



Unlocking Potential

# 2021 Annual Report

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Annual Report & Financial Statements  
for the year ended 31 August 2021

Company number: 09750864  
Registered charity number: 1163932



# Reference & Administrative Details

For the year ended 31 August 2021

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# Reference & Administrative Details

For the year ended 31 August 2021

## Status

The organisation is a charitable company limited by guarantee, incorporated on 26 August 2015 and registered as a charity on 12 October 2015.

## Governing Document

The company was established under Memorandum and Articles which established the objects and powers of the charitable company.

## Company Number

09750864

## Charity Number

1163932

## Registered & Operating Office

CAN Mezzanine, 7-14 Great Dover Street, London, SE1 4YR

## Trustees

Stuart Roden (Chair)  
Brian Linden (Vice – Chair)  
William de Winton (Treasurer)  
Thomas Bible  
Tatiana Amory  
Chiku Bernardi (resigned 25 January 2022)  
Emily Meeyoung Sun  
Jonathan Clark (Safeguarding)  
Jan Tallis (Resigned 16 September 2020)  
Derek Nasser (appointed 8 June 2021)  
Carrie Herbert (appointed 7 December 2021)

## Chief Executive

Bernadette Keane

## Leadership Team

Cassie Oakeshott - Clinical Director  
Gary Hawkins - Head Teacher Corner School  
Helen Twigg - Director of Development & Young People's Services  
Lucy Freeman - Head of Schools Programme  
Sasha Chipperfield - Head of HR  
Tracy True - Finance & Resources Director

## Auditors

Haysmacintyre LLP  
Chartered accountants & registered auditors  
10 Queen Street Place, London, EC4R 1AG

Registered with



FUNDRAISING  
REGULATOR

# Trustees' Report

For the year ended 31 August 2021





The Trustees present their report and the audited financial statements for the year ended 31 August 2021. This has once again been a challenging year for children, families, teachers, and staff managing the impact of Covid-19. No one could have predicted the consequences of Covid-19, and the impact on mental health and wellbeing. UP have continued to support children and their parents/caregivers throughout the year in periods when schools closed in lockdown and the gradual return in March. There has been a noticeable increase in referrals. We have seen an increase in demand for our Schools Programme services and once again we successfully kept the Corner School open throughout the year.

## Our Mission

Unlocking Potential's mission is to work collaboratively with communities to enable children and young people with social, emotional, and mental health (SEMH) needs to unlock their full potential.

We achieve our mission through our strategic goals:

### Strategic goals

-  We deliver high performing therapeutic programmes and education provision for children and young people with SEMH needs.
-  We work in collaboration with families, communities, and other partners to ensure that children and young people access the interventions they need in order to thrive.
-  We work in a trauma informed way that is child centric and attachment based, with a total commitment to excellent safeguarding practice.
-  We cultivate a workforce of knowledgeable and skilled staff who are passionate about supporting children and young people to make positive changes in their lives.



## Our Values

### Trust

We build trust by being honest, transparent, and accountable in the way we work with children and young people, staff, and partners and by providing services and programmes whose outcomes are measurable and evidenced based.

### Empowering

We co-create opportunities for our children, young people, parents/carers and staff to actively participate in decision-making that influences change. We promote the voices of children and young people in our organisation and the wider community.

### Impact

We are committed to measuring our impact through a data driven method in order to develop our programmes and make a greater difference to the lives of children, young people, and their parents and carers.

### Collaborative

Relationships are at the heart of our work. We prioritise communication and collaboration with partners, families, and communities, believing that by working together we create more effective and holistic outcomes for children and young people.

### Nurturing

We provide a nurturing approach based on safety and space for creativity, exploration, and growth. We support and care for our children, young people, and staff to realise their potential.


## Activities

We deliver high performing therapeutic programmes and education provision for children and young people with SEMH needs. We work in collaboration with families, communities, and other partners to ensure that children and young people access the interventions they need in order to thrive.

## The Schools Programme


The Schools Programme is a school-based mental health service offering therapeutic interventions and wellbeing activities to children with SEMH needs. The UP Schools Programme supports schools, CAMHS and the NHS by providing a high-quality therapeutic service to schools around London that supports the most vulnerable children. Having a mental health service at school ensures that children showing signs of distress can be assessed quickly and offered a timely and appropriate intervention. Increasingly schools are understanding the value of having an in-house mental health service.

Our multi-disciplinary team of Psychotherapists, Creative Arts therapists, Occupational therapists and Speech and Language therapists provide flexible, timely and targeted interventions to improve emotional wellbeing and support children to thrive. Therapeutic interventions offered by our team work alongside those delivered by school staff to create a holistic and robust pastoral system. The inclusion of child therapists at pastoral meetings often adds a valuable perspective to the staff and administration about how best to support the child's academic progress and emotional wellbeing.



**“Without Unlocking Potential, we would struggle to meet the needs of some of our more vulnerable pupils, owing to our increasingly limited resources. In light of more recent global events and the increased focus on mental health across the curriculum, the need for the service of Unlocking Potential is even more vital.”**

**Head teacher from partner school in Hackney**



**During the 2020-2021 school year, we supported over 2,000 children and their families in 11 primary school schools across 5 London boroughs. Following a period of rapid growth we are now working in 17 schools across 7 London boroughs.**

Children with SEMH needs are amongst the most vulnerable and at risk in society, they are more often excluded from school, more likely to be involved with gang and crime activity and have lower academic attainment than their peers. We recognise that intervening in a child's life as early as possible can make a huge difference to their educational outcomes and life chances.

In the year ended 31 August 2021 we worked in eleven different schools across 5 London boroughs. We treat each school as a unique community and adapt the service according to the school's own needs and priorities. Demand for our services is growing; we are currently working in seventeen schools across 7 London boroughs, including our first secondary school. Further, we are working with several potential new schools to reach more vulnerable children.

Our service offers 1-1 therapy, occupational therapy (OT), speech and language therapy (SaLT), short term therapeutic interventions and during / after school clubs and activities. Our staff fully integrate into the school system and attend parent, teacher and multi-agency professionals' meetings for the children in our care.



## Trainee Placements

Trainee therapists are a core part of our work, without the incredibly valuable input of trainees on our training colleges placement programme we simply could not reach the number of children we do. We have built up significant relationships with the largest and most well-known training colleges, for example, the Tavistock and Portman NHS Foundation Trust, Terapia, Birkbeck College and the Institute for Arts and Therapy in Education.

We have a rigorous recruitment and selection process, overseen by our placement team. Once a trainee passes the two-part recruitment process, they are allocated to one of our qualified and accredited in-house UP supervisors.

We are proud of the robust care and support we offer trainees, and we frequently receive positive testimonials for both trainees and training college tutors and supervisors. They recognise both the learning opportunities and strength and rigour of an UP Placement. In some cases, trainees are able to go on to become valued UP staff.

## Online Therapy

We developed an online therapy Programme in the summer of 2020 when schools were first closed due to Covid-19. In the year reported despite the continuing disruptions caused by Covid-19, we were able to continue to deliver our therapeutic interventions. We provided in-person therapy between September and December 2020, transitioned to online sessions between January and March 2021 whilst schools were once again closed, and returned to in-person therapy from early March when schools re-opened. It has been invaluable to be able to have the flexibility of online therapy when it is needed.



**“I have felt held from the very start of my journey with UP, from application, interview and induction right through to my clinical work in school. I have been impressed by the level of support and have enjoyed my placement experience”**

**Trainee therapist**



**“I am proud I met you, you make children happy because they can be really sad and struggling and then they can talk to you about those things and you make them happy and show them ways to feel better. You helped me to feel happy with myself, love myself and believe in myself now which has always been something I have struggled with”**

**Child in 1:1 Therapy**



## Positive Parenting Programme

Parents and carers are a vital part of any school community, and at UP we understand the role they play in supporting their children to progress in their academic and social, emotional wellbeing, providing their children with the roots and wings to unlock their potential. We meet with parents one-to-one every six weeks or so, as part of their child’s therapy check ins, or we refer parents/carers onto the UP Positive Parenting Group or other Parenting Groups provided by the local authority. The UP Positive Parenting group is a 10-week Parent Group, based on the philosophy of positive parenting using various ideas from other parenting programmes, particularly the central idea of ‘Limits with Love.’

**“Thank you for all the hard work and support you have given the girls, and me. They will truly miss you”**

**Parent of siblings accessing UP**



## The Corner School (TCS)

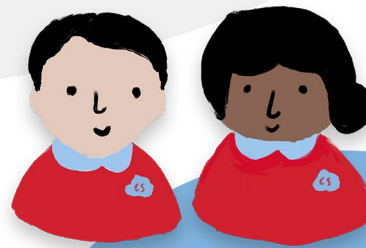
The Corner School is a special independent primary school in Brent for children who have been excluded or are at risk of exclusion from mainstream education due to challenges with their SEMH needs. We provide a nurturing and therapeutic environment where children can learn, grow, and thrive.

As part of the wider charity, the Corner School team works alongside an experienced, and innovative team of charity colleagues who are working together to develop high-quality support and solutions for some of the most challenging needs facing children.

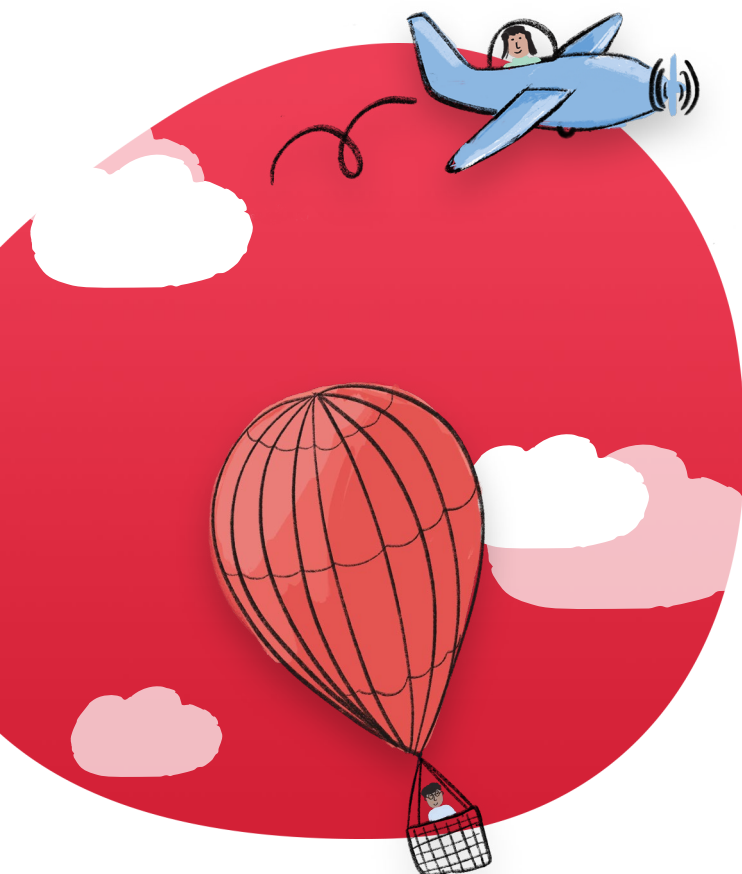
Our school follows the national curriculum which is tailored to suit the specific needs of our children through bespoke educational programmes and lesson plans. We limit our classes to four children each because we recognise that small class sizes and one-to-one work with teachers is crucial to the academic development of our children. We also offer exclusive one-to-one learning if a child struggles in the classroom with other children.

## Therapeutic support at the Corner School

In addition to our academic work, our children access 1:1 therapy, occupational therapy (OT) and speech and language therapy (SaLT) as part of our holistic care. We have a dedicated child psychotherapist on the school staff team.



**“I really appreciate how much my child is supported socially and emotionally at school. I can see both academic progress and a real improvement in how he manages his anger. Thank you!”**  
(Mother of a Child at the Corner School )



## Parent & family support at the Corner School

We understand that families are a vital part of our children's lives and believe in working in partnership with parents and carers to support our children at school and at home. This starts from the first meeting we have with parents and carers, where we aim for them to experience our child-centered, warm and nurturing approach so that we can begin to get to know each other and build the first steps towards a trusting alliance. Many parents or carers will have experienced multiple complex challenges in their relationships with schools and outside agencies in the past, and part of our work is about understanding their experiences and ensuring we offer a new relational experience to support parents and carers to move beyond these historic blocks and have a transformational experience of working in partnership with their child's school and therapeutic support. At the Corner School, we offer this through a range of provision: parents and carers coaching and counselling.



## The Young People's Programme

In the year we were commissioned by the Young Brent Foundation to deliver a 6-month youth work project in Brent with a focus on supporting children and young people aged 6-25 who live on the Chalkhill, Church End and Stonebridge estates. The project is funded by Shaftesbury Enterprise the charitable foundation of Harrow School. Following a consultation exercise the project was called Elevation and officially launched in September 2021.

The aim of the project is to improve children and young people's engagement in education by working with them to improve their mental health, wellbeing and resilience. The team worked with other voluntary sector organisations, statutory services and local schools and alternative provisions to generate referrals. The team planned groupwork sessions on a range of topics including mental health and wellbeing, healthy relationships, identity, goals and dreams, violence, gangs, and safety with targeted 1-2-1 support offered to the most vulnerable children and young people. Sessions were planned to be delivered at Chalkhill Community Centre, and at local schools and alternative provisions.

## Community Outreach - The Homework Club

The weekly homework club resumed on 17th May 2021 having closed in March 2020 due to the impact of Covid-19. This community work is run in partnership with Destiny House International on the St Raphael's estate in Brent. After receiving generous funding for two years from Brent's Council NCIL (Neighbourhood Community Infrastructure Levy) of £31,178, we first took responsibility of the homework club in September 2019.

**“Tutors are assisting children from KS1- KS4. It is professional, subjects supported are varied and we are meeting a wide set of needs”**

**A Tutor**

**“This is very good for my children, I only wish that my children could attend on more days”**

**A Parent of a child attending the Homework Club**

**“I really like to use the computers and get lots of help from teachers”**

**A child attending the Homework Club**

## Public Benefit

**Our work is regularly reviewed in light of the Charity Commission's guidance on public benefit, and the Trustees confirm that the main activities of the Charity are for the public benefit. We work for the public (defined as a section of the public identified by their social and emotional difficulties) benefit. We define our benefit as reducing social and emotional difficulties faced by children and young people, which is in line with our objectives.**





# Achievements and Performance

For the year ended 31 August 2021

## Impact Report

Our full impact report may be found here:

[Impact Report >>](#)

## The Schools Programme

The Schools Programme is a school-based mental health service offering therapeutic interventions and wellbeing activities to primary age children with SEMH needs. Our multi-disciplinary team of Psychotherapists, Creative Arts therapists, Occupational therapists and Speech and Language therapists provide flexible, timely and targeted interventions to improve emotional wellbeing and help children thrive.

## Referrals and the Referral Process

The proportion of children experiencing a mental health issue has increased over the past three years, from one in nine in 2017 to one in six in July 2020 (NHS).

Forecasting modelled by the NHS and the Centre for Mental Health has calculated that up to 10 million people will require either new or additional mental health support as a direct consequence of the pandemic, and 1.5 million of these people will be children and young people under the age of 18 (from the UKCP Magazine, Winter 2021 edition).

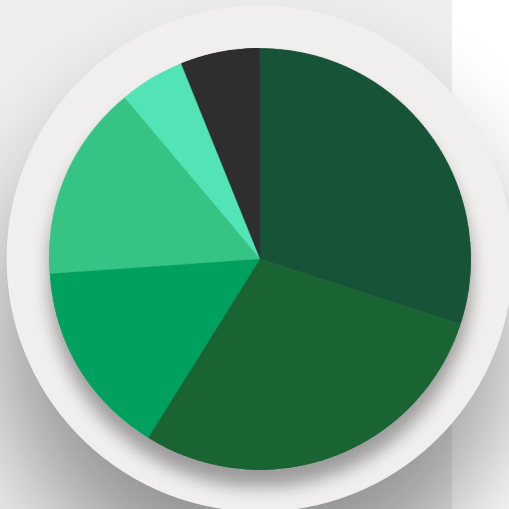
Children are referred to the Schools Programme by the school's senior leadership team, classroom teachers, parents and children themselves. Once a child is referred to the service, the UP therapist conducts a detailed assessment with the parent or carer of the child before they start their chosen intervention. Children are referred for a variety of reasons, however behaviour difficulties, emotional regulation and safeguarding concerns make up the highest proportion of our referrals.

## Who we support

Our therapeutic work reaches some of the most vulnerable in our society:



## Ethnicity



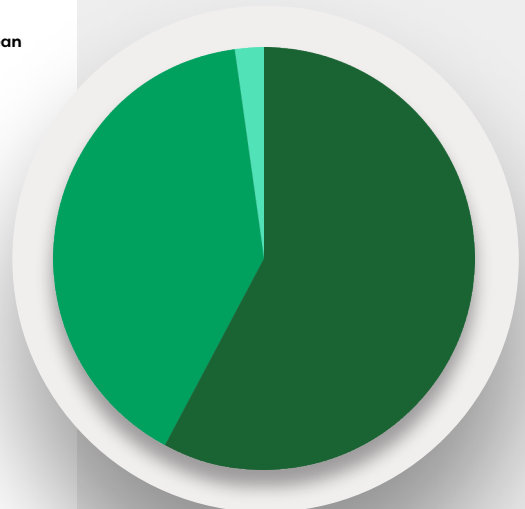
### Ethnicity Key

- 30% Black British/African/Caribbean
- 29% White
- 15% Mixed Background
- 15% Asian British/Asian
- 5% Other
- 6% Unknown

### Gender Key

- 58% Male
- 40% Female
- 2% Unknown

## Gender





## Overview of Therapeutic Services

The table below shows the number of children attending / sessions delivered of the various interventions offered in the year.

Children seen for 1:1 Therapy	174
1:1 Therapy sessions attended	2,918
Children seen in Online Therapy	58
Online therapy sessions attended	220
Children seen for 6xTT	84
6xTT sessions attended	533
Children seen for OT	147
OT sessions attended	840
Children seen for SaLT	37
SaLT sessions attended	75
Children that attended Speak UP	1,312
Children seen in Check Ins	469

“Thank you for all of the support you have given me my son. We would not have been able to be where we are today if it wasn't for your support. My son now has better relationships with his siblings and his behaviour has improved at home and in school, and as a result my mental health has also improved. I feel better able to respond to my son when things get a bit tough. The support we received through the pandemic was fantastic and it helped us to feel hopeful during such a horrible and isolating time. He loves coming to see you each week, Thank you”

Parent of a child in  
1:1 Therapy

### 1:1 Therapy

Counselling and Psychotherapy provides children time and a supportive relationship to explore their worries and preoccupations that may be affecting their wellbeing and functioning. During weekly sessions, children are invited to engage in play, imagination and the use of creative media such as art, drawing, painting, puppetry, sand play and music; all of which are methods that assist the child in the exploration of their inner and outer worlds in relation to themselves and others in order to facilitate psychological healing, growth and transformation.

88%

There is an 88% attendance rate for therapy. Children enjoy the relational and creative element of 1:1 therapy and typically only miss appointments if they are absent from school.



## Children are referred for 1:1 therapy for multiple reasons

Emotional regulation	54%
Family trauma	40%
Behaviour at school	34%
Statutory Services involvement with home life	17%
Behaviour at home	16%

## Goal Based Outcomes (GBOs) for 1:1 therapeutic evaluation

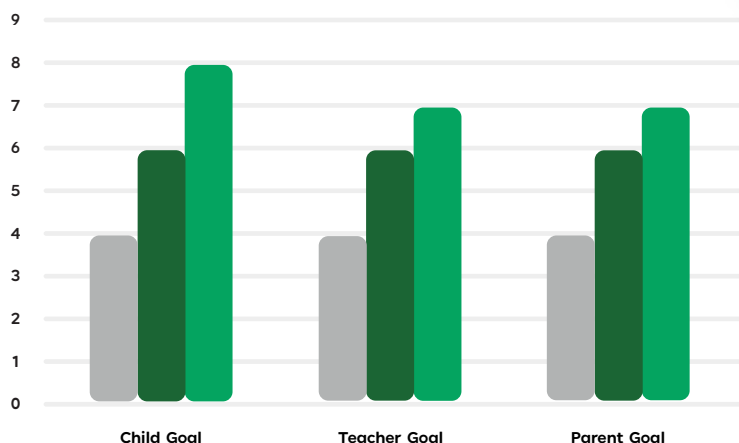
What are Goal Based Outcomes and why do we use them?

GBOs are a tool devised in children and youth mental health services in the UK to evaluate the progress of clinical work and are used successfully internationally and across adult and physical health settings.

For children in 1:1 therapy, three goals are set at the start of the intervention: a goal with the child, with their teacher and with their parent/carer. It is always interesting to see if there are any themes or correlation between the three goals (e.g. if a child and parent or parent and teacher both want to see progress in the same area). We re-score the child's own-determined goal every six sessions, and re-score the teacher and parent goals once a term.

Relying on the research of Duncan Law and his team (see Edbrook-Childs et al., 2015), GBOs have a suggested reliable change index of 2.45. Therefore, we consider any goal increase of 3 points or more to show clinically significant improvement.

The chart below displays the average child, teacher and parent goal scores at the beginning, middle, and end of 1:1 therapy.



## Adverse Childhood Experiences (ACEs)

ACEs are stressful or traumatic experiences that can have a huge impact on children and young people throughout their lives. We record ACEs for children that access 1:1 therapy and 6 x TalkTime.

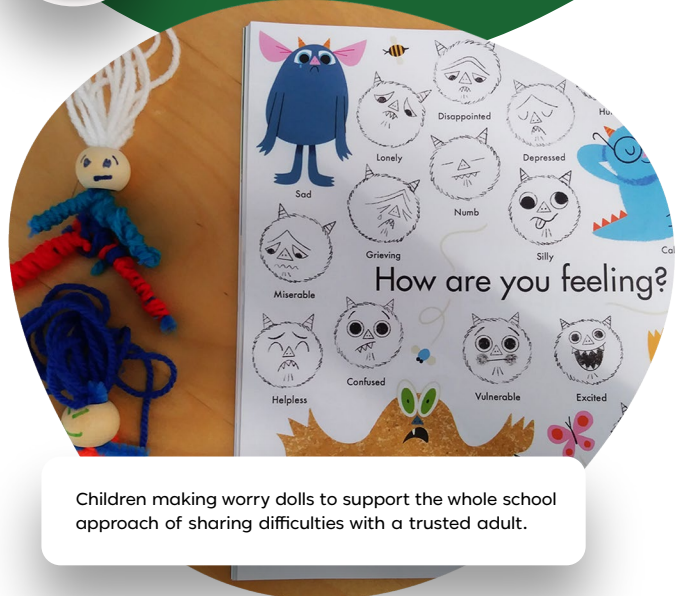
### Risk Levels for children in 1:1 Therapy

**High risk:** Children on a CP (Child Protection plan) or CIN (Child in Need plan), children with 3+ ACEs, children with an EHC Plan, refugee and asylum seekers, children who have experienced sexual abuse, children who have experienced domestic abuse, looked after children, children who have been excluded from school.

**Medium risk:** Children identified as vulnerable by the school, children with a history of behaviour problems in school, children living in high levels of poverty, children with 2+ ACEs, parents divorcing/separating.

**Low risk:** School identifies a need for short term support. Depending on the child, this could be a bereavement, additional needs around making and keeping friends, and/or struggling with emotional regulation in the classroom.

**86%** of children that attended 1:1 Therapy were medium or high risk.



Children making worry dolls to support the whole school approach of sharing difficulties with a trusted adult.

**Goal Score Key**

- 1-4 Emerging
- 5-7 Developing
- 8-9 Securing
- 10 Mastered

Legend: Beginning (Grey), Middle (Dark Green), End (Light Green)

**Child, parent, and teacher goals improved by an average of 3 points or more**

- 86%** of children reported that they improved after attending therapy
- 82%** of teachers reported an improvement in the children in their classes that attended 1:1 therapy
- 88%** of parents reported an improvement in their children that attended 1:1 therapy



## Trainees on Placement

Each child is offered 1:1 therapy with a trainee or qualified therapist depending on the complexity of the case. We worked with 38 trainee therapists during the year from seven colleges and universities. The placement partnerships we have allow us to deliver our 1:1 therapy to many more children than would otherwise be possible. We greatly value the mutually beneficial placements we offer and are proud to help train so many trainees on their journey to becoming fully qualified.

## 6 Times Talk Time (6xTT)

6xTT is a set of 6 weekly sessions offered to individuals or groups of children needing support in one of five areas: Self-Esteem, Social Skills, Emotional Literacy, Anger Management, Transition and Change (moving to a new school; moving home; divorce and separation; bereavement).

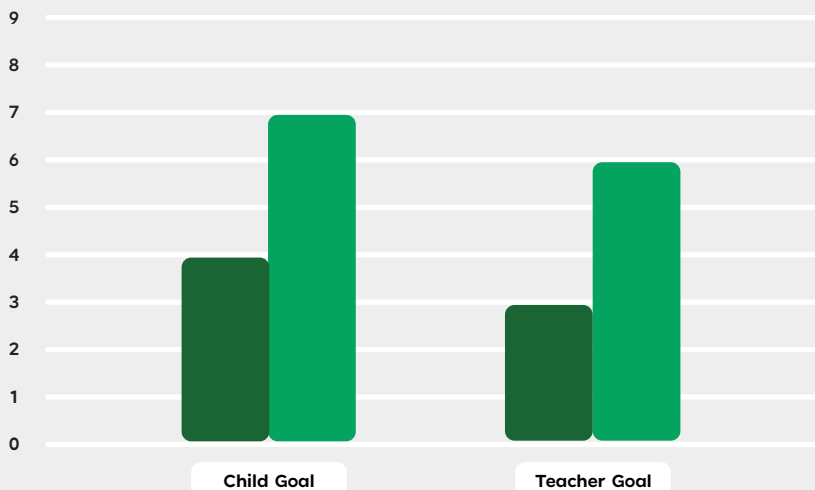
6xTT (children are referred for multiple reasons):

Emotional Literacy	35%
Managing Anxiety	27%
Understanding Anger	18%
Self Esteem/Confidence	23%
Social Skills	23%

## Goal Based Outcomes (GBOs) for 6xTT evaluation

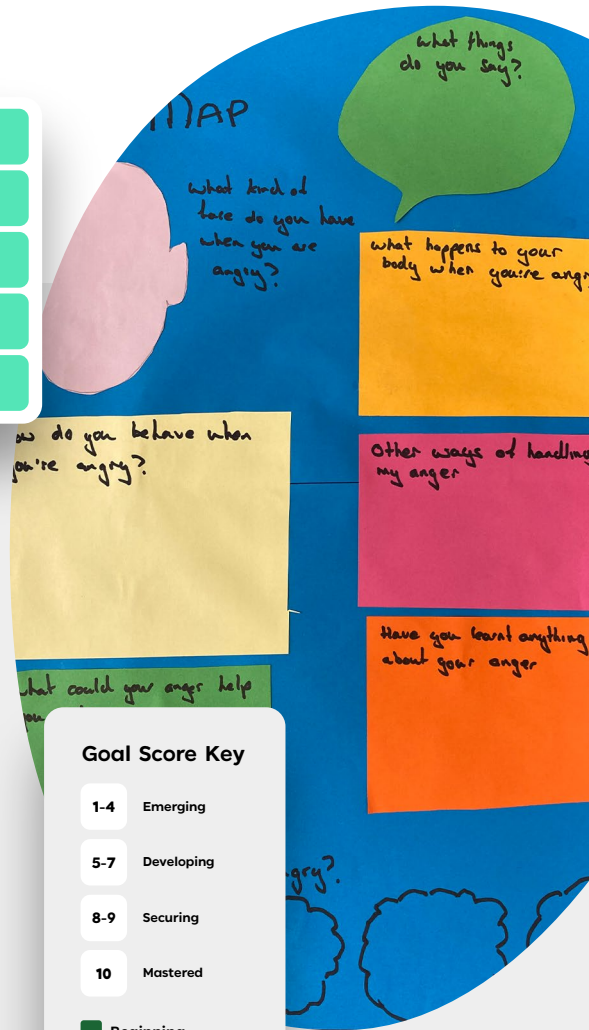
(74 children completed 6xTT last year)

For children in 6xTT, we set a goal with the child and their teacher at the beginning and end of the 6 sessions. The chart displays the average child and teacher goal scores at the beginning and end of 6xTalkTime.



### Goal Score Key

- 1-4 Emerging
  - 5-7 Developing
  - 8-9 Securing
  - 10 Mastered
- Beginning  
■ End



93%

of children reported an improvement in their original goal after attending

94%

of teachers reported that their children improved after attending 6xTT

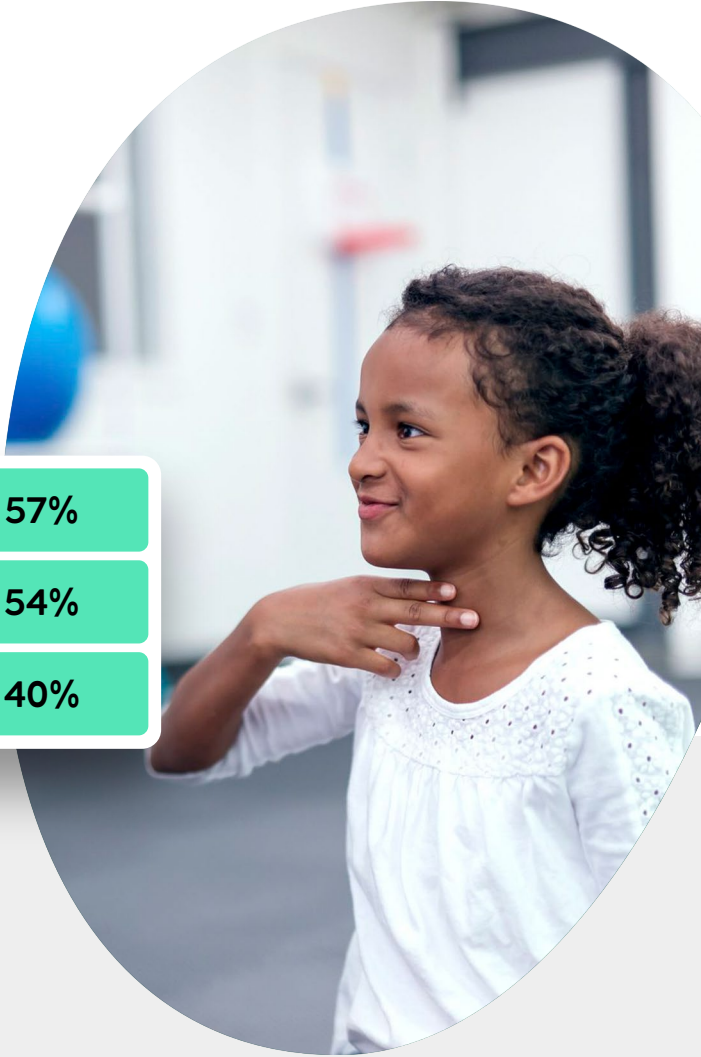


## Occupational Therapy (OT)

Occupational therapy aims to give practical support to help increase children’s independence and satisfaction in all aspects of their life. In schools, the goal of OT is to improve children’s performance of the tasks and activities that are important for successful school functioning such as handwriting and paying attention in class. OTs work alongside the child and teachers to help make changes in the child, environment, and task.

Children are referred for OT for the following reasons:

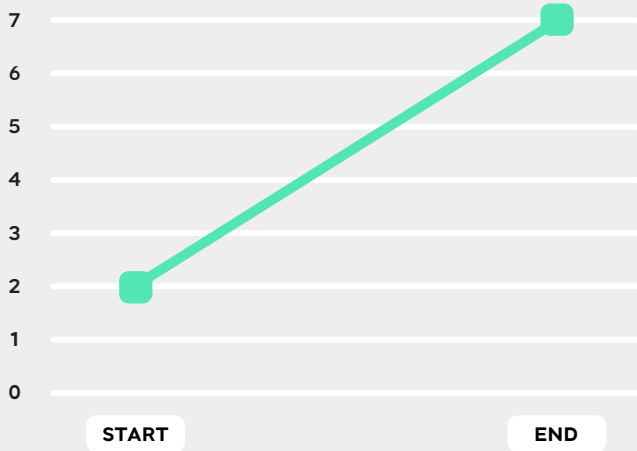
Attention/Focus	57%
Handwriting Support	54%
Fine Motor Skills	40%



## Occupational Therapy Goals

SMART goals are used to measure the progress of the children we see. The goals are usually set after initial assessment and take into consideration the views of the parent, teacher and child. The goals are reviewed regularly during interventions and are scored at the end of a block of sessions.

OT goal improvement increased by an average of 5 points per child, which resulted in 98% of our children meeting their goals.



**98%**

of children met their occupational therapy goals and showed clinically significant improvement

## Speech and Language Therapy (SaLT)

At UP, in line with our SEMH focus, we work alongside the child to offer support in three key areas: emotional literacy, social communication and additional language needs. We provide individual or group interventions, seeing children in school and providing advice and guidance for exercises to be carried out at home.

Children are referred for SaLT for the following reasons:

General language difficulties	67%
Social skills	40%
Expressive language	27%



## Speak-UPs

Each week our Team Managers offer any child in the school an opportunity to self-refer to our service to talk about a worry or concern. This self-referral service makes sure that children who would not necessarily meet the criteria for a 1:1 therapy referral or who have been managing their issues in silence find their way to a compassionate adult when they need the support.

**1,312**

children referred themselves to Speak-UP in the year

## Check-Ins

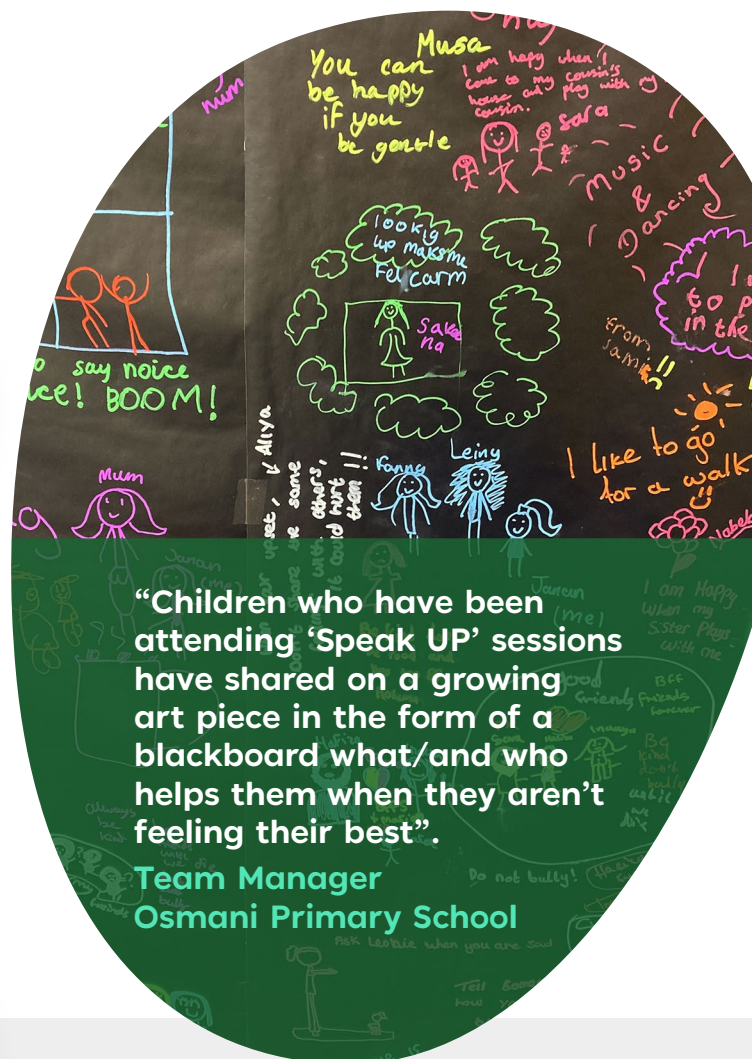
Check-ins are offered to children where they might benefit from some reassurance and a friendly ear. Sometimes a parent or carer may arrive at school to disclose a particularly tough challenge they are facing, or the family might have experienced a sudden crisis. Knowing that a child can be seen on the same day for a check-in is very comforting for parents and school staff alike. Check-ins may also be offered to children who are on the waiting list for one to one therapy and would benefit from consistent contact with the service before the therapy starts, or for those who have finished therapy and are transitioning to greater self-sufficiency but might still benefit from an encouraging chat and a reminder of how far they've come.

**469**

children were seen in Check-Ins in the year

**“Drawing and making things has helped me to share my feelings and feel better – it’s something I never did before”**

**Year 6 Child**



“Children who have been attending ‘Speak UP’ sessions have shared on a growing art piece in the form of a blackboard what/and who helps them when they aren’t feeling their best”.

Team Manager  
**Osmani Primary School**

## Lunchtime Clubs

Lunchtime clubs are designed to meet the needs of the children and are based around a variety of themes including chess, Lego, mindful colouring and social skills. These clubs offer children a chance to focus on increasing confidence and self-esteem and building friendships in a relaxed and nurturing environment. Club membership is usually set at maximum 5-6 children, and rotates every term or half term, to ensure that children attending have enough time to learn new skills and make new friends, but also so that the huge waiting list can be moved along – clubs are a very popular alternative to regular playground break time!

**129**

children attended lunchtime clubs across our service in the year

## Transition to Secondary School for year 6 children

Each year we run transitional groups for vulnerable year 6 students. The summer term is a particularly important one, as they have been preparing to both move on to secondary school and say good-bye to friends, teachers and their time at primary school. We have run workshops in Year 6 classes, providing an opportunity for children to reflect upon and share some of the different feelings they have about the transition to secondary school. We provided resources to the Year 6 teachers, these included creating a memories book of primary school, great tips for making new friends and practical tasks to help them flourish in secondary school. We were even able to come in and take the classes for a couple of activities.



Year 6 designed and painted rocks in small friendship groups to take away as transitional objects in their next school.

“There has been a bit more anxiety this year around transitions and also managing friendships. This is not surprising due to all the changes arising from Covid-19. However, the children and teachers have been amazing at supporting each other”

Team Manager



## Positive Parenting Group

Family life can be full of highs and lows, and we know from our meetings with parents and carers that they are often managing complex challenges with limited resources. This lack of resources and support led us to create our own UP school-based Positive Parenting course, with the central idea of setting ‘Limits with Love’. The main goal being to strengthen relationships between parents and their children, so that parents feel effective and enjoy their role, and children feel cared for and value their parents’ limits.

UP has always included parents in our interventions because we know that family life is the cornerstone of a child’s development and that children thrive when parents and carers actively promote their children’s growth. The qualified therapists that work in our schools understand the needs of the parents and wider community, which means that every intervention with a parent is ultimately for the benefit of the child.

The groups are co-facilitated by two members of the UP team, a child therapist trained in Parent Group Facilitation and able to hold in mind the needs of the child, and an adult therapist able to work with any strong feelings evoked in parents.



## Our parental group work

We ran two online groups this year. The first group (G1) ran in the spring from the beginning of February through the end of April and the second group (G2) ran from the beginning of May through July. Both groups contained a mixture of parents from six schools in five different boroughs: Hackney, Tower Hamlets, Wandsworth, Lewisham and Brent.

## Our Participants



White	36%
Black British	27%
Mixed Race	18%
South Asian	9%
Arab	9%



### Risk Factors

We consider children to be more vulnerable if they receive pupil premium, have a mental health diagnosis or an EHCP plan, and/or are on a statutory service plan.

- 64% Parents of children receiving Pupil Premium
- 45% Parents of children on Statutory Service plans (Child Protection, Child in Need, Special Guardianship)
- 27% Parents of children with mental health diagnoses
- 27% Parents of children with an EHCP plan

**72%** of parent goals increased by 3 or more points.



“I look forward to the group each week. I especially like the fact that the therapists are on a level with us, giving their own examples of what is happening for them as parents too. I have been in groups before where the people running them have seemed like they are reading from a textbook. But here, it feels very natural and human. I am enjoying being part of a group with other parents who are going through similar things.”

Parent attending one of our parenting groups





## Children’s Mental Health Week

Every year February sees the celebration of Children’s Mental Health Week during which we provide a themed out-reach day to children, parents/carers and staff. This year Children’s Mental Health Week commenced during another national lockdown. This brought new challenges to overcome, in particular for UP creating content and resources that could be accessed from home. We overcame the issues by creating a pre-recorded PowerPoint which could be played in school and at home.

The most prevalent challenges and themes throughout the year/pandemic were anxiety and the unknown. We chose the theme 'The Here and Now' with a focus on how to look after your wellbeing and mental health, with an emphasis on mindfulness and self-regulation.

Mindfulness helps us create space between a strong emotion and our actions. When we do this calmly we learn to deal with positive and negative experiences more by making better decisions.



“Thank you for your really helpful update on the therapeutic work with the children. We have a Review meeting in relation to mother’s parenting assessment. I will update you following this so you can inform the children’s therapists. It seems that really lovely support is being provided to the children from UP and it’s so great to see a school have access to service like this”

A Senior Practitioner at the Family Drug & Alcohol Court Team

## Professionals Support

Therapeutic interventions offered by our team work alongside those delivered by school staff to create a holistic and robust pastoral system. The inclusion of child therapists at pastoral meetings often adds a valuable perspective to the staff and administration about how best to support the child’s academic progress and emotional wellbeing.

149

Professional meetings attended



## Case Study - James's Story

### Referral

James was referred to UP when the school were notified of his Child Protection Plan, the class teacher had seen a decline in his behaviour, he was unable to regulate his emotions, focus in class and struggled to form and maintain positive relationships. James has a diagnosis of Global Developmental Delay, a speech & language impairment, and has experienced a series of serious traumatic events occurring from the ages of 0-7 years, these include, witnessing domestic abuse, family disputes, parental substance misuse, the imprisonment of a parent and sudden house move.

### Therapy

When James started 1:1 therapy the primary goal was to offer James a safe space to express and process his traumatic experiences, before being in a position to build upon his communication skills, develop his resilience and help him discover a better sense of self. During James' therapeutic intervention, a disclosure was made, which revealed his mum had had life altering surgery, leading to a decline in her physical & mental health, adding further deterioration to their adverse living conditions (mould infestation) and mums' ability to physically care for her children. James was unable to access school which had a negative impact on James' and his mum's behaviour.

During this unsettling period his therapist was able to offer a containing space where he was able to express his fears and worries, allowing James to feel heard and understood. The therapist worked closely with his teacher educating them on what James' behaviours meant, how to encourage better communication and ways to interact with him when he was dysregulated. This allowed his teacher to better understand his behaviour and adapt their teaching around him. James's sibling was able to access UPs check-in service, where they gained a space to express their worries and share their experiences during a period where their mum was in hospital.

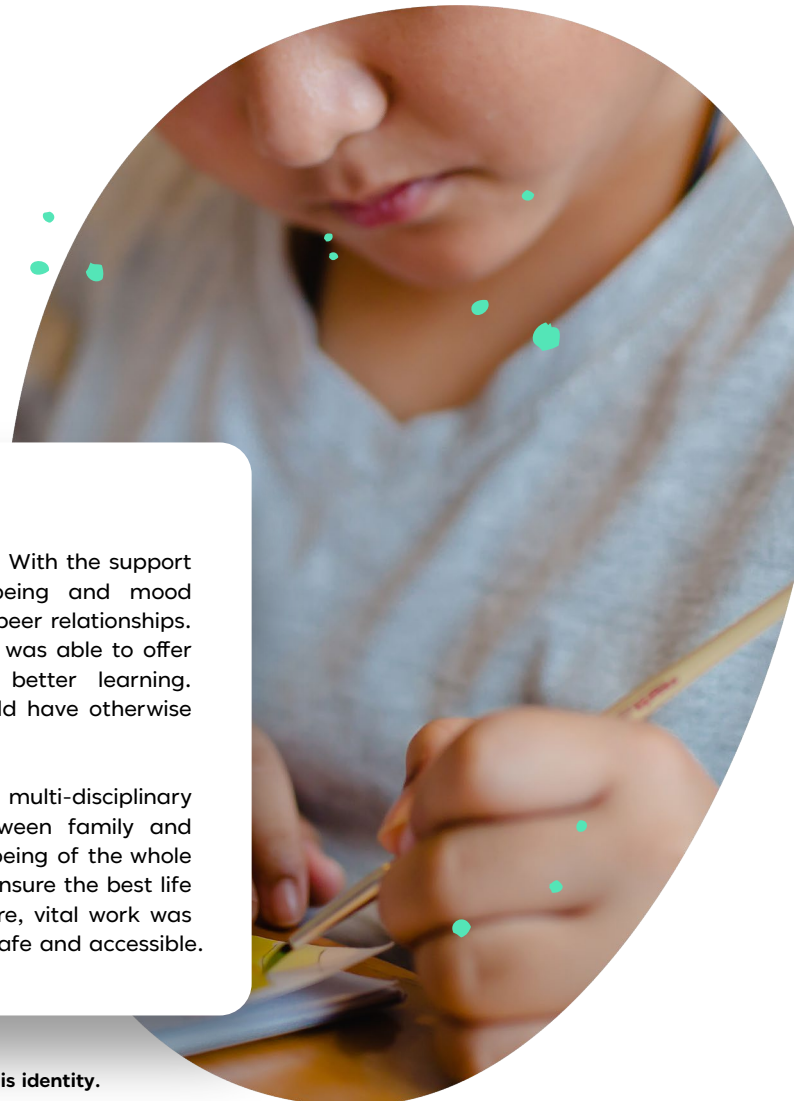
### Team Manager

The Team Manager worked in unison with the school, therapist and multi agencies to ensure the families welfare was prioritised when the disclosure was made. The Team Manager escalated the case to MASH and contacted the housing agency. With the support of the Team Manager, therapist and SenCo, UP were able to give mum vital psychological support and act as mum's advocate when discussing their living arrangements with the housing agency, which was vital support as Mum spoke limited English and found it hard to express the severity of their case.

### Outcome

James was able to return and attend school/therapy. With the support of his therapist, James' behaviour, mental wellbeing and mood improved, this supported his academic learning and peer relationships. James' teacher felt supported by a professional who was able to offer alternative approaches and strategies to allow better learning. Additional support was offered to a sibling who would have otherwise 'slipped through the net'.

The Team Manager held the family unit, liaising with multi-disciplinary teams acting as a bridge of communication between family and professionals, ensuring the physical and mental wellbeing of the whole family was considered, supported, and improved to ensure the best life chances were achieved and maintained. Furthermore, vital work was carried out to ensure their living arrangements were safe and accessible.





## The Corner School

The Corner School is an independent primary school set in multi-cultural Brent for children who have been excluded or are at risk of exclusion from mainstream education, as they face challenges due to their SEMH needs. We provide quality teaching in a multi-disciplinary nurturing and therapeutic environment where children can learn, grow, and thrive. The children learn, develop and embrace their potential through a sense of belonging where they are made to feel valued and can learn and enjoy a fulfilling school life.

Our vision is to transition the children back into mainstream education after increasing their self-esteem and resilience, and improving their emotional regulation and supporting them with expressing empathy for themselves and others. We aim to improve the life chances of all children at the Corner School by improving their mental and physical health so that they can contribute to their community and wider society.

## Ofsted Inspections

We are proud to have been judged as 'Good Provider' at our Ofsted inspection in February 2019 and at our latest inspection in February 2022.

See the full reports here:

[Read Reports >>](#)

[www.reports.ofsted.gov.uk/provider/27/145849](http://www.reports.ofsted.gov.uk/provider/27/145849)



**“Leaders and staff want the best possible outcomes for every pupil. They know how to help pupils build up their self-esteem and to experience success. Staff are firm but fair in managing behaviour. They are highly attuned to pupils’ needs and emotions. They intervene skilfully to de-escalate situations quickly when pupils become overwhelmed. As a result, social times are typically calm and pupils mostly work with diligence in lessons”**

**(Ofsted report February 2022)**

## The Corner School Child Charter.

Children's outcomes: We want our children to develop competencies for:

### Self:

- **Belonging:** Children feel safe and understand that they are valued members of the school community.
- **Sense of self:** Children have a strong sense of their own identity and can explain what makes them unique.
- **Growth mindset and resilience:** Children believe that they can be successful if they try hard and they demonstrate determination and perseverance in the face of challenge.
- **Engagement and agency:** Children are inspired and enthusiastic and are able to imagine a bright future and know how to get there.



### Learning:

- **Creative mindset:** Children are inquisitive, curious and imaginative.
- **Depth of knowledge:** Children will learn broadly across a range of subjects, but they will also ignite a deep interest in and understanding of the areas they love and want to explore further over time.
- **Skills:** Children are confident communicators who are able to articulate their ideas and understand how words can open their world.

### Relationships:

- **Empathetic citizens:** Children appreciate other perspectives, values and traditions and understand their contribution to their family, their community and the wider world.
- **Respect and fairness:** Children are kind and empathetic and go out of their way to help others.
- **Strong bonds:** Children build responsible and healthy connections based on trust with their family, their friends and their community.



## The Children

We started at the beginning of the year with eleven children. We had one placement end in May and ended the year with ten children across KS1 and KS2.

Our child to teacher ratio is 2:1 or 1:1, we care deeply about small class sizes and know our children need as much 1:1 support as we can offer.

## Academic Progress

Children at the Corner School are assessed against National Curriculum levels. Children are also set bespoke academic goals which reflect where they are against the national curriculum. We then embed these targets into classroom learning and therapists, teachers, and other staff members work collaboratively to help children reach their goals. We encourage children to become independent learners who take ownership of their goals, instilling a love of learning and a desire to become their best selves. All individual goals are shared with the parents and carers to support progress at school and at home.

Our team is utterly committed to transforming life chances of children, ensuring that they have opportunities to thrive. Our dedicated team of teachers, learning support assistants and therapists work together to support each child to develop as individuals in their own unique way. We offer a safe and nurturing environment and the stability needed to gain an emotional balance and to develop their self-esteem and resilience.

We are committed to delivering inspirational teaching that develops confidence in learning and encourages our children to take ownership of their learning and be proud of their achievements. We use an imaginative and innovative curriculum to bring out the best in our children.



## Special Needs Assessment Profile (SNAP)

We use the SNAP online tool to assess specific learning and behavioural difficulties which may be hindering a child's potential to learn. SNAP follows the 'Assess - Plan - Do - Review' model set out in the SEND Code of Practice. The SNAP report identifies key areas of strengths and difficulties for the child being assessed. This enables settings to employ interventions to support the child in order to improve their capacity to be regulated and learn. Children at the Corner School were assessed throughout the year. Provision has been adjusted and remains under review to enable staff to be responsive to the children's needs.

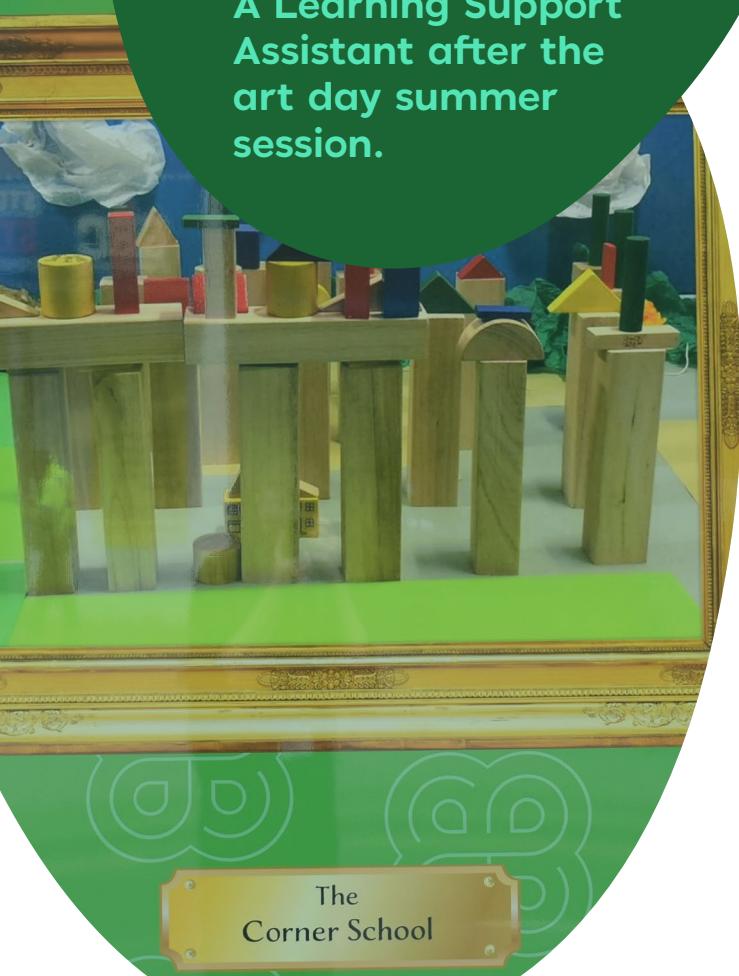
## Our response to Covid-19

The government's decision during lockdowns to close schools for all but vulnerable and key-workers' children served to highlight the importance of our role in making sure that children with SEMH needs have the best chances in life. The Corner School remained open for the entire year.

Children have been deeply affected by Covid-19 in a variety of ways. SNAP reports have been used to work with the children and their families to identify areas of strength and areas of need to enable the Corner School to adjust provision within the curriculum.

During the year we continued to send our parents and carers weekly food vouchers during the school holidays.

**“It was the calmest I have ever seen the boys and I couldn't believe how well child 3 engaged as he usually hates art”**  
A Learning Support Assistant after the art day summer session.



## Artist in Residence Competition

We were selected as one out of eleven Brent schools to take part in a unique art competition ran by the organisation Artists in Residence in collaboration with Brent council. The artwork was displayed in an outdoor gallery as part of their regeneration project. Some children represented the school and met the leader of the council, Cllr Muhammed Butt, and some of the other council leadership team members. The artwork was displayed so that visitors were able to see it during the Euro 2021 sporting fixtures.

## Summer sessions

We ran summer sessions for our children in the summer holidays. We are grateful for funding from the John Lyon's Charity and Brent council's Holidays, Activities, and Food Programme which helped to fund this.

The children attending enjoyed four themed sessions covering circus skills, music, sports, and artwork.



## Planning for 2021-2022

### ● Academic

Read Write Inc. Phonics is a literacy programme, validated by the Department for Education, designed to teach children to read and write with ease and fluency.

Reflecting on the academic impact made in the year, the Corner School will continue to implement Read Write Inc. in the curriculum through daily timetabled lessons with the children to continue to improve their phonic progress. This will help to support children to develop in their reading, grammar, spelling and writing to enable access to the curriculum. Read Write Inc has proven success in all types of schools, including those with high numbers of children with SEND and those in the least privileged areas.

### ● Behaviour and wellbeing

Reflecting on the use of the SNAP Assessment Tool in the year the Corner School will continue to assess the children and seek contribution from their families on an on-going basis reporting more formally at three time points throughout the academic year.

Furthermore, to review and monitor progress, the Corner School will be implementing three Academic and two Behaviour and Attitude termly SMART targets for each child based on assessment data and professional observation in line with the children's Educational Health Care Plan (EHCPs) targets.

## Therapeutic Support at the Corner School

The chart below shows the number of therapeutic interventions that took place at the Corner School in the year.

	Number of children attended	Number of sessions attended
1:1 Therapy	11	43
Therapeutic Check-Ins	10	31
OT / SaLT	10	34

“Adam has been sharing more positive thoughts, feelings and experiences with me, since coming to therapy, whereas before he would only focus on his more negative emotions and experiences.”

### Therapy

The Corner School psychotherapist offers different kinds of support to all children in the school:

**1:1 Therapy** - one to one sessions

**Check-Ins** - time limited therapeutic check-ins

**Regulation support** - in class or around school as and when needed



Therapy goals are set with the parents, teachers and if possible, the child. Due to the high needs of the children, most of the goals focused on the children feeling emotionally regulated enough to access learning and being able to use words to explain their thoughts and feelings.

## Occupational Therapy (OT)

Occupational therapy (OT) at the Corner School supports children to regulate their emotions and sensory system so that they can engage in lessons and develop their foundational skills. OT is embedded in the school curriculum through child centered teaching activities and meaningful enrichment activities.

Each child in the Corner School receives an annual holistic occupational therapy assessment which combines class observations, discussions with staff, and one to one work with the child. An intervention plan is created based on the holistic assessment which may consist of one to one sessions outside of classroom, integrated activities with teachers, or occupational therapy based group work with other students.



85%

of children in the school met their occupational therapy goals and showed clinically significant improvement

## Parent & family support at the Corner School

Each family at the Corner School is offered parenting support and counselling. Whether it's an individual parent or both parents together, an UP therapist will agree with them the type of support they wish to access. Parenting support and counselling can take place in person or online.

### Parent Facilitation

UP provide a Parenting Coach to work closely with parents around specific parenting hurdles, such as self-regulation, communication between parents and child and boundary setting in the family home.

### Parent Counselling

One-to-one counselling for parents provides an opportunity for parents and carers to explore feelings or experiences, past or present, that may be impacting their parenting and therefore their child's wellbeing or attitude towards self or learning, in a confidential, supportive setting.

# This school year we supported six families with Parent Coaching and Counselling

Total sessions

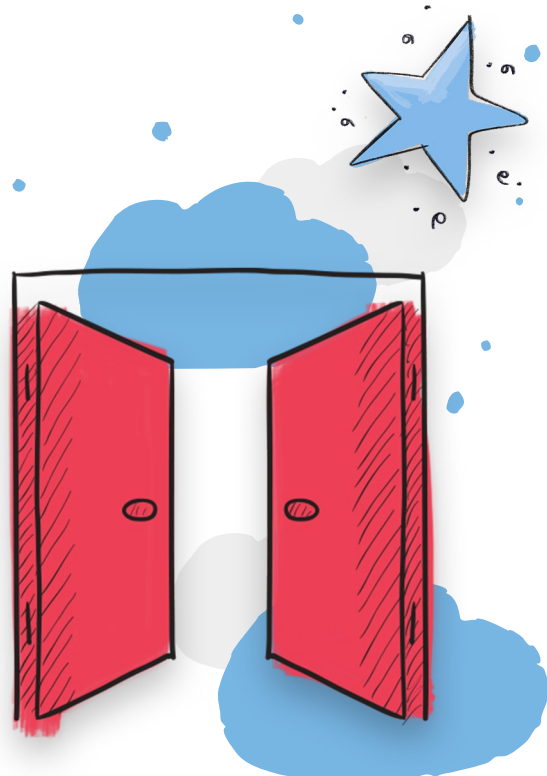
36



## Case Study

Ian, a year 6 pupil, was referred to the Corner School in September 2020 due to his complex social and emotional mental health needs, which had resulted in him not being able to stay at his previous school for longer than a few hours a day. Ian's SEMH needs were rooted in his early life experiences: paternal domestic abuse and loss of Dad from the family home, an older brother with obsessive and aggressive behaviour, and a Mum who while was very supportive of all her children, struggled with her own anxiety. Ian was caught in the middle of all of this, angry and rejecting of his Father's Asian culture, worried about his Mother's safety and wellbeing, and upset and confused that his older brother still wanted contact with his Father (which meant Ian had to visit too), a re-traumatising experience due to his Father's historic domestic abuse.

On arrival at the Corner School, staff liaised regularly with Mum to check the family's overall safety, create positive relationships and communication between home and school, and ensure Mum's own network of support was in place. This reassured Ian who was then able to begin to see Corner School as a place of safety.



We have not used Ian's real name or any photos which reveal his identity.

Ian's barriers to learning were mainly linked to high anxiety. However, sensitive, attuned, joined up work from Corner School staff during the settling in process supported Ian to attend school full time since he started. He has accessed the adapted curriculum well and has filled in many of the gaps in his education. Staff helped Ian identify many adults to speak to through the school day, and a variety of sensory strategies (learning breaks, calming box) to support with difficult thoughts or feelings.

In his 1:1 therapy sessions, Ian set a goal "to feel less stressed by life experiences and feel better in myself". At the start of therapy, he scored himself a low '2' out of 10, because he felt highly stressed and unhappy; using a visual tool helped Ian to understand how to reframe frustrations that were out of his control as not worth stressing about. Three months later, he scored himself as '9' out of 10, able to feel stressed, i.e. about his Dad, but also able to see to see that he had more power than he realised to control and feel good in his present moment. By his third term in school, he no longer experienced the level of anger where he wanted to punch someone when frustrated or angry and was able to talk through his feelings or self-regulate with sensory activities. Ian now acts as a very positive influence over the other pupils and is an excellent role model.



# Financial Review

For the year ended 31 August 2021

## Financial Review

Full details are given on pages 39-51.

Most of the income continues to be from donations and grants. Total donations and grants in the year were £1,630,109.

The Head of Fundraising moved on from UP early in the year and hence the direct staff cost of the cost of generating funds has decreased from the prior year. With the aim of diversifying our income and securing the future sustainability of our work the senior leadership team have given time and attention to fundraising in the year. As a result, support staff costs for fundraising in the year have significantly increased (note 6). The increased activity has been successful with total restricted donations for the Schools Programme being £209,453 and grants being £289,890. Grants may be split as Schools Programme: £280,890; the Corner School: £4,000 and the Young People's Programme: £5,000 (note 13).

Our appreciation goes to all of our supporters who have given so generously in the year to support our work. Particular thanks are given to those who have pledged to multiyear funding which allows us to plan and develop our work and has enabled us to grow our Schools Programme and reach more vulnerable children.

Income from charitable activities is growing as a percentage of overall income with fee income from our Schools Programme being £255,726 and income from local authorities for school placement fees at the Corner School being £596,532.

Total income for the year amounted to £2,482,692 and total expenditure incurred amounted to £2,462,087. The surplus of income over expenditure for the period was £20,605.

As shown in the Statement of Financial Activities (SOFA), most of the Charity's expenditure was attributable to its charitable activities.

Our fee income from our partner schools in the Schools Programme contributed 24% towards the total cost of the programme. The balance was met by donations and grants.



The Corner School ended the year with ten children on the pupil roll. The income from four local authorities for the school placement fees for the children contributed 52% towards the total cost of the Programme in the year. The balance was met by donations, grants and the designated fund set up for this purpose. In view of the forecast shortfall for the next academic year we have transferred a further £350,000 to the designated fund for the Corner School at the year end.

The Schools Programme earned income and Corner School placement fees have been treated as restricted income. All restricted income has been fully expended in the year.

## Reserves

The charity needs reserves to meet the needs of beneficiaries and to fulfil its charitable aims and objectives. The Trustees have a policy as to the level of unrestricted reserves (that is those funds that are freely available) that the charity ought to have. The policy is linked to the strategic business plans of the charity and remains that the charity's reserves should be equivalent to three to six months' operational expenditure.

Total reserves at 31 August 2021 amounted to £1,643,225.

The free reserves at 31 August 2020 were £1,070,301 which excludes designated funds of £350,000 and Fixed Asset Funds of £222,924.

The free reserves represent five months of future operating costs of the charity which is considered adequate by the Trustees.

The reserves policy is regularly reviewed by the Trustees, to ensure that it continues to meet the needs of the charity. The Trustees have considered the impact of the Covid-19 Pandemic on the reserves and financial health of the charity. The Trustees are satisfied that the charity has adequate resources to continue in operation for the foreseeable future and, accordingly these financial statements have been prepared on the basis that we are a going concern.



Registered with



FUNDRAISING  
REGULATOR

## Income Generation

The charity did not actively fundraise from the public during the year. However, we did participate in the BigGive Champions for Children 2021 summer campaign. We have received no complaints with regards to fundraising activities. The charity is registered with the Fundraising Regulator.

We plan to continue to grow our non-founder Trustee financial support base by diversifying our network of high-net-worth donors, increasing funding from trusts and foundations for our programmes, and exploring potential commissioning routes.

We remain extremely grateful to all of our supporters in the year.



## Risk Management

The Board and the leadership team acknowledge that sound risk management is fundamental to good governance and best management practice. Risk management forms an essential part of the charity's decision-making process and is integrated into strategic and operational planning. Risk assessments are carried out on all required activities. A risk register covering all key risks is maintained and carefully updated and reviewed four times a year by the leadership team. Further the Finance and Risk Committee and Trustee Board review the Risk Register at every meeting. The principal risks and uncertainties identified by the charity as follows:

### Safeguarding

As we work with vulnerable children, young people and families, safeguarding is central to everything we do. We have a comprehensive safeguarding framework to manage the associated risks and act appropriately to all safeguarding concerns. All staff are required to complete a safeguarding on-line training (from the NSPCC) before commencing their role and safeguarding is a key part of staff induction including how to apply the safeguarding policy and procedures. Depending on the role, staff also have classroom based safeguarding training. All managers have regular safeguarding updates from a variety of sources, including Andrew Hall's Safeguarding Extras. We have a stand-alone Clinical & Safeguarding Subcommittee; whose role is to oversee clinical governance, safeguarding, and ensure continuous development of our practice. We have a lead trustee who is responsible for safeguarding, who supports good practice across the charity. We also have a lead Clinical Trustee. We maintain a standalone Safeguarding Risk Register, which is reviewed at the Clinical Governance and Safeguarding Committee and the main board meetings.

### Financial

The charity is reliant on a small number of individuals; however, they have demonstrated their longstanding commitment to the charity. The CEO and leadership team together with Trustees are working on diversifying our income streams and we have made some demonstrable progress to date, for example through securing grants from Trusts and Foundations for specific areas of our work and multiyear funding from high-net-worth individuals. Our Schools Programme has grown significantly in the past year, and although we are very aware of the ever increasing pressure on school budgets, we work with them to deliver a high quality service that they can afford and one that supports the financial sustainability of the charity.

### Skills

Recruiting, developing, and retaining the right staff, to ensure that we can deliver consistent and high-quality services; this is particularly a risk in our Corner School, as there are sector wide issues in recruiting educational staff. In order to be an attractive employer, we pay substantially more than the average for Teaching Assistants and have a training and development plan in place for our school staff.

## Future plans will focus on

### 1

We will maximise the impact and effectiveness of the Schools Programme (SP) by reviewing its structure and our service offer and by creating a Growth Strategy.

- We will expand the SP, aiming to have 20 schools for the end of the school year.
- We will develop a Teacher Training Programme of stand-alone and interconnected INSETs that includes trauma informed teaching practice and understanding attachment based teaching in order to support the most vulnerable children in school and to support teachers' well-being and expertise. These trainings will include input from psychotherapy, occupational therapy and speech and language therapy.
- We recognise that many children in our schools do not have regular access to the natural world, we will actively promote and seek opportunities for this in our therapeutic interventions, this will include appropriate training for staff.
- We will seek to create partnerships with other charities that offer support and/or activities for vulnerable children during school holidays to create a referral pathway for our schools (and support funding).

### 2

We will continue to develop our support for the families of our children by reaching more parents via a) Parent Groups b) Individual Parenting support or c) Individual counselling sessions, both in the School's Programme and at the Corner School. This parent work will in turn support the work that is taking place with the children of these parents, so that relationships are strengthened at home as well as at school.

- We will expand the roll out of the current online Parent Group course by reaching more of the SP schools' parents, running a total of 3 x 10-week courses in this school year.
- We will reach more parents within the Corner School so that each parent has an intervention of their choice via UP's adult counsellor / parent facilitator.

### 3

We will deliver high quality provision at the Corner School and ensure that we continue to build on our good Ofsted rating.

- We aspire to work with a greater number of children than we are currently, therefore we will undertake a feasibility study in regard to the ideal number of children that can be taught in our currently building, as well as looking at the potential to extend the current school building and options for a new building.
- We will ensure all necessary improvements identified by Ofsted are put in place.



## 4

We will continue to focus the main part of our work in Brent, developing a network of strategic partnerships with local providers with the possibility of expanding into other London boroughs if there is an identified need that we are best placed to meet.

- We will identify the key local partners in the borough, covering our main areas of activity including education, health and wellbeing and young people's services.
- We will work with partners to link into relevant local forums to enable UPs voice to be heard.
- We will work collaboratively with Destiny House International to ensure that the Homework club meets the needs of the children and young people on the St. Raphael's Estate. Working with others including parents and the children and young people themselves we will agree suitable outcomes to measure success.

## 5

We will improve how we support, develop and involve our staff and ensure that we attract and retain the highest calibre staff and Trustees/Governors who feel engaged, valued, and motivated to fulfil their responsibilities.

- We will nurture high performing Leadership/Management. This will include a new school management structure, rolling out management training, and providing internal guidance on reviewed key policies/processes.
- We will support high performing staff teams. Increasing training and development opportunities, reviewing the performance management process, replacing traditional appraisals with 'Snapshots,' and implementing a robust absent management process.
- We will enable staff engagement and empowerment, implementing an Employee Engagement action plan including channels for capturing/analysing employee feedback throughout lifecycle and reporting back on actions, EE surveys and increased internal communications.
- We will be an attractive employer. Implementing a wellbeing action plan, reviewing employee benefits; improving and promoting UP's offering to employees and candidates (Employee Value Proposition); implementing an EDI action plan.
- We will look to create a bursary or other incentive to attract those from diverse backgrounds into therapy as a career and to be a trainee with UP.

## 6

We will build a more sustainable organisation, by expanding our funding base.

- We will expand our fundraising initiatives, this will include Trusts, Foundations, philanthropists and corporate giving. We will create a Fundraising Strategy outlining how our vision will be achieved.



## 7

We will develop a robust outcomes framework to demonstrate the impact of our work with children and young people. Agreeing a reporting process that will enable us to effectively monitor the impact of our work, ensuring robustness through external evaluation.

- We reviewed the outcome measures in 2021 in collaboration with Child Outcomes Research Consortium (CORC), we need to develop this work further, to create a set of outcome measures that is more meaningful for the schools that we work in.
- We will develop our quarterly internal reporting process to improve understanding of what our data is telling us.
- We will review and improve our website to enable it to provide a clear and accessible overview of our work and its impact.



**UP – Unlocking Potential is a company limited by guarantee governed by its Memorandum and Articles of Association dated 26 August 2015. It is registered with the Charity Commission and is a company limited by guarantee.**

## Organisation

The Board of Trustees administers the Charity. The Trustees met as a Board five times in the year. Throughout the year the board operated the following committees, made up of Trustees, leadership team members and advisers:

**Finance & Risk Committee:** This committee is Chaired by the treasurer.

**Clinical & Safeguarding Committee:** This committee is Chaired by the lead Clinical Trustee.

**Corner School Governing Body:** The Corner School has an independent Governing body chaired by Adrienne Cherrywood OBE.

Our Chief Executive appointed by the board manages the day-to-day operations of the charity.

The Chief Executive has delegated authority, within the terms of delegation approved by the Trustees, for operational matters including finance, employment, and the delivery of the services.

The Chief Executive is supported by a leadership team – this year our leadership team included:

Chief Executive  
Clinical Director  
Director of Development & Young People’s Services  
Finance and Resources Director  
Head Teacher Corner School  
Head of HR  
Schools Programme Director

The Trustees recognise the need to invest in experienced and talented staff to ensure their agreed programmes, policies and procedures can be implemented.

The Trustees consider the Board of Trustees and the executive team to comprise the key leadership personnel of the charity in charge of directing and controlling, running and operating the Charity on a day to day basis. All Trustees give of their time freely. Expenses and related party transactions are disclosed in note 8, 9 and 18 to the accounts. The remuneration of the key management personnel is discussed and approved by the Board who ensure salary packages are benchmarked against comparable parts of the voluntary sector.

The Charity would like to warmly thank the Trustees for their tremendous support that they have provided over the year.

## Charity Governance Code for larger charities

The Board recognises the importance of the Charity Governance Code for larger charities in promoting good governance in the charity sector. Trustees have assessed the charity’s application of the relevant principles from the code. A board skills audit has recently been successfully completed.

## Appointment of Trustees

The Board currently comprises 9 members. When considering new Trustees, the Board has regard to the requirements for any specialised skills needed. During the year we recruited a Clinical Trustee via an external recruitment process.

## Trustee Induction and Training

New Trustees undergo an induction process to brief them on their legal obligations under charity and company law, the content of the Memorandum and Articles of Association, the decision-making process, the business plan and recent financial performance of the Charity.

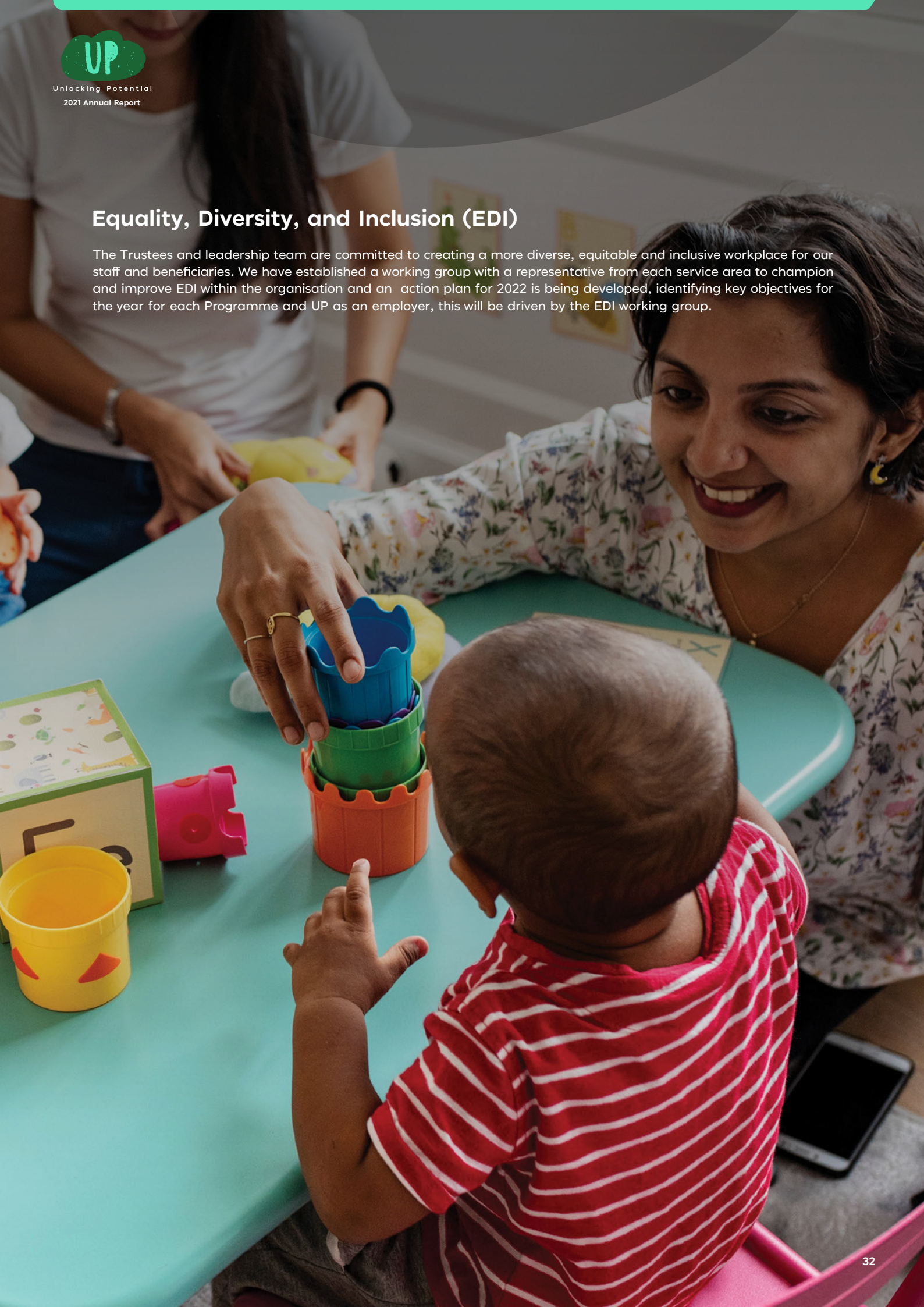
In addition, new Trustees meet key staff and other Trustees and are encouraged to attend the programmes. New Trustees are encouraged to undertake appropriate training which will facilitate them in undertaking their role. All Trustees continue to receive training on an ongoing basis.





## Equality, Diversity, and Inclusion (EDI)

The Trustees and leadership team are committed to creating a more diverse, equitable and inclusive workplace for our staff and beneficiaries. We have established a working group with a representative from each service area to champion and improve EDI within the organisation and an action plan for 2022 is being developed, identifying key objectives for the year for each Programme and UP as an employer, this will be driven by the EDI working group.



## Statement of the Board of Trustees Responsibilities for the Financial Statements

The Trustees, who are also directors of UP – Unlocking Potential for the purpose of company law, are responsible for preparing the Trustee’s Report and the accounts in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the Trustees to prepare financial statements for each financial year and not approve the financial statements unless they are satisfied that the financial statements give a true and fair view of the state of the affairs of the Charity as at the balance sheet date and of its incoming resources and application of resources, including income and expenditure, for the year then ended.

In preparing those financial statement which give a true and fair view, the Trustees should follow best practice and:

- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles of the Charities SORP;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards and statements of recommended practice 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 assume that the charitable company will continue on that basis.

The Trustees are responsible for keeping accounting records which disclose with reasonable accuracy at any time the financial position of the charitable company and which enable them to ensure that the financial statements comply with the Companies Act 2006.

The Trustees are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for prevention and detection of fraud and other irregularities.





## Statement of the Board of Trustees Responsibilities for the Financial Statements

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.

Each of the directors, who held office at the date of approval of this Trustees' Report, has confirmed that there is no information of which they are aware which is relevant to the audit but of which the auditor is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditors are made aware of such information.



## Auditors

Haysmacintyre LLP have expressed their willingness to continue in office as auditors. A resolution proposing that Haysmacintyre LLP be reappointed as auditors of the charitable company for the forthcoming year will be put to members at the next board meeting.

In preparing this report, the trustees have taken advantage of the exemptions available to small companies and have not prepared a strategic report.

Approved by the Trustees on 4 May 2022 and signed on their behalf by:

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STUART RODEN  
Trustee (Chair)

### Opinion

We have audited the financial statements of UP – Unlocking for the year ended 31 August 2021 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 *The Financial Reporting Standard applicable in the UK and Republic of Ireland* (United Kingdom Generally Accepted Accounting Practice).

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 2021 and of the charitable company's net movement in funds, including the income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

### 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 charity 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.

### Other information

The trustees are responsible for the other information. The other information comprises the information included in the Trustees' Annual Report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

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

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

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

- the information given in the Trustees' Annual Report (which includes the directors' report prepared for the purposes of company law) for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the directors' report included within the Trustees' Annual Report have been prepared in accordance with applicable legal requirements.

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

In the light of the knowledge and understanding of the company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' Annual Report (which incorporates the strategic report and the directors' report).

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

- adequate accounting records have not been kept by the charitable company; or
- the charitable company financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies' regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

### Responsibilities of trustees for the financial statements

As explained more fully in the trustees' responsibilities statement set out on pages 33-34, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

### Auditor's responsibilities for the audit of the financial statements

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

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

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to compliance with OFSTED regulations and compliance with company and charity law applicable in England and Wales, we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as Companies Act 2006, the Charities Act 2011 and payroll taxes.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls), and determined that the principal risks were related to the cut-off of income, posting inappropriate journal entries to income and management bias in certain accounting estimates. Audit procedures performed by the engagement team included:

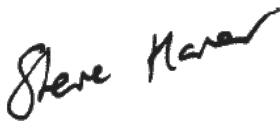
Tailored narrative here but consider the following

- Inspecting correspondence with regulators and tax authorities
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Evaluating management's controls designed to prevent and detect irregularities
- Identifying and testing journals, in particular journal entries posted with unusual account combinations, postings by unusual users or with unusual descriptions; and
- Challenging assumptions and judgements made by management in their critical accounting estimates.

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 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.



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Steven Harper (Senior Statutory Auditor)  
For and on behalf of Haysmacintyre LLP, Statutory Auditor

10 Queen Street Place, London  
EC4R 1AG

Date: 4 May 2022



Unlocking Potential



# 2021 Financial Statements

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Financial Statements  
for the year ended 31 August 2021



# Statement Of Financial Activities

(Incorporating an Income and Expenditure Account)

For the year ended 31 August 2021

		2021 Unrestricted Funds £	2021 Restricted Funds £	Year Ended 31 August 2021 Total Funds £	8 Months Ended 31 August 2020 Total Funds £
<b>INCOME FROM:</b>	<b>Notes</b>				
Donations and grants	2	1,122,000	508,109	1,630,109	1,107,112
Charitable activities	3	-	852,258	852,258	508,229
Investments		325	-	325	6,082
<b>Total Income:</b>		<b>1,122,325</b>	<b>1,360,367</b>	<b>2,482,692</b>	<b>1,621,423</b>
<b>EXPENDITURE ON:</b>					
Charitable activities	4	1,028,020	1,363,754	2,391,774	1,506,298
Raising funds	5	70,313	-	70,313	40,360
<b>Total Expenditure:</b>		<b>1,098,333</b>	<b>1,363,754</b>	<b>2,462,087</b>	<b>1,546,658</b>
Net Income / (expenditure)	8	23,992	(3,387)	20,605	74,765
<b>Net movement in Funds</b>		<b>23,992</b>	<b>(3,387)</b>	<b>20,605</b>	<b>74,765</b>
Funds brought Forward		1,619,233	3,387	1,622,620	1,547,855
<b>Funds at 31 August 2021</b>		<b>1,643,225</b>	<b>-</b>	<b>1,643,225</b>	<b>1,622,620</b>

The accounts have been prepared for the year ended 31 August 2021. The comparatives are for the eight month period ended 31 August 2020.

All of the above results were derived from continuing activities.

The statements of financial activities included all gains and losses recognised in the year.

Full comparatives for the Statement of Financial Activities are shown in note 19.





# Balance Sheet

At 31 August 2021

		31 August 2021 £	31 August 2020 £
	<b>Notes</b>		
<b>FIXED ASSETS</b>			
Tangible assets	10	222,924	199,746
<b>CURRENT ASSETS</b>			
Debtors	11	202,017	529,914
Short term deposits and cash in hand		1,435,442	1,080,540
		1,637,459	1,610,454
<b>CURRENT LIABILITIES</b>			
Creditors: amounts falling due within one year	12	217,158	187,580
		1,420,301	1,422,874
<b>NET CURRENT ASSETS</b>			
		1,643,225	1,622,620
<b>FUNDS</b>			
<b>Unrestricted funds</b>			
General fund	13,14	1,070,301	1,069,487
Fixed asset fund	13,14	222,924	199,746
Designated funds	13,14	350,000	350,000
		1,643,225	1,619,233
Restricted funds		-	3,387
<b>TOTAL CHARITY FUNDS</b>			
		1,643,225	1,622,620

Approved by the Trustees on 4 May 2022 and signed on their behalf by:

**William de Winton**  
Trustee (Treasurer)

The notes on pages 42 -51 form part of these financial statements



# Statement Of Cash Flows

For the year ended 31 August 2021

	Notes	31 August 2021 £	31 August 2020 £
<b>Cash flows provided by / (used in) operating activities</b>	17	422,985	(285,690)
<b>Cash flows from investing activities</b>			
Interest income		325	6,082
Purchase of tangible fixed assets		(68,408)	(9,441)
<b>Cash used in investing activities</b>		(68,083)	(3,359)
<b>Increase / (decrease) in cash and cash equivalents in the year / period</b>		354,902	(289,049)
Cash and cash equivalents at the beginning of the year / period		1,080,540	1,369,589
<b>TOTAL CASH AND CASH EQUIVALENTS AT THE END OF THE YEAR / PERIOD</b>		1,435,442	1,080,540

## 1. ACCOUNTING POLICIES

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

### Basis of preparation

These financial statements have been prepared in accordance with the Companies Act 2006, the Statement of Recommended Practice: Accounting and Reporting by Charities (SORP 2019) (Second Edition, effective 1 January 2019), and in accordance with the Financial Reporting Standard 102 (FRS 102).

UP – Unlocking Potential meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

The accounts are for the year ended 31 August 2021. Comparative information is for the eight month period ended 31 August 2020.

### Preparation of accounts on a going concern basis

The trustees consider there are no material uncertainties about the Charity's ability to continue as a going concern. The review of our financial position, reserves levels and future plans gives Trustees confidence the charity remains a going concern for the foreseeable future. Additionally, the Trustees have considered the impact of the Covid-19 pandemic on the reserves and financial health of the Charity and are satisfied that the Charity has adequate resources to continue in operation for the foreseeable future and, accordingly these financial statements have been prepared on the basis that the Charity is a going concern.

### Critical accounting judgements and estimates

In preparing these financial statements, the Trustees have made judgements, estimates and assumptions that affect the application of the charity's accounting policies and the reported assets, liabilities, income and expenditure and the disclosures made in the financial statements. Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

The Trustees consider that there are no critical areas of judgement or estimation uncertainty in preparing these accounts.

### Income recognition

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

#### Donations and legacies

Donations and gifts and are included in full in the Statement of Financial Activities when there is entitlement, probability of receipt and the amount of income receivable can be measured reliably.

#### Grants

Grants are recognised in full in the statement of financial activities in the year in which the charity has entitlement to the income, the amount of income receivable can be measured reliably and there is probability of receipt.

#### Government Grants

Government grant income represents the total amount claimed from HMRC under the Coronavirus Job Retention Scheme. The income is accounted for in the period in which the associated salary payments are made to furloughed staff.

#### Income from charitable activities

Income from charitable activities is recognised as earned as the related services are provided. Income from other trading activities is recognised as earned as the related goods are provided.

# Notes To The Financial Statements

For the year ended 31 August 2021

## Investment income

Investment income is recognised on a receivable basis once the amounts can be measured reliably.

## Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required, and the amount of the obligation can be measured reliably. Expenditure is classified under the following activity headings:

Expenditure on charitable activities comprises costs of services and support costs.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred

Expenditure is allocated to the particular activity where the cost relates directly to that activity. However, the cost of overall direction and administration of each activity, comprising the salary and overhead costs of the central function, is apportioned based on staff time attributable to each activity.

## Allocation of costs

Staff costs are allocated between direct charitable expenditure and support costs based on the time spent on these activities. Other costs are allocated directly to the relevant heading.

## Operating leases

Rental charges are charged on a straight-line basis over the life of the lease.

## Fixed assets

Fixed assets are stated at cost or deemed cost (donated valuation at estimated fair value) less accumulated depreciation and impairment losses. Assets costing more than £500 are capitalised.

Depreciation is calculated to write off the costs of the fixed asset by equal instalments as follows, all straight line:

Furniture, fittings and equipment	5 years straight line
Computer Equipment	3 years straight line
Catering Equipment	3 years straight line
Leasehold improvements	Life of lease
Playground Equipment	Over the life of the lease at the Corner School

## Financial instruments

The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments, including trade and other debtors and creditors are initially recognised at transaction value and subsequently measured at their settlement value.

## Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

## Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

## Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

## Funds

Unrestricted funds are donations and other income receivable or generated for the objects of the charity. Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

Restricted funds are those funds which are to be used in accordance with specific instructions imposed by the donor or trust deed.

## Employee benefits

- **Short term benefits**

Short term benefits including holiday pay are recognised as an expense in the period in which the service is received.

- **Employee termination benefits**

Termination benefits are accounted for on an accrual basis and in line with FRS 102.

- **Pension scheme**

Pension contributions represent amounts paid into personal pension plans for employees.

## Foreign currency translation

The charities functional and presentation currency is pound sterling. Monetary assets and liabilities denominated in foreign currencies are translated into sterling at the rates of exchange ruling at the balance sheet date. Transactions in foreign currencies are recorded at the rate ruling at the date of the transaction. All differences are recognised in the SOFA.

## Legal status

UP - Unlocking Potential is a company limited by guarantee registered in England and Wales and has no share capital. In the event of the charity being wound up, the liability in respect of the guarantee is limited to £1 per member of the charity. Its operating office is shown on page 1.

## 2. DONATIONS AND GRANTS

	2021 Total £	2020 Total £
Donations	1,621,343	1,052,162
Government Grants	8,766	54,950
	1,630,109	1,107,112

# Notes To The Financial Statements

For the year ended 31 August 2021

## 3. INCOME FROM CHARITABLE ACTIVITIES

	Schools £	Local Authority £	Other £	2021 Total £
Schools Programme	255,726	-	-	255,726
Corner School	-	596,532	-	596,532
	<u>255,726</u>	<u>596,532</u>	<u>-</u>	<u>852,258</u>
	<u><u>255,726</u></u>	<u><u>596,532</u></u>	<u><u>-</u></u>	<u><u>852,258</u></u>

	Schools £	Local Authority £	Other £	2020 Total £
Schools Programme	139,937	-	-	139,937
Corner School	-	368,292	-	368,292
	<u>139,937</u>	<u>368,292</u>	<u>-</u>	<u>508,229</u>
	<u><u>139,937</u></u>	<u><u>368,292</u></u>	<u><u>-</u></u>	<u><u>508,229</u></u>

## 4. ANALYSIS OF CHARITABLE EXPENDITURE

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2021 Total £
Schools Programme	690,082	187,300	188,579	1,065,961
Corner School	495,346	414,740	236,868	1,146,954
Young People's Programme	93,805	11,190	67,427	172,422
Community Outreach	1,285	977	4,175	6,437
	<u>1,280,518</u>	<u>614,207</u>	<u>497,049</u>	<u>2,391,774</u>
	<u><u>1,280,518</u></u>	<u><u>614,207</u></u>	<u><u>497,049</u></u>	<u><u>2,391,774</u></u>

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2020 Total £
Schools Programme	426,570	106,993	134,873	668,436
Corner School	276,308	147,967	155,501	579,776
Young Adults	165,921	23,308	52,872	242,101
Community Outreach	1,211	12,390	2,384	15,985
	<u>870,010</u>	<u>290,658</u>	<u>345,630</u>	<u>1,506,298</u>
	<u><u>870,010</u></u>	<u><u>290,658</u></u>	<u><u>345,630</u></u>	<u><u>1,506,298</u></u>

# Notes To The Financial Statements

For the year ended 31 August 2021

## 5. COSTS OF GENERATING FUNDS

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2021 Total £
Costs of generating funds	4,447	3,880	61,986	70,313

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2020 Total £
Costs of generating funds	23,002	3,092	14,266	40,360

## 6. ANALYSIS OF SUPPORT COSTS

	Staff Costs £	Resources £	Professional Fees £	Governance £	2021 Total £
Schools Programme	104,431	55,037	12,673	16,438	188,579
Corner School	129,639	63,798	24,005	19,426	236,868
Young People's Programme	43,213	15,455	1,785	6,974	67,427
Community Outreach	3,601	574	-	-	4,175
Charitable Expenditure (note 4)	280,884	134,864	38,463	42,838	497,049
Generating Funds (note 5)	43,213	11,715	84	6,974	61,986
	324,097	146,579	38,547	49,812	559,035

	Staff Costs £	Resources £	Professional Fees £	Governance £	2020 Total £
Schools Programme	69,130	44,078	4,428	17,237	134,873
Corner School	90,584	35,293	6,810	22,814	155,501
Young Adults	33,373	10,393	994	8,112	52,872
Community Outreach	2,384	-	-	-	2,384
Charitable Expenditure (note 4)	195,471	90,394	12,232	48,163	345,630
Generating Funds (note 5)	9,535	2,015	181	2,535	14,266
	205,006	91,779	12,413	50,698	359,896

Resources include costs of IT and premises.

# Notes To The Financial Statements

For the year ended 31 August 2021

## 7. GOVERNANCE COSTS INCLUDE

	2021 £	2020 £
Staff Costs	36,011	33,373
Auditor's remuneration	13,801	12,000
Other	-	5,325
	<u>49,812</u>	<u>50,698</u>

## 8. NET INCOME

	2021 £	2020 £
<b>This is stated after charging</b>		
<b>Auditor's remuneration (including VAT)</b>		
Audit	13,801	12,000
Other services	-	-
Expenses reimbursed to Trustees	-	-
Depreciation	<u>45,230</u>	<u>31,258</u>

## 9. STAFF COSTS AND NUMBERS

	2021 £	2020 £
<b>Staff costs were as follows:</b>		
Salaries and wages	1,453,942	1,019,502
National Insurance	141,581	94,309
Pension Contributions	49,550	17,580
	<u>1,645,073</u>	<u>1,131,391</u>

Included in the amounts above is the amount of £23,496 (2020: £81,052) for termination payments.

The number of employees whose emoluments fell within the following bands were:

	2021	2020
£60,001 - £70,000	3	1
£70,001 - £80,000	1	-
£100,001 - £110,000	1	-

The accounts are for the year ended 31 August 2021. Comparative information is for the eight month period ended 31 August 2020.

No expenses were reimbursed to Trustees in the current year or preceding period. No Trustee received remuneration in the current year or preceding period.

The total employee benefits of the key management personnel of the charity in the year were £445,353 (2020:8 month period: £230,285). The key management personnel of the charity in the period are considered to be the Chief Executive, Finance & Resources Director, HR Manager, the Clinical Director, the Schools Programme Director, the Headteacher of the Corner School and the Director of Development & Young People's Services.



# Notes To The Financial Statements

For the year ended 31 August 2021

## 9. STAFF COSTS AND NUMBERS (continued)

The average number of employees during the year/ period was as follows:

	2021 Full time equivalent staff numbers	2020 Full time equivalent staff numbers	2021 Staff Numbers	2020 Staff Numbers
Schools Programme	15	14	21	20
Corner School	13	10	15	13
Young People's Programme / Young Adults	2	3	2	3
Support – Management	4	5	7	7
Raising Funds	-	1	-	1
Average number of	34	33	45	44

## 10. FIXED ASSETS

	Catering Equipment	Leasehold Improvements £	Furniture, Fittings & Equipment £	Playground Equipment £	Total £
<b>Cost</b>					
At 1 September 2020	-	180,870	135,763	37,566	354,199
Additions	2,925	27,854	37,629	-	68,408
Disposals	-	(5,210)	(60,493)	-	(65,703)
<b>Balance at 31 August 2021</b>	<b>2,925</b>	<b>203,514</b>	<b>112,899</b>	<b>37,566</b>	<b>356,904</b>
<b>Accumulated depreciation</b>					
At 1 September 2020	-	38,708	111,981	3,764	154,453
Charge for the period	348	20,008	20,559	4,315	45,230
Disposals	-	(5,210)	(60,493)	-	(65,703)
<b>Balance at 31 August 2021</b>	<b>348</b>	<b>53,506</b>	<b>72,047</b>	<b>8,079</b>	<b>133,980</b>
<b>Net Book Value</b>					
Brought forward at 1 September 2020	-	142,162	23,782	33,802	199,746
Carried forward at 31 August 2021	2,577	150,008	40,852	29,487	222,924

## 11. DEBTORS: amounts falling due within one year

	2021 £	2020 £
Trade debtors	45,667	97,082
Prepayments	38,335	46,769
Other debtors	118,015	386,063
	202,017	529,914

# Notes To The Financial Statements

For the year ended 31 August 2021

## 12. CREDITORS: amounts falling due within one year

	2021 £	2020 £
Trade creditors	19,898	12,655
Other taxation and social security	38,896	31,371
Accruals and deferred income	114,212	112,836
Other creditors	44,152	30,718
	<u>217,158</u>	<u>187,580</u>

## 13. ANALYSIS OF FUNDS

	At 1 September 2020 £	Income £	Expenditure £	Transfers £	At 31 August 2021 £
General Fund	1,069,487	1,122,325	703,103	(418,408)	1,070,301
Designated Funds	350,000	-	350,000	350,000	350,000
Fixed Asset Fund	199,746	-	45,230	68,408	222,924
Total Unrestricted Funds	<u>1,619,233</u>	<u>1,122,325</u>	<u>1,098,233</u>	<u>-</u>	<u>1,643,225</u>
Restricted Funds:					
Schools Programme - Schools	-	255,726	255,726	-	-
Schools Programme - Grants	-	280,890	280,890	-	-
Schools Programme - Donations	-	209,453	209,453	-	-
Corner School - Local Authority	-	596,532	596,532	-	-
Community - Homework Club	3,387	-	3,387	-	-
Young People's Programme - Grants	-	5,000	5,000	-	-
The Corner School - Grants	-	4,000	4,000	-	-
Government Grants	-	8,766	8,766	-	-
Total Restricted Funds	<u>3,387</u>	<u>1,360,367</u>	<u>1,363,754</u>	<u>-</u>	<u>-</u>
Total Funds	<u>1,622,620</u>	<u>2,482,692</u>	<u>2,462,087</u>	<u>-</u>	<u>1,643,226</u>

	At 1 January 2020 £	Income £	Expenditure £	Transfers £	At 31 August 2020 £
General Fund	1,065,023	1,111,194	789,757	(316,973)	1,069,487
Designated Funds	250,000	-	207,532	307,532	350,000
Fixed Asset Fund	221,563	-	31,258	9,441	199,746
Total Unrestricted Funds	<u>1,536,586</u>	<u>1,111,194</u>	<u>1,028,547</u>	<u>-</u>	<u>1,619,233</u>
Restricted Funds:					
Schools Programme - Schools	-	139,937	139,937	-	-
Schools Programme - Grants	-	2,000	2,000	-	-
Corner School - Local Authority	-	368,292	368,292	-	-
Young Adults - Homework Club	6,269	-	2,882	-	3,387
Young Adults - Grants	5,000	-	5,000	-	-
Total Restricted Funds	<u>11,269</u>	<u>510,229</u>	<u>518,111</u>	<u>-</u>	<u>3,387</u>
Total Funds	<u>1,547,855</u>	<u>1,621,423</u>	<u>1,546,658</u>	<u>-</u>	<u>1,622,620</u>

# Notes To The Financial Statements

For the year ended 31 August 2021

## Designated funds

A designated fund was initially created to develop the Corner School. With 10 children being on the school roll at the start of the 2021-22 academic year the school is still working towards full capacity. In view of the forecast operating deficit for the next academic year we have transferred a further £350,000 to the designated fund for the Corner School at the year end.

## Fixed Asset fund

The fixed asset fund represents a transfer of the net book value of the fixed assets at the end of the year. These funds are in a separate fund to show they are not freely available to be utilised by the charity.

## Restricted funds

Restricted funds have been received during the year in respect of specific projects operated by the charity.

## 14. ANALYSIS OF NET ASSETS BY FUND

	General Funds £	Designated Funds £	Restricted Funds £	2021 Total £
Fixed assets	222,924	-	-	222,924
Net current assets	1,070,301	350,000	-	1,420,301
<b>Total</b>	<b>1,293,225</b>	<b>350,000</b>	<b>-</b>	<b>1,643,225</b>

	General Funds £	Designated Funds £	Restricted Funds £	2020 Total £
Fixed assets	199,746	-	-	199,746
Net current assets	1,069,487	350,000	3,387	1,422,874
<b>Total</b>	<b>1,269,233</b>	<b>350,000</b>	<b>3,387</b>	<b>1,622,620</b>

## 15. OPERATING LEASE COMMITMENTS

At the year / period end the charity was committed to making the following payments in total in respect of operating leases.

	Equipment 2021 £	Equipment 2020 £
Falling due:		
Within one year from 31 August 2021	2,811	-
Within two to five years from 31 August 2021	8,433	-

	Land and buildings 2021 £	Land and buildings 2020 £
Falling due:		
Within one year from 31 August 2021	55,000	140,963
Within two to five years from 31 August 2021	220,000	305,963

Operating lease costs charged to the Statement of Financial Activities in the year ended 31 August 2021 amounted to £145,106 (2020: 8 month period: £102,972).

# Notes To The Financial Statements

For the year ended 31 August 2021

## 16. TAXATION

The charity is exempt from corporation tax as all its income is charitable and is applied for charitable purpose. The charity is not exempt from VAT which is included with the expenses to which it relates on the Statement of Financial Activities.

## 17. RECONCILIATION OF NET INCOME TO NET CASH INFLOW FROM OPERATING ACTIVITIES

	2021 £	2020 £
<b>Net income for the year / period</b>	20,605	74,765
Add back depreciation charge	45,230	31,258
Deduct interest income shown in investing activities	(325)	(6,082)
Decrease / (increase) in debtors	327,897	(422,005)
Increase in creditors	29,578	36,374
<b>Net cash generated / (used) in operating activities</b>	<u>422,985</u>	<u>(285,690)</u>

## 18. RELATED PARTY TRANSACTIONS

The total amount of donations received from four Trustees in the year was £1,122,500 (2020: £524,500 from four Trustees in the 8 month period).

During the prior period Trustees agreed to fund the purchase of 50 laptops equipped with Google Chrome Education licenses for distribution to vulnerable children and young people living in Brent during the Covid-19 pandemic. Funds of £11,032 were paid to the Beckmead Trust in order to take advantage of bulk buying discounts. The laptops were distributed via the Young Brent Foundation. Stuart Roden is a Trustee of the Beckmead Trust and Jonathan Clark is the Chief Executive of the Beckmead Trust. All transactions were made at arms length. There were no other related party transactions in the year or prior period.

## 19. COMPARATIVE STATEMENT OF FINANCIAL ACTIVITIES FOR THE EIGHT MONTH PERIOD ENDED 31 AUGUST 2020

		2020 Unrestricted Funds £	2020 Restricted Funds £	8 Months Ended 31 August 2020 Total Funds £
<b>INCOME FROM:</b>	<b>Notes</b>			
Donations & grants	2	1,105,112	2,000	1,107,112
Charitable activities	3	-	508,229	508,229
Investments		6,082	-	6,082
<b>Total Income:</b>		<u>1,111,194</u>	<u>510,229</u>	<u>1,621,423</u>
<b>EXPENDITURE ON:</b>				
Charitable activities	4	988,187	518,111	1,506,298
Raising funds	5	40,360	-	40,360
<b>Total Expenditure:</b>		<u>1,028,547</u>	<u>518,111</u>	<u>1,546,658</u>
Net income / (expenditure)	5	82,647	(7,882)	74,765
<b>Net movement in Funds</b>		82,647	(7,882)	74,765
Funds brought Forward		1,536,586	11,269	1,547,855
<b>Funds at 31 August 2020</b>		<u>1,619,233</u>	<u>3,387</u>	<u>1,622,620</u>



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Company number: 09750864  
Registered charity number: 1163932