

TEACH Poole  
(A Company Limited by Guarantee)  
Annual Report and Financial Statements  
Year ended 31 August 2025

Company Registration Number:  
09484306 (England and Wales)

# TEACH Poole

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# TEACH Poole

## Reference and Administrative Details

### Members

Mrs J Burke  
Mrs S Moore  
Mr G Neilson  
Mr D Pawling  
Mr C Morgan (appointed 16 July 2025)

### Trustees

V Arbon (Chair)  
D Chown  
S Frampton  
J Jeans  
K Carter (CEO/Accounting Officer)  
S Moore  
D Pawling  
F Perry  
H Porter  
P Squire (Chair of finance, staffing and audit committee)  
P Taylor

### Company Secretary

Mrs K Groves

### Senior Management Team

Mrs K Carter	CEO/Accounting Officer
Mrs K Wischhusen	Chief Finance Officer
Mrs H Hemmings	HR/Payroll Manager
Mrs L Palmer	Headteacher Canford Heath Infant School
Mr M Wilson	Headteacher Canford Heath Junior School
Mrs C Tantrum	Headteacher Ad Astra Infant School
Miss L Waterhouse	Headteacher Haymoor Junior School
Miss N Brown	Head of Inclusion and SEND
Mrs K Spratt	Head of Curriculum and Standards

# TEACH Poole

## Reference and Administrative Details

Company Name  
TEACH Poole

Principal and Registered Office  
Canford Heath Infant School  
Learoyd Road  
Poole  
Dorset  
BH17 8PJ

Company Registration Number  
09484306 (England and Wales)

Independent Auditor  
Hopper Williams & Bell Limited  
Statutory Auditor  
Highland House  
Mayflower Close  
Chandlers Ford  
Eastleigh  
Hampshire  
SO53 4AR

Bankers  
Lloyds Bank Plc  
101 High Street  
Poole  
Dorset  
BH15 1AJ

Solicitors  
VWV Plus Limited  
Narrow Quay House  
Narrow Quay  
Bristol  
BS1 4QA

# TEACH Poole

## Trustees' Report

The Trustees present their annual report together with the financial statements and auditor's report of the charitable company for the year ended 31 August 2025. The annual report serves the purposes of both a Trustees' report, and a Directors' report under company law.

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

The Academy Trust operates as a Multi Academy Trust of four primary schools, serving pupils aged 4 to 11 within the area of Canford Heath, a locality of the Local Authority of Bournemouth, Christchurch, and Poole (BCP). It has a mainstream pupil capacity of 1,470 and had a mainstream roll of 1,447 in the school census in January 2025. The Academy Trust is also the legal entity for Poole SCITT, our Initial Teacher Training body.

### Structure, Governance and Management

#### Constitution

The Academy Trust is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the Academy Trust. The Trustees of TEACH Poole are also the directors of the charitable company for the purposes of company law. The charitable company operates as TEACH Poole.

Details of the Trustees who served during the year and to the date these accounts are approved are included in the Reference and Administrative Details on page 1.

#### Members' Liability

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

#### Trustees' Indemnities

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

#### Method of Recruitment and Appointment or Election of Trustees

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

# TEACH Poole

## Trustees' Report

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

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

### Organisational Structure

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

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

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

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

In addition, there existed specialist panels for CEO performance appraisal, exclusion review panel and a pay review panel. See Trust website for details of all meetings and attendance.

The Committees are accountable to the Board of Trustees. Any devolved and delegated authority from the Trust Board to the Committees is detailed in the agreed Governance Framework which includes the Scheme of Delegation, roles and responsibilities, and Terms of Reference for the Board and all Committees (see Trust website). The Trust Board is accountable to the Department for Education and the Education and Skills Funding Agency (until 31 March 2025 when it became part of the DfE.)

# TEACH Poole

## Trustees' Report

Arrangements for setting pay and remuneration of key management personnel

The Trust has its own Pay Policy. A pay review panel of selected Trustees is convened prior to each October half term to consider proposals. The CEO presents the recommendations from her Headteachers to the panel and decisions are minuted by the Governance Professional.

In respect of the CEO, the Chair and the Vice Chair meet with the CEO to review their performance. This takes place shortly after each October half term. Following this performance review, a second pay panel is convened to consider Executive Pay. Extensive executive pay benchmarking and research has been used since 2021 to review and update the rationale for executive pay. This is benchmarked and updated annually.

Trade union facility time

No trade union facility time is provided.

Related Parties and other Connected Charities and Organisations

Through the Trust ITT provider, Poole SCITT, TEACH is a strategic partner of the regional Teaching School Hub, South Central Teaching School Hub.

Engagement with employees (including disabled persons)

The Trust provides support at all levels to its employees and has a pro-active approach to staff well-being, work-life balance and care for each employee as an individual.

The CEO meets regularly with the Trust Leadership Team (which includes all head teachers). Urgent staffing matters are discussed in these meetings alongside key HR and staffing developments to be cascaded to all Trust employees. In addition, the Trust offers all employees the opportunity to attend an informal, small-group well-being chat with the CEO at the end of each academic year which acts as a forum to gather staff feedback. The Trust also issues annual staff surveys and has an open-door policy to hearing any staff concerns.

The Trust offers a free Employee Assistance programme to all its staff and their families and the feedback for this has been positive. Staff also receive long service awards and regular well-being acknowledgements and functions, provided by the Trust.

In terms of recruitment, the Trust welcomes a diverse range of candidates to apply for positions and encourages those who are currently under-represented to join the Trust. No candidate is discriminated against or treated unfairly because of a protected characteristic as defined on the Equality Act 2010. This year, the Trust has agreed to facilitate 77% of all flexible working requests it has received.

The Trust collects and analyses information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. The Trust makes reasonable adjustments as required for our staff with disabilities and provides ongoing individualised support and CPD for staff with protected characteristics, including occupational health support where required.

# TEACH Poole

## Trustees' Report

### Engagement with employees (including disabled persons) (continued)

The Trust has developed accessibility plans to ensure that the school environment is as safe and accessible as possible to all school users. These are reviewed regularly.

The Trust recognises and seeks to work constructively with the Trade Unions, ensuring that annual Joint Consultative Committee meetings are undertaken. Trade Unions are also fully involved in any more complex staffing matters, such as re-organisations or re-structures. Staff are fully consulted and feedback – individual and group – is taken on board and has been actively incorporated into structures and plans brought into place.

### Objectives and Activities

#### Objects and Aims

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

The Academy Trust's objectives are:

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

#### Children First

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

# TEACH Poole

## Trustees' Report

### Objectives, Strategies and Activities

#### Our vision

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital, and supports spiritual, moral, social, and cultural development. The UNICEF Rights Respecting Gold awards and Anti Bullying awards reflect some of the many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

#### Our Values:

- Trust
- Excellence
- Aspiration
- Collaboration
- Honesty

In addition to the TEACH Trust values, our Trust promotes the British Values of:

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

# TEACH Poole

## Trustees' Report

### Objectives, Strategies and Activities (continued)

#### Our Strategic Priorities

Children come first in every decision that is made in the TEACH Trust. The Trust has a dynamic strategic plan which was recently renewed, and which ranges from 2024-2027, so is now at the end of its first year. The TEACH Trust Strategic Plan was created to ensure Trustees and executive leadership can share their vision and direction to staff, leading to better outcomes for all. To achieve this mission, we currently have the following five strategic priorities, which have targeted actions against them for the Board to review throughout the year, in the relevant committees:

#### High Quality and Inclusive Education

- Designing and implementing an ambitious, broad, well-sequenced and knowledge-rich curricula in all our schools and at our SCITT.
- Achieving good outcomes for all our children and SCITT trainees by delivering education that is both high quality and inclusive.
- Ensure all our schools offer fair access and are welcoming. Provide effective teaching to all disadvantaged children and children with SEND from our local areas.
- Ensuring our SCITT is fully accessible.
- Providing Specialist Resource Provision for pupils with Speech, Language and Communication Needs.
- Supporting children and schools to address issues so children can stay in mainstream school where possible.
- Supporting children's mental health.
- Enabling children to take part in sport, music and cultural opportunities that enriches the curriculum and supports their wider development.
- Ensuring our schools are places where all children attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress.
- Reduced numbers of suspensions and exclusions.
- Ensuring all children leave our schools well prepared for the next stage of education and prepared to become confident, Rights' Respecting citizens who have a social conscience and who give back to our society.
- Ensuring our SCITT trainees gain employment after qualification.
- Working collaboratively with schools, Trusts, local authorities, Dioceses, parents and other civic partners to ensure the delivery of statutory functions and acting in the wider interests of the local community.

#### A relentless focus on school improvement

- Having a clearly defined and effective strategy to improve and maintain the performance of schools already part of the Trust, SCITT, and those that join.
- All schools and SCITT to be good or outstanding schools.
- Supporting the wider system in sharing learning for best practice.

# TEACH Poole

## Trustees' Report

### Objectives, Strategies and Activities (continued)

#### High performing working culture for all staff

- Fostering a supportive working environment by managing workload, prioritising well-being and taking action to support all staff.
- Supporting the recruitment and retention of great staff within the Trust and within the wider profession.
- Prioritising effective behaviour and attendance policies to create a safe environment in which to work and learn.
- Utilising the Trust structure so that staff are empowered to deliver their best.
- Making a positive contribution to the wider system by delivering high quality training and / or placements for trainee teachers. Supporting early career teachers through the Early Career Framework.
- Encouraging and enabling all staff to build their expertise through evidence-based professional development and mentoring.
- Building an innovative and vibrant community of professionals, collaborating across schools and other Trusts to develop and share expertise and evidence-based practice.
- Ensuring every member of staff is effectively line managed to maintain high performance.
- Actively encourage career progression opportunities across the Trust and secure effective talent management and succession planning.
- Ensuring inclusive working environments and promoting equality and diversity in line with Equalities Legislation.

#### Effective and Efficient Use of Resources

- Using financial data and intelligence to set a stable, accurate and sustainable long-term financial strategy for the Trust.
- Having a clear approach to delivering value for money through effective budgeting and risk management.
- Demonstrating efficient and effective use of resources, for example, through school and Trust resource management benchmarking tools.
- Ensuring additional funding for high needs pupils is secured and used appropriately.
- Maintaining and investing sustainably in the Trust's capital infrastructure, including buildings, digital infrastructure and technology.
- Working towards carbon neutrality and embedding sustainable practices.
- Operating well-planned reserves and investment policies that provide sufficient contingency for cashflow and unplanned, urgent expenditure and aligns resources to expenditure priorities across all its schools and the SCITT.
- Having strong financial and information management systems with effective oversight, for example, ensuring data compliance and having policies and processes in place to minimise risk of fraud, data breaches and financial mismanagement.
- Ensuring Trust systems and processes are secure and cyber-attacks are thwarted, protecting all Trust data.

# TEACH Poole

## Trustees' Report

### Objectives, Strategies and Activities (continued)

#### Governance

- Ensuring that the Board is made up of Trustees with the necessary expertise to fulfil its function effectively and that the Board acts in accordance with the Trust's charitable objects.
- Leading the Board to set and champion a clear strategy for the Trust, which aligns with the Trust's charitable objects, covers all pillars of Trust quality and, where applicable, sets out its aspirations for growth over time.
- Ensures high quality executive leadership through appointing its CEO and providing effective support and challenge to the CEO and executive leadership team, (including effectively managing the CEO to ensure high performance and securing appropriate levels of remuneration for the CEO).
- Working in partnership to ensure effective relationships between the executive leadership team and members of the Board and supporting effective succession planning by building a leadership pipeline through talent management.
- Holding executive leadership team to account for the effective implementation of the Trust strategy, including in relation to the use of resources and the drivers of impact.
- Assuring itself of the integrity of financial information and that there are robust risk controls and risk management systems.
- Assuring itself that there is compliance with regulatory, contractual, and statutory requirements, including safeguarding.
- Ensuring a high performing governance structure where Trustees and other non-executive leaders have the expertise to fulfil their functions effectively, with representation that reduces biases in decision-making.
- Accessing independent insight from internal and external audits, reviews of governance arrangements and other forms of expert advice.
- Providing Board induction, training and review.
- Supporting effective succession planning by building a pipeline of future Trustees and committee members, with a focus on promoting diversity of thought and experience.
- Overseeing strategic relationships with external stakeholders. Involving parents, trainees, schools, communities and, where appropriate, dioceses and other religious authorities so that decision-making is supported by meaningful engagement.

# TEACH Poole

## Trustees' Report

### Public Benefit

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

- Promoting the spiritual, moral, and cultural development of its pupils through a careful relevant programme/scheme of work.
- Preparing the pupils for the opportunities and responsibilities of later life through a very wide and engaging programme of extra-curricular activity, including residential visits and trips. Many of these are offered and undertaken without charge.
- Providing appropriate additional learning space for satellite classrooms from a neighbouring special school.
- Providing specialist support, teaching and learning (including therapy) for pupils across BCP/Dorset who have specific Speech, Language and Communication needs, through the provision of two Resource Bases.
- Providing training and qualification of new teachers into the profession.

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

### Strategic Report

#### Achievements and Performance (including Key Performance Indicators)

#### Current OFSTED gradings

All four TEACH Trust schools and Poole SCITT remain graded Good or Outstanding by Ofsted, with all four TEACH Trust schools inspected in the 2023-24 academic year.

The outcomes and dates of inspections are as follows:

- Haymoor Junior School – Good – October 2023
- Ad Astra Infant School – Good\* – December 2023
- Canford Heath Junior School – Good – October 2023
- Canford Heath Infant School – Outstanding – March 2023
- Poole SCITT – Good – May 2022

\*This was an ungraded inspection which identified that the inspection grade might be outstanding if a graded (section 5) inspection were carried out. However, Ofsted education inspection approaches have since changed and timing of reinspection will be set out in the new inspection handbook when it is published.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (including Key Performance Indicators) (continued)

#### Attainment outcomes 2025

##### Early years outcomes

Good level of development (GLD)	Ad Astra Infant School	Canford Heath Infant School	NCER National 2025
Outcome	68%	68%	68%

##### Phonics outcomes

Phonics Outcome	Ad Astra Infant School	Canford Heath Infant School	NCER National 2025
Year 1	89%	93%	80%
By End of Key Stage One	93%	100%	75%

Both Infant Schools attained in line with national average in GLD and above the national average in phonics.

#### Key Stage One Outcomes 2025

	Ad Astra (82 pupils)		CHIS (120 pupils)		TEACH KS1 Combined (202 pupils)		National KS1 2023*		BCP KS1 2023*	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	71%	22%	77%	22%	73%	22%	68%	19%	70%	21%
Writing	59%	15%	68%	13%	64%	14%	60%	8%	60%	8%
Maths	74%	22%	77%	22%	76%	16%	70%	16%	72%	17%
Science	82%		88%		86%		79%		80%	
RWM combined	57%	13%	65%	12%	62%	12%	56%	6%	56%	6%

\*Key Stage 1 assessments are no longer statutory, and consequently national comparators are no longer available. 2023 National and BCP data is included here for frame of reference only.

#### Multiplication Tables Check (MTC) – Year Four - 2025

Outcome	Haymoor Junior School (91 pupils)	Canford Heath Junior School (119 pupils)	National 2024*
Score of 25/25	41%	52%	34%
Mean average score all	21.3	23.4	20.6
Mean average score disadvantaged pupils	20.8	22.2	19

\*2025 National averages are yet to be published. However, in comparison to 2024 measures, both Junior Schools exceeded the mean average data for the cohort and for disadvantaged pupils.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (including Key Performance Indicators) (continued)

#### Key Stage two Attainment

	Haymoor Junior School (92 pupils)		Canford Heath Junior School (117 pupils)		TEACH KS2 Combined (209 pupils)		National KS2 (provisional) 2025		BCP KS2 (provisional) 2025	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	83%	31%	85%	45%	83%	39%	75%	33%	76%	36%
Writing	80%	18%	76%	10%	78%	13%	72%	13%	74%	16%
Maths	72%	15%	84%	29%	78%	23%	74%	26%	75%	27%
Science	86%		87%		86%		82%		TBC	
GPS	75%	26%	82%	43%	78%	35%	62%	30%	73%	31%
RWM combined	64%		71%		68%		61%	8%	63%	11%

Both Junior Schools attained in line with or above the national average in End of Key Stage Two outcomes (except HJS EXS GPS) and significantly exceeded National attainment in RWM combined.

KEY STAGE TWO 2025 AVERAGE SCALED SCORE (provisional)	Haymoor Junior School	Canford Heath Junior School	NATIONAL KS2	BCP
Reading	105	107	106	105.9
Maths	102	106	105	104.9
GPS	104	107	105	105.5

KEY STAGE TWO PROGRESS 2025	Haymoor Junior School		Canford Heath Junior School		NATIONAL		BCP	
	All Pupils	Dis-advantaged	All Pupils	Dis-advantaged	All Pupils	Dis-advantaged	All Pupils	Dis-advantaged
Reading	Due to Covid, there was no prior attainment data from Key Stage 1 and therefore no progress measures for this year.							
Writing								
Maths								

# TEACH Poole

## Trustees' Report

### Achievements and Performance (including Key Performance Indicators) (continued)

#### Attendance information 2024-25

	Ad Astra Infant School	Canford Heath Infant School	Haymoor Junior School	Canford Heath Junior School
	%	%	%	%
Whole School	95.3	96.0	95.1	96.3
Authorised absence	3.7	3.1	3.3	2.7
Illness (I Code)	3.3	2.8	2.9	2.4
Unauthorised absence	1.0	0.9	1.6	1.0
Unauthorised Leave of absence (G Code)	0.5	0.5	0.4	0.4

School attendance has improved across the Trust, although it remains lower nationally and locally than in pre-Covid times. Absence in all schools has stabilised however reoccurring levels of virus symptoms, sickness and diarrhoea and chicken pox remain. Unauthorised holidays in term time are declining. National government attendance data for academic year 2024-25 to 14th July 2025 for ALL schools was 93.1%, absence 6.9%. The national figure for PRIMARY schools was 94.8%, authorised absence 3.7%, unauthorised absence 1.5%. This means that all TEACH schools achieved better attendance than national (all schools) and national primary schools.

#### Other notable achievements

##### Resource bases – Speech, Language and Communication Needs (SLCN)

The two Speech, Language and Communication Needs (SLCN) Resource Bases at Canford Heath Infant School and Canford Heath Junior School opened slightly later than planned in February 2025. Upon opening, the Infant School Resource Base (Pandas) welcomed 5 children, and the Junior School Resource Base (Koalas) welcomed 8 children. The children have ongoing access to a cyclical, thematic, broad and balanced curriculum that incorporates bespoke speech and language support therapy and intervention. Our highly trained and qualified therapy team have developed targeted packages of support and individual speech and language plans, which are monitored and reviewed regularly to ensure the best possible pupil progress and outcomes. The Base Managers have been implementing an Assess, Plan, Do, Review approach, carefully tracking pupil progress across the curriculum to ensure planning is purposeful, sequential and progressive. The BSquared Connecting Steps assessment tool has supported the assessment of the children in both Resource Bases and helped to inform key learning for those children working well-below age-related expectations.

Parental feedback has been overwhelmingly positive, and parents have been enjoying the daily updates about their children's learning and achievements via the Tapestry app. The Head of Inclusion and SEND continues to work alongside BCP at regular panel meetings to ensure the appropriate placement of children in the Resource Bases. Last academic year, we received 47 consultations for placement in the Bases.

# TEACH Poole

## Trustees' Report

Achievements and Performance (including Key Performance Indicators) (continued)

### Ten-year anniversary of the TEACH Trust

The first of April 2025 was the tenth anniversary of the TEACH Trust – a milestone which was celebrated by all stakeholders. Throughout the day, children learned about how their schools worked together to join as a Multi-Academy Trust and why. They took part in numerous fun activities, such as dressing in pink for the day; taking a Trust-wide photo celebrating the tenth anniversary (along with trainees from Poole SCITT) and receiving a commemorative pin. A TEACH Trust cake competition showcased some spectacular bakes and these cakes were shared at a crammed anniversary party at the end of the school day.

Past and present pupils, staff, governors and Trustees from the four schools attended the event and thoroughly enjoyed the cakes, speeches and hundreds of photos from the past decades, showcasing much of which had been achieved since the Trust's inception in 2015.

### Staff retention

This year, staff turnover was 39 out of an average of 252 employees, equating to around 15.5%, slightly higher than the overall Trust figure of 12% in 2023-24. Nearly half of leavers were in lower-hour roles, particularly midday supervisors (MDSAs) and cleaners, reflecting the higher churn typically seen in these positions. Teachers accounted for just over a quarter of departures, while support and specialist roles experienced relatively little movement.

Despite this, the workforce shows strong overall stability, with 49% of staff having served for more than five years and some remaining in post for over 25 years, demonstrating significant loyalty and commitment within the organisation.

These higher figures above also reflect a cost-led staffing reorganisation which took place this academic year, resulting in a small number of redundancies and the ending of several temporary contracts.

### Balanced budget

Despite the ongoing challenges and pressures on school budgets, the staffing restructure, in conjunction with strong cost control measures, allowed the Trust to end the year in a positive income position. The additional revenue surplus generated will enable the school to continue to support several significant capital projects that have been identified as priority works within its Good Estates Management Strategy (GEMS), including a 15% contribution to replacement roofs. It will also help fund the additional Teacher and Support Staff pay awards applicable from 2025-26 onwards.

# TEACH Poole

## Trustees' Report

Achievements and Performance (including Key Performance Indicators) (continued)

### Data Protection Audit

Handsam, as the Data Protection Officer (DPO) for the TEACH Multi-Academy Trust, reviewed the Trust's data protection practices, policies, and training. Overall, TEACH has appropriate procedures in place, with data protection policies being up to date and training compliance completed on an ongoing basis.

Key findings include:

The Data Protection Policy is current and regularly reviewed. Data Breaches are accurately recorded on the Trust register. Subject Access Request levels are typical for the Trust's size. Nearly all GDPR and Cyber Security training is complete. Cyber Essentials accreditation is recommended, but meanwhile, visits in September 2024 showed excellent compliance across all four schools and Poole SCITT, with minor trust-level actions identified.

Recommendations include:

- Downgrading ICO registration tier,
- Reviewing training completion across platforms,
- Ensuring DPIA for Arbor is reviewed,
- Acting on the Cyber Security audit,
- Considering Cyber Essentials certification.

The Trust demonstrates strong compliance and engages effectively with Handsam as DPO advisors.

### UNICEF rights respecting awards

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

### Successful Conditions Improvement Fund bid

The Conditions' Improvement Fund (CIF) is a government initiative that provides capital funding to schools to address significant estates issues. In line with our Good Estates Management Strategy (GEMS), in 2024-25, the Trust submitted applications to replace the failing roofs at both Canford Heath Infant School and Canford Heath Junior School. Competition for CIF is intense, and the Trust was delighted to be awarded funding of £1.5 million to cover both projects. Works are currently underway and are due for completion in November 2025.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (including Key Performance Indicators) (continued)

#### Activities Week

Activities Week at both Junior Schools was a resounding success, offering our Year 6 pupils a rich and memorable experience to mark the end of their primary school journey. Thanks to the strategic use of Sports Premium funding and generous contributions from the PTA, we were able to offer the full week of activities at a significantly subsidised cost of just £95 (£35 for those eligible for pupil premium funding), ensuring accessibility for all families. The week featured a diverse programme including a trip to Paulton's Park, water sports at Hamworthy Park, an overnight camp, and a visit to Splashdown, all carefully planned to maximise engagement and enjoyment. The impact of the week was evident in our leavers' assembly, where both children and staff shared heartfelt reflections and highlights from the week.

#### Musical achievements

##### Curriculum

Our Music Director has continued to oversee the music lessons across the Trust on a two-week timetable, to support teacher confidence and continue to drive the high expectations across the department.

During the lessons, she demonstrated expectations for the teachers, in preparation for them leading their own class sessions the following week, and this worked as an effective form of CPD. This arrangement has really supported teachers in becoming more confident and knowledgeable about teaching music and most teachers are now leading weekly lessons.

Instrumental provision within the Trust has continued to grow and we have around 400 children having instrumental lessons, provided by nine visiting peripatetic teachers.

##### Enrichment

We were awarded Music Mark status for a fifth year running by Sound Storm, for the contribution and commitment to music within our Trust.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (including Key Performance Indicators) (continued)

#### Events

- We celebrated the TEACH Trust 10th anniversary by writing and performing our very own song as a Trust.
- In November, many of our Junior choirs took part in an African Armonico concert at The Lighthouse.
- Our Christmas Carol concerts took place at the local churches with record number of children attending each event.
- Our choirs were invited back to sing at the Diverse Abilities Carol Concert at St Peters church in Bournemouth.
- Some of our children successfully auditioned for the Sound Storm Elevate and Create online project and took part in the online orchestras.
- All four choirs visited many different local nursing homes throughout the year to sing Christmas songs, perform their nativities, and give a summer sing along.
- Ali Dos Santos returned into Canford Heath Infant School and Ad Astra Infant School as our Sound Storm Infant Schools' Musician in Residence.
- The Jolly Music scheme of work has now been up and running for the whole of the infant schools for the year and has been received very well by teachers and children. It focuses a lot more of specific music skills and knowledge.
- Live and Inspired concerts took place in each of the Junior schools. This involved a group of musicians called Scraper, Banger and Twanger, who performed live to the whole school, demonstrating different genres of music and instruments.
- Some of our Junior choir children visited St Peters church in Bournemouth and took part in a choral singing workshop.
- Our Junior choirs were also invited to take part in a concert at the Lighthouse performing with Grammy-nominated, British vocal ensemble, VOCES8.
- All our year 3 children visited the Lighthouse theatre to take part in a Bournemouth Symphony Children's Concert, performing a world premiere piece with many other schools.
- In May, year 4 launched their Djembe African drumming topic by having a day workshop with Cheikh, a local drummer using our SoundStorm subscription funds.
- Both of our Junior schools each held a wonderful Senior Citizens Afternoon Tea, each welcoming over 80 guests, who played games, watched performances and interacted with the children.
- To continue to build our relationships with our local Secondary schools, we took our orchestra members and some Pupil Premium children from both our Junior schools to watch a dress rehearsal of 'Oliver the musical' at Magna Academy.
- The Junior choirs sang at the Poole School Music Association Carol Concert with 11 other schools, which was held at the Lighthouse.
- Each of our Year 4 classes performed a wonderful show of Winter Wonderland songs to parents.
- Some of our choirs helped to celebrate the 50th anniversary of Canford Heath Library by singing to the public and the mayor.
- Our Year 6 children at each Junior School had a busy final term performing their Leavers' Play and Leavers' assembly.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (including Key Performance Indicators) (continued)

- In June, our year 6 pupils from both schools enjoyed working alongside 'The Rap Man'. Using funds from our SoundStorm subscription they all worked alongside each other to write a school rap.
- In July we took part the St Edwards Fringe Festival. We took over 100 children from our two Junior school choirs, our joint Junior Jumbie pan band and our folk band to perform to the public.
- We also took part in the Sound Storm 20th anniversary concert at the Lighthouse in Poole. 19 schools came together to demonstrate all the achievements and successes that Sound Storm have created. Our samba band, orchestra and several other instrumentalists took part.

### Instrument lessons

We have nine peripatetic teachers who visit the school and offer lessons on 14 different instruments. To improve pupil life chances and experiences, the TEACH Trust continues to allow pupils who are eligible for free school meals to be subsidised for annual musical tuition with peripatetic music teachers.

### Music clubs

The following clubs took place weekly:

Junior schools	Infant schools
Choirs x 4	Each Junior school has their own choir which runs at lunchtime
Samba Band	Held at Haymoor Junior School after school For both Junior schools
Orchestra	Held at Canford Heath Junior School For both Junior schools
Jumbie Pan x 2	Held at each Junior School For both Junior schools
Folk band	Held at Haymoor Junior School For both Junior schools
Boys' choir	This is a pop-up club that takes place a month before the Christmas concerts

### Sporting achievements

Sport has continued to be a high priority for schools within the TEACH Trust and PE budgets and Sports Premium funding is spent wisely on aspects of school sporting life that will make the biggest impact. As well as employing two specialist PE teachers across both junior schools, both infant schools have continued to invest significantly in the development of physical education and healthy lifestyle education, including PE Leads reviewing and writing new and improved lesson plans for indoor and outdoor PE across the school throughout last year.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (including Key Performance Indicators) (continued)

#### Haymoor Junior School

Haymoor Junior School were delighted and proud to have been awarded the Platinum School Games Mark, this is the highest award you can achieve! This was achieved due to the evidence we could submit that demonstrated how we place inclusive and enjoyable competition at the heart of their PE and school sport offer. Every child had the opportunity to take part in one inter-school event this year. These ranged from house and class-based competitions to multi-skill festivals and adapted School Games formats. Across all events, the focus remained firmly on enjoyment, personal challenge, and displaying the School Games Values of teamwork, determination, and respect.

Our Young Sports Leaders played a vital role in the organisation of events throughout the year. As a team, they created weekly personal challenges to promote active lunchtimes, helped plan and run our Sports Days, and supported younger pupils during intra competitions. Their hard work and enthusiasm were rewarded with all Leaders earning their Bronze Ambassador Award.

The school's approach to competition remains firmly rooted in participation and enjoyment. Lunchtime leagues introduced this year were designed to boost confidence, using non-elimination and rotating team formats that helped pupils feel safe and supported. This, alongside our ongoing use of "Beat Your Personal Best" activities, ensured that all pupils could experience success on their own terms. In a weekly assembly, sporting awards were given for the "personal best" activities and external sporting successes were shared in celebration assemblies.

Extra-curricular participation has continued to grow, with lunchtime and after-school clubs remaining extremely popular. Thanks to the support of staff, around 30 lunchtime clubs were offered each term, all open to every year group. Lunchtime clubs are supervised by staff but led by pupils, creating a fantastic sense of ownership. After school, children could choose from a wide variety of activities run by teachers and external coaches, many of which were free of charge. These clubs not only promoted enjoyment and skill development but also supported wider participation in competitive events. At Haymoor, we took great pride in offering a wide range of clubs that gave every child the opportunity to take their first step into sport. We ensured that children from all backgrounds were able to access new experiences, develop their skills, and build confidence in a supportive environment. Our aim was to inspire a love of sport that could grow into a lifelong passion.

Haymoor were once again fully involved in the SGO competition and festival programme, with a strong focus on SEND and Pupil Premium pupils. All children in these groups were offered at least one opportunity to take part in a festival this year, with pupils attending football leagues, cross country, competition, swimming Galas, and Athletic events. Feedback from both pupils and staff highlighted the fun and sense of belonging these events offered. In addition, we continued our strong commitment to the PEDSSA leagues and competitions, entering boys' and girls' football teams, friendly festivals for B and C teams, and cross-country and athletics events.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (including Key Performance Indicators) (continued)

This year, Haymoor teams reached three County Finals — in Indoor Athletics, U11 Football, and Handball — with the Handball team going on to win their competition. These achievements reflect not only the talent and determination of our pupils, but also the supportive systems we have in place. The programme is fully backed by senior leaders and continues to inspire high levels of engagement and pride across the school.

Our Year 6 cohort had the opportunity to experience a range of outdoor and adventurous activities during their Activities Week, including paddleboarding, kayaking, rock climbing, indoor caving and archery. Despite living near the sea, this was a first-time experience for many of the children. This was made possible in part through the support of the Sports Premium funding. In swimming, 85% met the National requirements and 85% of pupils were able to perform safe self-rescue in different water-based situations.

### Canford Heath Junior School

In 2024-2025, we were awarded our Platinum school games mark after receiving 4 consecutive gold awards, recognising our continued commitment to maintaining high levels of participation in school sport and sporting opportunities for all our pupils. This puts us in the top 20% of primary schools nationally for PE. The School Games programme focused on SEND and disadvantaged groups' opportunities and 'B' & 'C' teams to maximise opportunities for young people, with Poole and East Dorset School Sport Association providing 'A' team competition. We successfully completed B and C team fixtures in both boys' and girls' football and attended seven different specific SEND and disadvantaged group events. Our Panathlon team came 3rd overall in the Poole Schools event and 2nd place in Ten Pin Bowling. 100% of our SEND children have participated in at least two, level one (intra-school) festivals/competitions from School Games sports days, cricket, football, indoor athletics, quadkids, multi-skills, badminton & orienteering. Again, each School Games Sports Day was fully inclusive in the activities round.

Again, 100% of children across the school participated in at least one level 2 (inter-school) competition, with pupils representing the school in: cross-country, football - including girls' teams-, multi-sports, Panathlon, Ten Pin Bowling, Indoor Athletics, Handball, Quadkids, Track & Field & Cricket. The Year 5 and 6 Indoor Athletics team missed out on qualifying for the county finals by 1 point; the Year 5 and 6 football team reached the semi-finals of both the PEDSSA cup and the Dorset County Cup, losing to the eventual winners in both ties whilst they won the AFC Bournemouth Premier League Primary Stars competition and represented AFC Bournemouth at the national finals at Wolverhampton Wanderers' Molineux Stadium. Winning three games and drawing the fourth, the team qualified for the semi-finals, narrowly losing to Everton.

In girls' football, we reached the final of the PEDSSA Cup for the first time in nearly 20 years beating several schools who have a significant history in girls' football locally. Although, ultimately unsuccessful, the girls did very well in the competition, and it was a fantastic achievement for those involved.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (including Key Performance Indicators) (continued)

A change in the sport offering locally meant that the Poole quadkids competition was not held in 2025. However, in the Poole and East Dorset Athletics Championships, we finished 4th overall (Y6 Boys – 3rd, Y6 girls 2nd, Y5 girls 3rd) whilst our children won 14 medals, and we have five champions in their activity. Our relay teams finished in the top three at all age groups.

Due to a change in provider, no children completed the Bikeability qualification in this academic year. However, in 25/26 there will be opportunities for both year 5 and year 6 to participate, which allows us to move towards the level of successful participants previously achieved. During this year, our ten Primary Sport Pupil Ambassadors focused on increasing participation levels through leading physical activities at lunchtime, running the Active Lunchtimes Library and leading some of our inter-school events. They also successfully launched a morning fitness course for children to take part in when arriving at school.

We also participated in the national Active Lives Survey and again were awarded Gold level Healthy Schools award. We maintained community club links in karate and tag rugby, Mini Handball/Poole Phoenix Handball and Dodgeball with Team Theme. We launched additional clubs, linking up with The Fresh Air Club and DNA girls' football – organised by ex-student and AFC Bournemouth Women's footballer, Amber Treweek.

Active travel was highly successfully promoted through WOW tracking and SUSTRANS and a 3rd visit from inspirational ex-world scooter champion. We have consistently been in the top three Active Travel schools in the BCP area. We also took eight children from across the school to the Dorset School Games to participate in 'Active for 60' where the completed activities such as Archery, Tennis, Orienteering and Skateboarding.

In swimming, 91% met the National requirements and 93% of pupils were able to perform safe self-rescue in different water-based situations, an increase on levels from last year.

### Staff development and support

The CEO, Headteachers, Head of Curriculum and Standards (HOCS), Head of Inclusion and SEND (HOIS) and two subject specialist members of staff continue to be involved in delivering the teaching programme with our own Poole SCITT (School Centred Initial Teacher Training) to help ensure the Trust's high profile is maintained for potential early career recruits. The Head of Curriculum and Standards is the Poole SCITT Deputy Professional Coordinator, delivering a range of aspects of the taught course, including the Kingston University PGCE content. Poole SCITT continue to undertake quality assurance of the ECT program on behalf of the South-Central Teaching School Hub Appropriate Body. The Poole SCITT Professional Coordinator is an Ofsted inspector and brings this expertise to our SCITT and local partners.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (including Key Performance Indicators) (continued)

The weekly program of teacher training throughout 2024-25 focused on continuing to develop staff skills in inclusive practices and supporting pupil mental health through training in Trickbox, Teaching Assistant (TA) deployment, strategies to support children with dyslexia, strategies to support sensory regulation. Other weekly sessions focused on vocabulary and oracy, along with core subject expectations and the annual program of assessment tracking and standardisation.

INSET in February took the form of a range of workshops from which staff could choose a personalised menu. Options included:

- Communication training for leaders
- Speech Language and Communication Needs
- Coaching children in emotional health and wellbeing
- Engagement, assessment for learning and cognitive strategies
- Oracy
- Phonics
- Sensory regulation
- Use of IT
- Trauma-informed approaches and de-escalation
- Supporting children with dyslexia
- Sensory regulation

This approach also enabled support staff to access key training that had been successful as part of the weekly teacher training program.

The DfE continue to fund a limited range of National Professional Qualifications and three year-leaders successfully completed NPQs, one in each of NPQ Senior leadership, NPQ Leading Teaching, and NPQ Leading Literacy. Other nationally recognised qualifications achieved by staff include L3 Mental Health Workplace First Aider Qualification (both Junior Headteachers); Forest School Leadership (AAIS EYFS lead); HLTA status (one TA from AAIS and one TA from CHJS).

High Quality, DfE Accredited induction of Early Career Teachers (ECT) continues to be delivered through UCL with support for ECTs provided by trained in-school mentors. Two ECTs successfully completed their ECT induction in July 2025.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (including Key Performance Indicators) (continued)

A comprehensive range of specialist training has been undertaken by staff in the two Resource Bases, some delivered by Winchelsea, Linwood TSA, Outreach services and some by the TEACH Speech and Language Therapist herself. This includes

- Elklan SLCN training
- Peic-D
- Attention Autism
- Signalong
- Social Stories
- Sensory Circuits

Selected staff have also undertaken various training to ensure fulfilment of statutory responsibilities, such as:

- paediatric first aid training (required by all EYFS teachers and support staff)
- intimate care
- Team TEACH de-escalation

The Headteachers and Head Of Curriculum and Standards (HOCS) attended the Bryanston Education Summit, which featured a range of inspirational keynote speakers and workshops, one of whom will deliver whole school CPD for TEACH in 2025-26.

An online counselling and support service remains available for all staff and their families to access. Staff surveys continue to be overwhelmingly positive – both in-house and as shown by Ofsted staff surveys.

### Communication and relationships with parents

This year the Trust has been able to meet face to face with the members of the Parent Forum on two occasions. Parental feedback continues to be ongoing throughout the year, and feedback is always well-received.

Parent workshops were organised to help parents make an effective contribution to their children's learning. To improve parental attendance at workshops, different times were offered across the Trust following parental questionnaire feedback. The Trust is now trialling a new way to further improve parental attendance at workshops and information events by holding multiple workshops on one evening and offering a creche for school aged children on this evening.

Parental feedback was extremely positive and encouraging again this year, and our websites continue to be well-used.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (including Key Performance Indicators) (continued)

#### Poole SCITT

Poole SCITT started the 2024-25 academic year with a healthier cohort of 25 trainees, including three on the Linwood Special Education pathway. One trainee quickly established that teaching was not for them and a further two trainees withdrew in the summer term due to their personal situations. A fourth trainee took a break and is due to complete their training in the Autumn term. A total of 21 trainees therefore successfully completed their training and qualified with QTS and PGCE.

Poole SCITT continued to be a well-regarded presence in the locality, supporting teacher development beyond the Initial Teacher Training remit. In conjunction with the South-Central Teaching School Hub, Poole SCITT continues to coordinate the Appropriate Body services for over 400 Early Career Teachers, works with all schools in the locality to support their engagement with ITT and to facilitate the National Professional Qualification for Leading Teacher Development. In addition, Poole SCITT was commissioned to provide End Point Assessment services for Level 6 Graduate Teacher Apprentices across the South West region.

#### Health and Safety

The Handsam three yearly external audit was completed in February 2025 and showed excellent achievements. All four TEACH Trust schools improved on their audit scores from the last audit in January 2022, scoring within the top 5% EdSafe scores awarded. Of these scores, two of our schools were awarded the highest all-time scores of 98.26% and 98.45%.

Audit actions plans are in place, and the Health & Safety administrator is ensuring that these are being reviewed and completed.

#### Outwards facing involvement in education

The TEACH Trust continues to offer a strong contribution to education from its involvement in several educational organisations.

We maintained a strong contribution to system leadership outside of the Trust through membership of key local working parties (Schools' Forum; moderator networks; BCP SEND development panels) to ensure good understanding of current effective practice and development of future policy and practice.

The schools themselves hosted several professionals from other schools to observe best practice and offer advice.

The CEO was also Chair of BCP Primary Headteachers Forum for the second year running.

#### Special school satellite provision

Canford Heath Junior School continues to provide two satellite units for Winchelsea Special School, which successfully support the special education of approximately 25 children on the Canford Heath Junior School site.

# TEACH Poole

## Trustees' Report

### Achievements and Performance (including Key Performance Indicators) (continued)

#### SCITT finance

Most of the SCITT's income is from trainee tuition fees obtained from The Student Loan Company in termly instalments for the delivery of teacher training. In addition, SCITT generates income by providing Early Career Teacher (ECT) accreditation and support packages to schools in the local area.

#### Employee consultation

The Trust worked collaboratively with the teaching and support staff Trade Unions during this year, and both the NEU and Unison engaged with the Trust during the staffing consultation period and met staff separately.

#### Going Concern

After making appropriate enquiries, the Board of Trustees has a reasonable expectation that the Academy Trust has adequate resources to continue in operational existence for the foreseeable future. For this reason it continues to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

#### Financial Review

Most of the Trust's income is obtained from the Department for Education in the form of recurrent grants, the use of which is restricted to particular purposes. The grants received from the Department for Education during the period ended 31 August 2025 are shown as restricted funds in the Statement of Financial Activities.

The Trust also receives grants for fixed assets from the Department of Education, which are shown in the Statement of Financial Activities as restricted income in the Fixed Asset Fund. The restricted fixed asset fund is reduced by annual depreciation charges over the expected useful life of the assets concerned.

During the year ended 31 August 2025, the Trust received total recurrent income (not including restricted fixed asset funds or restricted pension funds) of £10,077,020 (2024: £9,036,490) and incurred expenditure (not including fixed asset funds or pension reserves) of £9,846,781 (2024: £8,943,324). The in-year surplus for the year ended 31 August 2025 (not including restricted fixed asset funds or restricted pension funds) was £230,239 before transfer from restricted general funds to restricted fixed asset funds (2024: £93,166). The net cash movement for the year was an increase of £484,129 (2023: a decrease of £249,172).

The Trust recognises the impact that Teacher and Staff Pay Awards continue to have on its future financial position. It continues to monitor this situation closely and will take remedial action where required, including staffing restructures, to ensure all schools remain financially sustainable over the coming years.

# TEACH Poole

## Trustees' Report

### Reserves Policy

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

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

The Trustees and Senior Leadership Team identify the need for access to overall reserve funds held by the Trust and confirm that the use is consistent with the purpose of the reserve as described in its policy. Authorisation to use reserves of any kind is made by the Trustees at the Finance, Audit and Staffing Committee up to a cumulative maximum of £60,000. Use in excess of this is taken to the Trust Board. The Trustees have determined that the appropriate level of free reserves should be equivalent to one month's average payroll costs, currently £600,000. The Trustees review the reserve levels half termly during meetings. All reserves held by the TEACH Trust will be used to further the educational activities of the Trust.

As at 31 August 2025, the balances in the Trust's revenue funds were:

- Unrestricted (free) reserves of £1,003,344 (2024: £840,382)
- A restricted fixed asset fund of £13,879,241 (2024: £11,693,792), which can only be realised through disposal of tangible fixed assets
- A pension deficit of £nil (2024: £900,000)
- Other restricted funds of £993,066 (2024: £1,014,709)
- Total funds of £15,875,651 (2024: £12,648,883)

### Investment Policy

All monies within the Trust are currently held in current bank and short-term deposit notice accounts with interest received at standard bank rates. The Trust has maximised its investment in short term deposit accounts in 2024-25 and interest income generation has increased as a result.

Any investment options selected in the future will always be of very low risk to the Trust and will be compliant with DfE guidance.

# TEACH Poole

## Trustees' Report

### Principal Risks and Uncertainties

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

The internal audit function is designed to test that key risks have been identified and that mitigation strategies are in place and are robust. The 22 areas of risk on the 2024-25 Risk Register are assessed and reviewed at each committee and main Trust Board meeting. Each risk is either tolerated, treated, transferred, terminated, or take advantage of.

The categories of risk on the TEACH Risk Register are:

Budgetary Control;

Compliance;

Fraud;

Strategic Objectives;

Staffing;

and Safeguarding.

Risk Register information as at the end of August 2025		
Risk areas	Summary of risk areas	Number of risks as high / medium / low
Budgetary control	Overall financial control of budgets; financial reporting requirements; failure to admit sufficient pupils/trainees; rising numbers of SEND pupils with inadequate funding.	4 risks 2 medium - Failure to admit sufficient numbers of SCITT trainees - budgetary control due to increased staff and SEND costs due to inadequate BCP funding for SEND pupils 2 high - Failure to ensure that the Trust maintains overall financial control in relation to expenditure - Failure to admit sufficient pupils
Fraud	Cyber-security; fraud; theft and financial irregularity.	2 risks 2 low

# TEACH Poole

## Trustees' Report

Compliance	Compliance with employee legislation; compliance with financial reporting requirements; GDPR compliance; adequate insurance cover; skill of staff and Trustees.	5 risks 5 low
Strategic objectives	Failure to have a clear vision; failure to secure appropriate growth; failure to ensure adequate leadership capacity; failure to ensure IT capabilities are maintained; failure to achieve good pupil outcomes.	5 risks 2 low 3 medium <ul style="list-style-type: none"> <li>- Failure to secure appropriate growth</li> <li>- Failure to ensure enough leadership capacity</li> <li>- Failure to ensure IT capacity</li> </ul>
Staffing	Failure to cover absence of key staff; failure to ensure leaders have the required skills; failure to manage staff well-being and workload; failure to recruit high quality support staff.	4 risks 2 low 2 medium <ul style="list-style-type: none"> <li>- Failure to ensure leaders have the required skills</li> <li>- Failure to recruit high quality support staff</li> </ul>
Safeguarding	Failure to ensure that all staff and trainees are fully trained in safeguarding; failure to ensure Trust grounds and buildings are safe.	2 risks 1 low 1 medium <ul style="list-style-type: none"> <li>- Failure to ensure Trust grounds and buildings are safe.</li> </ul>

# TEACH Poole

## Trustees' Report

### Fundraising

The Trust has pro-active and supportive PTAs that carry out school and fundraising events with good success. Both the PTAs and the schools themselves have successfully raised funds through a range of events across the year and these funds have been used to support Trust operations and make donations to both local and national charities. We confirm that when fundraising:

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

Income from fundraising projects requested by the Trust, are used to benefit pupils directly and support the costs of resources, educational visits, and improvements to educational facilities.

Fundraising for local and national charities is decided by each of the School Councils.

### Plans for Future Periods

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

#### S01: High quality and Inclusive Education

- Continued development of a high-quality curriculum
- Continued improvement of pupils' mental health
- Growth of pupil numbers and expertise in Specialist Resource Bases
- Attendance levels at 96% or higher

#### S02: Relentless focus on school improvement

- Exceptional Ofsted grades at Ad Astra
- Exceptional Ofsted grades at Poole SCITT
- Consistently strong or exceptional practice across the Trust

#### S03: High performing working culture for all staff

- High levels of staff well-being, reflected in staff surveys
- High quality CPD and qualifications offered to staff
- Trust staff contributions to wider education
- High quality ECT support

# TEACH Poole

## Trustees' Report

### Plans for Future Periods (continued)

#### S04: Effective and efficient use of resources

- Three-year balanced budgets
- Introduction of GAG pooling to support smaller schools in the Trust
- Digital strategy commenced
- Completion of works agreed for CIF bid funding
- Sustainability strategy commenced
- Consistent and accurate funding from LA secured

#### S05: Governance

- Agreement of strategic direction and appropriate growth
- Succession planning preparation for key leaders
- Ongoing training and support for Trustees and Committees

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

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

### Auditor

Insofar as the Trustees are aware:

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

The Trustees' report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company directors, on 17 December 2025 and signed on the Board's behalf by:

*v. Arbon*

Mrs V Arbon

Chair of Trustees

# TEACH Poole

## Governance Statement

### Scope of Responsibility

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

As Trustees, we have reviewed and taken account of the guidance in DfE's Governance Guide.

The Board of Trustees has delegated the day-to-day responsibility to the Chief Executive Officer, as Accounting Officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between TEACH Poole and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

### Governance

The information on governance included here supplements that described in the Trustees' Report and in the Statement of Trustees' Responsibilities. The Board of Trustees has formally met six times during the year. Attendance during the year at meetings of the Board of Trustees was as follows:

<u>Trustee</u>	<u>Meetings attended</u>	<u>Out of a possible</u>
Mrs V Arbon (Chair)	6	6
Mrs K Lasbury-Carter (CEO)	5	6
Mr P Squire	6	6
Mr S Frampton	5	6
Mrs S Moore	4	6
Mr D Pawling	6	6
Mr P Taylor	5	6
Mr D Chown	6	6
Mrs F Perry	2	6
Mrs J Jeans (Vice Chair)	5	6
Mrs H Porter	5	6

# TEACH Poole

## Governance Statement

### Governance (continued)

#### Composition of the Board

Name	Position	Type	Term of office
Val Arbon	Trustee and Chair	Academy	Commenced April 2015
Katie Lasbury-Carter	CEO, Accounting Officer, and Trustee	Academy	Commenced April 2015
Paul Squire	Trustee	Academy	Commenced November 2019
Sean Frampton	Trustee	Academy	Commenced April 2018
Paul Taylor	Trustee	Academy	Commenced February 2021
Sandra Moore	Trustee	Academy	Commenced February 2021
David Pawling	Trustee	Academy	Commenced July 2021
Dean Chown	Trustee	Academy	Commenced October 2021
Fran Perry	Trustee	Academy	Commenced October 2022
Julie Jeans	Trustee and Vice Chair	Academy	Commenced May 2023
Hannah Porter	Trustee	Academy	Commence March 2024

The Trust Board have met six times in the year.

#### Aspects of the Board's work

The CEO and the Trust Board have worked together to set the strategic vision for the Trust, and this is set out in the Trust's new 3-year Strategic Plan 2024-2027 which was written and agreed by Trustees. Each year, the CEO reviews the strategic plan. This was reviewed in September 2025.

Children come first in every decision that is made in the TEACH Trust. To achieve this mission, we have the following five strategic objectives, which we aim to deliver every day.

The strategic objectives of TEACH are:

- High quality and Inclusive Education
- A relentless focus on school improvement
- High performing working culture for all staff
- Effective and efficient use of resources
- Governance

Our three-year plan sets out the key focus areas under each of these strategic objectives. These are reviewed by the CEO and shared with Trustees. As a Trust, we will continue to work together with the CEO to drive the strategic vision for our children so that they have the leadership, expertise, resources, and educational practice to secure the best possible outcomes for every single child in our Trust.

# TEACH Poole

## Governance Statement

Governance (continued)

### Conflicts of interest:

TEACH Poole maintains an up-to-date register of interests which is published on the school websites. Declarations of interests remains a standing item on all committee and board agendas.

### Governance reviews:

The Academy Trust handbook (2024) notes that the Trustees of an academy trust must apply the highest standards of conduct and ensure robust governance, as these are critical for effective financial management. Trusts should consider the features of high-quality governance as described in the trust quality descriptions. The Department of Education (DfE) have provided a range of tools available for the self-evaluation of Trust Boards, however, an objective independent external review of the effectiveness of the board can be a more powerful diagnostic tool than a self-evaluation and is encouraged by the DfE as part of a regular programme of review, or before a significant change to the organisation. An external governance review will enable the Board to provide reassurance to stakeholders and others that it takes its responsibilities seriously and is endeavouring to carry them out effectively. In academy trusts, proving this assurance to members is essential for the members to carry out their role (DfE 2021).

A review provides a Board with:

- an independent, objective view of its strengths and areas for improvement
- clear recommendations for future improvement
- an opportunity for the Board to review the strategic direction of the organisation and to evaluate the effectiveness of its processes and systems.

School Business Services were appointed by the Trustees to complete an external review of governance for 2023-24. The report was available in September 2024 and shared with Trustees.

### Committees

#### Finance, Audit and Staffing Committee

Finance

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

- Exercising responsibility for and oversight of the finances, assets and staff within the Trust and its Academies, including Poole SCITT.
- Overseeing internal control, ensuring risk management processes and audit functions are in place and fit for purpose and that an effective internal control environment is established across the Trust and its Academies and ITT provision.
- Reporting its findings annually to the Board of Trustees as a critical element of the Trust's annual reporting requirements.
- Monitor levels of need and provision for Pupil Premium (Free School Meals/Service pupils/Looked After Children).
- Agree a Trust Lettings Policy.
- To establish funding arrangements for the Trust and its Academies, including Poole SCITT.

# TEACH Poole

## Governance Statement

### Governance (continued)

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

# TEACH Poole

## Governance Statement

### Governance (continued)

#### Audit and Risk

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

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

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

# TEACH Poole

## Governance Statement

### Governance (continued)

#### Staffing

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

Attendance at meetings in the year was as follows:

Trustee attended	Meetings	Out of a possible
Paul Squire	5	6
Katie Lasbury-Carter	5	6
Sean Frampton	6	6
Paul Taylor	5	6
Dean Chown	5	6

# TEACH Poole

## Governance Statement

### Review of Value for Money

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

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

- Following the rules and regulations set down in the Academies Trust Handbook.
- Securing high quality financial leadership.
- Interrogating monthly management accounts and monitoring actual performance against budget to ensure that funds are being spent efficiently and areas of concern are addressed on a timely basis.
- Undertaking a staff restructuring exercise to ensure that staffing models are financially viable, appropriate and in line with Trust strategies.
- Maximising opportunities to increase High Need Block funding allocations.
- Completing value for money evaluation on all contracts and secure savings. In 2024-25, savings were achieved on IT infrastructure and hardware procurement, the Trust's Management Information System (MIS) and parental communication system, MFD copiers and printers, and Washroom refurbishments.
- Using the Regional Schools Buying Hub and Department of Education's procurement frameworks to ensure smarter buying to meet areas of cost and compliance. In 2024-25, Get Help Buying for Schools provided procurement advice in respect of tenders for MFD copier contracts, and contract catering.
- Implementing a comprehensive maintenance plan and long-term asset management plan to ensure that its estate is safe and managed effectively in terms of financial efficiency and sustainability. In 2024-25, the Trust invested in new heating pumps and committed a 15% contribution to the CIF roof projects to support sustainability issues. All estates contracts are always considered alongside a value for money evaluation.
- Using a comprehensive system to ensure the estates are compliant and safe for all personnel, which includes regular monitoring, reporting and evidenced-compliance checks.

### The Purpose of the System of Internal Control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of Academy Trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in TEACH Poole for the period 1 September 2024 to 31 August 2025 and up to the date of approval of the annual report and financial statements.

# TEACH Poole

## Governance Statement

### Capacity to Handle Risk

The Board of Trustees has reviewed the key risks to which the Academy Trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Trustees is of the view that there is a formal on-going process for identifying, evaluating and managing the Academy Trust's significant risks that has been in place for the period 1 September 2024 to 31 August 2025 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees.

### The Risk and Control Framework

The Academy 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:

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of Trustees
- regular reviews by the Finance, Audit and Staffing Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes
- setting targets to measure financial and other performance
- clearly defined purchasing (asset purchase or capital investment) guidelines
- identification and management of risks

The Board of Trustees has considered the need for a specific internal audit function and has decided not to appoint an auditor for this purpose. However, the Trustees have appointed a series of internal reviewers including Handsam and Secure Schools, to carry out a programme of internal checks.

The reviewers' role includes giving advice on financial matters and performing a range of checks on the Academy Trust's financial systems.

In particular, the checks carried out in the current period included:

- Review of Data Protection & GDPR compliance
- Review of Health & Safety compliance
- Ongoing review of Cyber Security

The internal reviewers reported to the Board of Trustees, through the Finance, Audit and Staffing Committee, on the operation of the systems of control and on the discharge of the Board of Trustees' financial responsibilities and prepare an annual summary report to the committee outlining the areas reviewed, key findings, recommendations, and conclusions to help the committee consider actions and assess year on year progress.

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

# TEACH Poole

## Governance Statement

### Review of Effectiveness

As Accounting Officer the Chief Executive Officer has responsibility for reviewing the effectiveness of the system of internal control. During the year in question the review has been informed by:

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

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Finance, Audit and Staffing Committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

### Conclusion

Based on the advice of the Finance, Audit and Staffing Committee and the Accounting Officer, the Board of Trustees is of the opinion that the Academy Trust has an adequate and effective framework for governance, risk management and control.

Approved by order of the members of the Board of Trustees on 17 December 2025 and signed on its behalf by:

v.arbon



Mrs V Arbon  
Chair of Trustees

Mrs K Carter  
Accounting Officer

# TEACH Poole

## Statement of Regularity, Propriety and Compliance

As Accounting Officer of TEACH Poole I confirm that I have had due regard to the framework of authorities governing regularity, propriety and compliance, including the Academy Trust's funding agreement with DfE, and the requirements of the Academy Trust Handbook, including responsibilities for estates safety and management. I have also considered my responsibility to notify the Academy Trust Board of Trustees and DfE of material irregularity, impropriety and non-compliance with terms and conditions of all funding, including for estates safety and management.

I confirm that I and the Academy Trust Board of Trustees are able to identify any material irregular or improper use of all funds by the Academy Trust, or material non-compliance with the terms and conditions of funding under the Academy Trust's funding agreement and the Academy Trust Handbook 2024.

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



Mrs K Carter  
Accounting Officer  
17 December 2025

# TEACH Poole

## Statement of Trustees' Responsibilities

The Trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Trustees' Report and the financial statements in accordance with the Academies Accounts Direction published by the Department for Education, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

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

- select suitable accounting policies and then apply them consistently
- observe the methods and principles in the Charities SORP 2019 and the Academies Accounts Direction 2024 to 2025
- make judgments and accounting estimates that are reasonable and prudent
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business

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

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

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

Approved by order of the members of the Board of Trustees on 17 December 2025 and signed on its behalf by:

*v.arbon*

Mrs V Arbon  
Chair of Trustees

# TEACH Poole

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

### Opinion

We have audited the financial statements of TEACH Poole ('the charitable company') for the year ended 31 August 2025 which comprise the Statement of Financial Activities (including the Income and Expenditure Account), the Balance Sheet, the Statement of Cash Flows, and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019, and the Academies Accounts Direction 2024 to 2025 issued by the Department for Education.

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2025 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006; and
- have been properly prepared in accordance with the Charities SORP 2019 and Academies Accounts Direction 2024 to 2025.

### Basis for opinion

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

### Conclusions relating to going concern

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

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

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

# TEACH Poole

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

### Other information

The Trustees are responsible for the other information. The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. It includes the Reference and Administrative Details, the Trustees' Report (including the Strategic Report), and the Governance Statement. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

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

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

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

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

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

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

- adequate accounting records have not been kept or returns adequate for our audit have not been received from branches not visited by us;
- the financial statements are not in agreement with the accounting records and returns;
- certain disclosures of Trustees' remuneration specified by law are not made; or
- we have not obtained all the information and explanations necessary for the purposes of our audit.

# TEACH Poole

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

### Responsibilities of the Trustees

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

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

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

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue a Report of the Independent Auditors that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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

- We obtained an understanding of the legal and regulatory frameworks that are applicable to the Academy Trust, and the sector in which it operates. These include but are not limited to compliance with the Companies Act 2006, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019, the Academy Trust Handbook 2024, and the Academies Accounts Direction 2024 to 2025.
- We obtained an understanding of how the Academy Trust is complying with these frameworks through discussions with management.

# TEACH Poole

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

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

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: [www.frc.org.uk/auditorsresponsibilities](http://www.frc.org.uk/auditorsresponsibilities). This description forms part of our Independent Auditor's Report.

### Use of our report

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

*M Cooper*

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

18 Dec 2025  
Date .....

# TEACH Poole

## Independent Reporting Accountant's Assurance Report on Regularity to TEACH Poole and the Secretary of State for Education

In accordance with the terms of our engagement letter dated 1 September 2025 and further to the requirements of the Department for Education (DfE), as included in the extant Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts, we have carried out an engagement to obtain limited assurance about whether anything has come to our attention that would suggest, in all material respects, the expenditure disbursed and income received by TEACH Poole during the period 1 September 2024 to 31 August 2025 have not been applied to the purposes intended by Parliament and that the financial transactions do not conform to the authorities which govern them.

This report is made solely to TEACH Poole and the Secretary of State for Education in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to TEACH Poole and the Secretary of State for Education 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 TEACH Poole and the Secretary of State for Education, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of the Accounting Officer of TEACH Poole and the reporting accountant  
The Accounting Officer is responsible, under the requirements of TEACH Poole's funding agreement with the Secretary of State for Education and the Academy Trust Handbook 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 extant Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts. 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 2024 to 31 August 2025 have not been applied for the purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

# TEACH Poole

## Independent Reporting Accountant's Assurance Report on Regularity to TEACH Poole and the Secretary of State for Education

### Approach

We conducted our engagement in accordance with the Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts issued by DfE, which requires a limited assurance engagement as set out in our engagement letter.

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

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

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

The work undertaken to draw to our conclusion includes:

- Consideration as to whether prior approval was sought from the Secretary of State where it is required by the Academy Trust Handbook (effective from 1 September 2024) (ATH).
- Review of any special payments to staff, including compromise agreements, to consider whether prior approval was sought where required by the ATH and that any payments are in line with the severance guidance published by DfE.
- Consideration as to whether any borrowings have been made in accordance with the ATH.
- Review of any ' minded to' letters or Notices to Improve which have been issued to the Academy Trust.
- Review of any transactions with related parties to ensure that they have been carried out in accordance with the ATH.
- Review of governance arrangements to determine whether the requirements of the ATH have been met.
- Review of the Academy Trust's internal controls, including whether the general control environment has regard to the regularity of underlying transactions, including fraud management.
- Review of the Academy Trust's procurement policies to determine effectiveness and testing a sample of purchases to confirm that the policies have been correctly implemented.
- Identifying any conditions associated with specialist grant income and determining whether it has been spent as the purposes intended.

# TEACH Poole

## Independent Reporting Accountant's Assurance Report on Regularity to TEACH Poole and the Secretary of State for Education

### Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period 1 September 2024 to 31 August 2025 has not been applied for the purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

*M Cooper*

M Cooper ACA  
Reporting Accountant  
Hopper Williams & Bell Limited  
Chartered Accountants  
Highland House, Mayflower Close, Chandlers Ford, Eastleigh, SO53 4AR

18 Dec 2025

Date .....

# TEACH Poole

## Statement of Financial Activities for the year ended 31 August 2025 (including Income and Expenditure Account)

	Note	Un-restricted funds	Restricted General Funds	Restricted Pension Funds	Restricted Fixed Asset Funds	2024/25 Total	2023/24 Total
Income and endowments from:							
Donations and capital grants	2	22,751	-	-	2,606,445	2,629,196	603,177
Other trading activities	4	237,073	114,886	-	-	351,959	392,673
Investments	5	42,011	-	-	-	42,011	29,904
Charitable activities:							
Funding for the academy trust's educational operations	3	-	9,660,299	-	-	9,660,299	8,581,821
<b>Total</b>		<b>301,835</b>	<b>9,775,185</b>		<b>2,606,445</b>	<b>12,683,465</b>	<b>9,607,575</b>
Expenditure on:							
Charitable activities:							
Academy trust educational operations	7	138,873	9,707,908	(102,000)	509,916	10,254,697	9,417,405
Net income / (expenditure)		162,962	67,277	102,000	2,096,529	2,428,768	190,170
Transfers between funds	16	-	(88,920)	-	88,920	-	-
Other recognised gains / (losses):							
Actuarial gains on defined benefit pension schemes	25	-	-	798,000	-	798,000	357,000
Net movement in funds		162,962	(21,643)	900,000	2,185,449	3,226,768	547,170
Reconciliation of funds							
Total funds brought forward		840,382	1,014,709	(900,000)	11,693,792	12,648,883	12,101,713
<b>Total funds carried forward</b>		<b>1,003,344</b>	<b>993,066</b>		<b>13,879,241</b>	<b>15,875,651</b>	<b>12,648,883</b>

The notes on pages 53 to 77 form part of these financial statements.

# TEACH Poole

## Balance Sheet as at 31 August 2025

Company Number 09484306

	Note	2025	2025	2024	2024
		£	£	£	£
Fixed assets					
Tangible assets	12		12,860,249		11,622,956
Current assets					
Debtors	13	1,348,054		390,861	
Investments	14	531,175		514,999	
Cash at bank and in hand		2,273,411		1,789,282	
		4,152,640		2,695,142	
Liabilities					
Creditors: Amounts falling due within one year	15	(1,137,238)		(769,215)	
Net current assets			3,015,402		1,925,927
Total assets less current liabilities			15,875,651		13,548,883
Defined benefit pension scheme liability	25			-	(900,000)
Total net assets			15,875,651		12,648,883
Funds of the academy trust:					
Restricted funds					
Fixed asset fund	16	13,879,241		11,693,792	
Restricted income fund	16	993,066		1,014,709	
Pension reserve	16	-		(900,000)	
Total restricted funds			14,872,307		11,808,501
Unrestricted income funds	16		1,003,344		840,382
Total funds			15,875,651		12,648,883

The financial statements on pages 50 to 77 were approved by the Trustees and authorised for issue on 17 December 2025 and are signed on their behalf by:

*v.arbon*

Mrs V Arbon  
Chair of Trustees

The notes on pages 53 to 77 form part of these financial statements.

# TEACH Poole

## Statement of Cash Flows for the year ended 31 August 2025

	Note	2025 £	2024 £
Cash flows from operating activities			
Net cash provided by (used in) operating activities	20	87,360	(55,943)
Cash flows from investing activities	21	396,769	(193,229)
Change in cash and cash equivalents in the reporting period		<u>484,129</u>	<u>(249,172)</u>
Cash and cash equivalents at 1 September 2024		1,789,282	2,038,454
Cash and cash equivalents at 31 August 2025	22	<u>2,273,411</u>	<u>1,789,282</u>

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 1 Accounting policies

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

#### Basis of Preparation

The financial statements of the Academy Trust, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2024 to 2025 issued by DfE, the Charities Act 2011 and the Companies Act 2006. The financial statements are prepared in sterling which is the functional currency of the Academy Trust and are rounded to the nearest £1.

#### Going Concern

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

#### Income

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

- Donations

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

- Grants

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

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

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

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### Income (continued)

- Other Income

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

- Donated goods, facilities and services

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

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

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

### Expenditure

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

- Charitable Activities

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

All resources expended are inclusive of irrecoverable VAT.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### Tangible Fixed Assets

Assets costing £1,500 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the Balance Sheet at cost and depreciated over their expected useful economic life. Where there are specific conditions attached to the funding requiring the continued use of the asset, the related grants are credited to a restricted fixed asset fund in the Statement of Financial Activities and carried forward in the Balance Sheet. Depreciation on the relevant assets is charged directly to the restricted fixed asset fund in the Statement of Financial Activities.

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

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

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

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

### Liabilities

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

### Provisions

Provisions are recognised when the Academy Trust has an obligation at the reporting date as a result of a past event which it is probable will result in the transfer of economic benefits and the obligation can be estimated reliably.

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

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### Leased Assets

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

### Current asset investments

Current asset investments comprise fixed term bank deposits. These investments are classified as a basic financial instrument and are measured at amortised cost.

### Financial Instruments

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

#### Financial assets

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

#### Cash at bank

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

#### Financial liabilities

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

#### Taxation

The Academy Trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes.

Accordingly, the Academy Trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by part 11, chapter 3 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### Pensions Benefits

Retirement benefits to employees of the Academy Trust are provided by the Teachers' Pension Scheme ('TPS') and the Local Government Pension Scheme ('LGPS'). These are defined benefit schemes.

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

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

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

A defined benefit plan asset is recognised only to the extent that the Academy Trust expects to be able to recover the surplus either through reduced contributions in the future or through refunds from the plan.

### Fund Accounting

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

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

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

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### Critical accounting estimates and areas of judgement

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

### Critical accounting estimates and assumptions

The Academy Trust makes estimates and assumptions concerning the future. The resulting accounting estimates and assumptions will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions will impact the carrying amount of the pension liability. Furthermore, a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2022 has been used by the actuary in valuing the pensions liability at 31 August 2025. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

The assumptions used are disclosed in note 25.

### Critical areas of judgement

A defined benefit plan asset of £1,311,000 (2024: £nil) has not been recognised as the Academy Trust does not expect to be able to recover the surplus either through reduced contributions in the future or through refunds from the plan. There are no other critical areas of judgement.

## 2 Donations and capital grants

	Unrestricted funds	Restricted funds	2024/25 Total	2023/24 Total
	£	£	£	£
Capital grants	-	1,558,709	1,558,709	175,427
Donated fixed assets	-	1,047,736	1,047,736	395,658
Other donations	22,751	-	22,751	32,092
	22,751	2,606,445	2,629,196	603,177
Total 2024	32,092	571,085	603,177	

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

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

	Unrestricted funds £	Restricted funds £	2024/25 Total £	2023/24 Total £
DfE grants				
General Annual Grant (GAG)	-	6,738,461	6,738,461	6,470,363
Pupil Premium	-	463,068	463,068	446,524
UIFSM	-	248,533	248,533	235,544
Rates reclaim	-	35,045	35,045	32,622
PE and sports grant	-	76,510	76,510	76,540
Mainstream schools additional grant	-	-	-	221,331
Teachers' pay grant	-	115,368	115,368	102,196
Teachers' pension grant	-	139,875	139,875	70,902
Core schools budget grant	-	242,867	242,867	-
National insurance contributions grant	-	60,348	60,348	-
Other DfE grants	-	5,600	5,600	80,442
	<hr/>	<hr/>	<hr/>	<hr/>
	-	8,125,675	8,125,675	7,736,464
Other government grants				
Local authority grants	-	1,191,458	1,191,458	593,799
Other income from the Academy Trust's educational operations	-			
Other income	-	343,166	343,166	251,558
	<hr/>	<hr/>	<hr/>	<hr/>
	-	9,660,299	9,660,299	8,581,821
Total 2024	-	8,581,821	8,581,821	

### 4 Other trading activities

	Unrestricted funds £	Restricted funds £	2024/25 Total £	2023/24 Total £
Hire of facilities	11,805	60,000	71,805	71,500
Trip income	-	30,700	30,700	71,019
Other trading income	225,268	24,186	249,454	250,154
	<hr/>	<hr/>	<hr/>	<hr/>
	237,073	114,886	351,959	392,673
Total 2024	251,716	140,957	392,673	

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 5 Investment income

	Unrestricted funds £	Restricted funds £	2024/25 Total £	2023/24 Total £
Short term deposits	42,011	-	42,011	29,904
Total 2024	29,904	-	29,904	

### 6 Expenditure

	Staff costs £	Non Pay Expenditure		2024/25 £	2023/24 £
		Premises £	Other £		
Academy's educational operations:					
Direct costs	7,107,880	-	450,198	7,558,078	6,752,264
Allocated support costs	1,155,534	475,584	1,065,501	2,696,619	2,665,141
	8,263,414	475,584	1,515,699	10,254,697	9,417,405
Total 2024	7,254,721	649,115	1,513,569	9,417,405	

Net income/(expenditure) for the period includes:

	2024/25 £	2023/24 £
Operating lease rentals	25,288	12,470
Depreciation	447,879	394,472
(Gain)/loss on disposal of fixed assets	2,231	608
Fees payable to auditor for:		
Audit	12,550	12,130
Other services	5,610	5,695

Included within expenditure are the following transactions:

	Total £	Individual items above £5,000	
		Amount £	Reason
Gifts made by the Academy Trust	642	-	-

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 7 Charitable activities

	2024/25	2023/24
	Total	Total
	£	£
Direct costs – educational operations	7,558,078	6,752,264
Support costs – educational operations	2,696,619	2,665,141
	<hr/>	<hr/>
	10,254,697	9,417,405

#### Analysis of support costs:

	Educational operations	2024/25	2023/24
	Total	Total	Total
	£	£	£
Support staff costs	1,155,534	1,155,534	989,198
Depreciation	447,879	447,879	394,472
Premises costs	475,584	475,584	649,115
Other support costs	566,534	566,534	551,719
Governance costs	51,088	51,088	80,637
Total support costs	<hr/>	2,696,619	2,665,141
Total 2024	<hr/>	2,665,141	2,665,141

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 8 Staff

#### a) Staff costs and employee benefits

Staff costs during the period were:

	2024/25	2023/24
	£	£
Wages and salaries	6,184,842	5,569,710
Social security costs	558,238	451,191
Pension costs	<u>1,433,175</u>	<u>1,212,632</u>
	8,176,255	7,233,533
Agency staff costs	32,563	4,439
Other staff costs	25,704	16,749
Staff restructuring costs	<u>28,892</u>	<u>-</u>
	<u>8,263,414</u>	<u>7,254,721</u>

Staff restructuring costs comprise:

Redundancy payments	28,892	-
	<u>28,892</u>	<u>-</u>

#### b) Staff numbers

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

	2024/25	2023/24
	No.	No.
Teachers	69	69
Administration and support	169	152
Management	<u>16</u>	<u>14</u>
	<u>254</u>	<u>235</u>

#### c) Higher paid staff

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

	2024/25	2023/24
	No.	No.
£60,001 - £70,000	4	5
£70,001 - £80,000	1	1
£80,001 - £90,000	1	-
£130,001 - £140,000	1	1

#### d) Key management personnel

The key management personnel of the Academy Trust comprise the Trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the Academy Trust was £911,677 (2024: £846,557).

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 9 Related Party Transactions – Trustees' remuneration and expenses

One or more Trustees has been paid remuneration or has received other benefits from employment with the Academy Trust. Remuneration is only paid in respect of services provided undertaking staff roles under contracts of employment.

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

		2024/25	2023/24
		£000	£000
Mrs K Carter (CEO)	Remuneration	130-135	135-140
	Employer's pension contributions paid	35-40	35-40

During the period ended 31 August 2025, travel and subsistence expenses totalling £211 were reimbursed or paid directly to one Trustee (2024: £307 to one Trustee).

### 10 Trustees' and officers' insurance

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

### 11 Central services

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

- Central Trust staff
- Financial services
- Human resources and payroll services
- Central administrative services
- Legal and professional services
- Education support services, including IT
- Risk management and compliance

The Academy Trust charges for these services on the basis of pupil numbers. The actual amounts charged during the year were as follows:

	2024/25	2023/24
	£	£
Ad Astra Infant School	217,500	202,416
Canford Heath Infant School	302,100	281,124
Canford Heath Junior School	398,760	371,088
Haymoor Junior School	290,016	269,880
	1,208,376	1,124,508

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 12 Tangible fixed assets

	Freehold Land and Buildings £	Furniture and Equipment £	Computer Equipment £	Total £
Cost				
At 1 September 2024	13,786,975	477,466	334,893	14,599,334
Additions	1,573,193	126,866	28,072	1,728,131
Disposals	(6,675)	(48,762)	(17,684)	(73,121)
At 31 August 2025	<u>15,353,493</u>	<u>555,570</u>	<u>345,281</u>	<u>16,254,344</u>
Depreciation				
At 1 September 2024	2,433,109	320,243	223,026	2,976,378
Charged in year	318,391	68,647	60,841	447,879
Disposals	(5,760)	(6,718)	(17,684)	(30,162)
At 31 August 2025	<u>2,745,740</u>	<u>382,172</u>	<u>266,183</u>	<u>3,394,095</u>
Net book values				
At 31 August 2024	11,353,866	157,223	111,867	11,622,956
At 31 August 2025	<u>12,607,753</u>	<u>173,398</u>	<u>79,098</u>	<u>12,860,249</u>

### 13 Debtors

	2024/25 £	2023/24 £
Trade debtors	7,466	17,409
VAT recoverable	33,813	29,943
Prepayments and accrued income	<u>1,306,775</u>	<u>343,509</u>
	<u>1,348,054</u>	<u>390,861</u>

Prepayments and accrued income includes £954,832 (2024: £nil) in respect of capital grants which are receivable from DfE.

### 14 Current asset investments

	2024/25 £	2023/24 £
Bank deposits	531,175	514,999

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 15 Creditors: amounts falling due within one year

	2024/25	2023/24
	£	£
Trade creditors	85,553	74,649
Other taxation and social security	126,531	103,446
Other creditors falling due within one year	174,698	160,179
Accruals and deferred income	750,456	430,941
	<hr/>	<hr/>
	1,137,238	769,215

	2024/25	2023/24
	£	£
Deferred income at 1 September 2024	179,054	180,656
Released from previous years	(179,054)	(180,656)
Resources deferred in the year	178,657	179,054
Deferred income at 31 August 2025	<hr/>	<hr/>
	178,657	179,054

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

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 16 Funds

	Balance at 1 September					Gains and losses	Balance at 31 August 2025
	2024	£	Income	Expenditure	Transfers	£	
<b>Restricted general funds</b>							
General Annual Grant (GAG)	846,791		6,738,461	(6,683,888)	(88,920)	-	812,444
Pupil premium	-		463,068	(463,068)	-	-	-
UIFSM	-		248,533	(248,533)	-	-	-
Rates reclaim	-		35,045	(35,045)	-	-	-
PE and sports grant	-		76,510	(76,510)	-	-	-
Teachers' pay grant	-		115,368	(115,368)	-	-	-
Teachers' pension grant	-		139,875	(139,875)	-	-	-
Core schools budget grant	-		242,867	(242,867)	-	-	-
NICs grant	-		60,348	(60,348)	-	-	-
Other DfE grants	-		5,600	(5,600)	-	-	-
Local authority grants	-		1,191,458	(1,191,458)	-	-	-
SCITT	167,918		332,190	(319,486)	-	-	180,622
Other educational activities	-		125,862	(125,862)	-	-	-
	1,014,709		9,775,185	(9,707,908)	(88,920)	-	993,066
Pension reserve	(900,000)		-	102,000	-	798,000	-
	114,709		9,775,185	(9,605,908)	(88,920)	798,000	993,066
<b>Restricted fixed asset funds</b>							
Fixed asset fund	11,622,956	-	(450,110)	1,687,403	-	12,860,249	
DfE capital grants (DFC)	47,014	32,364	-	(59,167)	-	20,211	
DfE capital grants (CIF)	-	1,466,539	-	(467,758)	-	998,781	
Other capital grants	23,822	59,806	(59,806)	(23,822)	-	-	
Donated fixed assets	-	1,047,736	-	(1,047,736)	-	-	
	11,693,792	2,606,445	(509,916)	88,920	-	13,879,241	
Total restricted funds	11,808,501	12,381,630	(10,115,824)	-	798,000	14,872,307	
Total unrestricted funds	840,382	301,835	(138,873)	-	-	1,003,344	
Total funds	12,648,883	12,683,465	(10,254,697)	-	798,000	15,875,651	

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 16 Funds (continued)

Under the funding agreement with the Secretary of State, the Academy Trust was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2025.

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

#### General annual grant

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

#### Universal Infant Free School Meals (UIFSM)

This represents funding received from the DfE to offer free school meals to pupils in reception, year 1 and year 2.

#### Core Schools Budget Grant (CSBG)

This represents additional funding received from the DfE to support the Academy Trust with its overall costs.

#### National Insurance contributions (NICs) grant

This represents additional funding received from the DfE to support the Academy Trust with its additional costs arising from the increase in national insurance contribution rates.

#### Other DfE grants

This is funding received from the DfE for specific purposes.

#### Local authority grants

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

#### Other educational activities

This includes all other educational income/expenditure.

#### Pension reserve

This represents the negative reserve in respect of the liability on the LGPS pension scheme which was transferred to the Academy Trust on conversion. As at 31 August 2025 the Academy Trust's share of the net assets in the scheme is now in surplus, but, as no pension asset has been recognised, the balance on the reserve is £nil.

#### Fixed asset fund

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

#### DfE capital grants

This is funding received from the DfE specifically for expenditure on capital improvements.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 16 Funds (continued)

#### Other capital grants

This is other funding received specifically for expenditure on capital improvements.

#### Donated fixed assets

This represents capital improvements which have been funded by the local authority.

#### Transfers between funds

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

#### Total funds analysis by academy

Fund balances at 31 August 2025 were allocated as follows:

	2024/25	2023/24
	£	£
Ad Astra Infant School	(103,428)	(26,218)
Canford Heath Infant School	412,206	401,333
Canford Heath Junior School	940,806	955,094
Haymoor Junior School	316,120	219,268
SCITT	180,622	167,918
Central services	250,084	137,696
Total before fixed assets and pension reserve	1,996,410	1,855,091
Restricted fixed asset fund	13,879,241	11,693,792
Pension reserve	-	(900,000)
<b>Total</b>	<b>15,875,651</b>	<b>12,648,883</b>

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

	£
Ad Astra Infant School	103,428

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

The recent pay awards, combined with high levels of SEND within the cohorts, have continued to put pressure on Ad Astra Infant School and the school is carrying a net deficit of £103,428 on these funds. A staff restructuring exercise was performed in the 2024-25 academic year as part of a wider deficit recovery plan and costs will reduce going forwards in response. In the interim period, the school will continue to be supported by the Trust's retained reserves.

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## Notes to the Financial Statements for the Year Ended 31 August 2025

### 16 Funds (continued)

#### Total cost analysis by academy

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

	Teaching and Educational Support Staff Costs	Other Support Staff Costs	Other Educational Supplies	Other Costs (excl. dep- reciation)	2024/25 Total	2023/24 Total
	£	£	£	£	£	£
Ad Astra Infant School	1,392,915	212,382	60,294	227,097	1,892,688	1,725,440
Canford Heath Infant School	1,731,100	306,309	62,947	315,121	2,415,477	2,265,409
Canford Heath Junior School	2,172,398	271,632	119,735	283,241	2,847,006	2,604,181
Haymoor Junior School	1,771,625	255,381	89,089	216,066	2,332,161	2,137,211
SCITT	39,842	109,830	118,133	51,681	319,486	290,692
	7,107,880	1,155,534	450,198	1,093,206	9,806,818	9,022,933

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 16 Funds (continued)

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

	Balance at 1 September 2023	Income £	Expenditure £	Transfers £	Gains and losses £	Balance at 31 August 2024
	£	£	£	£	£	£
Restricted general funds						
General Annual Grant (GAG)	907,827	6,470,363	(6,456,100)	(75,299)	-	846,791
Pupil premium	-	446,524	(446,524)	-	-	-
UIFSM	-	235,544	(235,544)	-	-	-
Rates reclaim	-	32,622	(32,622)	-	-	-
PE and sports grant	6,900	76,540	(83,440)	-	-	-
MSAG	-	221,331	(221,331)	-	-	-
Teachers' pay grant	-	102,196	(102,196)	-	-	-
Teachers' pension grant	-	70,902	(70,902)	-	-	-
Other DfE grants	-	80,442	(80,442)	-	-	-
Local authority grants	-	593,799	(593,799)	-	-	-
SCITT	221,898	236,712	(290,692)	-	-	167,918
Other educational activities	-	155,803	(155,803)	-	-	-
	1,136,625	8,722,778	(8,769,395)	(75,299)	-	1,014,709
Pension reserve	(1,321,000)	-	64,000	-	357,000	(900,000)
	(184,375)	8,722,778	(8,705,395)	(75,299)	357,000	114,709
Restricted fixed asset funds						
Fixed asset fund	11,483,790	-	(395,080)	534,246	-	11,622,956
DfE capital grants (DFC)	32,471	32,426	-	(17,883)	-	47,014
Other capital grants	69,228	143,001	(143,001)	(45,406)	-	23,822
Donated fixed assets	-	395,658	-	(395,658)	-	-
	11,585,489	571,085	(538,081)	75,299	-	11,693,792
Total restricted funds	11,401,114	9,293,863	(9,243,476)	-	357,000	11,808,501
Total unrestricted funds	700,599	313,712	(173,929)	-	-	840,382
Total funds	12,101,713	9,607,575	(9,417,405)	-	357,000	12,648,883

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 17 Analysis of net assets between funds

	Un-restricted funds	Restricted general funds	Restricted pension funds	Restricted fixed asset funds	Total funds
	£	£	£	£	£
Tangible fixed assets	-	-	-	12,860,249	12,860,249
Current assets	1,003,344	2,130,304	-	1,018,992	4,152,640
Current liabilities	-	(1,137,238)	-	-	(1,137,238)
Total net assets	1,003,344	993,066	-	13,879,241	15,875,651

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

	Un-restricted funds	Restricted general funds	Restricted pension funds	Restricted fixed asset funds	Total funds
	£	£	£	£	£
Tangible fixed assets	-	-	-	11,622,956	11,622,956
Current assets	840,382	1,783,924	-	70,836	2,695,142
Current liabilities	-	(769,215)	-	-	(769,215)
Pension scheme liability	-	-	(900,000)	-	(900,000)
Total net assets	840,382	1,014,709	(900,000)	11,693,792	12,648,883

### 18 Capital commitments

	2024/25	2023/24
	£	£
Contracted for, but not provided in the financial statements	998,781	742,856

### 19 Long-term commitments, including operating leases

#### Operating leases

At 31 August 2025 the total of the Academy Trust's future minimum lease payments under non-cancellable operating leases was:

	2024/25	2023/24
	£	£
Amounts due within one year	28,845	14,616
Amounts due between one and five years	36,645	17,539
	65,490	32,155

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

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

	2024/25	2023/24
	£	£
Net income for the reporting period	2,428,768	190,170
Adjusted for:		
Depreciation	447,879	394,472
(Gain)/loss on disposal of fixed assets	2,231	608
Capital grants from DfE and other capital income	(2,606,445)	(571,085)
Interest receivable	(42,011)	(29,904)
Defined benefit pension scheme cost less contributions payable	(137,000)	(123,000)
Defined benefit pension scheme finance cost	35,000	59,000
Increase in debtors	(2,361)	(107,031)
(Decrease) / increase in creditors	(38,701)	130,827
Net cash provided by / (used in) Operating Activities	<u>87,360</u>	<u>(55,943)</u>

### 21 Cash flows from investing activities

	2024/25	2023/24
	£	£
Dividends, interest and rents from investments	42,011	29,904
Increase in current asset investments	(16,176)	(259,972)
Proceeds from sale of tangible fixed assets	40,728	-
Purchase of tangible fixed assets	(273,671)	(138,588)
Capital grants from DfE Group	544,071	32,426
Capital funding received from sponsors and others	59,806	143,001
Net cash provided by / (used in) investing activities	<u>396,769</u>	<u>(193,229)</u>

### 22 Analysis of cash and cash equivalents

	2024/25	2023/24
	£	£
Cash at bank and in hand	<u>2,273,411</u>	<u>1,789,282</u>

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 23 Analysis of changes in net debt

	At 1 September 2024	Cash flows	Acquisition/ disposal of subsidiaries	New finance leases	Other non-cash changes	At 31 August 2025
Cash	1,789,282	484,129	-	-	-	2,273,411
Total	1,789,282	484,129	-	-	-	2,273,411

### 24 Member liability

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

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 25 Pension and similar obligations

The Academy Trust's employees belong to two principal pension schemes: the Teachers' Pension Scheme England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Dorset Council. Both are multi-employer defined benefit schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2020 and of the LGPS 31 March 2022.

Contributions amounting to £167,766 were payable to the schemes at 31 August 2025 (2024: £153,089) and are included within creditors.

#### Teachers' Pension Scheme

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

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

#### Valuation of the Teachers' Pension Scheme

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every four years. The aim of the review is to ensure scheme costs are recognised and managed appropriately and the review specifies the level of future contributions.

Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2020. The valuation report was published by the Department for Education on 27 October 2023, with the SCAPE rate, set by HMT, applying a notional investment return based on 1.7% above the rate of CPI. The key elements of the valuation outcome are:

- Employer contribution rates set at 28.68% of pensionable pay (including a 0.08% administration levy). This is an increase of 5% in employer contributions and the cost control result is such that no change in member benefits is needed.
- Total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £262,000 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £222,200 million, giving a notional past service deficit of £39,800 million.

The result of this valuation has been implemented from 1 April 2024. The next valuation result is due to be implemented from 1 April 2027.

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 25 Pension and similar obligations (continued)

The employer's pension costs paid to TPS in the period amounted to £962,891 (2024: £806,703).

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

Under the definitions set out in FRS 102, the TPS is an unfunded multi-employer pension scheme. The academy trust is unable to identify its share of the underlying assets and liabilities of the plan. Accordingly, the academy trust has taken advantage of the exemption in FRS 102 and has accounted for its contributions to the scheme as if it were a defined contribution scheme. The academy trust has set out above the information available on the scheme.

#### Local Government Pension Scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2025 was £763,000 (2024: £667,000), of which employer's contributions totalled £614,000 (2024: £536,000) and employees' contributions totalled £149,000 (2024: £131,000). The agreed contribution rates for future years is 23.6% for the year ending 31 March 2026 (and then reducing by 1% each year in each of the following three years). The agreed contribution rates for employees is 5.5% to 12.5%.

Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of an academy trust closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013 and on 21 July 2022, the Department for Education reaffirmed its commitment to the guarantee, with a parliamentary minute published on GOV.UK.

#### Principal actuarial assumptions

	2025	2024
Rate of increase in salaries	3.6%	3.8%
Rate of increase for pensions in payment/inflation	2.6%	2.8%
Discount rate for scheme liabilities	6.1%	5.1%
Inflation assumption (CPI)	2.6%	2.8%

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

	2025	2024
Retiring today		
Males	22.2	21.8
Females	23.0	23.9
Retiring in 20 years		
Males	23.8	23.1
Females	24.8	25.3

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 25 Pension and similar obligations (continued)

#### Sensitivity analysis

	Increase/(reduction) in defined benefit obligation	
	2025	2024
	£	£
Discount rate +0.1%	(125,000)	(155,000)
Discount rate -0.1%	128,000	160,000
Mortality assumption – 1 year increase	142,000	204,000
Mortality assumption – 1 year decrease	(139,000)	(199,000)
CPI rate +0.1%	128,000	157,000
CPI rate -0.1%	(125,000)	(153,000)

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

	2025	2024
	£	£
Equities	4,367,000	4,325,000
Corporate bonds	409,000	481,000
Property	477,000	549,000
Cash and other liquid assets	136,000	137,000
Investment funds	409,000	481,000
Other	1,023,000	893,000
Total market value of assets	6,821,000	6,866,000

The actual return on scheme assets was a gain of £614,000 (2024: £706,000).

#### Amount recognised in the Statement of Financial Activities

	2024/25	2023/24
	£	£
Current service cost	477,000	413,000
Interest income	(362,000)	(308,000)
Interest cost	397,000	367,000
Total amount recognised in the SOFA	512,000	472,000

# TEACH Poole

## Notes to the Financial Statements for the Year Ended 31 August 2025

### 25 Pension and similar obligations (continued)

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

	2024/25	2023/24
	£	£
At 1 September	7,766,000	6,912,000
Current service cost	477,000	413,000
Interest cost	397,000	367,000
Employee contributions	149,000	131,000
Actuarial (gain) / loss	(1,857,000)	41,000
Benefits paid	(111,000)	(98,000)
At 31 August	<u>6,821,000</u>	<u>7,766,000</u>

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

	2024/25	2023/24
	£	£
At 1 September	6,866,000	5,591,000
Interest income	362,000	308,000
Actuarial (loss) / gain	(1,059,000)	398,000
Employer contributions	614,000	536,000
Employee contributions	149,000	131,000
Benefits paid	(111,000)	(98,000)
At 31 August	<u>6,821,000</u>	<u>6,866,000</u>

A defined benefit plan asset of £1,311,000 (2024: £nil) has not been recognised as the Academy Trust does not expect to be able to recover the surplus either through reduced contributions in the future or through refunds from the plan.

### 26 Related party transactions

Owing to the nature of the Academy Trust and the composition of the Board of Trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the Trustees have an interest. The following related party transactions took place in the financial period:

#### Income Related Party Transactions:

The Academy Trust received £68 (2024: £nil) for venue hire provided to Limelight's Youth Centre (an entity for which S Moore is a trustee). There were no amounts outstanding at 31 August 2025 (2024: £nil).