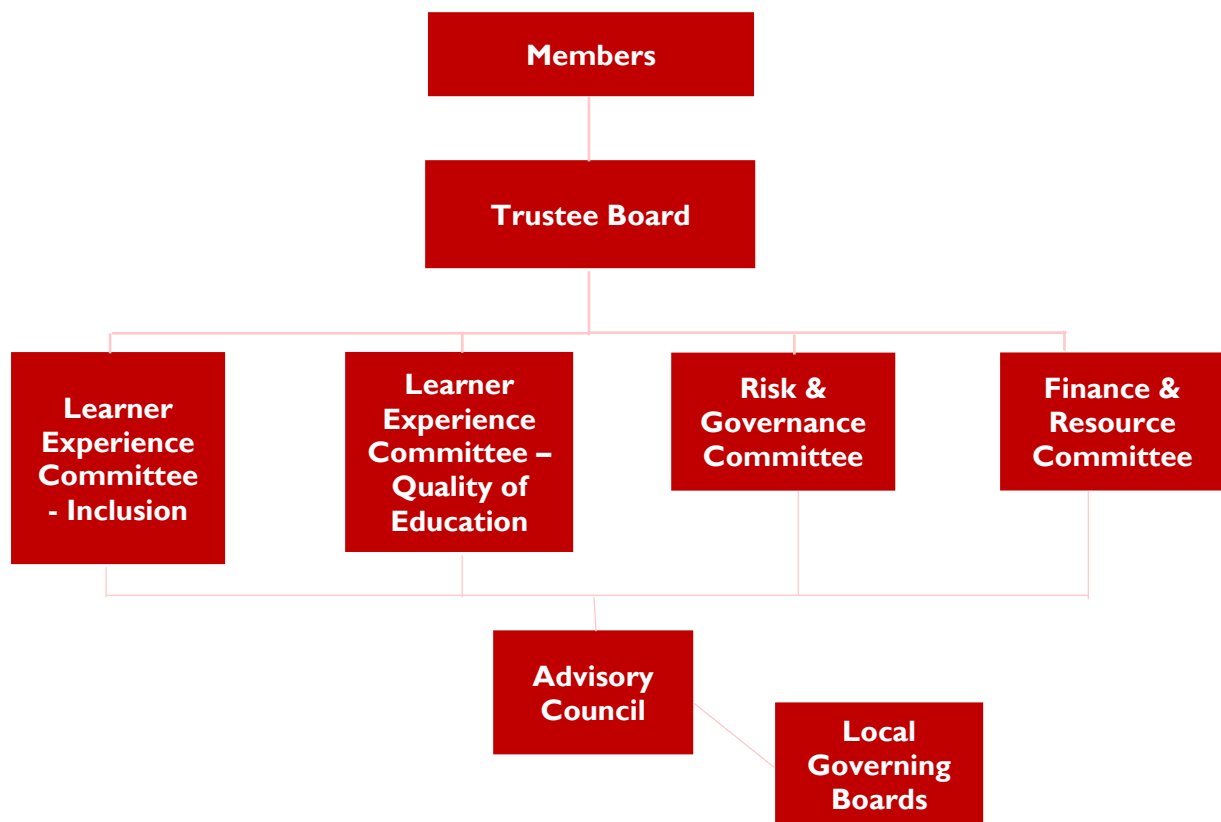
It is essential for the Trust to have clear independent oversight from Trustees and Members and strong governance at a local level in schools. We have mitigated this risk through our annual reviews of governance.

Governance

Our governance

Tapton School Academy Trust is a charitable company limited by guarantee and an exempt charity.

The memorandum and articles of association are the primary governing documents. Our key layers of governance are detailed below. During the year we have split the Learner Experience Committee into two separate committees to reflect the main areas of work.



Members

Members oversee the Trust by holding Trustees to account for effective governance and ensuring that the Trust is fulfilling its purpose and charitable objectives. Each member undertakes to contribute up to £10 in the event of the Trust being wound up while they are a member, or within one year after they cease to be a member, for any liabilities of the Trust.

Trustees

The Trustees are also the directors of the charitable company for the purpose of company law. They are responsible for the strategic direction, governance, financial and educational performance of the Trust, and directing how it is managed and run. They determine the mission, vision and MAT improvement strategy.

Trustees ensure that the Trust complies with all legal and statutory requirements, and hold the Executive Team to account.

The number of directors shall not be less than 3 but is not subject to any maximum. Trustees are appointed by the members of the Trust or co-opted by the Trustees. Up to 5 Trustees may be appointed by an ordinary resolution and up to 2 parent Trustees if there are no parent representatives on the Local Governing Boards (LGBs). Trustees may also be co-opted. The number of Trustees who are employees shall not exceed one third of the total Trustees, however the Trust does not have any employees on the Trust Board.

Training and induction is provided, for new Members and Trustees, which is tailored to their previous experience. This includes an induction meeting and ongoing training as required.

The responsibilities and accountabilities are set out in our Scheme of Delegation and reflected in the terms of reference of the committees, advisory council and LGBs.

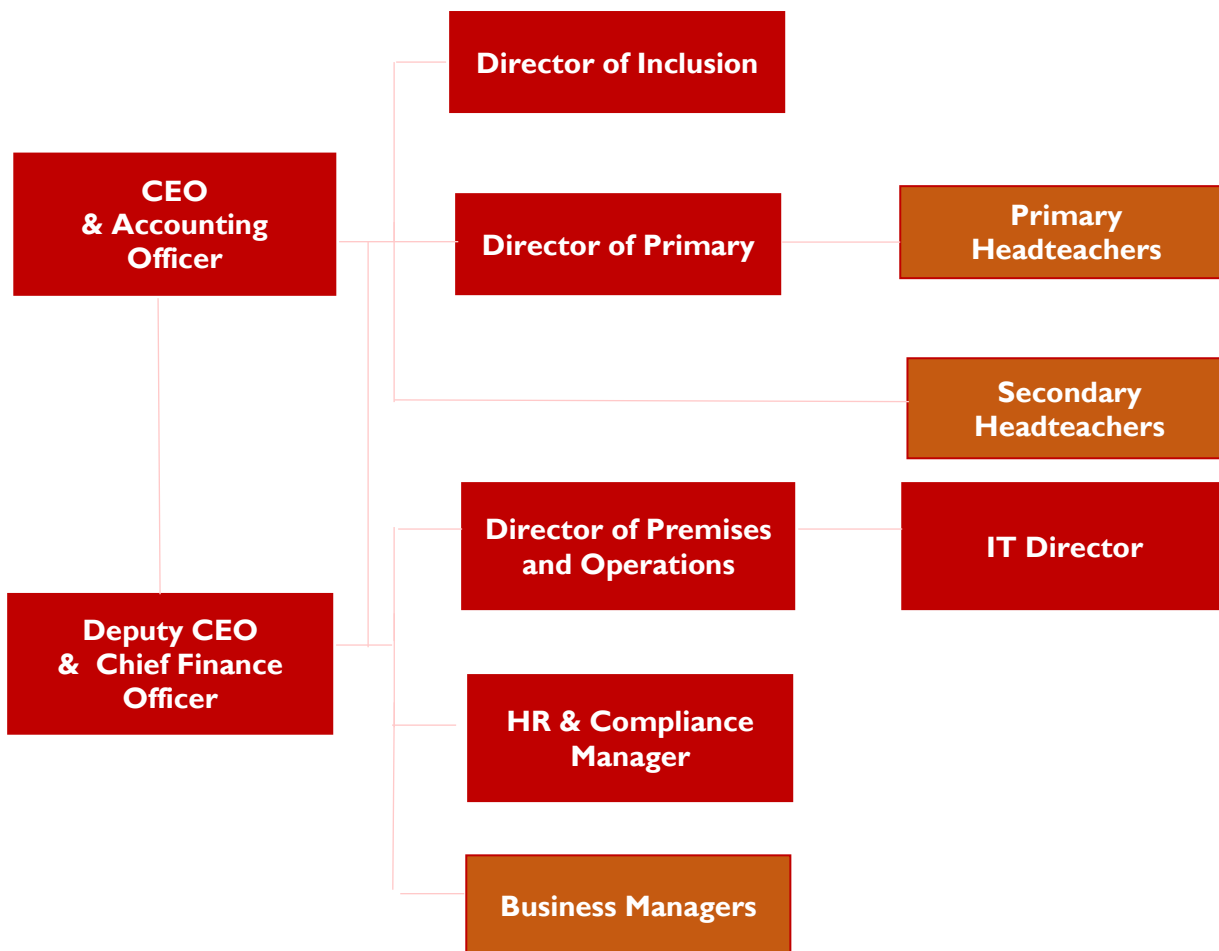
Committees

- The role of the Risk & Governance Committee is to maintain an oversight of the governance, risk management and internal control.
- The Finance & Resources Committee is responsible for the efficient use of financial, physical and human resources, the solvency of the Trust and the safeguarding of its assets.
- The role of the Learner Experience Committee – Quality of Education is to maintain excellent standards in each of the schools, including any due diligence of new schools wishing to join the Trust. It scrutinises Quality Assurance documents, data reports and school reviews.
- The Learner Experience Committee – Inclusion focuses on inclusion, disadvantaged, safeguarding and SEND.

Local Governance

- The Advisory Council advises the Board of the Trust on key issues and strategic priorities. This ensures our schools and Chairs of the LGBs play a key role in the strategy and that governance at individual school level is aligned effectively with the overall governance of the Trust. The advisory membership is the Chairs of the LGBs.
- LGBs monitor, support and challenge school senior leadership teams in the delivery of the Trust strategy and on the overall quality and effectiveness of learner experience in each local school. They have a delegated responsibility to ensure each school engages effectively with its local community and that the voice of local stakeholders, particularly parents and learners, is heard and taken into account. They are accountable to the Trust Board for the delivery of their responsibilities. The LGB will consist of at least two parents, one staff, one community and one co-opted member. The Headteacher is an ex-officio member of each committee. LGB members are ratified by the Trust Board. The term of office will be a maximum of 4 years. The Chair will be appointed in September for a one year term. The Chair will be appointed by the members of the LGB.

Executive team



The Trust is led by the Core Executive team consisting of the Chief Executive, Deputy Chief Executive and the Director of Primary Education.

The wider executive team includes the Core Executive team plus the Director of Premises and Operations, Director of Inclusion, IT Director and HR and Compliance Manager. The Director of Inclusion was appointed on 1 April 2021.

The Trustees delegate the operational and strategic management of the Trust to the executive team. The key management personnel are defined on page 37. In addition to the Core Executive team we have a wider Executive team encompassing HR, Facilities, and IT. There is also a Headteacher Board and subject collaboration groups.

Details of the Members, Trustees and Executive team are included on page 37.

Remuneration policy

Pay and benefits are set at a level to recognise the value of the role and the level of responsibility. Teachers' remuneration is in line with national teachers' pay and conditions. Support staff remuneration is benchmarked to similar roles in the education and local government sector and the level set based on the experience and skills required for the roles. In normal circumstances, where affordable, annual cost of living rises are awarded.

The remuneration policy applies to the executive team, who are the key management personnel.

Our performance framework for teacher's links pay to performance against objectives which are aligned to strategy. Our HR policies set out where employees are consulted on matters affecting them and also the employment of disabled persons.

Under the provisions of the Trade Union (Facility Time Publication Requirements) Regulations 2017 Number 328 we have calculated that at 31 March 2021 11 (2020: 8) employees were relevant union officials on an FTE basis this is 9 (2020: 7.6). Of these 2 (2020: 1) spent 0% of union facility time and 9 (2020: 7) spent 1-50% on union facility time. The total cost of facility time is £7,560 (2020: £3,939) which is 0% of the total pay.

Public benefit

The main public benefit delivered by the Trust is the provision of a high-quality education to its learners which is evidenced through the results achieved and feedback from external assessments. This public benefit is directly related to our charitable objectives. We confirm that we follow the Charity Commission's public benefit guidance.

Related party relationships

The Trust does not operate any formal federation relationships with other education establishments but its staff, across the curriculum, work collaboratively with many other schools and organisations. Related parties are disclosed in Note 14 of the financial statements.

Fundraising

Where we fundraise for the Trust we comply with fundraising and data protection legislation. We work closely with the PTA's (Parent Teacher Associations) for the schools and thank both the associations and the families who support them in fundraising for projects for the schools.

During the prior year we fundraised for materials for the Trust to make visors for the NHS during the Covid-19 lockdown, and also for free school meal hampers for students in school holidays. With the support of our staff and communities in 2020 we raised £11,000 and delivered 12,356 visors for the NHS.

We do not use professional fundraisers and have not received any complaints about fundraising.

Promoting the success of the Trust

The Trustees confirm that as directors they have acted in a way most likely to promote the success of the Trust, and in doing so have had regard to:

- Promoting the success of the charity to achieve its charitable purposes.
- The likely consequences of any decision in the long term.
- The interests of the company's employees.
- The need to foster the company's business relationships with suppliers, customers and others.
- The impact of the company's operations on the community and the environment.
- The desirability of the company maintaining a reputation for high standards of business conduct.
- The need to act fairly as between members of the company.

Details of how this has been achieved is included within the body of this strategic report.

Engagement with our learners, families, suppliers, local communities and stakeholders

Engagement with our learners, families, suppliers, local communities and stakeholders is vital to how we work but no more so than this year given the changing nature of the Covid-19 pandemic and the schools role and responsibilities during this time.

Learners and families

We communicate regularly through a variety of ways with learners and families including in school briefings, letters and telephone communications, and social media and websites. We welcome and listen to all feedback from learners and families and this is achieved through parent/carers meetings, school councils, and parent governors.

Suppliers

We communicate regularly with our key suppliers and have had great support during the Covid-19 pandemic helping us to ensure we can remain open in a safe way for our learners. Suppliers have gone above and beyond in helping us operate our schools as normally as possible during Covid. This included support with free school meal hampers, contractors working safely, supplies of materials for masks and visors and contractors ensuring we can still complete our capital works programmes.

Trustees, Members, LGBs

A key strategic area is to ensure we hear the voice of and engage with our local communities, and the LGBs are leading on this. We have further clarified the roles of the LGB and improved the ways of reporting to Board during the year. The LGBs have parent/carers representatives and members of the local community on the Board.

Stakeholders

Communication with the local authority, government departments, Public Health and other schools has been a significant area during the year as we have developed our response to the guidance on the Covid-19 pandemic. This has been to ensure we are following all the latest guidance, responding to issues and actions required in our risk assessments and taking advice from Public Health where we have had Covid-19 cases in our community.

Engagement with employees

We take engagement with our staff very seriously. We provide frequent opportunities for staff across the Trust to ask questions and share ideas, particularly with senior colleagues. This includes group meetings, leadership meetings, cross Trust groups, school meetings and ensuring managers have regular one to one meetings with all staff.

Communication has been a key strength of the Trust during Covid to ensure our staff are aware of the actions we are taking to keep everyone as safe as possible but also for staff to raise concerns, questions and ask for further guidance and support.

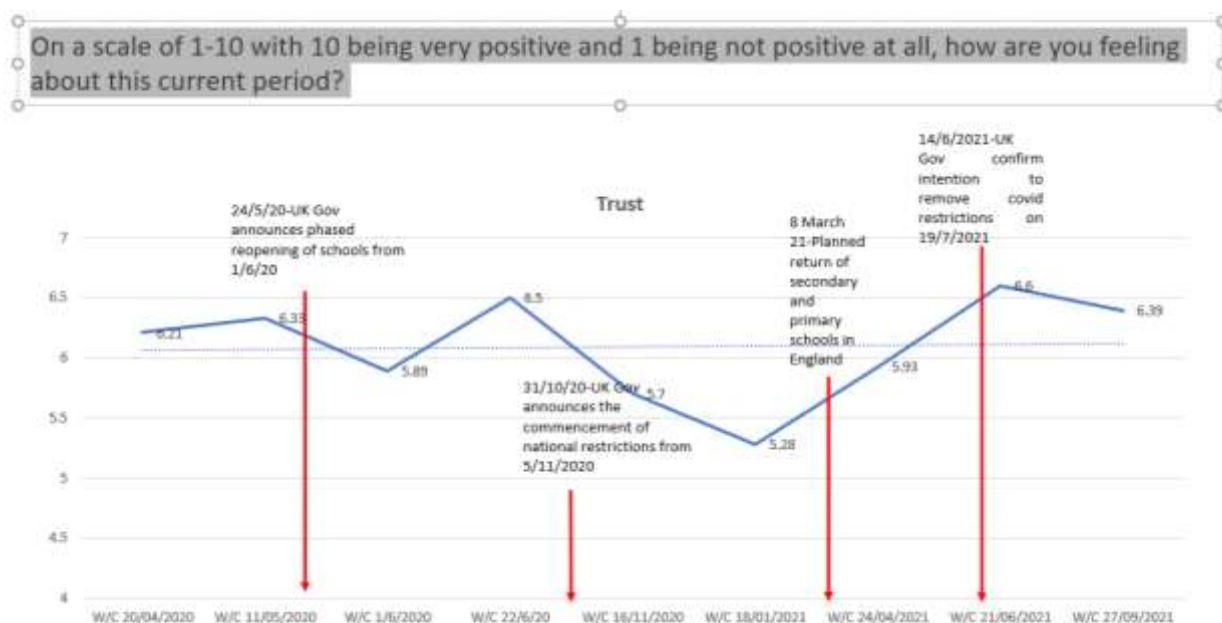
This is important in helping us to live our 'great place to work' strategic objective and has been particularly important during the Covid-19 pandemic. This has involved sharing our risk assessments, detailed guidance, frequently asked questions document, help sheets and links to support. All of our performance development meetings have had a focus on mental health and wellbeing. In particular staff who are higher risk during the pandemic have had individual risk assessments so we can make any

adjustments to their working environment or ways of working.

We also engage through the union representatives both at a local level by school leadership and at Trust level through the Joint Consultation Committee which is made up of representatives of all the unions involved in the Trust. Where changes to employment, work, organisation and policies and procedures are proposed, there is communication, consultation and negotiation with staff and trade unions.

We have increased the number of small staff surveys during the pandemic to ensure we are aware of how staff are feeling and any concerns or feedback that they have. This has provided the opportunity for staff to provide anonymous questions to which we respond to every point raised. The results of the surveys and actions taken are shared with staff, leaders and Trustees.

We are continuously looking to improve our engagement and all employers can always do more. **It is pleasing to see** that 89% of staff feel positive or neutral about the Covid safety measures in place during the year.



We continue to support health and wellbeing initiatives for our employees and in particular to monitor workload.

Modern Slavery statement

Tapton School Academy Trust supports the government’s objectives to eradicate modern slavery and human trafficking, and recognises the role the education sector has to play in both combatting it and supporting victims.

In particular, we are committed to ensuring our activities are free from ethical and labour standards abuses.

People

We undertake pre-employment checks on all directly employed staff, and agencies used provide assurance that pre-employment clearance has been obtained for all agency staff.

All staff have an induction meeting where they are given a specific mentor / line manager who they can contact regarding any concerns.

Our policies and procedures are designed to protect staff from poor treatment and/or exploitation, and comply with all relevant employment law. These include the provision of fair pay rates based on nationally negotiated terms and conditions of employment. There is also a range of benefits, including health and wellbeing support, cycle to work schemes, car schemes (including electric cars) and access to training and development opportunities. Efforts to engage and involve staff in matters which affect them include regular staff briefings and consultation with a range of staff forums.

Procurement and our supply chain

Most of our products are purchased from UK firms, who may also be required to comply with the requirements of the UK Modern Slavery Act (2015). Where possible, and consistent with our value for money requirements, we build relationships with suppliers.

Training

Advice and training about modern slavery and human trafficking is available to staff through our safeguarding training, our safeguarding policies and procedures and our safeguarding team.

Responding

Any concerns about modern slavery are taken seriously and managed sensitively, and support is provided. This includes referring to external agencies, where appropriate.

Disclosure of information to auditor

In so far as the Trustees are aware:

- There is no relevant audit information of which the company's auditor is unaware, and
- We have taken all the steps that ought to have been taken as a Trustee in order to be aware of any relevant audit information and to establish that the auditor is aware of that information.

Approved by the Board of Trustees on 14 December 2021



S Draper

Chair of Trustees

14 December 2021

Administrative Details

Members	E Smart C Bagley A Pettifer J Scott S Lumb 2 Vacancies	Chair of Members to 17 June 2021 to 8 December 2021 from 14 December 2020
Trustees	S Draper C Bagley K Platts T Ashford D Beaumont C Beardmore P Kearney N Singh Kalkat D Marrison D Sanders L Winders J Acklam J Cullen	Chair of Trustees from 15 September 2021 Chair of Learner Experience to 15 September 2021 Chair of Trustees to 15 September 2021 Vice Chair & Chair of Finance & Resources to 31 August 2021 Vice Chair of Trustees from 15 September 2021 Chair of Risk & Governance Safeguarding and SEND Trustee & Chair of Learner Experience - Inclusion from 15 September 2021 Chair of Finance & Resources from 15 Sept 2021 to 15 October 2020 From 15 October 2020 From 15 October 2020 From 8 July 2021 From 24 February 2021 From 26 April 2021
Executive Team	D Dennis J Delaney M Finch A Lant J Dean L Askin B Purvis S Burnside	Chief Executive Officer, Accounting Officer Deputy CEO and Chief Finance Officer Director of Primary from 1 September 2021 Director of Primary to 31 August 2021 Director of Premises and Operations Director of IT HR and Compliance Manager Director of Inclusion from 1 April 2021
Registered Office	Tapton School, Darwin Lane, Sheffield, S10 5RG	
Company Secretary	J Delaney	
Independent Auditor	BHP LLP, Chartered Accountants, 2 Rutland Park, Sheffield, S10 2PD	
Internal Auditor	Hart Shaw, Europa Link, Sheffield, S9 1XU	
Bankers	Royal Bank of Scotland, 747 Attercliffe Branch, Sheffield, S9 3RF Close Brothers, 10 Crown Place, London	
Solicitors	Browne Jacobson, Mowbray House, Castle Meadow Road, Nottingham, NG2 1BJ	
Data Protection Officer	Bruce & Butler, 92 Burton Road, Sheffield, S3 8BX	

Governance Statement

Scope of Responsibility

As Trustees, we have overall responsibility for ensuring the Trust has effective and appropriate systems of control. This is designed to manage the risk of failure to achieve business objectives, and can provide only reasonable and not absolute assurance against material misstatement or loss. The Trustees have delegated the day-to-day responsibility to the Chief Executive, as Accounting Officer, for ensuring financial controls conform to the requirements of propriety and good financial management and in accordance with the requirements of the funding agreement with the Secretary of State for Education. The Chief Executive is responsible for reporting to the Board any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that described in the Trustees' Strategic report and in the Statement of Trustees' responsibilities. The Trustee Board has formally met 9 times during the year (4 main meetings and 5 Covid /Risk meetings). The Risk and Governance subcommittee assists the Board in fulfilling its oversight responsibilities for internal control and for addressing issues identified through the internal audit process.

The Board met to discuss all issues of relevance to the operation of the Trust, to include agreeing policies in relation to finance/staffing, agreeing individual schools' budgets and reviewing risks in each of the schools. The strategic report details the changes to the Board of Trustees and changes to the sub committees.

During 2021 the Board reviewed its effectiveness and that of the LGBs and training and knowledge plans are in place to further enhance governance. During 2020/21 there have been some new Trustees appointed and this has been based upon a review of the skills required on the Board.

The Covid pandemic and the changing guidance throughout the year has meant the Executive team and the Board have had to continually ensure we are addressing the risks to our students, staff and communities. This has been achieved through an increased number of Board meetings to look at Covid risks and decision making around key policy changes:

- A Covid Risk Assessment updated regularly and reviewed by Board to ensure Covid control measures are in place.
- Individual risk assessments for vulnerable staff and students.
- Clear communication to staff, parents and students.
- Listening and responding to feedback and any concerns, including staff surveys.
- Providing remote education and remote free school meals.
- Continuing our pastoral and safeguarding support to families.

- Ensuring normal financial policies and procedures are in operation.

Attendance during the 2020/21 academic year was as follows:

Trustee	Board Attended	Out of a Possible	Additional Board Meetings	Out Of	Learner Experience Attended	Out of a Possible	Finance & Resources Attended	Out of a Possible	Risk & Governance Attended	Out of a Possible
C Bagley (Chair)	4	4	5	5	4	4	4	4	4	4
C Beardmore	4	4	4	5	n/a	n/a	4	4	n/a	n/a
D Sanders	4	4	1	5	n/a	n/a	n/a	n/a	4	4
D Marrison	3	4	1	5	n/a	n/a	4	4	n/a	n/a
D Beaumont	4	4	4	5	4	4	n/a	n/a	n/a	n/a
J Acklam	1	2	1	2	1	2	n/a	n/a	n/a	n/a
J Cullen	1	1	0	0	n/a	n/a	1	1	n/a	n/a
K Platts	3	4	4	5	n/a	n/a	3	4	n/a	n/a
L Winders	1	1	0	0	n/a	n/a	n/a	n/a	0	0
P Kearney	2	4	3	5	n/a	n/a	n/a	n/a	3	4
S Draper	3	4	4	5	4	4	n/a	n/a	n/a	n/a
T Ashford	3	4	5	5	n/a	n/a	n/a	n/a	4	4
Percent Attended	83.5%		68%		93%		94%		94%	

In addition, we held 5 additional Board meetings during the year to discuss the Covid risk assessments and guidance for schools. All of these meetings were quorate but it was not expected that all Trustees attended every meeting. The Chair attended every meeting.

Our Local Governing Boards are an essential part of our governance and we are currently recruiting for a number of vacancies – see [Tapton School Academy Trust - Volunteering Opportunities \(taptontrust.org.uk\)](https://www.taptontrust.org.uk)

Advisory Council Meetings Academic Year 20/21

	Meetings Attended	Out of a Possible
Fred Woodruff (Chair)	3	4
Edward Highfield*	3	4
Jayne Crawshaw	2	4
Julie Burkinshaw	4	4
Rebecca Bustani*	4	4
Percent Attended		80%

The Chair of Trustees, and Chair of Learner Experience Committee, attended the Advisory Council meetings.

The CEO and Deputy CEO attend every Board, subcommittee and advisory council meeting. Other members of the executive team, and headteachers, attend relevant meetings to present areas of their responsibility.

Secondary School Local Governing Board Attendance at meetings during 2020/21 academic year:

	Forge Valley			Bradfield Interim Executive Board			Chaucer			Tapton		
		Board Attended	Out of a Possible		Board Attended	Out of a Possible		Board Attended	Out of a Possible		Board Attended	Out of a Possible
Chair of LGB:	J Crawshaw	10	11	Sarah Draper	6	6	E Highfield	12	13	F Woodruff	11	15
Members of LGB: Percent Attended	C Eaton	11	11	David Dennis	6	6	L Bawden	14	14	D Banister	7	9
	D Smith	10	11	Julia Delaney	4	4	Ken Matthews	11	13	J Rushton	9	9
	E Perry	6	11	Steve Rippin	3	3	M Wilde	5	7	N James	8	8
	R Ward	4	11	Scott Burnside	4	4	J Clephan	7	7	H Bower	9	10
				David Beaumont	6	6	B Winter	5	7	H Marsh	6	7
										C Axtell	8	8
										C Fowler	9	10
										R Leadbetter	9	9
										B Stroud	8	8
										L Garbet	6	10
		75%			100%			89%			87%	

Bradfield School had an interim executive Board from the date of joining the Trust in February 2020. We are in the process of reforming a LGB in 2021/22.

Primary School Local Governing Body Attendance at meetings during academic year 2020/21

	Hallam			Hillsborough, Southey Green & Meynell			Wisewood Interim Executive Board (IEB)*		
		Board Attended	Out of a Possible		Board Attended	Out of a Possible		Attended	Out of a Possible
Chair of LGB:	R Bustani	7	7	J Burkinshaw	7	7	D Dennis	5	5
LGB members:	D Barrow	4	5	H Shotton	6	7	C Bagley	5	5
	B Turner	0	0	A Hards	5	7	A Lant	5	5
	B Fielding	4	4	S Murphy	0	7	C Stewart	5	5
	I Maskin	4	4	P Buchy	4	7			
	C Whitchurch	7	7	C Sawkins	7	7			
	A Green	7	7	V Toulson	4	7			
	B Stanyard	7	7						
	A Bhandari	6	6						
	H Price	4	7						
Percent Attended		93%			68%			100%	

*After the Trust conducted a Quality Assurance visit, and in agreement with the Headteacher and LGB Chair, the decision was made to suspend the LGB at Wisewood and implement an Interim Executive Board in June 2019. TSAT has appointed the Board, which will support the school to ensure that leadership have the capacity to make decisions and support the continuing improvement of the school. We are in the process of reforming the Local Governing Board in 21/22.

Review of Value for money

As Accounting Officer, the Chief Executive has responsibility for ensuring that the Trust delivers good value in the use of public resources. The Accounting Officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

The Accounting Officer considers how the Trust's use of its resources has provided good value for money during each academic year, and reports to the Board where value for money can be improved, including the use of benchmarking data where appropriate.

The Accounting Officer for the Trust has delivered improved value for money during the year by:

- A review of the curriculum and it's delivery.
- Negotiation and contract reviews for services.
- Added efficiencies and savings through Bradfield joining the Trust and being part of the Trust wide services and contracts.
- Application of our finance policies to ensure best value.
- Effective cash management.
- Applying the requirement of the procurement policy notes on value for money during the Covid-pandemic.
- Cost savings, standardisation and centralisation.
- Achieving a saving of 6% on the pension default payments due to paying contributions in advance.

Covid 19 Practice notes on payments to staff and suppliers

We confirm that we have complied with the requirements of the Governments Covid Procurement Policy Notes (PPN_02_20 and PPN 0420) and related guidance in relation to payments during Covid-19. We have continued to pay suppliers on a timely basis and paid particular attention to maintaining and supporting our local / trusted suppliers whilst achieving our value for money objectives.

Certain suppliers have been more expensive during the pandemic due to the national demand for these products. There have also been some delays in our capital projects where supplies or services were not available. None of these delays has had a detrimental impact on our students or staff.

Government Furlough

Around 5 staff were furloughed during parts of the year due to their salaries being from external lettings and sports income which could not take place due to Covid-19 lockdown rules.

Agency Staff

We discussed the contracts with the agency and did not pay where the agency had furloughed staff. Many contracts were on a by day/week basis and so were not required during Covid-19. These staff are not our employees.

Suppliers at risk

We always review contractors over the summer for capital works to ensure we do not cause issues with their business. We endeavoured to pay as normal but tightened our payment runs to decrease the number of runs – this was to reduce adhoc extra work for finance staff when they were on reduced rotas in school and also to reduce fraud risk.

Other contracts

We were required to pay the exam fee invoices as normal – though we delayed payment whilst awaiting government guidance in case we didn't have to pay and to avoid the risk of trying to claim back significant funds.

Certain contracts were reviewed to determine whether services could be provided in different ways if Covid-19 was stopping the services being delivered as normal. This enabled us to continue paying some services whilst retaining value for money.

The Purpose of Internal Controls

Internal controls are 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 ongoing process designed to identify and prioritise the risks to the achievement of 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 Tapton School Academy Trust for the year ended 31 August 2021 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

The Board has reviewed the key risks together with the operating, financial and compliance controls that have been implemented to mitigate those risks.

There is a formal ongoing process for identifying, evaluating and managing the Trust's significant risks that has been in place for the year ended 31 August 2021 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Risk & Governance subcommittee of the Board. The Board has a risk appetite statement which sets out the levels of acceptable risk in key strategic areas.

The areas of risk also form part of the assessment for the internal control framework and internal scrutiny report.

The Risk and Control Framework

The Trust's system of internal 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:

- A Risk and Governance subcommittee with responsibility for monitoring risks and controls.
- A Scheme of Delegation.
- An internal scrutiny programme with an annual report.
- A programme of independent internal audit work with areas of focus being set by the Risk and Governance subcommittee and reporting of the findings by internal audit to the committee.
- Regular reviews by the Finance & Resources committee of financial performance and budgets.
- Clearly defined purchasing (asset purchase or capital investment) guidelines.
- Delegation of authority and segregation of duties.
- Terms of reference for Committees, Advisory Council and LGBs.
- Calendar of Board and LGB agenda items.
- Identification and management of risks including regular reviews of the risk register.

The internal audit included purchasing, payroll, staff holiday and expenses, staff starters and leavers, payroll and data system transfer for Bradfield, Bradfield controls, pension submissions, accounting controls, controls during Covid, follow up of prior year recommendations from internal audit (2020: bank controls, month end controls, write offs, income and purchasing).

The internal audit report detailing the work performed, results and recommendations is reviewed by the Risk & Governance committee and shared with the Trust schools. No material control issues have been raised by internal audit during the period being reported.

An internal scrutiny report is prepared and reviewed by the Risk and Governance Committee.

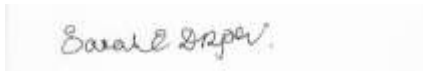
Review of Effectiveness

As Accounting Officer, the Chief Executive 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 and external auditor;
- The financial management and governance process;
- The work of the Trust managers who have responsibility for the internal control framework.

The Accounting Officer has been advised of the implications of the result of the Boards review of the internal controls and plans to ensure continuous improvement of the system is in place.

Approved by the Board on 14 December 2021 and signed on their behalf, by:



S Draper
Chair of Trustees



D Dennis
Accounting Officer

Statement on Regularity, Propriety and Compliance

As Accounting Officer of Tapton School 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 ESFA terms and conditions of funding, under the funding agreement in place between the Trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Handbook.

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

I confirm that no instances of material irregularity, impropriety or funding non-compliance have been discovered to date. I notified the ESFA of a low level fraud as although this was under the £5000 limit to notify the ESFA, it had happened over a number of years. The loss was estimated at £961, it was investigated in full and procedures were immediately put in place to prevent recurrence. The ESFA did not require any further action and the case is closed.

If any instances are identified after the date of this statement, these will be notified to the Board of Trustees and ESFA.



D Dennis
Accounting Officer

Date: 14 December 2021

Statement of Trustees Responsibilities

The Trustees (who are also the directors) are responsible for preparing the Trustees' Strategic report and the financial statements in accordance with the Annual Accounts Direction issued by the Education and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

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


- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles of the Charities SORP 2019 and the Academies' Accounts Direction;
- Make judgments and accounting estimates that are reasonable and prudent;
- State whether applicable UK Accounting Standards (FRS 102) have been followed, subject to any material departures disclosed and explained in the financial statements;
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in operation.

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

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

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

Approved by the Board of Trustees on 14 December 2021 and signed on its behalf by:



S Draper
Chair of Trustees

Independent Auditor's Report

to the Members of Tapton School Academy Trust

Opinion

We have audited the financial statements of Tapton School Academy Trust (the 'academy trust') for the year ended 31 August 2021 which comprise statement of financial activities, the balance sheet, the statement of cash flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland, the Charities SORP 2019 and the Academies Accounts Direction 2020 to 2021 issued by the Education & Skills Funding Agency.

In our opinion the financial statements:

- Give a true and fair view of the state of the academy trust'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; and
- Have been prepared in accordance with the requirements of the Companies Act 2006, the Charities SORP 2019 and the Academies Accounts Direction 2020 to 2021 issued by the Education and Skills Funding Agency.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the academy trust in accordance with the ethical requirements that are relevant to our audit of the financial statements 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 other information comprises the information included in the Trustees annual report, other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

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 (incorporating the strategic report and the directors' report) for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- The strategic report and the directors' report have 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 and its environment obtained in the course of the audit, we have not identified material misstatements in the strategic report and the directors' 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 financial statements are not in agreement with the accounting records and returns; or
- Certain disclosures of directors' 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 Trustees' responsibilities statement, the Trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable

company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an 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 financial statements.

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

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 gained an understanding of the legal and regulatory framework applicable to the trust and the sector in which it operates, and considered the risk of such regulations, including fraud. We designed audit procedures to respond to the risk, recognising that the risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error.

We focussed on laws and regulations relevant to the trust which could give rise to a material misstatement in the financial statements. These laws and regulations include, but are not limited to, those issued by or relating to Ofsted, ESFA, GDPR, Safeguarding and Health and Safety. Our testing included discussions with management and directors with direct responsibility for the compliance of laws and regulations, agreeing financial statement disclosures to underlying supporting documentation, reviewing legal expenses and reviewing Ofsted reports. We also reviewed the trusts' website to ensure the required disclosures had been made in line with the Academies Trust Handbook. There are inherent limitations in the audit procedures described and, the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we would become aware of it.

As part of our audit, we addressed the risk of management override of internal controls, including testing of journals and review of the nominal ledger. We evaluated whether there was evidence of bias by the directors that represented a risk of material misstatement due to fraud.

A further description of our responsibilities is available on the Financial Reporting Council's website at: <https://www.frc.org.uk/Our-Work/Audit/Audit-and-assurance/Standards-and-guidance/Standards-and-guidance-for-auditors/Auditors-responsibilities-for-audit/Description-of-auditors-responsibilities-for-audit.aspx>. This description forms part of our auditor's report.

Use of our report

This report is made solely to the academy trust's members, as a body, in accordance with Chapter 3

of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the 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 academy trust and the academy trust's members as a body, for our audit work, for this report, or for the opinions we have formed.



Philip Allsop (Senior statutory auditor)
For and on behalf of BHP LLP, Statutory Auditor
2 Rutland Park, Sheffield, S10 2PD
Date: 16 December 2021

Independent Reporting Accountant's Assurance Report

on Regularity to Tapton School Academy Trust and the Education Funding and Skills Agency

In accordance with the terms of our engagement letter dated 9 October 2020 and further to the requirements of the Education & 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 Tapton School 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 Tapton School Academy Trust and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Tapton School 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 Tapton School Academy Trust and ESFA, for our work, for this report, or for the conclusion we have formed.

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

The accounting officer is responsible, under the requirements of Tapton School Academy Trust's funding agreement with the Secretary of State for Education dated 30 March 2012 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 Academies Accounts Direction 2020 to 2021 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 our conclusions includes:

- Detailed testing on a sample basis to assess the nature of expenditure and whether funds have been used appropriately;
- Review the academy trust's internal financial procedures to ensure that controls are in place to prevent or identify regularity issues;
- Ensure that ESFA approval has been obtained for relevant transactions;
- Discussions with trustees, senior leadership team and the accounting officer throughout the audit process to ensure that all regularity threats have been addressed.

Conclusion

In the course of our work, except for the matter listed below, 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.

As mentioned in the Accounting Officer's Statement of Regularity, Propriety and Compliance, the Trust identified a fraud during the year, with the loss being estimated at £961.



Philip Allsop
Reporting Accountant
BHP LLP
2 Rutland Park, Sheffield, S10 2PD
Date: 16 December 2021

Statement of Financial Activities

for the year ended 31 August 2021

	Note	2021					2020				
		Un-restricted £m	Restricted £m	Restricted Pension £m	Assets £m	Total funds £m	Un-restricted £m	Restricted £m	Restricted Pension £m	Assets £m	Total funds £m
Income											
Donations & capital grants	2	-	-	-	1.0	1.0	-	-	-	0.9	0.9
Academy transfer	4	-	-	-	-	-	-	(0.1)	(1.7)	18.2	16.4
Charitable activities	3	0.5	43.2	-	-	43.7	0.6	37.6	-	-	38.2
Teaching school		-	0.1	-	-	0.1	-	0.1	-	-	0.1
Trading activities		0.2	-	-	-	0.2	0.1	-	-	-	0.1
Investments		-	-	-	-	-	0.1	-	-	-	0.1
		0.7	43.3	-	1.0	45.0	0.8	37.6	(1.7)	19.1	55.8
Expenditure											
Charitable activities		(0.4)	(41.6)	(2.4)	(2.0)	(46.4)	(0.5)	(37.0)	-	(2.0)	(39.5)
Teaching school		-	(0.1)	-	-	(0.1)	-	(0.1)	-	-	(0.1)
	5	(0.4)	(41.7)	(2.4)	(2.0)	(46.5)	(0.5)	(37.1)	-	(2.0)	(39.6)
Net income / (expenditure)	5, 13	0.3	1.6	(2.4)	(1.0)	(1.5)	0.3	0.5	(1.7)	17.1	16.2
Transfers between funds	12	-	(0.2)	-	0.2	-	-	(0.3)	-	0.3	-
Actuarial pension (loss)/gain	17	-	-	(2.3)	-	(2.3)	-	-	0.1	-	0.1
Net movement in funds		0.3	1.4	(4.7)	(0.8)	(3.8)	0.3	0.2	(1.6)	17.4	16.3
Reconciliation of funds:											
Funds brought forward		2.9	2.8	(23.2)	76.2	58.7	2.6	2.6	(21.6)	58.8	42.4
Funds carried forward		3.2	4.2	(27.9)	75.4	54.9	2.9	2.8	(23.2)	76.2	58.7

All amounts relate to continuing activities.

All gains and losses recognised in the year are included in the statement of financial activities.

The notes on pages 57 to 70 form part of these financial statements.


Net Asset Statement

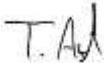
As at 31 August 2021

Registered company number: 07697171

	Note	£m	2021 £m	£m	2020 £m
Fixed assets					
Tangible assets	7		74.7		75.7
Current assets					
Debtors	8	2.4		3.3	
Cash at bank and in hand		9.4		6.6	
		<u>11.8</u>		<u>9.9</u>	
Creditors: amounts falling due within one year	9	<u>(3.4)</u>		<u>(3.4)</u>	
Net current assets			<u>8.4</u>		<u>6.5</u>
Total assets less current liabilities			<u>83.1</u>		<u>82.2</u>
Creditors: amounts falling due after one year	10		<u>(0.3)</u>		<u>(0.3)</u>
Net assets excluding pension liability			<u>82.8</u>		<u>81.9</u>
Defined benefit pension scheme liability	17		<u>(27.9)</u>		<u>(23.2)</u>
Net assets			<u>54.9</u>		<u>58.7</u>
Funds	11,12				
Restricted funds					
Restricted reserve		4.2		2.8	
Pension reserve		(27.9)		(23.2)	
Fixed asset reserve		<u>75.4</u>		<u>76.2</u>	
			<u>51.7</u>		<u>55.8</u>
Unrestricted funds					
Designated		2.1		1.1	
Undesignated		<u>1.1</u>		<u>1.8</u>	
			<u>3.2</u>		<u>2.9</u>
			<u>54.9</u>		<u>58.7</u>

The financial statements were approved by the Trustees on 14 December 2021 and are signed on their behalf, by:





S Draper
Chair of Trustees

T Ashford
Vice Chair of Trustees

The notes on pages 57 to 70 form part of these financial statements.

Cash Flow Statement

for the Period Ended 31 August 2021

	Note	2021 £m	2020 £m
Cash flows from operating activities			
Net cash provided by operating activities	13	3.9	0.5
Cash flows from investing activities:			
Dividends, interest and rents from investments		-	0.1
Purchase of tangible fixed assets	7	(1.1)	(1.1)
Net cash used in investing activities		(1.1)	(1.0)
Change in cash in the year		2.8	(0.5)
Cash at 1 September		6.6	7.1
Cash at 31 August		9.4	6.6

Notes to the Financial Statements

Year ended 31 August 2021

I. Accounting Policies

The principal accounting policies (which have been applied consistently), judgements and key sources of estimation uncertainty, are set out below.

I.1 Basis of preparation of financial statements

The financial statements have been prepared under the historical cost convention in accordance with the Financial Reporting Standard (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice (Charities SORP (FRS 102)), the Academies Accounts Direction issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

Tapton School Academy Trust constitutes a public benefit entity as defined by FRS 102.

I.2 Fund accounting

Unrestricted funds represent those resources which may be used towards meeting any of the charitable objects at the discretion of the Trustees.

Restricted fixed asset funds are resources which are to be applied to specific capital purposes. Restricted general funds comprise all other funds received with restrictions imposed by the funder and include grants from the Department for Education.

I.3 Income

All income is recognised once the Trust has entitlement to the income, it is probable that the income will be received and the amount of income receivable can be measured reliably.

Grants are accounted for 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 entitlement of receipt, its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued.

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

General Annual Grant is recognised in full in the Statement of financial activities incorporating income and expenditure account in the year for which it is receivable and any abatement in respect of the period is deducted from income and recognised as a liability.

Under the funding agreement with the Secretary of State the academy trust was subject to limits on the amount of GAG that could be carried forward from one year to the next. An amount equal to 12% of GAG could be carried forward, of which up to 2% could be used for general recurrent purposes, with any balance being available for premises or capital purposes. Any additional grant may be carried forward without limitation. The academy trust has not exceeded these limits during the year.

Transfer of an Academy Trust

Assets received on the transfer in of an academy are measured at fair value and recognised on the date of the transfer agreement, being the date the risks and rewards of ownership pass to the Trust. An equal amount of income is recognised for the transfer within donations.

1.4 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.

Costs are classified by activity. Support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use.

Operating lease costs are charged on a straight-line basis over the term of the lease.

All resources expended are inclusive of irrecoverable VAT.

1.5 Going concern

The financial statements are prepared on a going concern basis. We have assessed that this is appropriate in respect of a period of at least one year from the date of the approval of the financial statements and have concluded that the Trust has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the ability to continue as a going concern.

1.6 Tangible fixed assets and depreciation

Fixed assets are accounted for at cost (or fair value) and depreciated over their expected useful economic life. Depreciation is charged directly to the restricted fixed asset fund in the Statement of financial activities.

Additions or improvements funded by the Local Authority are accounted for at fair value (when it can be measured reliably). The increase in value or value of the item donated is accounted for as a donation.

Depreciation is accounted for on a straight-line basis as follows:

Freehold land	0%
Long-term Leasehold Property	2 - 10%
Motor vehicles	20%
Fixtures and fittings	10%
Computer equipment	20%

1.7 Taxation

The Trust is considered to meet the definition of a charitable company for UK corporation tax purposes under Paragraph 1 Schedule 6 of the Finance Act 2010. Accordingly, the Trust is potentially exempt from taxation to the extent that such income or gains are applied exclusively to charitable purposes.

1.8 Debtors

Debtors are recognised at the settlement amount. Prepayments are valued at the amount prepaid.

1.9 Liabilities and provisions

Liabilities are recognised when there is an obligation (as a result of a past event) resulting in a transfer of funds and the amount can be measured reliably. Provisions are measured at the best estimate of the amounts required to settle the obligation.

1.10 Financial instruments

The Trust only holds basic financial instruments (i.e. cash) which are initially recognised at transaction value and subsequently measured at their settlement value.

1.11 Pensions

Retirement benefits 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 Trust.

TPS

The TPS is an unfunded scheme and contributions are calculated to spread the cost of pensions over employees' working lives so the cost is a level percentage of pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. The TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. It is therefore accounted for as a defined contribution scheme and the contributions recognised in the period to which they relate.

LGPS

The LGPS is a funded scheme and the assets are held separately from those of the Trust.

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 each year at the balance sheet date.

The current service cost reflects the amount of money that would need to be paid at the start of the reporting period in order to meet the cost of benefit accrual during the period based on projected salaries at retirement or earlier leaving. This is charged to operating surplus along with the costs of scheme introductions, benefit changes, settlements and curtailments.

Net interest on the pension scheme liability 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 and the actual return on the scheme assets is included in other recognised gains and losses. Actuarial gains and losses are recognised immediately in other recognised gains and losses.

1.12 Critical accounting estimates and areas of judgement

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances. The estimates and assumptions that have a significant risk of causing a material adjustment are as follows.

Pension

The value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, will impact the value 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 2020. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

2. Donations and capital grants

	Unrestricted 2021 £m	Restricted 2021 £m	Total 2021 £m	Unrestricted 2020 £m	Restricted 2020 £m	Total 2020 £m
School Condition Allocation Grant	-	0.7	0.7	-	0.7	0.7
Devolved Capital grants	-	0.2	0.2	-	0.2	0.2
Total Capital Grants	-	0.9	0.9	-	0.9	0.9
DfE Donated Laptops for remote learning	-	0.1	0.1	-	-	-
Donations	-	-	-	-	-	-
	-	1.0	1.0	-	0.9	0.9

3. Charitable Activities

	Unrestricted 2021 £m	Restricted 2021 £m	Total 2021 £m	Unrestricted 2020 £m	Restricted 2020 £m	Total 2020 £m
General Annual Grant	-	35.6	35.6	-	30.7	30.7
Other DfE Group Grants	-	-	-	-	1.4	1.4
Pupil Premium	-	2.4	2.4	-	2.3	2.3
Universal Free School Meals	-	0.2	0.2	-	0.1	0.1
Teachers Pay Grant	-	0.5	0.5	-	0.6	0.6
Teachers' Pension Grant	-	1.3	1.3	-	-	-
PE & Sports Grant	-	0.1	0.1	-	0.1	0.1
Rates reclaim	-	0.2	0.2	-	0.1	0.1
Covid costs funding	-	-	-	-	0.3	0.3
Covid recovery funding	-	0.5	0.5	-	-	-
Covid Free school meal funding	-	0.1	0.1	-	-	-
Covid Mentor & Tutor funding	-	0.1	0.1	-	-	-
Covid Virus testing funding	-	0.1	0.1	-	-	-
Covid summer school funding	-	0.1	0.1	-	-	-
	-	5.6	5.6	-	4.9	4.9
Local Authority Grants	-	1.6	1.6	-	1.2	1.2
Other Charitable Income	0.5	0.4	0.9	0.6	0.8	1.4
	0.5	43.2	43.7	0.6	37.6	38.2

The Trust has received additional funding, as detailed above, in relation to the government support schemes in response to the coronavirus outbreak. Note 12 details the amount spent and any balances carried forward where these funding streams are restricted funds.

The funding received has been to support the additional costs of health & safety, premises, free school meals and staffing during school holidays and Covid testing of secondary students. The summer school, mentoring & tutoring and recovery funding are all to support the recovery of student's education which has been impacted throughout the Covid pandemic.

The Trust furloughed a small number of its sports lettings staff under the government's Coronavirus Job Retention Scheme. The funding received relates to staff costs which are included within Note 6.

TAPTON SCHOOL ACADEMY TRUST

4. Academy joining the Trust

	Unrestricted 2021 £m	Restricted 2021 £m	Total 2021 £m	Unrestricted 2020 £m	Restricted 2020 £m	Total 2020 £m
Fixed Assets	-	-	-	-	18.2	18.2
Other net current assets	-	-	-	-	(0.2)	(0.2)
Cash	-	-	-	-	0.1	0.1
Pension scheme deficit (note 17)	-	-	-	-	(1.7)	(1.7)
	-	-	-	-	16.4	16.4

On 1 February 2020 Bradfield School joined the Trust and the operations and agreed assets, liabilities and PFI commitment (note 15) were transferred to Tapton School Academy Trust from Bradfield School Academy Trust for £nil consideration. The transfer has been accounted for as a combination that is in substance a gift.

The assets and liabilities transferred were valued at their fair value and recognised in the balance sheet under the appropriate headings with a corresponding net amount recognised as a net gain in the Statement of Financial Activities.

5. Expenditure

	Staff 2021 £m	Premises 2021 £m	Other 2021 £m	Total 2021 £m	Staff 2020 £m	Premises 2020 £m	Other 2020 £m	Total 2020 £m
Direct	27.9	-	4.4	32.3	24.0	-	4.4	28.4
Support	6.7	3.6	3.8	14.1	6.7	3.1	1.3	11.1
Teaching School	0.1	-	-	0.1	0.1	-	-	0.1
	34.7	3.6	8.2	46.5	30.8	3.1	5.7	39.6
Unrestricted				0.4				0.5
Restricted Fixed Assets				2.0				2.0
Restricted Pension				2.4				-
Restricted Other				41.7				37.1
				46.5				39.6

		Other 2021 £m	Other 2020 £m
Direct	Depreciation	2.0	2.0
	Educational	2.0	1.8
	Catering	0.4	0.5
	Other	-	0.1
		4.4	4.4
Support	Support	0.6	0.5
	IT	0.6	0.6
	HR & Pension	2.6	0.2
		3.8	1.3
		8.2	5.7

The audit fee for the year was £0.02m (2020: £0.02m) and other audit fees were £0.01m (2020 £0.01m)

Trust Service Charge to schools

Expenditure by school	Teaching & Support	Other staff	Educational costs	Other	Total	Total
	2021 £m	2021 £m	2021 £m	2021 £m	2021 £m	2020 £m
Bradfield	3.9	0.5	0.2	1.8	6.4	3.7
Chaucer	3.6	1.0	0.4	1.2	6.2	5.9
Forge Valley	4.9	1.3	0.4	1.4	8.0	7.6
Hallam	1.8	0.4	0.1	0.6	2.9	2.7
Hillsborough	1.4	0.3	0.1	0.4	2.2	2.1
Meynell	1.7	0.4	0.1	0.6	2.8	2.7
Southey Green	2.6	0.6	0.1	0.9	4.2	3.9
Tapton	6.7	1.0	0.4	2.2	10.3	9.8
Trust	0.9	0.9	0.1	0.5	2.4	0.2
Wisewood	0.6	0.2	0.1	0.2	1.1	1.0
	28.1	6.6	2.0	9.8	46.5	39.6
					2021	2020
					£m	£m
Bradfield					0.4	0.2
Chaucer					0.4	0.4
Forge Valley					0.4	0.4
Tapton					0.4	0.3
Hallam					0.1	0.1
Hillsborough					0.1	0.1
Meynell					0.2	0.2
Southey Green					0.3	0.3
Wisewood					0.1	0.1
					2.4	2.1

The Trust levy includes Governance, Finance, IT, Facilities, Premises, Catering, HR, Data & Curriculum and School Improvement. Costs are charged to the schools on a basis to reflect the services provided to the schools.

6. Staff costs

	2021 £m	2020 £m
Wages and salaries	25.7	22.9
Social security costs and apprentice levy	2.5	2.1
Pension contributions	5.8	5.1
	34.0	30.1
Supply costs	0.7	0.7
	34.7	30.8
Pension contributions	£m	£m
Local government pension scheme contributions	1.3	1.1
Local government pension scheme deficit contributions	0.6	0.6
	1.9	1.7
Teachers' pension scheme contributions	3.9	3.4
	5.8	5.1

TAPTON SCHOOL ACADEMY TRUST

Average number of employees

Teachers	434	432
Educational support & administration	489	485
Management	16	15
	939	932

Average employees full time equivalent

Teachers	390	387
Educational support & administration	355	349
Management	16	15
	761	751

Number of employees exceeding £60,000 (excluding pension, payment in lieu of pension and national insurance)

£60,001 - £70,000	20	16
£70,001 - £80,000	4	1
£80,001 - £90,000	1	1
£90,001 - £100,000	2	3
£100,001 - £110,000	2	2
£110,001 - £120,000	1	-
£120,001 - £130,000	-	1
£130,001 - £140,000	1	-
£140,001 - £150,000	-	1
£160,001 - £170,000*	1	-

*Plus payments in lieu of pension of £32,000 (2020: £30,000)

Key Management	£m	£m
Employee pay and benefits	0.6	0.6
Employers pension	0.1	0.1
Employers national insurance	0.1	0.1
Key management FTE	FTE	FTE
Teachers	2.4	2
Support	3.6	3.6

7. Tangible fixed assets

	Land & Buildings £m	Vehicles £m	Fixtures & Equipment £m	IT £m	Total £m
Cost	85.7	0.1	1.4	3.2	90.4
As 1 September					
Additions	0.6	-	0.1	0.4	1.1
As 31 August 2021	86.3	0.1	1.5	3.6	91.5
Depreciation	11.5	0.1	0.5	2.6	14.7
As 1 September					
Charge for the year	1.6	-	0.2	0.3	2.1
As 31 August 2021	13.1	0.1	0.7	2.9	16.8
Net book value					
As 31 August 2021	74.2	-	0.9	0.6	74.7
As 31 August 2020	74.2	-	0.9	0.6	75.7

TAPTON SCHOOL ACADEMY TRUST

8. Debtors

	2021 £m	2020 £m
Trade debtors	0.1	0.1
Prepayments and other debtors	1.4	1.9
Accrued income	0.7	0.7
VAT	0.2	0.6
	2.4	3.3

Prepayments include pension deficit contributions of £0.9m (2020 £1.4m) for the period to 31 March 2022.

9. Creditors: Amounts falling due within one year

	2021 £m	2020 £m
Trade creditors	1.2	1.2
Other taxation and social security	0.6	0.6
Pension creditor (paid by the due date)	0.6	0.6
Accruals	0.6	0.5
Deferred income	0.4	0.5
	3.4	3.4
Deferred income		
Deferred income at 1 September	0.5	0.6
Resources deferred during the year	0.4	0.5
Amounts released from previous years	(0.5)	(0.6)
	0.4	0.5

Deferred income includes Growth, Rates, High needs and Universal Free School Meals funding.

10. Creditors: Amounts falling due after more than one year

	2021 £m	2020 £m
Other creditors	0.1	0.1
ESFA advance	0.2	0.2
	0.3	0.3

11. Analysis of net assets by fund

	Unrestricted 2021 £m	Restricted 2021 £m	Pension 2021 £m	Asset 2021 £m	Total 2021 £m	Total 2020 £m
Fixed assets	-	-	-	74.7	74.7	75.7
Net current assets	3.2	4.5	-	0.7	8.4	6.5
Long term creditors	-	(0.3)	-	-	(0.3)	(0.3)
Pension liability	-	-	(27.9)	-	(27.9)	(23.2)
	3.2	4.2	(27.9)	75.4	54.9	58.7
2020	2.9	2.8	(23.2)	76.2	58.7	

12. Statement of funds

	1 Sept £m	Income £m	Expenditure £m	Transfer £m	Gain £m	31 Aug £m
Undesignated	1.8	0.7	(0.4)	(1.0)	-	1.1
Designated	1.1	-	-	1.0	-	2.1
Total Unrestricted	2.9	0.7	(0.4)	-	-	3.2
DfE and ESFA restricted						
General annual grant	2.5	35.6	(34.3)	(0.2)	-	3.6
Pupil premium	-	2.4	(2.3)	-	-	0.1
Universal infant free school meals	-	0.2	(0.2)	-	-	-
Teachers pay grant	-	0.5	(0.5)	-	-	-
Teachers' pension grant	-	1.3	(1.3)	-	-	-
PE & Sport grant	0.1	0.1	(0.2)	-	-	-
Rates grant	-	0.2	(0.2)	-	-	-
Covid costs	-	-	(0.1)	0.1	-	-
Covid Recovery	-	0.5	(0.3)	-	-	0.2
Covid free school meal funding	-	0.1	(0.1)	-	-	-
Covid mentor & tutoring	-	0.1	(0.1)	-	-	-
Covid virus testing	-	0.1	(0.1)	-	-	-
Covid summer school funding	-	0.1	-	(0.1)	-	-
School funds	0.1	-	-	-	-	0.1
Other restricted	0.1	-	-	-	-	0.1
Teaching school	-	0.1	(0.1)	-	-	-
Local Authority - Early years	-	0.9	(0.9)	-	-	-
Local Authority – SEN funding	-	0.3	(0.2)	-	-	0.1
Local Authority other funding	-	0.4	(0.4)	-	-	-
Other charitable income – school meals	-	0.2	(0.2)	-	-	-
Other charitable income	-	0.2	(0.2)	-	-	-
	2.8	43.3	(41.7)	(0.2)	-	4.2
Pension	(23.2)	-	(2.4)	-	(2.3)	(27.9)
Asset	76.2	1.0	(2.0)	0.2	-	75.4
Total Restricted	55.8	44.3	(46.1)	-	(2.3)	51.7
Total	58.7	45.0	(46.5)	-	(2.3)	54.9

- **Designated** - for school improvement & covid recovery. In 2021 we have designated £1m in relation to a sustainable & capital strategic fund.
- **General Annual Grant (GAG), DfE and Local Authority (LA)** - funding for existing students.
- **Pupil premium** - funding to support disadvantaged pupils and close the attainment gap.
- **Universal free school meals** – funding to support students with free school meals.
- **Teachers pay and pension** – funding towards pension and pay rises.
- **PE& Sport grant** – funding for sports and healthy schools.
- **Rates grant** – funding for rates.
- **Covid funds** – various covid funds for the additional costs during the pandemic and educational recovery of students.
- **Teaching School** – Teaching School funding.
- **School funds** - money raised for specific purposes including school trips.
- **Early years** – funding for early years provision.
- **SEN funding** – funding for special educational needs.
- **School meal funding** – income for school meals.
- **Other** – other restricted funds.
- **Transfers** - investment of revenue funds in capital expenditure and the balance of Covid funds transferred to GAG where not recoverable.

TAPTON SCHOOL ACADEMY TRUST

Statement of funds by school

	2021 £m	2020 £m
Bradfield	0.3	(0.1)
Chaucer	0.7	0.3
Forge Valley	0.9	0.5
Tapton	1.7	1.3
Hallam	0.6	0.6
Hillsborough	0.6	0.5
Meynell	0.6	0.5
Southey Green	1.5	1.6
Wisewood	-	-
Trust	0.5	0.5
	7.4	5.7
Fixed asset reserve	75.4	76.2
Pension reserve	(27.9)	(23.2)
	54.9	58.7

Bradfield had negative reserves in 2020 due to the transfer of £0.2m liability for an ESFA advance. (note 9).

13. Reconciliation of net movement in funds to net cash flow from operating activities

	2021 £m	2020 £m
Net funds for the year	(1.5)	16.2
Adjustment for:		
Depreciation charges	2.0	2.0
Pension on transfer	-	1.7
Fixed assets donated on conversion	-	(18.2)
Increase in debtors	1.0	(1.9)
Increase in creditors	0.1	0.6
Defined benefit pension scheme cost less contributions payable	1.9	(0.3)
Defined benefit pension scheme finance cost	0.4	0.4
Net cash flow from operating activities	3.9	0.5

14. Related party transactions

All related party transactions are in accordance with financial regulations.

A Lant (Key Management personnel) is a Director of Learn Sheffield.

J Dean, (Key Management personnel) is a Trustee of Sheffield Wednesday Community Fund.

J Crawshaw (Governor, Forge Valley School) is the Young Peoples Library Officer at Sheffield Library Service.

C Eaton (Governor, Forge Valley School) is the Chair of governors at Shooters Grove Primary School.

	Shooters Grove		Sheffield Library Service		SWFC		Learn Sheffield	
	2021 £	2020 £	2021 £	2020 £	2021 £	2020 £	2021 £	2020 £
Sales	29,619	10,025	-	-	-	-	350	350
Purchases	-	-	(13,938)	(39,717)	(10,000)	-	(25,012)	(34,126)
Debtor/(creditor)	9,104	4,963	-	-	-	-	(2,907)	(3,617)

Trustees did not receive any remuneration. During the year Trustees travel expenses were £164 (2020: £416).

15. Commitments

The Trust has no capital commitments (2020: Nil).

Tapton School building is subject to a PFI contract for facilities management costs, fixtures & fittings and energy costs. The annual commitment is £1.2m until 2026. The outstanding commitment is £6.2m (2020: £7.4m).

Bradfield School building is subject to a PFI contract with an annual commitment of £0.9m and an outstanding commitment of £14m (2020: £15m.)

16. Operating lease commitments payable

	2021 £m	2020 £m
Within 1 year	0.1	0.1
Between 1 and 5 years	0.1	0.2
	0.2	0.3

17. Pension commitments and liability

The Trust's employees belong to two principal pension schemes: The Teacher's Pension Scheme for England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by South Yorkshire Pension Fund.

There were £0.9m (2020 £1.4m) prepaid and £0.6m (2020: £0.6m) outstanding contributions at 31 August 2021. The Trust paid three years deficit contributions in advance during the year ended 31 August 2020 to achieve a 6% reduction in cost.

Teachers' Pension Scheme

TPS is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pensions Regulations 2014. Membership is automatic although they are able to opt out. TPS is an unfunded scheme and member and employer contributions are credited to the Exchequer and pension benefits are paid by public funds provided by Parliament.

Not less than every four years the Government Actuary conducts a valuation to specify the level of contributions. The valuations are dependent on assumptions about the value of future costs, benefits and other factors. The latest actuarial valuation was as at 31 March 2016 (and published in 2019). A copy of the valuation is on the TPS website. The key elements are:

- Employer contribution 23.68% including a 0.08% employer administration charge.
- Total scheme liabilities of £218,100 million, notional assets of £196,100 million and a notional past service deficit of £22,000 million.
- Assumed return 2.4% in excess of prices and 2% in excess of earnings. Earnings growth 2.2%. Rate of return is 4.45%.

The next valuation is due from 1 April 2023.

Local Government Pension Scheme

The LGPS is a funded defined benefit scheme, with assets held in separate trustee-administered funds. The agreed contribution rates for future years are 12-17% for employers and 5.5% to 12.5% for employees. The latest actuarial valuation was as at 31 March 2019 and is available on the South Yorkshire Pension Authority website <https://www.sypensions.org.uk/Investments/Actuarial-Valuations>. Parliament has agreed on 18 July 2013, at the request of the Secretary of State for Education, to a guarantee that, in the event of academy closure, outstanding Scheme liabilities would be met by the Department for Education.

Bradfield school joined the Trust in February 2020 and the pension obligation transferred into the Trust.

Amounts recognised in the Statement of financial activities

	2021 £m	2020 £m
Current service cost	(3.2)	(2.7)
Transfer in of Bradfield	-	(1.7)
Past service cost	-	-
Net interest cost	(0.5)	(0.4)
	<u>(3.7)</u>	<u>(4.8)</u>
Employer Contributions	1.3	3.1
Actuarial (loss)/ gain	(2.3)	0.1
	<u>(4.7)</u>	<u>1.6</u>
Pension liability 1 September	<u>(23.2)</u>	<u>(21.6)</u>
Pension liability 31 August	<u>(27.9)</u>	<u>(23.2)</u>

Share of the market value of LGPS assets

	2021 £m	2020 £m
Equities	11.8	9.2
Government bonds	3.4	2.8
Corporate bonds	1.8	1.7
Property	2.1	1.6
Cash & liquidity	0.2	0.7
Other	5.1	3.3
	<u>24.4</u>	<u>19.3</u>

Movements in the present value of the defined benefit obligation

	2021 £m	2020 £m
At 1 September	(42.5)	(36.3)
Current service cost	(3.2)	(2.7)
Transfer of Bradfield	-	(3.5)
Interest cost	(0.8)	(0.7)
Contributions by employees	(0.5)	(0.4)
Actuarial (loss) / gains	(5.6)	0.8
Benefits paid	0.3	0.3
	<u>(52.3)</u>	<u>(42.5)</u>

Movements in the fair value of the share of scheme assets:

At 1 September	19.3	14.7
Transfer of Bradfield	-	1.8
Return on plan assets (excluding net interest)	0.4	0.3
Actuarial (loss)/ gains	3.2	(0.7)
Contributions by employer	1.3	3.1
Contributions by employees	0.5	0.4
Benefits paid	(0.3)	(0.3)
	24.4	19.3
Pension liability 31 August	(27.9)	(23.2)

The actual return on scheme assets was £3.6 m (2020 - £nil).

Principle actuarial assumptions

Sensitivity Analysis:

	2021	2020
	£m	£m
Discount rate +0.1%	(1.1)	(0.9)
Discount rate -0.1%	1.2	0.9
Mortality assumption – 1-year increase	1.6	1.2
Mortality assumption – 1-year decrease	(1.6)	(1.2)
CPI rate +0.1%	1.2	0.6
CPI rate -0.1%	(1.1)	(0.9)
	2021	2020
	%	%
Discount rate for scheme liabilities	1.7	1.8
Rate of increase in salaries	4.0	3.5
Rate of increase for pensions in payment / inflation	2.9	2.4
Inflation assumption (CPI)	2.8	2.3
Retiring today		
Male	22.5	22.4
Females	25.3	25.2
Retiring in 20 years		
Male	24.0	23.9
Females	27.2	27.1

18. Prior year Statement of funds

	1 Sept £m	Income £m	Expenditure £m	Transfer £m	Gain £m	31 Aug £m
Undesignated	1.9	0.8	(0.5)	(0.4)	-	1.8
Designated	0.7	-	-	0.4	-	1.1
Total Unrestricted	2.6	0.8	(0.5)	-	-	2.9
GAG, DfE and LA	2.4	33.8	(33.4)	(0.3)	-	2.5
Early years	-	0.9	(0.9)	-	-	-
Pupil premium	-	2.3	(2.3)	-	-	-
Sport grant	-	0.1	-	-	-	0.1
Teaching school	0.1	0.1	(0.1)	-	-	0.1
School funds	-	0.2	(0.2)	-	-	-
Universal infant free school meals	-	0.2	(0.2)	-	-	-
Other restricted	0.1	-	-	-	-	0.1
	2.6	37.6	(37.1)	(0.3)	-	2.8
Pension	(21.6)	(1.7)	-	-	0.1	(23.2)
Asset	58.8	19.1	(2.0)	0.3	-	76.2
Total Restricted	39.8	55.0	(39.1)	-	0.1	55.8
Total	42.4	55.8	(39.6)	-	0.1	58.7