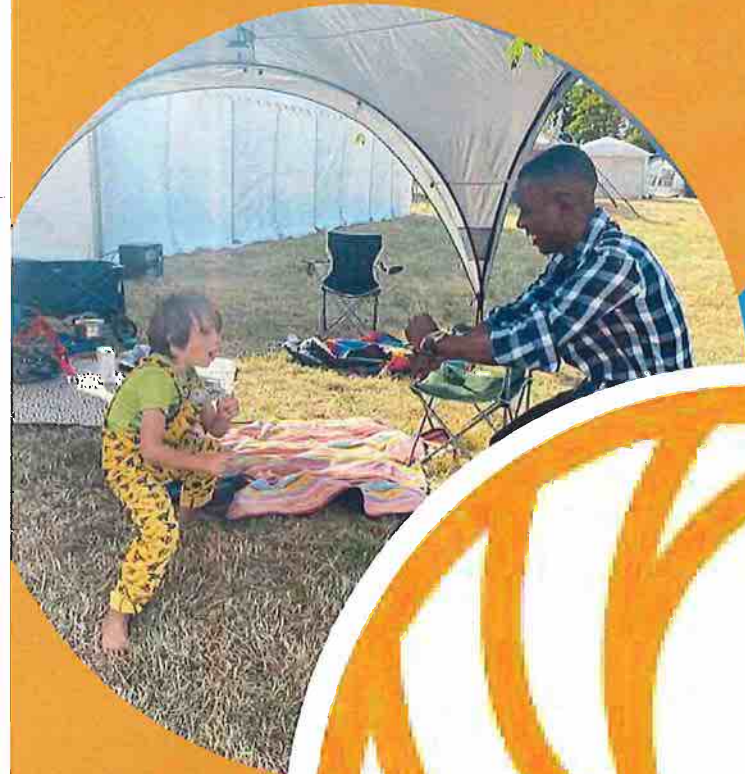


ANNUAL REPORT

2022-2023



LEGAL

The Phoenix Education Trust is a charitable company limited by guarantee. It was incorporated on 23 October 2000 and is governed by its Memorandum and Articles of Association.

The Trustees, who are also the Directors for the purposes of Company Law, present their report and the audited Financial Statements of the Charity for the year ended 31 March 2023.

Reference and Administrative Information

Registered Company Number: 4094988

Registered Charity Number: 1084686

Registered Address: The Phoenix Education Trust, The Warehouse, 54-57 Allison Street, Birmingham, B5 5TH

Bankers: CAF Bank Limited , Kings Hill, West Malling, Kent, ME19 4TA.

Accountants: Prentis & Co. LLP., 115c Milton Road, Cambridge, CB4 1XE

TRUSTEE'S FOREWORD

It's been another exciting year for Phoenix Education Trust: things have continued to grow and evolve, and there is a strong sense too that this has been a year of rooting down and building relationships within and beyond our awesome team.

We have continued to move towards the big questions around young people's rights and autonomy, seeking out new responses to the challenging and important issues of our times.

This has included recognising the deep connection between the way we operate as an organisation and our wider mission, developing strategies and systems that embed our values and encourage integrity and authenticity. A key part of this has been the move towards meaningful ways in which we can embed young people in the leadership of Phoenix as well as continuing to support a diverse range of young people through our programmes.

The work of the Changemaker's Lab in empowering young people directly has never been more important as mainstream education moves further towards a place of coercion and control, and we are further maximising the impact of our interventions through seeking out opportunities to collaborate with those at the radical edge of the state education system.

Outside of the mainstream, Freedom to Learn is proving itself a vital support network for a growing network of rights-respecting learning communities – harnessing the power of the collective and creating a genuine alternative for the increasing numbers of young people who have been left behind by the direction of travel of UK schools.

Everyone has felt the impact of recruiting a highly skilled administrator who brought with her a wealth of experience in uplifting young people's voices, and is enabling the staff to focus on deepening and extending the reach of their work.

All of this work has been underpinned by our CEO's energy and commitment - both to furthering Phoenix's mission and ensuring the wellbeing and resilience of his team.

And of course none of it would have been possible without the support of our funders, for which we are very grateful.

The seeds of change continue to be sown and nurtured throughout the trust, recognising the need to be agile and responsive in these challenging times. Our foundations are strong, and we will continue to flourish in the year to come.



Sophie Lovett and Rachel Roberts
Co Chairs of Phoenix Education Board of Trustees

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VALUES

1

Equality:

The Phoenix Education Trust recognises the importance of equality between adults and children in the learning journey. We are committed to ensuring equal access and opportunities in their pursuit of democratic education.

2

Autonomy:

In a democratic and self-directed education system, students are encouraged to follow their interests, which fosters curiosity, empowerment, and passion. This autonomy benefits not only students but also parents, teachers and society as a whole.

3

Collaboration:

The organisation emphasises the significance of collaboration and teamwork for progress and happiness. Collaboration in an inclusive and democratic manner is integral to the charity's functioning and operations.

4

Agency:

Phoenix Education Trust believes that every member of a learning community should have a say and influence. Empowering individuals with agency allows them to make a positive impact on the world and avoids fitting young people into predetermined moulds.

5

Authenticity:

To prepare students for the real world, the trust believes in real-world involvement. Learning should extend beyond the classroom and take place in the broader society, supported by their community and focused on their own personal passions and interests.



As the staff team expands and new trustees bring their experiences to the board, our values will naturally also evolve. In this period conversation has begun about shaping our values toward reflecting both equality and equity with the value of **'justice'**, and bringing focus towards the core values of **'love'** and **'community'** that rest within our work.

VISION

The Phoenix Education Trust is a UK-based educational charity and organisation that is committed to promoting democratic education and the principles of self-directed learning. The trust was founded in 2000 and has been actively involved in advocating for educational change and reform. The organisation's primary focus is on empowering young people to have a greater say in their own education and fostering environments where they can participate in decision-making processes.

Key aspects of the Phoenix Education Trust's work and mission include:

Democratic Education: The organisation promotes democratic education, emphasising the importance of involving students in the educational decision-making process. This approach allows young people to have a voice in shaping their own learning experiences.

Self-Directed Learning: Phoenix Education Trust encourages self-directed learning, where students have the autonomy to pursue their interests and take ownership of their education. The trust's work is aligned with the goal of providing young people with educational experiences that are more relevant, engaging, and empowering, ultimately preparing them to be active and informed citizens.

Educational Programmes: The Trust offers various educational programmes and initiatives, including the Changemakers Lab and Freedom to Learn, which aim to empower students to become active participants in their learning and to promote rights respecting education.

Collaboration: Phoenix Education Trust collaborates with various stakeholders, including young people, staff, trustees, and guardian members, and other organisations and networks to shape their educational vision and strategies.



The Trust's work is aligned with the goal of providing young people with educational experiences that are more relevant, engaging, and empowering, ultimately preparing them to be active and informed citizens.

While the specific programmes and initiatives may evolve over time, the core mission remains focused on advocating for a more democratic and student-centred approach to education.

REVIEW



The Phoenix Education Trust experienced significant evolution and growth the period through 1st April 2022 to 31st March 2023.

Evolution

As an organisation we cemented a strategic departure away from a project-to-project approach to instead capacity-building and firmly establishing the consolidation of our flagship programmes. This has meant valuing and learning important lessons from all the work we have done working with and assisting over 19,000 young people through student-led campaigns, projects, and consultations, and applying these lessons learned to ensuring we are better able to consistently serve the needs of young people—sustainably and intentionally. In order to do this, we had to know where we stood as an organisation, what our values were, and what our role is in the 21st century.

Beginning in April, we held sessions with Guardian Members exploring tough questions such as **‘What does Phoenix Education stand for in the 21st century?’** We collectively noted that our work has evolved in many complex ways since our founding in 2000. Whilst we have historically had a focus on ‘democratic’ education, we felt our current work and projects, namely the evolution of the Changemakers Lab and Freedom to Learn, were more radical and more dynamic than simply ‘democratic’.

Sociocracy

Discussions continued throughout the year and particularly at the AGM naturally involving stakeholders throughout the Trust including young people, staff, Trustees, and Guardian Members. To precis the depth and breadth of conclusions: Through consensus it became clear that **Phoenix had evolved significantly from its democratic roots and was perhaps more in line with a sociocratic model** both in terms of our work on the ground and internal systems and ways of working. Based on our democratic roots, the Trust continues to value equality and self-determination yet in a manner which takes a whole systems approach reliant on transparency, genuine inclusiveness, empowering creative destruction, increasing accountability across the organisation, and centring consent in our model of working. Rather than simply voting towards change, we decided to begin working towards common decisions and appreciating the often complex and nuanced elements required to make the best decisions. The extensive debates and discussions that emanated during this period culminated in a new **Phoenix Education Theory of Change and Strategic Review** for the next 5 years, signed off by the Board of Trustees, which has put in place a deeply thoughtful and concrete action plan commencing the period through 1st April 2023.

Headquarters

During this period, we found a good balance between working from home and in person. **We moved our Headquarters from Bethnal Green in London to Digbeth in Birmingham's creative quarter.** We thought long and hard about not wanting to be complicit in the North-South divide, and we felt the time was right for Phoenix to be intentional in our creation of enduring social and economic value, particularly as we began to work more in-person. We chose Digbeth due to its creative nature which will allow us to work with like-minded and cutting-edge organisations in our vicinity.

More regular staff get togethers have resulted in specific strategic approaches cemented by the Heads of both the Changemakers Lab and Freedom to Learn which crystallised further Phoenix's priorities and objectives for the next 5 years. Phoenix has also continued to support staff and stakeholders networking more and stepping into their role as ambassadors for the work of the Trust.

Board of Trustees

At a Trustee level, we conducted a **Skills Audit** in order to maximise the strength of our Board as we crystallised our purpose and strategy moving forward, and in order to ensure Phoenix remains effective, responsible, in line with regulatory and legal requirements, and at the cutting-edge in our sector. We also wanted to ensure that Trustees also fundamentally enjoy the work they do with Phoenix, know they are valued, and feel they are adding that value to the management and direction of the Trust. **We made good progress in the formulation of our new Advisory Board, which when launched will encompass solely young people aged between 9 to 18 with the explicit mandate of centring young people's voice in our organisational governance infrastructure.** We did not stop there, however. In January 2023, we were delighted to welcome Ava James to the Board of Trustees. Ava, Co-Founder of Not a Trend, has been involved with our Changemakers Lab historically. Ava's appointment to the Board of Trustees illustrates her incredible journey and growth into a valued partner of the Trust and we are delighted with her unique perspectives and contribution to the Board already. **At Phoenix, having an Advisory Board comprised of young people is not enough. Instead, we are continuing to be intentional in how we sincerely and sustainably implement and centre youth voice across and within our organisation and its work—this continues to be our guiding principle.**

Ava James - Board Trustee

"It is so important to have youth representation in all levels of society and I will bring a uniquely lived voice to the team I have been able to understand how the Trust works and I feel like I have genuinely grown into a partner over the past few years so I am delighted to join the Board of Trustees."

Online Presence

We built and launched a new website during this period, and we are delighted with the slick and simple design. Our presence on X, formally Twitter, has continued to grow and we are supporting a network of over a thousand followers on Facebook.

Living Wage

At a staff level, we recognised the prolonged **cost of living** crisis had generally not been met with adequate pay rises in the sector, with pay in real terms generally falling behind despite the cost-of-living crisis intensifying and inflation rates rises. The severe inflationary crisis combined with a global slowdown in economic growth in part driven by the continued war in Ukraine and the global energy crises caused a striking fall in real monthly wages. As a result, the Board signed off on a significant pay increase for staff, rewarding their continued hard work, commitment, and innovation, and ensuring Phoenix is now working towards becoming a **Living Wage Employer**.

Finance

With all this groundwork, our focus during this period shifted to financial planning and capacity - **building the financial resources necessary to fully enact our mission and objectives to the fullest extent possible**. We conducted a review mapping out like-minded funding partners who share our perspective centring the young person at the core of changemaking. We also begun to think about ways Phoenix is able to ethically monetise certain products and services and we are happy to be making good progress on this front, despite a challenging funding environment in the sector, in the period through 1st April 2023.

As part of our push towards transparency, trustees and stakeholders begun receiving regular in-depth Information Packs updating everyone with the extensive work during that month and also keeping Trustees regularly appraised of our evolving financial position against the backdrop of our financial planning.

Funding

We continue to receive essential funding from a number of charitable organisations.



Joan Ainslee
Charitable Trust



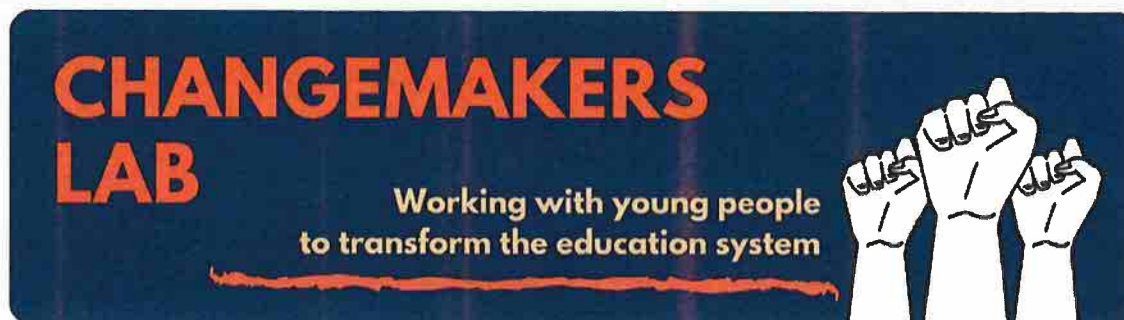
Meadowbrook
Charitable Trust



Changemakers Lab

The Changemakers Lab programme invites student activists aged 13 to 18 from different backgrounds in the UK to work together to research, understand and articulate **meaningful campaigns for change in the education system**, enhancing their skills and activism; empowering inspirational platforms, campaigns, and initiatives.

The Changemakers Lab is certainly unique in its field, and we continue to finetune and build the Lab and its ability to focus on feedback, learning, evaluation, and iteration. This, combined with its clear intent, makes us confident it will maintain its position as the preeminent programme empowering **student activists** in the UK.



Regular support in the form of one to ones, setting goals and priorities, building a shiny new centralised Changemakers website, creating reports and commission research were incorporated into a broader strategy. Moving forward the lab seeks to create a pipeline of changemakers from the primary school stage through explicitly defined strands such as the Changemakers Lab Fellowship, CML Collective Alumni Network and interventions and mainstream schools through cross-cutting strands concerning **socio-economic justice, equity, and prioritising mental wellbeing**.

As ever, the campaigns stream themselves, whether they focus on anti-racism and racial justice refugee rights, LGBTQIA+ rights, or climate justice, are always bottom up and **initiated by the young people**, with Phoenix supporting the growth and maturity of the campaigns into solid and sustainable initiatives.

During this period, Phoenix supported one of the flagship campaigns emanating from the Lab, Not a Trend, in securing their own funding.

This is part of the broader evolution of the Changemakers Lab's strategy which shifted to ensuring the campaigns we support are sustainable in their own right and not reliant on Phoenix funding or support for stability



Picture of student protests credited to The Independent, 24th Feb 2023

Throughout this period, The Changemakers Lab watched the landscape of student protest closely, in order to position itself as a support network for students wanting to enact meaningful and positive change within the education system.

Freedom to Learn

The Freedom to Learn network aims to facilitate connections between anyone who would like to see a more **rights-respecting approach to education** in the UK by supporting people and organisations who are working towards a fairer and freer education system, both within and outside of mainstream schooling. Freedom to Learn also explicitly defined a new strategy after consultation with the Board of Trustees and in light of the current landscape of our Network and appraisal of past activity. In line with The Phoenix Education Trust's aim to be seen as a leading forward-thinking education charity in the UK, we begun to explicitly position Freedom to Learn as the go to resource for self-directed and consent-based education in the UK.

F2L supports a growing Facebook community of 2200 followers and the F2L UK Network group has 1400 members.

During this period, Freedom to Learn begun broadening its focus within the area of **democratic and self-directed education** to begin to more actively include mainstream educators, young people in mainstream education, early years provision, higher education, and home educators. Most of this will of course involve an initial time investment through the work kicked off signposting new groups to widen the Network and supporting existing networks through projects such as the **Learning Communities Alliance**.

Due to the significant impact Freedom to Learn has had on the learning communities movement, we begun investing more energy into this area by implementing **regular and popular monthly community meetings** to develop a self regulation framework collectively and from the ground up. With our community, we begun developing a **training programme for learning communities and a framework for supporting learning communities to have some sort of standardisation in key areas such as safeguarding, human resources, and fundraising** that will ensure greater impact and sustainability. We also significantly ramped up our role acting as an Asset Lock for new learning communities wishing to register as Community Interest Companies.



The **Freedom to Learn Directory** which maps out individuals, schools and organisations that practise or support the principles of Freedom to Learn across the UK was updated and revamped, and remains the go-to resource for this provision nationally that allows young people the freedom to create, to be, to think, to become, to be accepted. We are more effective when we are connected, and Freedom to Learn continues to play a pivotal role in ensuring our communities are unified and connected throughout the UK.

Freedom to Learn Forum

The Freedom to Learn Forum is an annual event for children, parents, educators, and other pioneers to gather, get inspired, and envision what a fairer, freer more sociocratic education and society may look like in practice. It is the **most high-profile and visible event organised by Freedom to Learn**.

The 2022 forum was uniquely held in partnership with the Summerhill Festival of Childhood which united over 900 participants from more than 20 countries around **equality, individuality, free play, imagination, creativity, self-discovery, wellbeing, democracy and community** to celebrate 100 years of Summerhill School.

We were grateful to Henry Redhead, a Phoenix Guardian Member, and the entire team at Summerhill School for hosting us and others and providing us with a warm space to share best practise and showcase what makes Phoenix so unique.

Freedom to Learn once again offered an **open space technology** platform, where anyone could propose and host an event. We created a timetable board, which was displayed at the front of the tent, so participants could add their events to the schedule. The programme was full and, in fact, we had to remove some of the events that had been planned in order to make room. The central stage at the Forum was mostly used by young people to create and perform a play. This formed part of an evening of cabaret entirely programmed by the young people at the festival.

On the last night of the festival a group of young people from the Freedom to Learn Network invited all the young people to join them for a big sleepover in the Freedom to Learn tent which proved extremely popular and summed up the Freedom to Learn Forum's approach to engaging with, and centring, young people throughout all aspects of our work.



REFLECTIONS

The period 1st April 2022 to 31st March 2023 built significantly on to the preceding period's groundwork and cemented our focus as an organisation. At every single level, we reassessed our purpose and intent. We challenged ourselves and begun a tough process of reconfiguring the way we work.

With an active and engaged board of trustees, reflecting a diverse society, we are looking forward to inviting more young people to the board and working with children and young people on the creation of the youth advisory board.

Building on the successes of this period, Freedom to Learn aims to broaden its focus within the area of sociocratic and self-directed education to begin more actively include mainstream educators, young people in mainstream education, early years provision, higher education, and home educators.

Through the continued and valued support of our partners Meadowbrook Trust and Joan Ainslie Charitable Trust, we were again able to provide significant financial support for our Network and attendees to the F2L forum who otherwise would not be able to make it; increasing financial accessibility continues to be a key focus for Freedom to Learn specifically and the Trust more broadly.

Within the broader Phoenix strategy signed off during this period, the Changemaker's Lab's explicit mandate is to have spun out multiple strong regional and national campaigns for change in the education system within the next 5 years, widening and amplifying the reach, network, and exposure of these campaigns, and ultimately beginning to influence policy.

Following the fantastic work carried out during this period, Phoenix's vision is to build on the foundations of resilience established and further strengthen the Trust's financial robustness for a future supporting even more young people to access the rights respecting education they deserve.

As we near our 25-year anniversary, this period will stand out as the year we begun to shape the work of Phoenix over the next 25 years.

WE THANK YOU

FOR YOUR CONTINUED SUPPORT OF

OUR PROGRAMMES



JUSTIN MAROY, CEO

TEAM

We were delighted to hire Siana Bangura as the permanent Head of The Changemakers Lab, and their ingenious contributions have been invaluable to the progress made. We were also able to secure Artemis Bear permanently heading up the Freedom to Learn network, and we are honored to have one of the most preeminent and sharp leaders in innovative education nationally leading our strategy and work on the ground to promote human-centred, rights- respecting, consent-based practise in education in the UK. In terms of new hires, we brought on the invaluable Helen Smith McGuire as Senior Coordinator whose extensive experience and administrative prowess completely transformed the flow of information and interconnectivity of the Trust, allowing us to operate more nimbly.

We were also delighted to commence a strategic partnership with the University of Exeter which has allowed us the ability to bring on regular paid Interns beginning their careers, and the feedback from them has been wonderful.

Staff Team

Justin Maroy, Chief Executive Officer
Siana Bangura, Head of the Changemakers Lab,
Artemis Bear, Head of Freedom to Learn
Helen Smith McGuire, Senior Co-ordinator, since October 2022

Board of Trustees

Rachel Roberts (Co-Chair), Sophie Lovett (Co-Chair), Jessica Gribble (Company Secretary),
Thea Pilkian-Strachan, Abi Knipe, Catherine Starkey and Ava James, (observing since Jan 2023, to be formally appointed at AGM).

Guardian Members

Guardian members from 2022-23: Alice Astor, Amanda Bellamy, Kai'a Bellamy, Josh Fein-Brown, Jessica Gribble, Laura Quick, Henry Redhead, Anil Sarna, Rowan Salim, Lena Kraus, Rachel Roberts

Volunteers

Trustees would like to say a big thank you to all our volunteers during 2022-23, particularly Phoenix's Guardian Members and the team of volunteers who helped facilitate the Freedom to Learn Forum

TRUSTEES' RESPONSIBILITIES STATEMENT FOR THE YEAR ENDED 31ST MARCH 2023

The trustees (who are also directors of The Phoenix Education Trust for the purposes of company law) are responsible for preparing the trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company and charity law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable UK accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements.
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in operation.

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

The trustees are responsible for the maintenance and integrity of the charitable company and financial information included on the charity's website.

This report has been prepared in accordance with the special provisions relating to small companies within Part 15 of the Companies Act 2006.

This report was approved by the trustees on
and signed on their behalf, by:



J GRIBBLE
COMPANY SECRETARY

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF THE PHOENIX EDUCATION TRUST
FOR THE YEAR ENDED 31ST MARCH 2023

I report to the charity trustees on my examination of the accounts of the Company for the year ended 31st March 2023.

RESPONSIBILITIES AND BASIS OF REPORT

As the charity's trustees of the Company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

INDEPENDENT EXAMINER'S STATEMENT

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the Company as required by section 386 of the 2006 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities [applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)].

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

IAN SHIPLEY FCCA
FOR AND ON BEHALF OF
PRENTIS & CO LLP
CHARTERED ACCOUNTANTS
& INDEPENDENT EXAMINERS

115c Milton Road
Cambridge
CB4 1XE

STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31ST MARCH 2023

CURRENT YEAR	Note	Unrestricted Funds £	Restricted Funds £	Total 2022 £
Income				
Donations, legacies & similar income				
Donations		101	360	461
Grants receivable	2	-	26,000	26,000
Interest receivable		216	-	216
Other income		4,757	-	4,757
Total Income		5,074	26,360	31,434
Expenditure				
Charitable expenditure	4	-	47,575	47,575
Total Expenditure		-	47,575	47,575
Net (expenditure)/income and net movement in funds for the year		5,074	(21,215)	(16,141)
Total funds brought forward		12,589	46,049	58,638
Total funds carried forward		17,663	24,834	42,497
PRIOR YEAR	Note	Unrestricted Funds £	Restricted Funds £	Total 2021 £
Income				
Donations, legacies & similar income				
Donations		515	753	1,268
Grants receivable	2	-	20,000	20,000
Interest receivable		3	-	3
Total Income		518	20,753	21,271
Expenditure				
Charitable expenditure	4	175	49,990	50,165
Total Expenditure		175	49,990	50,165
Net (expenditure)/income and net movement in funds for the year		343	(29,237)	(28,894)
Transfers between funds		241	(241)	-
Total funds brought forward		12,005	75,527	87,532
Total funds carried forward		12,589	46,049	58,638
Total funds carried forward		24,594	121,576	58,638

The Charity has no recognised gains and losses other than the results for the period as set out above.

All of the Charity's activities are classed as continuing.

BALANCE SHEET
AS AT 31ST MARCH 2023

	Note	2023 £	£	Restated 2022 £	£
CURRENT ASSETS					
Cash at bank and in hand		49,561		74,488	
Debtors	6	-		187	
Total Current Assets		<u>49,561</u>		<u>74,675</u>	
LIABILITIES					
Amounts falling due within one year	7	<u>7,064</u>		<u>16,037</u>	
NET CURRENT ASSETS			<u>42,497</u>		<u>58,638</u>
THE FUNDS OF THE CHARITY					
Unrestricted income funds	8		17,663		12,589
Restricted income funds	9		24,834		46,049
TOTAL CHARITY FUNDS			<u>42,497</u>		<u>58,638</u>

The charitable company is entitled to exemption from audit under Section 477 of the Companies Act 2006 for the year ended 31st March 2023.

The Trustees have not required the charitable company to obtain an audit of its financial statements for the year ended 31st March 2023 in accordance with Section 476 of the Companies Act 2006.

The Trustees acknowledge their responsibilities for:

- (a) ensuring that the charitable company keeps accounting records which comply with Sections 386 and 387 of the Companies Act 2006 and
- (b) preparing financial statements which give a true and fair view of the state of affairs of the charitable company as at the end of each financial year and of its profit or loss for each financial year in accordance with the requirements of Sections 394 and 395 and which otherwise comply with the requirements of the Companies Act 2006 relating to financial statements, so far as applicable to the charitable company.

The financial statements have been prepared in accordance with the provisions of Part 15 of the Companies Act 2006 relating to small companies.

The financial statements were approved by the Trustees onand were signed by:



J Gribble (Trustee, Company Secretary)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31ST MARCH 2023

1. ACCOUNTING POLICIES

a) Basis of preparation of Financial Statements

The financial statements have been prepared in accordance with the Accounting and Reporting by Charities: Statement of Recommended Practice: applicable to charities preparing their accounts in accordance with the Financial Reporting Standard in the United Kingdom and Republic of Ireland (FRS 102) (second edition) issued October 2019 (effective 1 January 2019) (Charities SORP FRS 102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The charity has taken advantage of certain exemptions available to small charities including the exemption to produce a statement of cashflows.

b) Donations, grants and similar income

Donations and similar income are included in the year in which they are receivable, which is when the Charity becomes entitled to the income and there is reasonable assurance of receipt.

Grants have been included as income from activities in furtherance of the Charity's objects where these amount to a contract for services, but as donations where the money is given in response to an appeal or with greater freedom of use.

c) Recognition and allocation of expenditure

All expenditure is accounted for on an accruals basis and is recognised where there is a legal or constructive obligation to pay for expenditure. All costs have been classified under headings that aggregate all costs related to the category.

Where costs cannot be directly attributed to particular headings, they have all been allocated to activities on a basis consistent with the use of the resources or based on an estimate of the time spent on those activities.

d) Fund accounting

Funds held by the Charity are either:

- Unrestricted general funds - these are funds which can be used with the charitable objects at the discretion of the Trustees.
- Designated funds - these are funds set aside by the Trustees out of unrestricted general funds or specific future purposes or projects. The use of funds for their designated purpose will remain at the discretion of the Trustees.
- Restricted funds - these are funds that can only be used for particular restricted purposes within the objects of the Charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purpose. Further explanation of the nature and purpose of each fund is included in the Notes to the Financial Statements.

2 GRANTS RECEIVABLE

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £	Unrestricted Funds £	Restricted Funds £	Total Funds 2022 £
The Meadowbrook Trust	-	6,000	6,000	-	-	-
Edge Foundation	-	10,000	10,000	-	-	-
Paul Hamlyn Foundation	-	-	-	-	20,000	20,000
JACT Donation	-	10,000	10,000	-	-	-
	-	26,000	26,000	-	20,000	20,000

The Trust wishes to express its appreciation to the above bodies for their financial support.

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31ST MARCH 2023

3. STAFF COSTS

No remuneration was paid to any of the Trustees in the year. Expenses totalling £Nil (2022: £Nil) were reimbursed to them in the year.

No member of staff received remuneration exceeding £60,000.

The staff costs were:

	Total 2023 £	Total 2022 £
Wages and salaries	28,066	23,207
Pensions	443	558
	<u>28,509</u>	<u>23,765</u>

The average weekly number of staff employed by the Charity during the year was 2 (2022: 2).

The key management personnel of the Charity comprise of the Trustees who are not remunerated.

4. CHARITABLE EXPENDITURE

	Unrestricted Funds £	Restricted Funds £	Total 2023 £	Unrestricted Funds £	Restricted Funds £	Total 2022 £
Grants and provision of charitable services:						
Publicity and events	-	1,550	1,550	-	284	284
Travel bursaries & expenses	-	1,127	1,127	-	1,259	1,259
Wages and salaries	-	28,509	28,509	-	23,765	23,765
Computers and software	-	595	595	-	690	690
Support costs (see note 6)	-	15,794	15,794	175	23,992	24,167
	<u>-</u>	<u>47,575</u>	<u>47,575</u>	<u>175</u>	<u>49,990</u>	<u>50,165</u>

5. SUPPORT COSTS

	Unrestricted Funds £	Restricted Funds £	Total 2023 £	Unrestricted Funds £	Restricted Funds £	Total 2022 £
Conference costs	-	925	925	-	-	-
Accountancy and payroll fees	-	1,674	1,674	-	1,577	1,577
Subs and registration fees	-	992	992	-	180	180
Insurance	-	823	823	-	653	653
Bank charges and interest	-	72	72	-	98	98
Website costs	-	1,532	1,532	-	264	264
Consultants	-	9,704	9,704	-	20,920	20,920
Training	-	-	-	-	300	300
Sundry expenses	-	72	72	175	-	175
	<u>-</u>	<u>15,794</u>	<u>15,794</u>	<u>175</u>	<u>23,992</u>	<u>24,167</u>

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31ST MARCH 2023**6. DEBTORS**

	Total 2023 £	Total 2022 £
Prepayments	-	187

7. LIABILITIES

	Total 2023 £	Restated Total 2022 £
Payroll	5,216	3,937
Accruals and deferred income	1,848	12,100
	7,064	16,037

8. UNRESTRICTED FUNDS

	Total 2023 £	Total 2022 £
Balance of Unrestricted Charitable Funds	17,663	12,589

9. RESTRICTED FUNDS

	Balance at 1 April 2022 £	Income £	Expenditure £	Transfers £	Balance at 31 March 2023 £
- Current year					
Paul Hamlyn Foundation Fund	35,504	-	(35,504)	-	-
The Meadowbrook Trust	8,440	6,000	(2,500)	-	11,940
Edge Foundation	-	10,000	(2,500)	-	7,500
Others (Freedom to Learn & R Williams)	453	360	-	-	813
Joan Ainslie	1,652	10,000	(7,071)	-	4,581
	46,049	26,360	(47,575)	-	24,834
- Prior year					
	Balance at 1 April 2021 £	Income £	Expenditure £	Transfers £	Balance at 31 March 2022 £
Paul Hamlyn Foundation Fund	64,568	20,000	(49,064)	-	35,504
The Meadowbrook Trust	8,440	-	-	-	8,440
Prevo Trust	241	-	-	(241)	-
Others (Freedom to Learn & R Williams)	-	753	(300)	-	453
Joan Ainslie	2,278	-	(626)	-	1,652
	75,527	20,753	(49,990)	(241)	46,049

Main fund names

The Meadowbrook Trust

Paul Hamlyn Foundation Fund

Prevo Trust

Joan Ainslie

Purpose and restrictions

To provide travel bursaries to Sands School, Park School, Student Voice and other individuals to develop understanding of democratic education.

To support the project Change Makers Lab: Developing Agency, Igniting Activism, Building Communities.

For network research and broader organisational development.

To enhance the inclusivity and diversity of engagement with the Freedom to Learn Network.

The grants may only be used for the purpose agreed and may not be assigned to any other purpose without prior written approval from the grant providers.

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31ST MARCH 2023**10. RESTATEMENT OF 2022 COMPARATIVES**

The 2022 comparatives have been restated to present deferred income on a gross basis rather than net of current assets.

POLICIES

The development and implementation of policies and procedures to mitigate and, or, address risks and uncertainties is something that is ongoing with this trust.

During this period this has included a comprehensive review of Phoenix Education's **safeguarding procedures including digital imagery.**

Other policies that are now in place, to be reviewed annually, include:

Whistleblowing Policy
Modern Slavery Policy
Photograph Permission Procedure
Social Media Policy
Complaints Policy and Procedure
Child Protection Policy
Codes of Conduct for Trustees and Guardian Members

To be approved by the Board of Trustees
Equality and Diversity Policy
Freedom of Speech Policy

Reserves Policy

The trustees believe that the charity should hold financial reserves in order to enable it to maintain its services in the event of temporary funding shortfalls, to invest in innovations and improvements, and to meet its contractual commitments. Unrestricted funds and liabilities are reviewed quarterly at trustee meetings and via regular in-depth Information Packs keeping Trustees regularly apprised of our evolving financial position against the backdrop of our financial planning.



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EDUCATION

DONATE

Every gift is important, Phoenix Education continues to thank our supporters.

Whether a one-off donation or a regular gift, we dearly appreciate the support from you.

Please contact us at info@phoenixeducation.co.uk to set up a gift with Phoenix Education, or if you are an organisation wishing to support our work.

Your gift helps young people around the country to genuinely and impactfully activate student voice, allowing us to collaborate with young people, teachers, senior leadership, and whole communities.

With your support young people can spend more of their time in school reflecting on and recreating their educational experience, their school structures and having a more engaging learning experience; genuinely using their voice to create change in their school and wider community; working with senior staff, teachers and peers in an equitable and mutually-respectful manner.

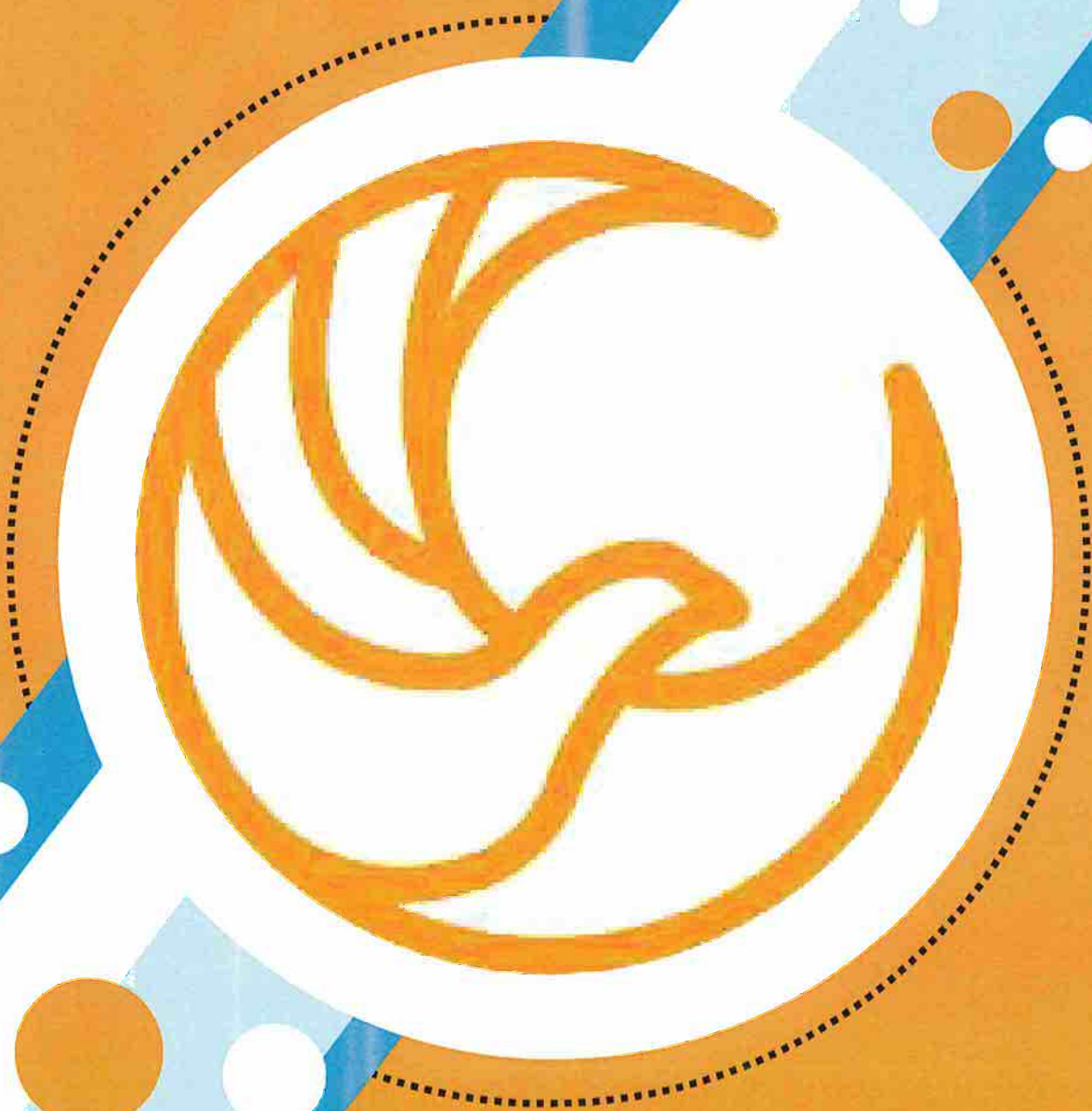
The Trust champions principles of democracy, agency, and collaboration and as little as £10 a month can help us to be responsive to the needs of the young people we serve and support, and we in turn depend upon the generosity and support of those who share our passion for innovation and change in the education system which places the young person at the very centre.

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