

1118456

A R T S P A C E

Providing school-based creative therapy input, counselling & psychological support services

ANNUAL REPORT and FINANCIAL STATEMENTS

for the YEAR ENDED 31st MARCH 2022

Art Space

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ArtSpace

Charity Information: Reference and Administrative Details

Registered Charity No:	1118456
Governing Document:	Constitution dated 15 November 2005 as amended on 30 November 2006
Correspondence Details:	Lyn French, Senior Practitioner ARTSPACE Artspace Office Shacklewell Primary School Shacklewell Row London E8 2EA E: info@aspaceinhackney.org
Trustees:	Nicola Baboneau, Chair Prue Barnes, Secretary Darra McFadyen, Treasurer Stefania Putz-Williams Anna Fodorova
Independent Examiner:	Peter Saltiel Church & Charity Accounts Service Planchadeau 23460 Saint-Pierre-Bellevue France <i>Formerly , 69 Portland Place Greenhithe, Kent DA9 9FE</i>
Bankers:	Lloyds TSB Bank plc Islington Branch PO Box 1000 London BX1 1LT

ARTSPACE

Providing school-based creative therapy input, counselling & psychological support services

ANNUAL REPORT 1ST April 2021 to 31ST March 2022

The ARTSPACE Trustees are pleased to submit their annual report together with the accounts for the financial year 1st April 2021 to 31st March 2022.

OBJECTIVES

The principal objective of ARTSPACE is to improve the emotional and psychological well being of children, young people and families. To achieve this, our primary aim is to provide non-stigmatising, easily accessible psychological therapies and creative support services to children, young people, parents/carers and families on the school site. To support this objective, we also aim to improve emotional literacy across the whole school community.

KEY PRINCIPLES UNDERPINNING OUR OBJECTIVES

ARTSPACE believes that empowering children, young people and families in all areas of their lives best equips them to develop their full potential. ARTSPACE works to achieve this by:

- Learning from direct consultation with children and young people what their needs are and how they can best be met
- Employing different approaches to working with children which incorporate best therapeutic practices, building on their strengths, improving emotional competencies, strengthening emotional resilience and supporting the development of healthy attachments
- Harnessing the arts and creative therapies as a vehicle for self-exploration and for making sense of, and learning from, life experiences
- De-stigmatising therapeutic input by emphasising the need for all adults and children to develop and build reflective thinking, self-understanding, healthy relationships and a solution-focused approach to life's complex challenges
- Easing transitions including the transitions between phases in child development and the transition from the primary school to secondary school
- Working with parents/carers and families in both targeted and informal ways so that they can better support their children
- Supporting school staff so that they can better meet the needs of their pupils
- Using the skills and expertise of a team of established professional practitioners who have been trained at MA or PhD level and emerging therapists on volunteer placements who are building their experience prior to gaining full State Registration to deliver high quality services within a cost effective structure
- Working within the framework of local and national government objectives and within the frameworks promoted by the BACP, HPC, UKCP, BAAT and BAPT to ensure that

practice with children, young people and families is ethical and appropriately supervised

- Giving emphasis to diversity issues and working creatively with them within a multi-cultural context
- Establishing, sustaining and building new mutually beneficial partnerships with internal and external partners
- Building self-assessment, collaborative leadership and on-going evaluation into all aspects of service design and delivery
- Disseminating good practice through the delivery of training programmes, CPD Events, professional seminars, consultancy and co-publishing books and creative resources for use in schools, in therapeutic settings and in the community

ACTIVITIES

The continuing success of the ARTSPACE service reflects the commitment of all those who contribute to it including the qualified therapists, the volunteers gaining work experience and the school staff who collaborate with the ARTSPACE team to ensure that high quality therapeutic support is delivered to the children and families who most need it. The Trustees would like to express their thanks to, and appreciation of, all the qualified and volunteer therapists working on the team this year and to the children, families and schools ARTSPACE engaged with.

1) Delivering In-School Psychological Therapy services

ARTSPACE therapists provide children, young people and their families with ethical and effective psychological therapies and related services designed to promote emotional well-being and improve mental health. Again, this year, we met our target and worked with over 750 students. In addition, over 175 were seen for one off check-in conversations or for transition support work.

ARTSPACE programmes running under the name **A SPACE for SUPPORT** are outlined below.

Our therapy input in schools includes:

- short + long term individual therapy sessions for those most in need
- an assessment service and check in appointments for pupils on the waiting list for **A Space for Support** sessions
- 6th Form provision
- transition support sessions for Year 6 and Year 7 pupils
- parent/carer support sessions

We also offer a programme for school staff including:

- consultations on school-based/ classroom issues
- support for trainee teachers
- counselling for school staff

All ARTSPACE therapists are trained at post-graduate level as psychotherapists (MA, MSc or PhD) and are state registered with HCPC, UKCP or BACP. Volunteer / trainee therapists are working towards their post-graduate qualification and are placed under the supervision of a senior therapist.

We use a **Good Practice Framework for Beginning Therapy** to gather important background information as well as scaling questionnaires based on existing pre-and post-therapy assessment tools (e.g. the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) and CORE forms). Main areas of difficulty are identified and a therapeutic focus is formulated.

A **Good Practice Framework for Monitoring Therapeutic Progress** enables psychological and emotional development in different areas to be assessed. The decision to end therapy sessions is jointly taken with pupils and school staff. Our frameworks were developed in response to our four year study researching good practice protocols undertaken in partnership with the Centre for Psychoanalytic Studies at the University of Essex.

A key element of the success of ARTSPACE is the local network that the team has been able to build and maintain across schools and local statutory and voluntary providers. Good communication and open dialogue between ARTSPACE therapists and teachers, CAMHS practitioners, educational psychologists and the school-based support staff means that ARTSPACE remains accessible, relevant and valued by children, young people, families and professionals. Our commitment to research and our link with universities ensures that we are up to date with any new developments in the field.

2) Training emerging therapists and providing CPD

ARTSPACE provides work experience for trainee therapists from post-graduate MA, MSc and PhD courses and for qualified therapists on voluntary contracts who are building their clinical hours for state registration. Training opportunities are provided via in-house seminars, professional development days, individual supervision and work discussion groups.

Our two books, co-edited by ARTSPACE therapists entitled **Therapeutic Practice in Schools Volume 1: Working with the Child Within** (Routledge 2012) and **Therapeutic Practice in Schools Volume 2: The Contemporary Adolescent** (Routledge 2014) guide our ARTSPACE CPD training as well as being set texts on many of the state-registered University courses offering psychotherapy degrees. Both books include chapters written by ARTSPACE therapists alongside experts from the field who have extensive experience in child and adolescent psychotherapy. A Space authors include those who were involved in a four-year research project which we undertook in partnership with the Centre for Psychoanalytic Studies at the University of Essex (funded by the Glass-House Trust (a Sainsbury Family Charitable Trust)). The study focused on the challenges and opportunities presented by providing therapy in schools. Our most recent book, **Bringing our histories into school-based therapy: How therapists' backstories enrich work with children and young people**, will be published by Routledge in Spring 2023.

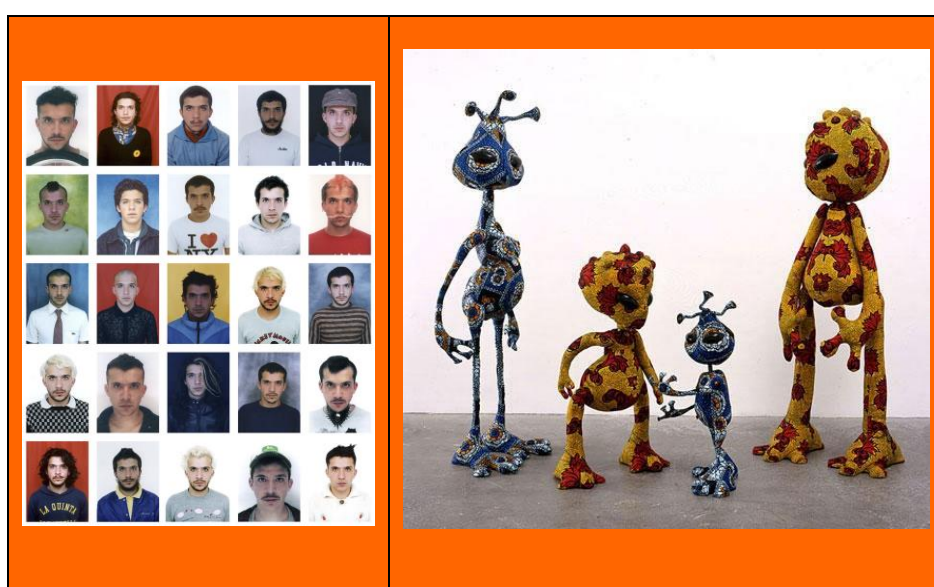
3) Emotional Learning

It is now widely recognised that well-being in every domain of life depends on developing an understanding of our emotional world, gaining insight into our relationship patterns and strengthening our resilience. ARTSPACE has been working in collaboration with the Institute of International Visual Arts (Iniva) since the early 2000s, co-publishing resources designed to foster this kind of emotional and psychological development.



Bringing together extensive experience in both the arts and therapies, Iniva and A Space are uniquely positioned to support psychological and personal development. Our boxed sets of cards (featured above) occupy a leading position in the growing fields of emotional learning and psychological therapies, both increasingly advocated by educators and mainstream audiences. Each of the cards includes an image on the front by a culturally diverse artist along with psychologically resonant commentary and discussion prompts on the reverse.

These cards are used in therapy sessions to stimulate conversation and in the classroom or workshop setting. Over the course of this year, A Space worked in partnership with Upper School leaders at Stoke Newington School to develop a new A Space/ Iniva resource using the emotional learning cards as a starting point. Entitled **Exploring Identity: Reassess/Re-imagine/Re-shape**, this resource focuses on introducing Years 9, 10 and 11 students to contemporary art by culturally diverse artists who work with ideas which question and de-construct aspects of identity. The images featured are all included in our sets of emotional learning cards co-published with Iniva.



EXPLORING IDENTITY: Re-assess/ Re-imagine/ Re-shape

Looking at race, identity, & difference using contemporary art

Image 1 by Juan Pablo Echeverri Image 2 by Yinka Shonibare CBE, British-Nigerian artist

ACHIEVEMENTS and PERFORMANCE

The ARTSPACE team is committed to providing services that are easily accessible, relevant and effective and continue to be valued by all those who use them. To achieve this, ARTSPACE sets aims for its service which are evaluated at the end of each year. Over the course of the last year, the following aims were met in the ways outlined below.

Providing children, young people and their families with ethical and effective psychological therapies and art therapy sessions running under the name A Space for Support

Many children and young people in the London Borough of Hackney have complex needs that arise from adverse life circumstances including:

- Significant bereavement and loss
- Higher than average numbers of parents/carers with mental health issues
- Serious illness/ death in the family

- Family discord (including domestic violence) and traumatic family break-up

Again this year, we met our annual target of providing therapy sessions for 750 children and exceeded it through offering check-in sessions for those who did not require longer term input as well as exam anxiety sessions and transition support input.

Ensuring that all services are easily accessible by offering them on the school site

Over this year, A Space for Support was delivered in the following secondary schools: Bishop Challoner, Cardinal Pole, City Academy, Haggerston, Mossbourne Community Academy, Mossbourne Victoria Park, Petchey Academy, Shoreditch Park Academy, Stormont House, Stoke Newington Secondary School, London Academy of Excellence Newham and London Academy of Excellence Tottenham..

Services were also provided in primary schools, as follows: Gainsborough, Grazebrook, Mossbourne Parkside, Mossbourne Riverside, St Dominic's, St John of Jerusalem, St Matthias, and St Mary's. All schools allocated a dedicated room to A Space for Support therapists and supported the service through providing referrals and attending joint feedback meetings.

Providing schools with a low-cost team of recently qualified therapists and volunteer practitioners

ARTSPACE is able to offer schools a highly subsidised service as we do not carry overhead costs. Our core partner, **Hackney Education** (the London Borough of Hackney's Department of Education), ensures that schools provide ARTSPACE with office facilities, meeting rooms, storage, postal and telephone services free of charge. This arrangement is an established one and on-going.

Over the course of this year, partnerships with universities providing state registered, post-graduate trainings in arts therapies, counselling and psychotherapy were successfully maintained and managed. ARTSPACE was able to recruit recently graduated therapists from MA or MSc degree courses for places on the A Space for Support therapy team. Fees paid by schools cover the costs of the sessional team. Some schools pay a reduced fee for a volunteer therapist who are also recruited from universities offering a recognised psychotherapy MA or MSc degree course. Volunteers work under close supervision from an experienced lead therapist and are provided with opportunities for CPD as well as weekly supervision.

Ensuring that the ARTSPACE team works within a quality assurance framework

All qualified therapists and volunteers on the ARTSPACE team are required to work within the Professional Code of Conduct and Ethical Guidelines set out by the national regulatory bodies (BACP, UKCP and HCPC). This is monitored through weekly supervision provided by ARTSPACE. Weekly work discussion groups were also delivered on themes relating to recent research on effective practices, developments within the field of work with children and adolescents and how best to meet the needs of pupils in Hackney schools.

Training days were held regularly throughout the year covering clinical aspects of therapeutic work and on-going monitoring and evaluations processes which support the development of evidence-based practice and keep our therapists up to date on research in the field.

Senior ARTSPACE therapists delivered seminars and CPD Days for post-graduate trainees from all creative therapy disciplines at University of Hertfordshire, University of Surrey (Roehampton Institute) and University of London (Birkbeck College).

Ensuring that service provision for children and families is joined up and limited therapeutic resources are used most effectively

To achieve this goal, over the past year, the A Space for Support team worked closely with key staff across schools and Hackney's Children's Services including teachers, SENCo's, mental health practitioners, educational psychologists, social workers and CAMHS professionals (Child and Adolescent Mental Health).

Regular liaison continues to ensure that service provision is joined up and limited therapeutic resources are used most effectively. The A Space for Support team is valued in Hackney both for the standard of services provided and for forming a bridge to statutory services for families who might otherwise not engage.

Achievements this year included continuing with our engagement with The CAMHS Alliance / Wellbeing and Mental Health in Schools project (WAMHS) which is running across targeted schools in Hackney to raise staff's awareness of mental health, train teachers in ways to support young people's well being and how best to use limited mental health resources.

Monitoring and evaluating the service

ARTSPACE uses a range of monitoring and evaluation tools including a Pre-and Post-Therapy Profiling Form, holding pre and post-therapy meetings with teachers and parents/carers and writing detailed client logs which capture goals and outcomes.

We continue to stay abreast of research in the field and, when relevant, to refine our monitoring and evaluation processes to ensure that our service remains evidence based.

Raising awareness of the efficacy of psychotherapy, arts therapies and counselling

A core ARTSPACE objective remains advancing the education of school staff, multi-agency professionals and the public in the part psychological therapies can play in improving mental health and wellbeing. In particular, ARTSPACE aims to reach out to those whose development and participation in society is impaired by emotional, mental and/or social disadvantage. De-stigmatising therapy and normalising seeking help is key.

To meet this aim, the ARTSPACE team continues to offer a service to school staff including one-off or on-going consultations, work discussion groups and Inset training sessions to raise their awareness of the value of therapeutic input and to help them to think about their pupils' difficulties from a more psychologically informed perspective. Our team also provides in-school counselling for teachers and support staff who self-refer.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Context

ARTSPACE was established as an independent charity in 2005. It was set up to build on the research and development project entitled 'A Space for creative learning and support' which was launched in 1997 by the Glass-House Trust, (a Sainsbury Family Charitable Trust) in partnership with Hackney Education and The Social Science Research Unit at the Institute of Education, University of London.

'A Space for creative learning and support' (A Space) researched and developed models for the delivery of a range of extended school services including therapy input and psycho-educational artist-led projects. These programmes were delivered as pilots in and out of school hours. Hackney was chosen as the host borough due to the high level of social and economic disadvantage in the community. The work of A Space informed the government's development of extended school services locally and nationally (1997-2005).

ARTSPACE builds on the pilot services originally developed by A Space. These services, and adapted models, continue to be run in schools under the name 'A Space for Support'. This provision includes art therapy, drama therapy, counselling, psychotherapy and targeted family /parent work as well as special projects designed to promote emotional learning. The charity's name reflects the creativity which ARTSPACE believes is central to personal growth as well as highlighting the ways in which engagement in the arts can help us make sense of life.

ARTSPACE benefits from the provision of free offices and meeting rooms in Hackney schools. This is provided as sponsorship in kind reflecting the partnership between A Space and Hackney Education. For more information, visit www.aspaceinhackney.org.

Overall Management

A Space, our founding organisation, continues to operate as a partnership project overseen by a Steering Group representing the three core partners: the Glass-House Trust (a Sainsbury Family Charitable Trust), Hackney Education and The Social Science Research Unit. Its aims are to promote the development and dissemination of good practice models and to provide consultancy, supervision and training to local organisations and to universities providing arts therapy, counselling and psychotherapy services or courses. A Space guides the development of ARTSPACE, consulting to its team and contributing to supervision and training. The senior consultant A Space psychotherapist overseeing the ARTSPACE provision is responsible to the Assistant Director of Children's Services at the Hackney Education and to the ARTSPACE Steering Group.

The ARTSPACE Charity Trustees are responsible for the overall management and control of the Charity. All trustees give of their time freely and no remuneration or expenses were paid over the course of this year.

ARTSPACE aims to sustain longer term relationships with its Trustees who can provide depth of knowledge and understanding. The Trustees currently serving ARTSPACE represent the fields of primary, secondary and post-secondary education; child, adolescent and adult psychotherapy; and educational leadership. Their combined expertise covers higher level understanding of:

- the complex circumstances faced by many children and families coping with a range of social and economic disadvantage and how best to support them
- the challenges and opportunities presented by providing mental health services in educational settings
- local and national government agendas guiding pupil wellbeing (e.g. the government's Green Paper on Transforming Children + Young People's Mental Health Provision, subsequent papers on how the government intends to achieve the aims outlined in this paper and Hackney's own response to it including local initiatives relating to wellbeing and mental health in schools)
- the range of issues facing teachers and leadership teams working in inner city schools and ways in which staff can be supported
- the range of management and organisational issues that can come up in schools
- the ways in which creative therapies and the arts can be harnessed to make support services less intimidating or stigmatising
- the longer term benefits of providing projects promoting emotional learning through the arts

General Risk Management

The Charity Trustees are responsible for the overseeing of the risks faced by ARTSPACE. A formal review of the charity's risk management processes is undertaken at an annual meeting reviewing the Charity's aims, achievements, finances and risks. The main risks that have been identified and the plans to manage those risks are as follows:

Reputation/ Brand Management: The success of ARTSPACE is built on its reputation for excellence in delivering psychological therapies to meet the Tier 1 and Tier 2 emotional well-being and mental health needs of pupils and of supporting school staff with their pastoral care duties. We manage this risk through safeguarding policies, policies pertaining to selecting psychotherapists and volunteer trainees for work on our team.

Finances: Our ability to continue is reliant on schools paying an annual fee for the services provided by ARTSPACE, any annual funds we may be granted and the ability to pay invoices as they fall due. This risk is managed by having a reputation for excellence in delivering psychotherapy services ensuring that ARTSPACE remains the preferred service provider, an active cash-flow management overseen by an accountant appointed by ARTSPACE and the annual auditing of our accountants by an external accountant.

Development Plans

Plans for 2022-23 focus on continuing to provide the following services and carry out the related development work:

- Recruiting volunteers to work on the A Space for Support team and setting up recently qualified therapists and experienced practitioners to work in Hackney schools
- Delivering a therapeutic service to schools that meets local and national agendas including improving access to psychological therapies and core aims of Hackney's Children's Services
- Providing supervision and training to volunteer therapists and qualified therapists working on the A Space for Support team complying with the **BACP, UKCP** and **HCPC** recognised standards for the delivery of education and training
- Monitoring and evaluating the service
- Working in partnership with **Iniva**(Institute of International Visual Arts) to create emotional learning resources for use by teachers and therapists working in schools. Delivering a series of workshop programmes, teacher/ therapist training days and CPD events based around our co-published sets of emotional learning cards and related resources co-developed by ARTSPACE and Iniva
- Working in partnership with local providers to ensure a referral pathway for children and families

Publishing Plans:

Over the financial year 2022-23 ARTSPACE will be undertaking a series of publishing projects as outlined below:

- Developing resources for therapists to be published as hard copies or made available as PDFs to download
- Launching a new website (working title www.aspace4therapyresources.com) to disseminate a range of downloadable resources, therapy aids and CPD related material produced by ARTSPACE for therapists and handouts for staff + parents/carers
- Publishing a third book with Routledge entitled **Bringing our histories into school-based therapy: How our backstories enrich work with children and young people**

Finance Report

All funds raised by ARTSPACE are detailed in the accounts at the end of this report. The accounts provide a summary of financial activity over the last year.

Income for 2021-22 was £503,405 (2020-21 £456,855). Expenditure for 2020-21 was £431,540 (2020-21 £422,663). The balance sheet total for 2021-22 was £348,828 (2020-21 £276,963).

Funds are used to achieve the objectives summarised above, developing ARTSPACE for the benefit of the community it serves. Funds raised do not profit ARTSPACE Trustees who form the organisation's management committee. No portion is paid or transferred directly or indirectly by way of dividend, bonus or otherwise by way of profit to the charity's Trustees.

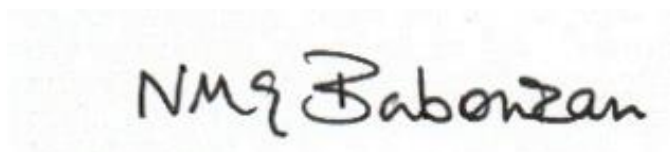
Reserves Policy and Risk Management

The ARTSPACE Trustees are mindful of the need to retain sufficient reserves to enable the charity to continue to operate in the event of a major source of funding being lost or if unplanned expenditure should arise. ARTSPACE has a Financial Policy which stipulates that sufficient funds are held in reserve to cover a minimum of 10 months' service delivery (= one academic year) should schools cease to be in a position to pay for existing therapeutic provision and/or the Glass-house Trust (a Sainsbury Family Charitable Trust) ceases to offer an annual grant. This reflects the fact that ARTSPACE offers therapeutic input to vulnerable children and adolescents with complex needs. Research emphasises that it is detrimental if such services are brought to an end at short notice. Hence there is a need for sufficient reserves to be retained to ensure that if part or all of the ARTSPACE provision is terminated either due to loss of funds or changes in government priorities for schools, a managed exit can be achieved.

In the Trustees' opinion, funds committed by schools and guaranteed funds for 2020-21 will ensure that the ARTSPACE operational budget requirements will be met and a prudent reserve can continue to be maintained.

This Year End Report is to be signed on behalf of all trustees at the ARTSPACE Trustees' meeting dated 27th July 2022.

Signed: Nicola Baboneau, ARTSPACE Chair

A handwritten signature in black ink, reading 'NM9 Baboneau', is centered on a light gray rectangular background.

Independent Examiner's Report to the Trustees / Members of
Art Space ~ Registered Charity No. 1118456
for the year ended 31st March 2022

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended 31st March 2022.

Responsibilities and basis of report

As the charity's trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 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.

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.

Peter Saltiel

Church & Charity Accounts Service Ltd
Planchadeau
23460 Saint-Pierre-Bellevue
France
Formerly 69 Portland Place, Greenhithe, Kent, DA9 9FE



Dated 8th September 2022

Art Space

Statement of Financial Activities for the Year Ended 31st March 2022

	<u>Notes</u>	Unrestricted & Total Funds <u>2022</u> £	Unrestricted & Total Funds <u>2021</u> £
Income and endowments:			
Grants	3.1	35,000	70,000
Charitable activities	3.2	468,405	386,855
Total income and endowments		<u>503,405</u>	<u>456,855</u>
Expenditure on:			
Activities for Charitable Objectives	4.1	431,540	422,663
Total expenditure		<u>431,540</u>	<u>422,663</u>
Net Movement in Funds		71,865	34,192
Total Funds Brought Forward		276,963	242,771
Total Funds Carried Forward	7	<u>348,828</u>	<u>276,963</u>

All activities are regarded as continuing.

The above statement includes all recognised gains and losses during the year.

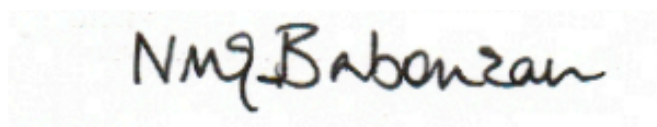
The Notes to the Accounts form part of these Financial Statements

Art Space

Balance Sheet as at 31st March 2022

			2022 £	2021 £
CURRENT ASSETS				
	Note			
Debtors	5	24,480		8,750
Bank Current Account		<u>343,605</u>		<u>268,763</u>
			368,085	277,513
CURRENT LIABILITIES				
Creditors	6	<u>19,257</u>		<u>550</u>
			19,257	550
NET ASSETS			<u><u>348,828</u></u>	<u><u>276,963</u></u>
REPRESENTED BY:				
Unrestricted Fund	7		348,828	276,963
			<u><u>348,828</u></u>	<u><u>276,963</u></u>

Signed on behalf of all the trustees on 27th July 2022



Art Space

Notes to the Accounts

1 Basis of preparation

1.1 Basis of accounting

These accounts have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant note(s) to these accounts, accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued on 16 July 2014 and with the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102).

1.2 Going concern

At the time of approving the accounts the Trustees have a reasonable expectation that the charity has sufficient reserves and that the charity is a going concern.

1.3 Change in basis of accounting

The accounts present a true and fair view and no changes in the basis of accounting have been made during the year.

1.4 Changes to previous accounts

The accounts present a true and fair view and no changes in the basis of accounting have been made during the year.

2 Accounting Policies

Unrestricted funds are donations and other income received or generated for the objects of the charity without further specified purpose and are available as general funds. These are included in full when received.

Grants receivable and local authority fees are included in the accounts in full when received. Deferred income represents amounts received for future periods and is released to incoming resources in the period for which it has been received.

Restricted funds are to be used for the specific purposes as laid down by the donor. Expenditure which meets these criteria is identified to the fund.

Management and administration costs of the charity relate to the costs of running the charity and includes any costs which cannot be specifically identified to another expenditure.

Art Space

Notes to the Accounts (cont'd)

3 Analysis of income and endowments

	Unrestricted & Total Funds 2022 £	Unrestricted & Total Funds 2021 £
3.1 Voluntary Income		
Grants:		
Glass House Trust (A Space transfer)	35,000	70,000
	<u>35,000</u>	<u>70,000</u>
3.2 Charitable activities		
Schools Commissions:		
Bishop Challoner Catholic Collegiate Federation	35,000	35,000
Cardinal Pole Secondary School	20,475	17,700
Gainsborough Primary School	5,850	7,600
Grazebrook Primary School - New Wave Federation	5,850	3,900
Haggerston Secondary School	41,450	28,960
London Academy of Excellence - Stratford Campus	31,230	28,800
London Academy of Excellence - Tottenham Campus	37,300	26,800
Mossbourne Community Academy	30,250	25,805
Mossbourne Parkside Academy	26,560	20,250
Mossbourne Riverside Academy	13,900	9,525
Mossbourne Victoria Park Academy	30,350	29,650
Shoreditch Park Academy, City of London Academies	27,890	13,100
St Dominic's Primary School	17,510	16,250
St John of Jerusalem Primary School	8,850	5,750
St Matthias Primary School	5,850	6,000
Stoke Newington School	32,590	24,600
Stormont House School	22,400	17,250
The City Academy, Hackney	42,050	29,650
The Petchey Academy	30,450	28,750
Schools Commissions: Prior Year	-	7,700
	<u>465,805</u>	<u>383,040</u>

Art Space

Notes to the Accounts (cont'd)

3 Analysis of income and endowments (cont'd)

	Unrestricted & Total Funds 2022 £	Unrestricted & Total Funds 2021 £
3.2 Charitable activities (cont'd)		
External Supervision/ Consultations		
Consultants	-	1,425
Camden School for Girls	240	-
Family Action	575	1,380
New Wave Federation	-	470
St Mary's Primary School	685	-
St Matthias Primary School	280	-
Step Forward Young People's Charity	180	-
The King's Fund	240	540
	<u>2,200</u>	<u>3,815</u>
Training Support		
Safaplace	400	-
	<u>400</u>	<u>-</u>
Total charitable activities	<u>468,405</u>	<u>386,855</u>
Total income	<u>503,405</u>	<u>456,855</u>

4 Analysis of resources expended

	Unrestricted & Total Funds 2022 £	Unrestricted & Total Funds 2021 £
4.1 Costs of activities for charitable objectives		
Sessional therapists	354,891	342,478
Supervision, Case/ Project Management, School/ Pupil Consultations (Senior Practitioners)	70,900	69,666
Activity materials	1,768	1,249
Design and printing	83	5,335
Support costs	3,794	3,819
DBS checks	104	116
	<u>431,540</u>	<u>422,663</u>
4.2 Support costs		
Bookkeeping	1,950	2,100
Insurance	1,244	1,169
Independent examination	600	550
	<u>3,794</u>	<u>3,819</u>
Total charitable activities	<u>431,540</u>	<u>422,663</u>

Art Space

Notes to the Accounts (cont'd)

5 Debtors

	Unrestricted & Total Funds 2022 £	Unrestricted & Total Funds 2021 £
School commissions	23,930	8,750
Miscellaneous	550	-
	<u>24,480</u>	<u>8,750</u>

6 Creditors

	Unrestricted & Total Funds 2022 £	Unrestricted & Total Funds 2021 £
Accruals	19,257	550
	<u>19,257</u>	<u>550</u>

7 Fund Analysis

	1st April £	Income £	Expenditure £	31st March £
General Fund	276,963	503,405	(431,540)	348,828
	<u>276,963</u>	<u>503,405</u>	<u>(431,540)</u>	<u>348,828</u>

8 Staff Costs

As there are no employees, no employee received more than £60,000.

9 Trustees' Remuneration and Expenses

No remuneration or reimbursement of expenses was paid or payable for the year out of the funds to any trustee or any person or persons known to be connected with them.