



Unlocking Potential

2022 Annual Report

Annual Report & Financial Statements
for the year ended 31 August 2022

Company number: 09750864
Registered charity number: 1163932



Unlocking Potential
2022 Annual Report

Reference & Administrative Details

For the year ended 31 August 2022

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Unlocking Potential
2022 Annual Report

Reference & Administrative Details

For the year ended 31 August 2022

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 (resigned 10 May 2023)
Jonathan Clark (Safeguarding Lead)
Derek Nasser (Clinical Trustee)
Carrie Herbert (appointed 7 December 2021; Chair of the Corner School Education Committee)

Chief Executive

Cassie Oakeshott

Leadership Team

Cassie Oakeshott - CEO & Clinical Director
Daniela Caton - Head Teacher Corner School
Helen Twigg - Director of Safeguarding & Business Development
Lucy Freeman - Director of the 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 2022

The Trustees present their report and the audited financial statements for the year ended 31 August 2022. This has once again been a challenging year for children, families, teachers, and staff managing safeguarding concerns, the impact of the cost of living crisis and general economic uncertainty. There has been a noticeable increase in referrals. We have seen an increase in demand for both our Schools Programme services and for placements at our Corner School.

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.



Trustees' Report

For the year ended 31 August 2022

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. We support partner schools, CAMHS and the NHS by providing a high-quality therapeutic service to schools around London that support the most vulnerable children. Increasingly and following government guidance that all schools have a designated mental health lead, schools are recognising the value of having an in-house mental health service, which 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.

During the 2021-2022 school year, we supported over 2,500 children and their families in 17 primary schools and one secondary school across seven London boroughs. Following a period of rapid growth we are now working in 24 schools across ten London boroughs.

The Schools Programme provides a range of interventions designed to meet the needs of children across our partner schools including:

- 1:1 Child Psychotherapy or Arts Therapy
- Six Times Talk Time (6xTT) a brief solution focused intervention delivered 1:1 or in small groups focused on themes of self-esteem, social skills, emotional literacy, anger management and transition and change
- Wellbeing Groups designed to develop social skills, enhance self-esteem, and manage minor anxiety
- Transitional Groups through which UP Therapy Team Managers support year 6 children for their move to secondary school
- 'Speak UP', a drop-in service, where children can self-book an appointment to see a therapist to discuss their worries or concerns by dropping a slip into the Speak UP box
- Occupational Therapy
- Speech & Language Therapy
- Check ins (ad hoc or regular) for emotional support
- Online Parent Group

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 2022 we worked in eighteen schools across seven 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 twenty four schools across ten London boroughs, including two secondary schools.

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 are fully integrated into the school pastoral and inclusion team, picking up on emerging issues often through informal engagement in the playground with children, teachers, and parents, to meet previously unidentified or unmet needs.



Trainee Placements

Trainee therapists are a core part of our work, without the incredibly valuable input of trainees on our trainee placement programme, we simply could not reach the number of children we do. We worked with 51 trainees in the year. We have built up significant relationships with the largest and most well-known training colleges, including the following:

- Tavistock and Portman NHS Foundation Trust
- Terapia
- Birkbeck College
- Institute for Arts and Therapy in Education (IATE)
- Centre for Counselling & Psychotherapy Education (CCPE)
- Goldsmiths University
- University of Roehampton
- University of Hertfordshire
- University of Cambridge
- Lambeth University
- Oxford Brookes University
- Kingston University

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.



“I have absolutely loved my placement experience and all of the support I have been given from interview, to the training and clinical placement. Unlocking Potential is such a wonderful platform within which to make a positive impact with vulnerable children.”

Trainee therapist

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, drawing on theories of child development, active listening, insights from neuroscience and the central tenet of 'limits with love'.

“I love my sessions and my confidence is a 10 now.”

Child in 1:1 Therapy



The Corner School (TCS)

The Corner School is a specialist, 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.

Our school follows the national curriculum, where possible, and all pupils have a personalised class, or individual, 'learning pathway'. Our approach is both trauma informed and sensory-aware, to ensure we view a child's learning interests, their needs and their behaviour in the context of their wider family system and historic and emerging SEMH needs.

Therapeutic support at the Corner School

In addition to our academic work, our children access a tri-part therapeutic model of Occupational Therapy (OT), Speech & Language Therapy (SaLT) and Psychotherapy/Emotion Coaching. We support learning and academic progression by ensuring diagnosed or emerging SEMH needs are met through our team of therapists in the wider charity and a dedicated child psychotherapist who is on the school team.

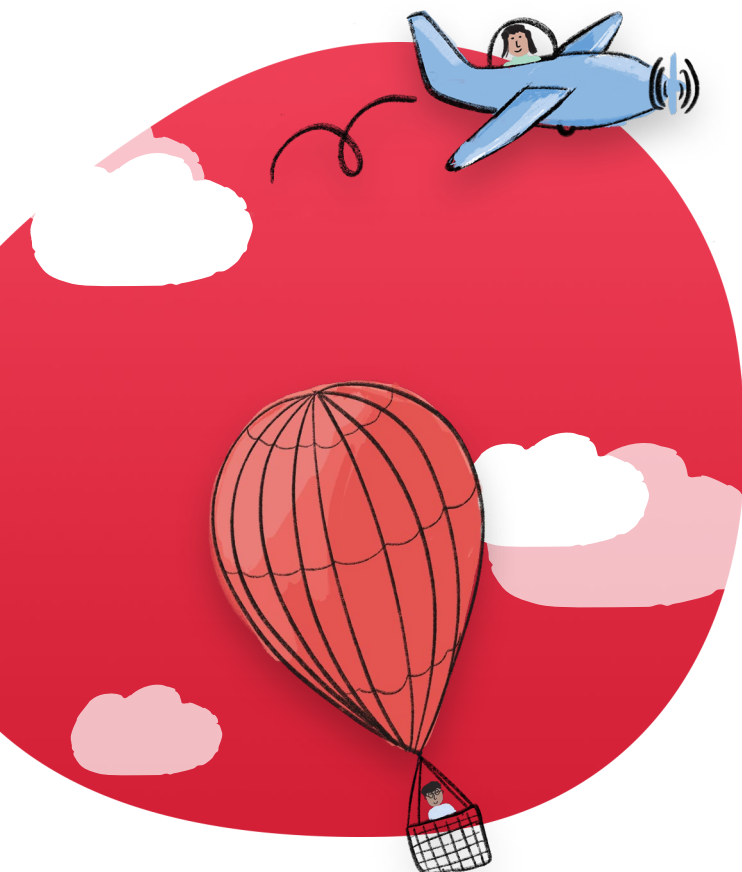


Parent & family support at the Corner School

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 previous relationships with schools and outside agencies. Part of our work is about understanding their experiences and ensuring we offer a new relational experience to support them to move beyond these historic blocks and have a transformational experience of working in partnership with their child's school. Therapeutic support lies at the heart of this relationship.

At the Corner School, we offer a range of approaches to support parents; from making, from daily calls home to talk through a particular challenge their son or daughter is having, to being involved in Reflective Parenting sessions. Reflective Parenting sessions enable parents/carers to meet regularly with their child's therapist to work on and understand specific issues, strengthening the parent-child connection and developing parenting skills for closer and more positive relationships.





The Young People’s Programme

The Young Brent Foundation commissioned UP to deliver a 6-month project, called ‘Elevation’ that ran until the end of March 2022, providing youth work interventions to improve the confidence in education and increase the resilience of 6–25-year-olds living across three estates in Brent: Chalkhill, Church End and Stonebridge.

For the duration of the project UP staff worked with both statutory and voluntary partners including schools and Alternative Provisions as well as community groups to deliver group work and 1-2-1 key working to over 200 children and young people. We delivered 1-2-1 and groupwork sessions to the year 8, 9/10 and 11 year boys at Jubilee Academy, an Alternative Provision in Harrow attended by boys from Brent. At Brent River College, we ran 1-2-1 and group sessions for boys and girls across years 7-11. We also delivered two sessions to 27 children at the Chalkhill Community Centre. These children were aged between 6 and 13 years and were both boys and girls. They all lived on the Chalkhill Estate.

Elevation also worked with Streetfusion Arts, a music and video production company that delivers workshops and studio sessions for children and young people in Brent and across London. Through the project with Streetfusion Arts, Elevation worked with 26 young people from 15 to 24 years who had been disengaged from school/college/work to develop skills and support them into meaningful activity. This project ran for 12 weeks with 48 hours of project time producing 16 music compositions and engaging with mental health and wellbeing activities. We delivered a session on wellbeing to 120 young people across 4 school classes at Newman Catholic College, a secondary school in Brent which was well received by staff and students. To understand the impact of the session we surveyed the attendees, 72% said that they felt more confident after the session and 70% said they knew more about their peers after the session.

Elevation was a short-term, 6-month project, ending in March 2022, and following the completion of the work, the Young People’s Programme was closed.



“I liked being able to talk freely about my emotions without having to worry.”

Young person attending the programme

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.

Community Outreach - The Homework Club

Working in partnership with Destiny House International and the St Raphael’s Family Wellbeing Centre, we have continued to offer a homework club on a Monday night located in the Family Wellbeing Centre and targeted at children and families, living on the St Raphael’s estate in Brent. Thanks to the effort of the Family Wellbeing Centre in promoting the club to families interest in and take up of places increased through the year, with 19 children registered in July 21, to 38 being registered at the club by July 2022.

In addition to weekly support with their homework, we offered additional activities to the children this year, including a session delivered during Black History Month by ‘Positive Affirmations’ who did some work with the children about positive thinking and all the children were able to take away a positive affirmations card.



Achievements and Performance

For the year ended 31 August 2022

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 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 Schools Programme seeks to address the crisis in children and young people’s mental health that impacts on all aspects of their life including their ability to engage fully in education.

NHS data shows that at the end of February 2022, 420,314 young people were receiving mental health support or were waiting to start support, the highest number since records began and a 54% increase since February 2020, and these figures are the tip of the iceberg. Many children are refused CAMHS support because they don’t meet the high thresholds to be seen.

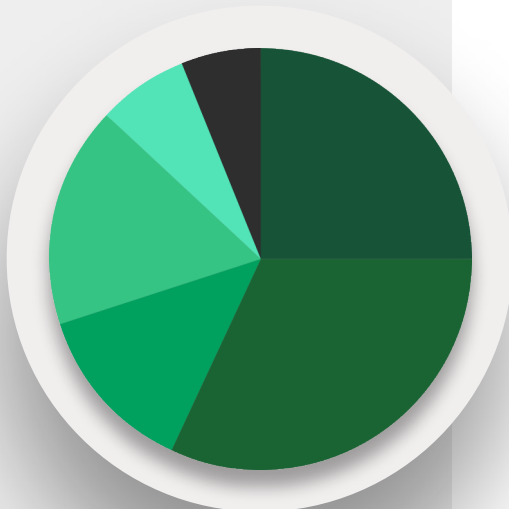
Children are referred to the Schools Programme by the school’s senior leadership team, classroom teachers, parents and children themselves. Once a child is referred to the service, the UP therapist conducts a detailed assessment with the parent or carer of the child before they start the appropriate chosen intervention. Children are referred for a variety of reasons, however, emotional regulation, family trauma, behaviour problems in school 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:



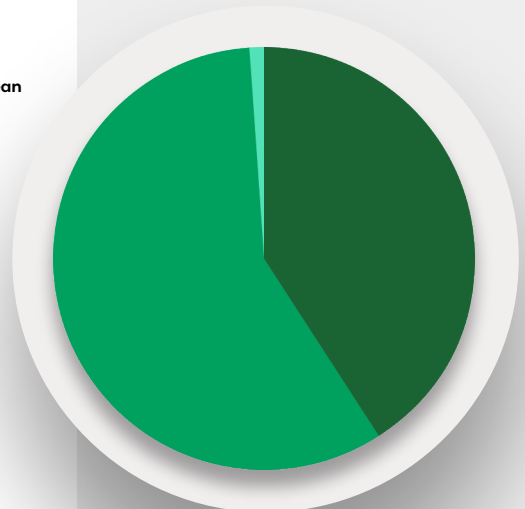
Ethnicity



Ethnicity Key*

- 17% Asian British/Asian
- 25% Black British/African/Caribbean
- 13% Mixed Background
- 7% Other
- 32% White
- 6% Unknown

Gender



Gender Key*

- 41% Female
- 58% Male
- 1% Unknown

*Data obtained from School SIMS systems



Overview of Therapeutic Services

We supported over 2,500 children in 17 primary schools and 1 secondary school across 7 London boroughs. 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	255
1:1 Therapy sessions attended	4,319
Children seen for 6xTT	115
6xTT sessions attended	593
Children seen for OT	191
OT sessions attended	1,334
Children seen for SaLT	58
SaLT sessions attended	234
Children that attended Speak UP	2,430
Children seen in Check Ins	1,715

“It’s really wonderful to see him engaging in learning and being excited about that. He wouldn't engage when we asked him to but after your sessions, he is happy to do some writing and develop his stories if we ask him to.”

Parent of a child in 1:1 Therapy

1:1 Therapy

Counselling and Psychotherapy can benefit children in many ways by providing time, space and a supportive relationship in which to explore aspects of life that cause preoccupation or worry and impacts their day-to-day wellbeing and functioning. During weekly sessions in the designated UP therapy room, 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 assist the child to explore their inner and outer worlds, their relationship to themselves and others, in order to facilitate psychological healing, growth and transformation.

97%

of children were better able to manage their emotions and were able to reflect on their behaviour and make positive changes after attending Schools Programme interventions.



Children are referred for 1:1 therapy for multiple reasons

Emotional regulation	21%
Family trauma	16%
Behaviour problems at school	10%
Self esteem & anxiety issues	9%
Struggling academically	7%

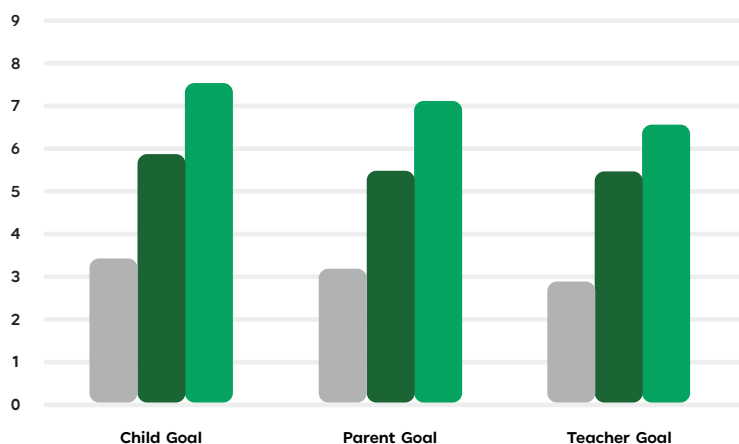
Goal Based Outcomes (GBOs) for 1:1 therapeutic evaluation

GBOs are a recognised and widely-used tool to evaluate progress in clinical work. GBOs fit with the Choice and Partnership Approach and the Children and Young People's Improving Access to Psychological Therapies model of service, and have recently been more widely rolled out across the NHS in child, 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 for the 104 children that finished therapy during the year.



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

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) 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.

78% of children that attended 1:1 therapy were medium or high risk.



Goal Score Key

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

- Beginning
- Middle
- End

96% of children reported that they improved after attending therapy

96% of teachers reported an improvement in the children in their classes that attended 1:1 therapy

97% of parents reported an improvement in their children that attended 1:1 therapy



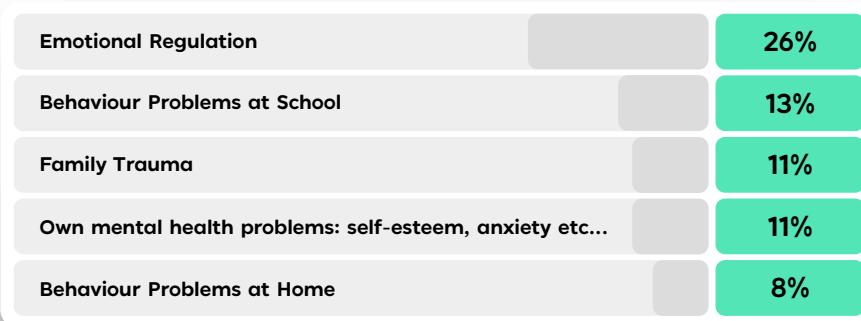
Trainees on Placement

Each child is offered 1:1 therapy with a trainee or qualified therapist, depending on the complexity of the case. We worked with 51 trainee therapists during the year, from 12 colleges and universities. The placement partnerships we have allow us to deliver 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)

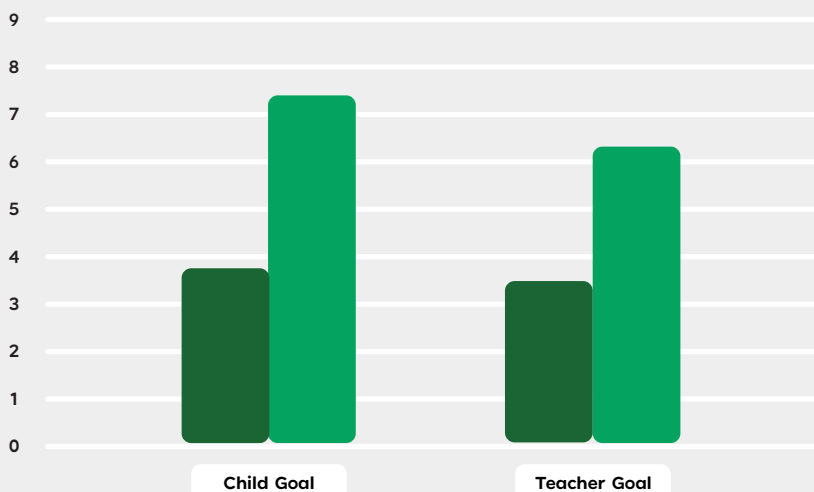
6xTT is a set of 6 weekly sessions offered to individuals or groups of children needing support in one of five areas: Self-Esteem, Social Skills, Emotional Literacy, Anger Management, Transition and Change (moving to a new school; moving home; divorce and separation; bereavement).

6xTT (children are referred for multiple reasons):



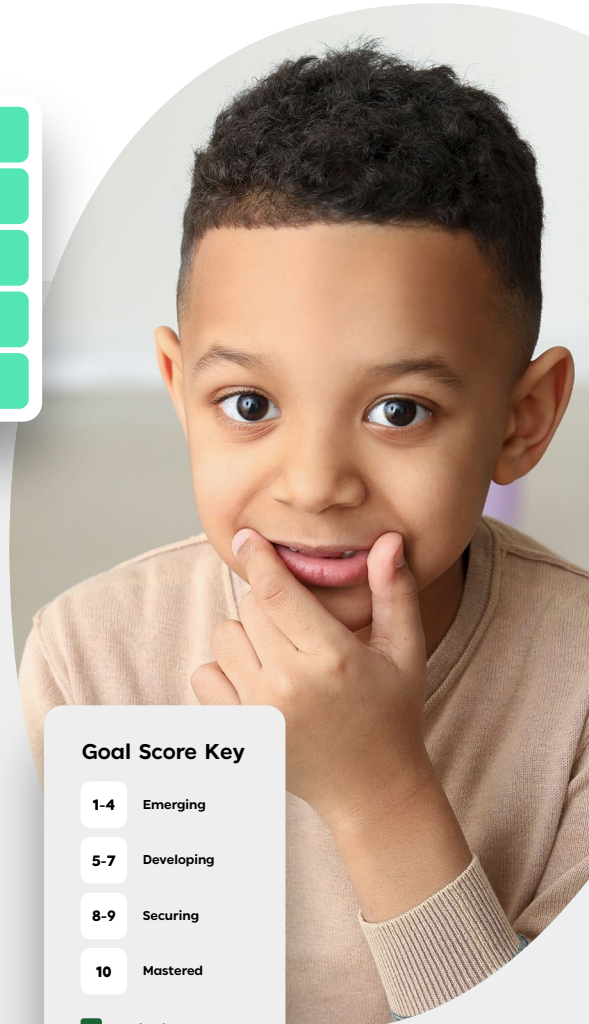
Goal Based Outcomes (GBOs) for 6xTT evaluation

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



100%

of children reported an improvement in their original goal after attending

85%

of teachers reported an improvement in the behaviour, confidence, and satisfaction of their children after attending 6xTT



Occupational Therapy (OT)

Occupational therapy aims to give practical support to help increase childrens' independence and satisfaction in all aspects of their life. In schools, the goal of OT is to improve childrens' 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 their teacher to support positive change in the child, environment and task.

Children are referred to OT for the following reasons:

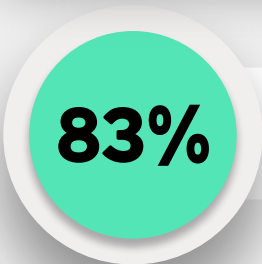
Attention/Focus	22%
Emotional/Sensory Regulation	20%
Handwriting	16%



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 assessed as not met, partially met and fully met at the end of a block of sessions. In the year each child received an average of 7 OT sessions per intervention.

86% of children in Occupational and Speech and Language therapy were able to communicate their needs more effectively and felt more positive about themselves



of goals were either fully or partially met

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:

Expressive Language	25%
Social Skills	16%
Speech	13%



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.

2,430

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.

1,715

children were seen in Check-Ins in the year

“Speak UP has been especially well used by the children in key stage 2 with friendship difficulties. This has also highlighted specific areas where other interventions may be useful, like friendship and communication groups which we were then able to offer.”

Therapy Team Manager



“I feel so much better and calmer about being able to talk about my feelings.”

Year 5 child accessing Speak UP

“We are lucky you are here because you are easy to talk to if we have something we are worried about.”

Year 5 child accessing Check Ins

Wellbeing Groups

Wellbeing groups 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 groups offer children a chance to focus on increasing confidence and self-esteem and building friendships in a relaxed and nurturing environment. Group 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 – wellbeing groups are a very popular alternative to regular playground break time!

344

children attended wellbeing groups across our service in the year



Transition to Secondary School for year 6 children

Summer term is a significant milestone for year 6 students, who are having to manage both loss and excitement, preparing to say goodbye to friends and teachers while also anticipating new beginnings, with all that this entails. All children benefit from the transitional groups we run, but particularly those who may be vulnerable due to additional needs or challenges.

The series of workshops we provide are tailored to each year 6 cohort's specific preoccupations and worries, and this year, we ran some of the classes as well as supported school staff to deliver sessions, which included creating memory books of primary school, top tips for making new friends, and practical tools for helping them settle in and flourish in their first year at secondary school. Giving children time to talk and feel their way through this process, and seeing that others too feel similarly, creates connection points and alleviates worries that 'everyone else has this sorted and it's just me who isn't managing well'.



“Through a self-reporting questionnaire, we identify the children who are most worried about their move to secondary school and then run small groups to work through their concerns. We also run whole class sessions to cover more general concerns.

I was pleased to hear that an appeal letter I wrote for one of the Y6 girls attending UP support was successful in supporting her appeal to attend her preferred school”

Therapy Team Manager

“I get so much from the Parent Group and look forward to continuing relationships with the other parents, when the group has finished. I am going to arrange an outing in the holidays where each parent and their children are welcome to join”

Parent attending one of our parenting groups



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.

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.

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.



Our Parent Group work

We ran two online groups this year. Each group runs for 10 weeks, with a break over a half term or other school holiday, and takes 3-4 weeks to set up, with a rigorous assessment and preparation-for-being-on-line process. This ensures that all parents attending, no matter how great their challenges, feel able to open up in the group and that their sharing will be facilitated safely to reduce shame or overwhelm. The first group ran from the beginning of November and the second group from the end of April. Both groups contained a mixture of parents from seven schools in six different boroughs: Hackney, Tower Hamlets, Wandsworth, Lewisham, Camden and Brent. A total of 13 participants out of 15 completed the full 10-week course.

Our Participants



Asian: Bangladeshi	15%
Any other Asian Background	8%
Any other Black Background	8%
Black African	8%
White British	38%
White: Other European	23%



Risk Factors

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

- 31%** Parents of children receiving Pupil Premium
- 31%** Parents of children on Statutory Service plans (Child Protection, Child in Need, Special Guardianship)
- 46%** Parents of children with a SEMH diagnosis
- 46%** Parents of children with an EHC plan



To measure our impact, we used Goal Based Outcomes and the Parent Stress Scale

50%

of parent goals increased by 3 or more points.

The Parent Stress Scale

The Parent Stress Scale (PSS) is a questionnaire that assesses parents' feelings about their parenting role, exploring both positive aspects and negative aspects of parenthood. The PSS can be used to assess outcomes of interventions designed to support parenting efficacy of mothers, fathers and/or carers across a wide age range. Participants completed the PSS at the start and end of the course. The Parental Stress Score for an individual is banded into levels of stress, with lower scores indicating lower parenting stress levels. The average score across all participants fell by 3 points after the group intervention ended.

Parent Group Case Study

Referral

Freddie is a 10 year old, white, British boy, living at home with mum, dad and 5 year old sister. Freddie attends an inner city primary school and was recently referred to UP for 1:1 therapy. Despite an assessment for ASC (Autistic Spectrum Condition), Freddie did not meet thresholds for a formal diagnosis. However, he expresses various traits of the condition, and finds transitions and emotional regulation particularly challenging. At the time of referral he was having violent physical outbursts towards mum.



Freddie's Mum, Cathy was referred to the Parent & Carer Group by the UP Therapy Team Manager. The group facilitators reached out to Cathy who showed interest in attending and partook in the Parent & Carer Assessment. Cathy shared that Freddie's behaviour at home was a great challenge and that it was causing tension and disharmony throughout the family. Cathy believed that Freddie's emotional outbursts and non-compliant behaviour was impacting his sister's behaviour negatively and that Dad was unable to manage Freddie's anger. This left Cathy feeling alone and helpless. Cathy was concerned about the impact of stress on family functioning and described a lack of joy and harmony within the home.

Parental Group work

Cathy engaged well with the weekly online group meetings and took full advantage of the Parent/ Carer weekly check-in calls from one of the group facilitators. Cathy used the parenting tools from the weekly sessions, applied them in her parenting and used the check-in calls to reflect on what worked well and what areas remained a struggle. The facilitators supported her to reflect on her own self beliefs and experience of being parented which supported her to overcome her parenting challenges. This enabled her better access to the parenting tools which she could then apply in a more successful way.

Cathy's Parenting Goal was for there to be more joy and harmony within the family home. She scored her goal at a three at the start of the group, but over the 10 weeks, the situation at home started to change, and by week 10, Cathy scored the joy and harmony levels at a six. By the end of the course, Cathy realised that Freddie's emotional regulation difficulties were a product of the difficulties within the entire family system and thought it would be supportive for Dad to do the parenting course so he could benefit from the same sharing, learning and tools as her in order that they could co-parent more effectively.



“I couldn't sum it up in one sentence. The Parent / Carer Group has been profoundly helpful and the weekly check in calls have been so supportive. Thank you so much!”

Cathy

Outcome

Three months later Dad joined the current parenting group. By week 6 Dad reported that Freddie's outbursts were now much less regular and shared that with parenting support Freddie is able to work through his dysregulated feelings. Dad feels the family are functioning more harmoniously and he is proud that they took the brave step to enter into the UP Parent & Carer Group. Dad has the same parenting goal as mum and is currently on target for obtaining his parenting goal by week 10.

The learnings from this Parent Group cohort include the value of assessing for levels of emotional reflexivity/including emotionally reflective parents/carers in the cohort to support the wider group learning, and the insight that attendance of both parents/carers creates significant advantages for both the child and other parent/carer.

*All identifying information in this case study has been anonymised.



Children’s Mental Health Week (CMHW)

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.

We use CMHW to further educate staff and children, celebrate good mental health, and enable children to discover new tools to support their wellbeing. This year’s theme was ‘My Identity Matters’.

Understanding your identity, being proud and curious of who you are, and what makes you different, all contribute positively to your mental health. Your identity is what makes you, you! Our identity is made up of lots of different things, a bit like the pieces of a jigsaw puzzle. Some of these parts can be seen by other people, but there are also parts of one’s identity that people don’t see.

Understanding our identity helps us to...

- ✓ Feel confident
- ✓ Believe in ourselves
- ✓ Make choices that reflect our values
- ✓ Understand and respect others, even when they are different from us
- ✓ Build good relationships
- ✓ Know what you need
- ✓ Be assertive

“I am just so glad that these children have the support that they do and we appreciate you helping us to better understand and support their needs.”

School SENCo



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.

393

Professional meetings attended (including with teachers)



The Corner School

The Corner School is a specialist 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 learning opportunities in a multi-disciplinary, nurturing and therapeutic environment where children can grow and thrive. Our children develop a sense of safety and belonging within the school community, coming to understand that all aspects of themselves are valued, even if there are still challenges or struggles to be worked through.

Through the use of particular language, by modelling appropriate behaviour, and by building significant relationships, we foster willingness, enjoyment and inspiration that leads to success. We aim to increase the children's self-esteem and resilience, and improve their emotional regulation and support them to express empathy for themselves and others. Our vision is to improve the life chances of all children at the Corner School by providing an appropriate and relevant education, improving their mental and physical health and helping them build positive relationships with peers and adults so that they can contribute to their community and wider society.

Ofsted Inspections

We are proud to have achieved a 'Good' Ofsted rating at our first inspection in 2019 and again in February 2022.

See the full reports here:

[Read Reports >>](#)

www.reports.ofsted.gov.uk/provider/27/145849



“Leaders are determined that all pupils will learn successfully, irrespective of any barriers that they have faced in the past. Many pupils arrive feeling demotivated by their previous experience of school. Some have not been in school for some time. Leaders and staff work hard to build up pupils’ self-esteem and social skills. They also support pupils to catch up on any learning that they may have missed.”
(Ofsted report February 2022)

The Corner School Learner 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 ten children. We had three placements end during the year and seven new admissions. We ended the year with fourteen children across KS1 and KS2. Three children transitioned to secondary school from September 2022.

Our child-teacher ratio is 2:1 or 1:1. We feel it is imperative that we have small learning groups and know our children benefit from as much 1:1 support as we can offer.

Our children are typically managing a range of issues that have made mainstream schooling challenging. We receive referrals for children with the following conditions and behaviours (whether diagnosed or still emerging):

- (ADHD) Attention Deficit Hyperactivity Disorder (or Attention Deficit Disorder)
- Anxiety
- Attachment difficulties
- (ASC) Autistic Spectrum Conditions (including PDA-Pathological Demand Avoidance)
- Depression
- Dyspraxia, Dyslexia, Dyscalculia
- Family challenges that impact a child's learning and ability to feel good at school
- Oppositional Defiant Disorder (ODD)
- School refusers
- Social Communication Issues
- Traumatic incidences that may make school engagement very challenging



We offer every child:

- ✓ An assessment of need: we want to understand a child's needs, from a learning perspective but also to understand their behaviour in the context of their family and SEMH needs.
- ✓ A tailored, personalised curriculum: we follow the national curriculum where appropriate, and all learners have a personalised, individual, 'learning pathway'. This approach means that each child experiences success and can reach their full potential.
- ✓ A trauma-informed, sensory-aware teaching and learning approach: this considers how children feel, think and behave, based on the belief that as bio-psycho-social beings, how our bodies feel in any given environment will affect our readiness to learn.
- ✓ A tri-part therapeutic model: this ensures that every child has access to additional, personalised support for their specific needs, and that insights from their therapies can be shared with teaching staff so that children have the opportunity to understand themselves and how they learn, and develop a growth mindset.



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, teaching 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.

“Staff make effective use of assessment to plan and cater for pupils on an individual basis. They identify what pupils know and where they have gaps in their knowledge. They use this information to plan a bespoke programme of learning for each pupil”

Ofsted report
February 2022

Reading & Writing

We use Read Write Inc. Phonics a literacy programme, validated by the Department for Education, designed to teach children to read and write with ease and fluency. Read Write Inc. is used in more than a quarter of UK primary schools and was designed to ensure progress for every child. It has proven success in all types of schools, including those with high numbers of children with SEND and those in the least privileged areas. Read Write Inc. Phonics is split into different literacy groups represented by a group. There are 9 groups each having at least 10 books.

Once children complete Read Write Inc. Phonics they move to Fresh Start, which is split into five groups with a total of 33 modules.

Once children complete Fresh Start they move on to accessing further reading that is more appropriate for their age.





Progress in Reading

Children were assessed for reading at four points in the year.

100%

of the children made positive progress in reading.

90%

of the children made more than 5 levels of progress in reading

50%

of the children completed Read Write Inc. Phonics and were working on Fresh Start

10%

of the children engaged in further reading having completed Read Write Inc Phonics and Fresh Start

Progress in Writing

Children were assessed for writing at four points in the year.

100%

of students made progress at each time point.

70%

of students have moved up a year group level between September and June.

60%

of students moved up two year group levels between September and June.

Progress in Mathematics

Children were assessed for mathematics at four points in the year.

70%

of students made progress at each time point.

60%

of students have moved up a year group level between September and June.

10%

of students moved up two year group levels between September and June.

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.

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	12	130
Therapeutic Check-Ins	11	40
OT / SaLT	11	96



“Staff and therapists help pupils to become more self-aware of their feelings and emotions. Pupils are supported to devise strategies that help them to manage their behaviour. The new behaviour and achievement approaches are contributing well to leaders’ effective work.”

**Ofsted report
February 2022**

Therapy

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

1:1 Therapy - one to one creative and arts based therapy

Check-Ins - time limited therapeutic check-ins

Body based 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.

“They encourage pupils to take responsibility for their actions, as well as for their learning. Pupils, supported by adults, learn to reflect when things go wrong and find ways to avoid a recurrence. These approaches support pupils to develop a positive attitude in lessons. They learn to work hard and behave well.”

Ofsted report February 2022



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 the classroom, integrated activities with teachers, or occupational therapy-based group work with other students.



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.



Financial Review

For the year ended 31 August 2022

Financial Review

Full details are given on pages 39-51.

Total income for the year amounted to £2,476,698 and total expenditure incurred amounted to £2,486,344. The deficit of expenditure over income for the year was £9,646.

Most of the income continues to be from donations and grants. Total donations and grants in the year were £1,535,894.

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. The increased activity has been successful with total restricted donations for the Schools Programme being £112,834 and total grants being £277,829. Grants may be split as Schools Programme: £264,371; the Corner School: £658 and the Young People's Programme: £12,800 (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 £350,430 and income from local authorities for school placement fees at the Corner School being £554,400.

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 29% towards the total cost of the programme. The balance was met by donations and grants.



The Corner School ended the year with fourteen children on the pupil roll, of whom three were transitioning to secondary school. The income from five local authorities for the school placement fees for the children contributed 51% 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.



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 2022 amounted to £1,633,579.

The free reserves at 31 August 2022 were £1,068,927 which excludes designated funds of £350,000, fixed asset funds of £189,652 and restricted funds of £25,000.

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 cost of living crisis and general economic uncertainty 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 two BigGive matched giving campaigns in the year. 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 and a Director of Safeguarding & Business Development. 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 following our Growth Strategy.

- We will continue to expand the SP, aiming to be delivering services in 24 schools by August 23, with a view to 26 from September 23.
- We will develop a strategy for either following our children into secondary school and/or a secondary school support model, focusing on secondary schools that our primary schools feed into.
- 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 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 continue to 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 review our parent support and identify areas for development based on feedback from schools.

3

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

- We will continue to raise awareness of The Corner School and deliver stronger marketing initiatives to promote an online presence.
- 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 continue to identify the key local partners in the borough, covering our main areas of activity including education, health and wellbeing and young people's services. - the introduction of a Brent based Hub Manager will support this.

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. Relevant training and development, additional internal support/resources; reviewing and improving ways of working together and with the wider charity collaboratively and transparently.
- We will support high performing staff teams. Providing relevant external training and development opportunities; implementing internal development/peer support framework.
- We will enable staff engagement and proactively foster UP's culture. Delivering the employee engagement action plan; increasing opportunities for employee involvement in planning and decision making; increasing unity across the charity through regular communication, connection and collaboration; bringing UP's values to life internally with agreed 'guidelines / behaviours'.
- We will be an attractive employer. Continuing to review and improve UP's Employee value proposition (EVP) offering ; introducing a transparent pay policy and procedure; delivering the Equality Diversity and Inclusion (EDI) action plan.

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 build on our 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 will deliver a pilot with ImpactEd to identify if this will enable us to improve our impact reporting and understanding.
- We will review the way we report on goals to demonstrate our impact to potential funders and others.
- We will evaluate the success of our pilot with ImpactEd measuring wellbeing and school engagement in KS2 children across 6 of our schools.

UP – Unlocking Potential is a company limited by guarantee governed by its Memorandum and Articles of Association dated 26 August 2015; updated by special resolution on 18 October 2022. 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 four 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 Education Committee: This committee is Chaired by Carrie Herbert.

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 Safeguarding & Business Development
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 leadership 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.

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.

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 2023 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.



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 22 May 2023 and signed on their behalf by:

STUART RODEN
Trustee (Chair)

Opinion

We have audited the financial statements of UP – Unlocking Potential for the year ended 31 August 2022 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 2022 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.

Independent Auditor's Report to the Members of UP - Unlocking Potential

Matters on which we are required to report by exception

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

Independent Auditor's Report to the Members of UP - Unlocking Potential

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. Audit procedures performed by the engagement team included:

- 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

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

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. 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.



Adam Halsey (Senior Statutory Auditor)
For and on behalf of Haysmacintyre LLP, Statutory Auditor

10 Queen Street Place
London
EC4R 1AG

Date: 23 May 2023



Unlocking Potential



2022 Financial Statements

Financial Statements
for the year ended 31 August 2022



Statement Of Financial Activities

(Incorporating an Income and Expenditure Account)

For the year ended 31 August 2022

		2022 Unrestricted Funds £	2022 Restricted Funds £	Year Ended 31 August 2022 Total Funds £	Year Ended 31 August 2021 Total Funds £
INCOME FROM:	Notes				
Donations and grants	2	1,135,000	400,894	1,535,894	1,630,109
Charitable activities	3	-	939,563	939,563	852,258
Investments		1,241	-	1,241	325
Total Income:	13	1,136,241	1,340,457	2,476,698	2,482,692
EXPENDITURE ON:					
Charitable activities	4	1,105,797	1,315,457	2,421,254	2,391,774
Raising funds	5	65,090	-	65,090	70,313
Total Expenditure:	13	1,170,887	1,315,457	2,486,344	2,462,087
Net (expenditure) / income	8	(34,646)	25,000	(9,646)	20,605
Net movement in Funds		(34,646)	25,000	(9,646)	20,605
Funds brought Forward		1,643,225	-	1,643,225	1,622,620
Funds at 31 August 2022		1,608,579	25,000	1,633,579	1,643,225

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 2022

		31 August 2022 £	31 August 2021 £
	Notes		
FIXED ASSETS			
Tangible assets	10	189,652	222,924
CURRENT ASSETS			
Debtors	11	411,765	202,017
Short term deposits and cash in hand		1,415,540	1,435,442
		1,827,305	1,637,459
CURRENT LIABILITIES			
Creditors: amounts falling due within one year	12	383,378	217,158
		1,443,927	1,420,301
NET CURRENT ASSETS			
		1,633,579	1,643,225
FUNDS			
Unrestricted funds			
General fund	13,14	1,068,927	1,070,301
Fixed asset fund	13,14	189,652	222,924
Designated funds	13,14	350,000	350,000
		1,608,579	1,643,225
Restricted funds		25,000	-
TOTAL CHARITY FUNDS			
		1,633,579	1,643,225

Approved and authorised for issue by the Trustees on 22 May 2023 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 2022

	Notes	31 August 2022 £	31 August 2021 £
Cash flows (used in) / provided by operating activities	17	(6,454)	422,985
Cash flows from investing activities			
Interest income		1,241	325
Purchase of tangible fixed assets		(14,689)	(68,408)
Cash used in investing activities		(13,448)	(68,083)
(Decrease) / increase in cash and cash equivalents in the year		(19,902)	354,902
Cash and cash equivalents at the beginning of the year		1,435,442	1,080,540
TOTAL CASH AND CASH EQUIVALENTS AT THE END OF THE YEAR		1,415,540	1,435,442

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).

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 cost of living crisis and general economic uncertainty 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 incentive payments for new apprentices hired between 1 April and 30 September 2021. In the prior year, 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 2022

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

	2022 Total £	2021 Total £
Donations	1,532,894	1,621,343
Government Grants	3,000	8,766
	1,535,894	1,630,109

Notes To The Financial Statements

For the year ended 31 August 2022

3. INCOME FROM CHARITABLE ACTIVITIES

	Schools £	Local Authority £	Other £	2022 Total £
Schools Programme	385,163	-	-	385,163
Corner School	-	554,400	-	554,400
	<u>385,163</u>	<u>554,400</u>	<u>-</u>	<u>939,563</u>
	<u><u>385,163</u></u>	<u><u>554,400</u></u>	<u><u>-</u></u>	<u><u>939,563</u></u>

	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>

4. ANALYSIS OF CHARITABLE EXPENDITURE

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2022 Total £
Schools Programme	870,558	136,372	196,383	1,203,313
Corner School	572,847	305,841	213,563	1,092,251
Young People's Programme	74,268	10,090	27,376	111,734
Community Outreach	3,500	5,039	5,417	13,956
	<u>1,521,173</u>	<u>457,342</u>	<u>442,739</u>	<u>2,421,254</u>
	<u><u>1,521,173</u></u>	<u><u>457,342</u></u>	<u><u>442,739</u></u>	<u><u>2,421,254</u></u>

	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>

Notes To The Financial Statements

For the year ended 31 August 2022

5. COSTS OF GENERATING FUNDS

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2022 Total £
Costs of generating funds	-	2,662	62,428	65,090

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

6. ANALYSIS OF SUPPORT COSTS

	Staff Costs £	Resources £	Professional Fees £	Governance £	2022 Total £
Schools Programme	133,806	17,251	23,311	22,015	196,383
Corner School	141,677	15,542	32,593	23,751	213,563
Young People's Programme	19,677	2,042	2,180	3,477	27,376
Community Outreach	3,935	861	621	-	5,417
Charitable Expenditure (note 4)	299,095	35,696	58,705	49,243	442,739
Generating Funds (note 5)	51,161	2,578	-	8,689	62,428
	350,256	38,274	58,705	57,932	505,167

	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

Resources include costs of IT and premises.

Notes To The Financial Statements

For the year ended 31 August 2022

7. GOVERNANCE COSTS INCLUDE

	2022 £	2021 £
Staff Costs	43,292	36,011
Auditor's remuneration	14,640	13,801
	<u>57,932</u>	<u>49,812</u>

8. NET INCOME

	2022 £	2021 £
This is stated after charging		
Auditor's remuneration (including VAT)		
Audit	14,640	13,801
Other services	-	-
Expenses reimbursed to Trustees	-	-
Depreciation	<u>47,961</u>	<u>45,230</u>

9. STAFF COSTS AND NUMBERS

	2022 £	2021 £
Staff costs were as follows:		
Salaries and wages	1,683,724	1,453,942
National Insurance	169,576	141,581
Pension Contributions	<u>61,421</u>	<u>49,550</u>
	<u>1,914,721</u>	<u>1,645,073</u>

Included in the amounts above is the amount of £70,869 (2021: £23,496) for termination payments.

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

	2022	Restated 2021
£60,001 - £70,000	-	1
£90,001 - £100,000	-	1
£100,001 - £110,000	1	-
£110,001 - £120,000	1	-

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 £569,239 (2021: £445,353). 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 Safeguarding & Business Development.

Notes To The Financial Statements

For the year ended 31 August 2022

9. STAFF COSTS AND NUMBERS (continued)

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

	2022 Full time equivalent staff numbers	2021 Full time equivalent staff numbers	2022 Staff Numbers	2021 Staff Numbers
Schools Programme	18	15	26	21
Corner School	13	13	17	15
Young People's Programme / Young Adults	1	2	1	2
Support – Management	6	4	8	7
Raising Funds	-	-	-	-
Average number of	38	34	52	45

10. FIXED ASSETS

	Catering Equipment	Leasehold Improvements £	Furniture, Fittings & Equipment £	Playground Equipment £	Total £
Cost					
At 1 September 2021	2,925	203,514	112,899	37,566	356,904
Additions	-	-	14,689	-	14,689
Disposals	-	-	-	-	-
Balance at 31 August 2022	2,925	203,514	127,588	37,566	371,593
Accumulated depreciation					
At 1 September 2021	348	53,506	72,047	8,079	133,980
Charge for the period	584	21,950	21,112	4,315	47,961
Disposals	-	-	-	-	-
Balance at 31 August 2022	932	75,456	93,159	12,394	181,941
Net Book Value					
Brought forward at 1 September 2021	2,577	150,008	40,852	29,487	222,924
Carried forward at 31 August 2022	1,993	128,058	34,429	25,172	189,652

11. DEBTORS: amounts falling due within one year

	2022 £	2021 £
Trade debtors	259,473	45,667
Prepayments	44,335	38,335
Other debtors	107,957	118,015
	411,765	202,017

Notes To The Financial Statements

For the year ended 31 August 2022

12. CREDITORS: amounts falling due within one year

	2022 £	2021 £
Trade creditors	31,306	19,898
Other taxation and social security	45,899	38,896
Accruals and deferred income	260,270	114,212
Other creditors	45,903	44,152
	<u>383,378</u>	<u>217,158</u>

13. ANALYSIS OF FUNDS

	At 1 September 2021 £	Income £	Expenditure £	Transfers £	At 31 August 2022 £
General Fund	1,070,301	1,136,241	772,926	(364,689)	1,068,927
Designated Funds	350,000	-	350,000	350,000	350,000
Fixed Asset Fund	222,924	-	47,961	14,689	189,652
Total Unrestricted Funds	<u>1,643,225</u>	<u>1,136,241</u>	<u>1,170,887</u>	<u>-</u>	<u>1,608,579</u>
Restricted Funds:					
Schools Programme - Schools	-	350,430	350,430	-	-
Schools Programme - Universities	-	34,733	34,733	-	-
Schools Programme - Grants	-	264,371	239,371	-	25,000
Schools Programme - Donations	-	112,834	112,834	-	-
The Corner School - Local Authority	-	554,400	554,400	-	-
Community - Homework Club	-	7,231	7,231	-	-
Young People's Programme - Grants	-	12,800	12,800	-	-
The Corner School - Grants	-	658	658	-	-
Government Grants	-	3,000	3,000	-	-
Total Restricted Funds	<u>-</u>	<u>1,340,457</u>	<u>1,315,457</u>	<u>-</u>	<u>25,000</u>
Total Funds	<u>1,643,225</u>	<u>2,476,698</u>	<u>2,486,344</u>	<u>-</u>	<u>1,633,579</u>

	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>1,098,333</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	-	-
The 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>1,643,225</u>

Notes To The Financial Statements

For the year ended 31 August 2022

Designated funds

A designated fund was initially created to develop the Corner School. With 12 children being on the school roll at the start of the 2022-23 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 £	2022 Total £
Fixed assets	189,652	-	-	189,652
Net current assets	1,068,927	350,000	25,000	1,443,927
Total	1,258,579	350,000	25,000	1,633,579

	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
Total	1,293,225	350,000	-	1,643,225

15. OPERATING LEASE COMMITMENTS

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

	Equipment 2022 £	Equipment 2021 £
Falling due:		
Within one year from 31 August 2022	3,761	2,811
Within two to five years from 31 August 2022	9,383	8,433

	Land and buildings 2022 £	Land and buildings 2021 £
Falling due:		
Within one year from 31 August 2022	55,000	55,000
Within two to five years from 31 August 2022	220,000	220,000

Operating lease costs charged to the Statement of Financial Activities in the year ended 31 August 2022 amounted to £83,318 (2021: £145,106).

Notes To The Financial Statements

For the year ended 31 August 2022

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

	2022 £	2021 £
Net (expenditure) / income for the year	(9,646)	20,605
Add back depreciation charge	47,961	45,230
Deduct interest income shown in investing activities	(1,241)	(325)
Decrease / (increase) in debtors	(209,748)	327,897
Increase in creditors	166,220	29,578
Net cash (used) / generated in operating activities	(6,454)	422,985

18. RELATED PARTY TRANSACTIONS

The total amount of donations received from four Trustees in the year was £835,000 (2021: £1,122,000 from four Trustees).

During the year Trustees agreed to fund the Beckmead Trust £2,207 being the VAT incurred on the purchase of 50 laptops purchased in the period ended 31 August 2020. The laptops were distributed to vulnerable children and young people living in Brent during the Covid-19 pandemic. 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 year.

19. COMPARATIVE STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 31 AUGUST 2021

		2021 Unrestricted Funds £	2021 Restricted Funds £	Year Ended 31 August 2021 Total Funds £
INCOME FROM:	Notes			
Donations & grants	2	1,122,000	508,109	1,630,109
Charitable activities	3	-	852,258	852,258
Investments		325	-	325
Total Income:		1,122,325	1,360,367	2,482,692
EXPENDITURE ON:				
Charitable activities	4	1,028,020	1,363,754	2,391,774
Raising funds	5	70,313	-	70,313
Total Expenditure:		1,098,333	1,363,754	2,462,087
Net income / (expenditure)	5	23,992	(3,387)	20,605
Net movement in Funds		23,992	(3,387)	20,605
Funds brought Forward		1,619,233	3,387	1,622,620
Funds at 31 August 2020		1,643,225	-	1,643,225



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