

Debate Mate Schools Limited
Company Limited by Guarantee
Financial Statements
31 August 2022

CAS HOUSE LIMITED
Chartered accountants & statutory auditor
151 Askew Road
London
W12 9AU

Debate Mate Schools Limited

Company Limited by Guarantee

Financial Statements

Year ended 31 August 2022

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Debate Mate Schools Limited

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Trustees' Annual Report (Incorporating the Director's Report)

Year ended 31 August 2022

The trustees, who are also the directors for the purposes of company law, present their report and the financial statements of the charity for the year ended 31 August 2022.

Reference and administrative details

Registered charity name Debate Mate Schools Limited

Charity registration number 1121222

Company registration number 06279466

Principal office and registered office Tripod, Lambeth Town Hall
1 Brixton Hill
London
SW2 1RW

The trustees

Britt Lintner (Chair)
Fiona Edwards-Stuart
Jude Thompson
Tayo Alimi
Adebayo Odusola
Marcus Trotter
Keanne Williams

Company secretary M McCabe

Auditor CAS House Limited
Chartered accountants & statutory auditor
151 Askew Road
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Structure, governance and management

Board of Trustees

Trustees have been selected on the basis of extensive experience and knowledge of the charitable, finance and education sectors, with specialist skills in business, law, elite debating and fundraising.

The Board meets quarterly, with more regular contact between the Chair and CEO. The CEO reports to the Trustees. Trustees serve tenure of three years with the Chair's discretion to extend. Trustees are not in receipt of any benefits.

Prospective Trustees are provided with the following prior to potential appointment: A copy of:

- The Certificate of Incorporation
- The Memorandum of Association
- The Articles of Association
- Change of Name Certificates
- Financial Statements for the last three years
- An induction document setting down the Duties of Trustees of Debate Mate Schools Limited
- A Declaration confirming, inter alia, receipt and understanding of the above documents
- A Declaration of Eligibility to act as a Trustee
- A request for personal information to enable the registration of a new Director at Companies House
- A Toolkit of Good Governance comprising Six Benchmarks of Effective Governance for Charity Boards.

Organisational Structure and management

The company is managed on a day-to-day basis by the Chief Executive Officer, Margaret McCabe. Margaret has over twenty years' experience as a commercial barrister, combined with two decades in the voluntary sector, including work with Centrepoin (a homelessness charity for under 25s), the NSPCC Justice for Children programme, and as an advisor to Human Rights Watch. Margaret is a recipient of the UnLtd Award, recognising her contribution as a social entrepreneur with the launch of Urbanunltd Limited (name changed to Debate Mate Limited in July 2010, and to Debate Mate Schools Limited in July 2017) and the Debate Mate programme.

Strategic and significant financial decisions are made by the Board of Trustees to ensure that the charity's activities are in-keeping with its objectives. Decisions regarding operations, education and programme delivery are delegated by the CEO to the Executive Director and the Educational Development Director.

The CEO is supported by the management and core team of:

- 1 Executive Director
- 1 Director of Operations
- 1 Director of Programmes
- 1 Director of Education UK
- 2 Executive Programme Directors
- 2 Senior Programme Directors
- 1 Virtual Core Programme Director
- 5 Programme Directors
- 1 Assistant Programme Director

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Objectives and activities

Aims

Our charity's purposes, as set out in the objectives contained in the company's memorandum of association, are:

- The promotion, for the benefit of the public, of urban and cultural regeneration in areas of social and economic deprivation.
- The advancement of education, training or retraining, particularly amongst young people, and providing people with work experience; in particular by exploiting the opportunities provided by the internet in providing skills and training, and with particular emphasis on confidence building by focusing on communication and interpersonal skills, providing networking opportunities for the dissemination of educational and training programmes and developing areas for growth and employment.

Our aims fully reflect the purposes for which the charity was set up:

- To improve the social mobility of disadvantaged young people in the UK.
- To equip young people with key 21st Century skills, regardless of their background.
- To raise the aspirations of Debate Mate students through our peer mentoring model to inspire them to pursue tertiary education and meaningful employment.
- To provide valuable opportunities for Debate Mate students to engage with businesses from a range of key industries.
- To enable teachers to transform their teaching practice through our CPD courses, run through our Education UK programme, allowing them to use our methodology in their classrooms and to set up debating clubs in their schools.
- To work towards building a self-sustaining model by developing a robust funding methodology.

Ensuring our Work Delivers our Aims

Every year we review our programme of activities undertaken in the previous financial accounting period and assess what we achieved in terms of deliverables and their outcomes in relation to our aims and objectives. This review ensures that we are delivering the intended benefits to the disadvantaged young people we set out to help, and that we remain focused on our purposes. We also review our aims and objectives and the direction that these provide in defining future activity. The Trustees continue to refer to the Charity Commission's guidance to ensure Debate Mate's aims, objectives and future activities meet the public benefit requirement.

How our Activities are for the Public Benefit

Debate Mate's programme of activity responds to a clear set of needs:

- Social mobility in the UK is very low and there is a significant attainment gap between pupils eligible for Free School Meals (FSM) and their wealthier peers.
- Far too many British schoolchildren lack key skills, which can restrict opportunity and contribute to unemployment.
- There is a gap in provision of key skills teaching for pupils in disadvantaged areas, for example, through innovative debating programmes.

Debate Mate's charitable activities focus on delivering training to young people from areas of high child poverty for the public benefit. The charity's after-school debate club programme has been shown to improve Speaking and Listening attainment, develop key skills and raise aspirations. However, the benefit is much wider. We are working towards ensuring that each club is sustainable within each school and that the skills imparted to pupils we have worked with are able to be passed on to other students in their school. This in turn develops a culture of debating, and a growing pride in each school we work with - benefits which have had a positive impact on local communities. In our view, no detriment or harm arises from our work.

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Debate Mate's Beneficiaries

Debate Mate's charitable programmes are delivered exclusively in schools with a Free School Meals for the last 6 years (FSM-6) profile of primary >23% and secondary >27.7%. Teachers are instructed to ensure their club is composed of students of all abilities, and has at least a third of students who are in receipt of FSM-6 or Pupil Premium. In our programme year 2021-22, approximately 4,400 young people participated with an estimated 2,024 (46%) of students in receipt of Free School Meals (FSM-6). True to our value of inclusivity, 13% of students in the sample were reported to have Special Educational Needs (SEN) and 43% spoke English as an Additional Language (EAL). National averages for these categories are SEN: 13% primary and 12% secondary, and EAL: 21% primary and 17% secondary.

Issues to be Tackled (Need for Key Skills in the UK)

The Social Context

The UK has the lowest rate of social mobility amongst OECD countries (OECD, 2018). This manifests early, with the socio-economic backgrounds of children influencing their ability to develop and learn at school; a child growing up in poverty in the UK is more likely to achieve lower academic qualifications, have lower aspirations, and have a lower skill set than their better-off peers. This inequality has been further exacerbated by the COVID-19 pandemic.

Disadvantage significantly impedes attainment and the academic, professional, and socioeconomic prospects of young people. According to government data on widening participation in higher education, only 28.1% of 15-year-olds receiving free school meals entered higher education by age 19, compared to 46.8% not receiving free school meals (July 2022). The Education Policy Institute, in its 2019 Annual Report, stated that 'By the time they leave secondary school, disadvantaged pupils are now over 18.1 months behind non-disadvantaged pupils.' It is widely acknowledged that this gap will only widen further due to the ongoing impacts of the COVID-19 pandemic and the cost of living crisis, both of which will disproportionately affect disadvantaged students and poorer households. The Education Endowment Foundation (EEF) and Sutton Trust have reported on the impact of the pandemic on disadvantaged students. In their report, 'Impact of School Closure, 2020' the EEF stated 'The attainment gap between disadvantaged pupils and their peers is estimated to further widen by 36% due to the pandemic'. These disparities will be felt for many generations to come.

In The Sutton Trust's 2019 Mobility Manifesto, Sir Peter Lampl writes that 'social mobility, the potential for those to achieve success regardless of their background, remains worryingly low across Britain. Our next government should put social mobility at the heart of their agenda', thus highlighting the importance of this issue for society as a whole. The Mobility Manifesto emphasises the need of programmes to develop key skills: 'Essential life skills (such as motivation, confidence, communication, self-control and coping with stress) are crucial to the life chances of young people'.

In the current cost of living crisis, prior barriers to education have been further exacerbated for those from disadvantaged backgrounds. In its 2022 report, The Sutton Trust highlighted that in state schools, 38% of teachers said a third or more of their class were living in families facing considerable financial pressures which they felt are impacting on the children's ability to succeed in school, compared to 5% in private schools. Furthermore, teachers were seeing that an increase in students with behaviour issues was also more common in more deprived schools (72% vs 62%). At Debate Mate, we help bridge this gap by successfully teaching both hard and soft skills, as evidenced below. We also include a budget for snacks for mentors to buy the students every week. Now more than ever, this can help with both attainment and the lack of provision, with 38% of teachers having reported an increase in children coming into school hungry, which has been suggested to link to issues such as concentration in class.

The OECD highlights the formative role of extracurricular programmes in improving student behaviour, academic attainment and long-term progression: 'social and emotional learning school-based programmes have also been shown to improve both behavioural and academic outcomes' (2018).

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However, it is increasingly difficult for students to access such opportunities due to school budget cuts, which is particularly vital considering that the majority of learning beyond the classroom (83%) is only possible when there is no associated cost to take part (Sutton Trust, 2022).

The Skills Gap

The lack of social mobility in the UK keeps many families out of long-term employment, and disadvantaged young people lack the opportunities to develop key skills which are crucial to advancement in tertiary education and their careers. The OECD reports: 'children from low-income families not only spend less time in education in countries where income inequalities are high, they also have lower skills for any given level of education. The quality gap in education is hence even larger than the income gap' (2018).

The Sutton Trust (2019) emphasises the importance of the key 'life skills': 'Adult life requires a range of skills in order for people to flourish, both in the workplace and in their daily lives, from the confidence and motivation to seek challenges and complete tasks, to the interpersonal skills that aid teamwork and other social interactions. However, more needs to be done to give all young people a chance, in a jobs market where such skills are as important as qualifications'. This is especially pertinent at a time when 20% of schools are cutting spending on extracurricular activities, in spite of the fact that 'learning beyond the classroom' is 'crucial' for 'skill development' (State of the Nation 2022).

It is apparent that in the UK the circumstances of birth have a huge influence on a young person's chances of success, with students in the UK born into poorer backgrounds leaving school with lower qualifications, aspirations and skill sets.

Our Solution

Under its founder and present CEO, Margaret McCabe, Debate Mate identified areas of high child poverty in London and the key resources and support needed to improve social mobility amongst young people. A cost-effective, efficient and fun way of delivering these skills to disadvantaged young people was developed, which would help overcome the barriers to learning so frequently experienced amongst this demographic.

Students taking part in the Debate Mate programme develop key 21st Century skills, which are fundamental to success in academic and professional environments. These include critical and creative thinking, communication (speaking and listening) skills and teamwork, as well as building confidence and self-esteem, resilience, leadership, and self-management. These are skills that teachers acknowledge as being central to students' attainment and progression, but are often challenging to teach in a classroom environment.

Importantly, the Debate Mate programme provides disadvantaged young people with the guidance and support of the best and brightest mentors from universities across the UK. Mentors provide an insight into higher education, further training and career paths, and act as inspirational and relatable role models for the students we work with. The mentors inspire their students to raise their aspirations and fulfil their potential. The OECD highlights the potential of mentoring schemes as part of of extracurricular activities, arguing that they can help disadvantaged young people engage academically and develop skills that 'are not acquired at home' (2018). Debate Mate's unique model is highly effective for raising aspirations and developing these key skills, thereby improving social mobility.

In June 2019, the CBI published a People and Skills report entitled: Getting young people 'work ready' - our vision for how education should prepare young people for the modern world. The report

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references the work of Debate Mate Schools on pages 20-21. It is notable that Debate Mate delivers precisely what employers are seeking in terms of their identified three pillars for work readiness: character, knowledge and skills. The schools that are working with Debate Mate are already on a path to implement recommendations of this report.

Furthermore, debating is a key skill listed in the new English National Curriculum at Key Stage 3 and teaching these skills is vital to helping students develop their speaking and listening early on and to aid them in their GCSE Spoken Language accreditation. Debating is a way to stretch the most able students, while providing opportunities to succeed for students who need more support, especially those who find written work more challenging. Debating allows students to articulate ideas first, thus improving the quality of their written outcomes, enabling students of all abilities to achieve rapid progress. It encourages students to generate new ideas, problem-solve, think quickly under pressure and respond to challenges.

Overview of Debate Mate's Activities

Debate Mate's 2021-22 charitable objectives are provided below. These are achieved through the fulfilment of our programme delivery targets and meeting our impact measurement goals:

- Through the delivery of our programmes, develop our participants' key 21st Century skills, which include critical and creative thinking, communication (speaking and listening skills), and teamwork, as well as leadership, self-management, confidence and self-esteem, and resilience. This is demonstrated in our soft and hard skills evaluations:
 - To achieve a minimum average of 80% in our soft skills evaluation at the end of each programme year, and maintain a skill level increase of 1.4 in our Speaking and Listening Evaluation.
- To deliver Debate Mate's mentor-led after-school clubs to a minimum of 180 schools in areas of high child poverty in 2021-22, and in addition:
 - To increase the delivery of our online programme which involves our mentors teaching the after-school sessions online.
 - To recruit and train at least 250 inspirational mentors per year to deliver after-school clubs and maintain an average of at least 18 students per club per week.
- By employing our peer-mentoring model, raise the aspirations of the young people we work with and empower them to pursue higher education or further training and make a successful transition to the modern workforce. The success of this is measured in our soft skills evaluation and our qualitative impact measurement, such as our case studies
- To build relationships with corporate supporters through partnerships, volunteering schemes and sponsorship, to expose students to inspiring careers and a diverse range of professionals, and to provide opportunities for meaningful interactions
- To continue to expand bespoke new initiatives to target specific demographics and to meet identified needs, such as Debate Mate's DebateBox and Accelerate programmes for those students most at risk, and the Debate Mate Plus and the Graduate School to support older students through their progression to further education, apprenticeships or university
- Continue to generate income through our Education UK programmes and partnerships, with a view to raise a third of our income this way
- To continue to run our international summer programmes in Rwanda and Nepal, delivered by our most experienced mentors from the UK, through adapting our in-person offering to an online programme where needed - due to the ongoing impacts of Covid-19 - and, where possible, returning to an in-person model.
- To ensure the Core Programme can be effectively delivered virtually, when required, due to the impact of school closures and lockdowns as a result of Covid-19.

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In 2019/20, we worked in 243 primary/secondary schools - teaching, on average, more than 5,000 students every week. We considered it expedient, due to Covid-19, to reduce the size of the programme for 2020/21 to ensure we had sufficient funding for the year. As a result, in our programme year from September 2020 to June 2021 we worked with 134 schools in Bristol, Liverpool, London, Greater Manchester, the West Midlands and our blended programme ran in Nottingham, Leeds and the West Midlands. We were pleased that in the 2021/22 programme we were able to significantly return to pre-pandemic delivery of our programme and work with 209 schools in London, Manchester, Liverpool, the West Midlands, Wales, Bristol, and on our Virtual Core Programme.

Core Programme

The Core Programme, Debate Mate's main initiative, is delivered to disadvantaged young people aged 9-18 attending state primary and secondary schools in the UK, typically located in inner city areas at schools with an above average percentage of children eligible for Free School Meals. The programme begins with regional launch events in November. Following these, participating students take part in one-hour, mentor-led teaching sessions for 14 weeks, as well as three weeks of national competitions. Taught in small groups by trained university student mentors, they follow a curriculum - honed over the past 15 years - designed to develop key 21st Century skills: a) Developing confidence and style through body language, voice and spoken language b) Understanding how to research and analyse a subject from different viewpoints to empathise and consider context c) Formulating arguments coherently and logically from different standpoints, and to weigh up arguments and prioritise d) Listening to others and responding respectfully in a timely and appropriate way, adding weight to their own case.

Students taking part in the programme participate in Debate Mate's Urban Debate League (UDL): a nationwide debating league. Students prepare for the two rounds in their regular after-school clubs and then attend competitions at host schools in their local area. The top scoring schools nationally are invited to a final competition, which takes place in prestigious venues such as the House of Lords and the offices of our corporate supporters.

The Core Programme concludes with the Debate Mate Cup: a national competition in which all schools compete. It consists of full-day regional rounds held at local universities in March and April. The regional winners then take part in a Grand Final, held in June at inspiring venues such as the Houses of Parliament and the University of Oxford.

The Virtual Core Programme was piloted following the success of the Core Programme's move online during the pandemic. The pilot ran for 10 weeks and was delivered to 10 schools. It included an energetic virtual Launch event, with an introduction and overview of the programme for students, and a show debate. The programme concluded with a Virtual Debate Mate Cup competition.

Additional Programme

Debate Mate offers a range of additional programmes that run alongside the Core Programme in schools in the UK.

Advanced Programme

The Graduate School is a programme delivered to students aged 15-18 who have successfully completed the Core Programme, providing them with further debate training to compete in national schools' competitions and to develop into social leaders and future professionals. Delivered over 15 weeks, participants attend either a weekly session in-person (in London) or online that includes debating workshops with experienced university debaters, and skills sessions with professionals from various sectors. This programme empowers students to raise their aspirations in terms of their

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debating potential, higher education and career goals, and to reach out to their local communities to share their skills.

In our 2021-22 programme year, 35 students from 18 Debate Mate Schools attended the Graduate School, and we worked with an average of 15.8 students per week. The average number of students in receipt of Free School Meals in the past 6 years was 43.4% for the schools attending Graduate School - this is significantly higher than the national average of 27.7% for secondary schools in England. Due to student demand, we extended the 17-week programme into June, alongside extra workshops taking place in July. We aim to increase our weekly average in the 2022-23 programme through improved awareness, marketing, and incentives to ensure we reach as many students as we can. The Debate Mate Plus (DM+) Programme bridges the gap between the Core Programme and post-18 study or work, ensuring that Debate Mate students continuously benefit from our support during their secondary education. Delivered over 16 weeks to students in years 11-13, the sessions are designed to offer students - with any level of Debate Mate experience - debate training, UCAS guidance and employability skills development. Importantly, we partner with organisations that support us with facilitating meaningful interactions with professionals, such as the Foreign and Commonwealth Office.

16 schools across London took part in the Debate Mate Plus Programme in 2021-22.

Intervention Programme

Debate Mate's Accelerate Programme targets students who have more serious academic and behavioural challenges. Schools involved are asked to select groups of students who are at risk of exclusion or are generally disengaged with education. The programme aims to motivate students to embrace learning, develop students' engagement in the classroom, improve behaviour, equip participants with key skills, and raise aspirations. In our 2021-22 programme year, we were pleased to have 21 primary and secondary schools participate on the Accelerate Programme: more than double the number in 2020-21, as this was significantly affected by the effects of the COVID-19 pandemic. In the 2021-22 programme year, over 200 students took part in the Accelerate programme.

The DebateBox Programme, an additional behavioural intervention scheme, focuses on the shared skills needed to excel in both boxing and debating: strategy, discipline, and competitive and combative thinking. Sessions include one hour of debating followed by one hour of boxing. DebateBox was delivered to 7 schools in our 2021-22 programme year, including the first primary schools to join the programme.

International Programme

Debate Mate's charitable activities also operate internationally, with annual summer programmes in Nepal and Rwanda. Due to the continued global impact of COVID-19, we invited students to take part in Debate Mate Online clubs free of charge, as we were unable to deliver our summer programmes in-person.

Nepal

Working in partnership with the Samata Shiksha Niketan Bamboo Schools in Nepal, a team of Debate Mate staff and mentors deliver our programme every summer.

In the 2020-21 programme year, a group of students from the Nepal programme participated in Debate Mate Online clubs free of charge, as we were unable to deliver our usual three-week summer programme in Nepal. Students attended 1-hour sessions for the entire 12-week term and took part in competitions at the end of the week.

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The students who had taken part in the Nepal programme previously went straight up to Level 2 of the programme, Developing Debating Skills, whilst new students started on Level 1, Introduction to Debating. They were dispersed across 4 groups alongside our regular DMO students. In total, there were 10 students who took part.

Unfortunately, we were unable to run this in the 2021-22 programme year and are currently exploring online options for this in the 2022-23 programme year, with a hope that we will be able to return to an in-person model in 2023-24.

Rwanda

Debate Mate has been working in Rwanda every summer since 2012. In Summer 2019, we worked with a total of 380 students in Kigali and Nyaza. Unfortunately, due to the ongoing impact of COVID-19, we have been unable to run the programmes abroad. However, we are hoping to relaunch in the 2022-23 programme year and are currently exploring funding for this.

Sustainability

An integral part of the Debate Mate model is sustainability. That is, we encourage students to continue debating even after our final competitions. In order to do so, students in each club elect one president and three officers to oversee the running of the debating club once the weekly sessions with mentors have concluded. We do this to provide students with leadership roles in the school community and to foster a culture of debating that extends beyond the 17-week programme. Students become leaders of debating in their schools, teaching younger students and setting up their own clubs. We also endeavour to provide our programmes to schools and students year-on-year so that students can continue to build on their skills attainment and schools can work on integrating debating into the curriculum supported by Debate Mate's continued on-site presence.

Volunteers

Debate Mate benefits from an outstanding contribution from mentors, who are our volunteers. In our 2021-22 programme year, Debate Mate trained and allocated 402 mentors from universities in the regions where we operate, who were responsible for preparing for, reporting on, and delivering weekly sessions, as well as acting as judges at our competitions. Mentors commit to at least one teaching session per week, completing at least 17 hours of service over the course of the programme. We expect a high standard of professionalism and commitment from mentors, who therefore receive a stipend to recognise this.

The quality and impact of the Debate Mate programme is contingent on the calibre of our mentors, who act as role models for the students. We therefore significantly invest in recruiting, training, and supporting them throughout the programme to develop inspiring and committed leaders. We offer additional opportunities for mentors to develop and apply their skills, such as through our International Programmes and Education UK work. Several mentors have worked with us for a number of years and plan to translate their Debate Mate experience into a career in teaching.

Strategic report

The following sections for achievements and performance and financial review form the strategic report of the charity.

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Achievements and performance

Impact Measurement and Performance

Following a consultation with the New Economic Foundation in 2010, Debate Mate designed an evaluation metric with four central goals in mind:

Goal 1: To accelerate attainment in Speaking and Listening.

Goal 2: To strengthen emotional capacity through building confidence, self-esteem and resilience.

Goal 3: To develop key implacability skills such as leadership, teamwork, critical thinking and self-management. Goal 4: To heighten aspirations towards both tertiary education and meaningful employment.

Speaking and Listening Metric (Goal 1)

Debate Mate uses a bespoke Speaking and Listening metric designed in consultation with teachers to measure students' Speaking and Listening skills development. The skills assessed in the metric are derived from the National Curriculum at Key Stages Two and Three (Department for Education, 2014) as well as the assessment criteria for the GCSE Spoken Language accreditation devised by Ofqual (The Assessments and Qualifications Alliance, 2012). These guidelines were mapped onto the debating skills that Debate Mate teaches to form a unique, holistic metric that tracks student progress continuously from Key Stage Two up to GCSE and beyond. Debate Mate's metric tracks progress through seven skill categories:

1. Collaboration
2. Listen and Respond Appropriately
3. Articulate and Justify an Argument
4. Use of Evidence
5. Structure of Speeches
6. Style
7. Quality of Spoken Language

Each Skill Category is given a level from 0 to 8, describing a wide range of abilities that might be observed in students from Years 4 to 10. Trained Programme Directors use the metric to assess new students during their first and last debate of the year, usually falling in weeks 5 and 15 of the after-school sessions. These assessments are moderated by teachers from the schools.

Our usual hard skills data collection processes were disrupted due to ongoing restrictions regarding visitors to schools throughout the academic year. Consequently, we were unable to collect statistically significant hard skills data for the 2021-2022 programme year. Nonetheless, our aggregate data collected from 2015-2019 shows that, on average, students (secondary and primary) make 1.4 levels of progress throughout the year, with students who speak English as an additional language making more progress than their peers over the course of the programme. This is a remarkable achievement, and is supported by the fact that 87% of our teachers report that Debate Mate has accelerated student progress in speaking and listening. Debating has a significant impact on speaking and listening skills, as students learn not only to articulate their ideas in a structured way, but also to respond to other participants' points through active listening and engagement.

To contextualise this figure, a student averaging a Level 3 will only occasionally engage in group discussion during preparation time, make points that are relevant but not structured, use mainly anecdotal evidence, digress throughout their speech and read from their notes with occasional hesitations or silences. Comparatively, a student averaging a Level 4 will engage in group discussion,

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offer relevant rebuttal to opposing arguments, create an argument that is structured clearly, deliver their speech confidently (using notes for reference only) and use basic persuasive devices and vocabulary for effect.

We aim to maintain 1.4 levels of progress year-on-year. We calculate the average over a period of years as we can only assess a limited number of students, due to staffing restrictions, and it is therefore most representative to do so.

The progress from previous years demonstrates our programme's ability to improve speaking and listening skills. Good speaking and listening skills form the basis of all learning in literacy and are fundamental to successful advancement to tertiary education and the modern workplace.

To complement our impact reporting on aspirations in the 2021-22 programme year, we used a set of retrospective questions that reveal changes in students' attitudes about their future. Amongst secondary school students, many of whom will soon be making decisions about what they will do upon leaving school, 89.26% of respondents said the skills they gained from debating will help them to succeed in further studies or training (e.g. college, university, apprenticeship). When asked to explain how debating and meeting a university mentor has affected their attitudes towards the future, students responded:

"I am more able to form persuasive arguments which are important for the things I do and probably things in the future as well. It is also easier to give opinions on topics I don't have previous feelings on which can be useful too." Year 10 Student, St Peter's High School

"I would like to be a psychologist or therapist. I think the use of language will help me understand my patient better to help them." Year 8 student, Bishop Douglass Catholic School

"I have dreams of lecturing at a university, being a confident speaker is key and that's something I developed during debates" Year 9 student, St Angela's Ursuline School

"Debate Mate has given me the ability to do public speaking. Be more open minded and be consistent in unfamiliar situations." Year 10 Student, Sarah Bonnell School

"Because of Debate Mate I can speak up for what I believe in. I know what I want and how to get it." Year 9 Student, Eltham Hill Girls

"Debate Mate has made me feel more confident to voice my ideas and create further connections with others." Year 10 Student, Healthcare School

Debate Mate conducted a questionnaire with the lead teachers at the schools we work with on the 2021-22 programme. Some comments included:

"Our children have participated for 5 years. Not only do they love it, but also see an acceleration in their speaking and listening skills and improvement in their writing and comprehension skills." Lead Teacher, St Elizabeth's RC Primary

"Over 50% of our Y5 cohort have attended regularly, and this had a massive impact on their test scores and confidence. For a school from Langley, their determination to have their voice heard has had an impact across the whole school." Lead Teacher, St Mary's RC, Middleton

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Soft Skills Metric (Goal 2,3 and 4)

Students growing up in poverty are less likely to demonstrate high levels of perseverance, self-belief, and motivation to learn - which in turn affects educational outcomes (Fair Education Alliance, 2015). To combat this, Debate Mate actively seeks to develop these soft skills, which are crucial to students' academic success, personal wellbeing and employment later in life. Following a consultation with the New Economic Foundation in 2010, Debate Mate designed a metric to collect data on each of our measurement objectives: self-esteem and confidence, resilience, leadership, teamwork, self-management, critical thinking and aspirations. This soft skills metric was designed in collaboration with New Philanthropy Capital.

We collect data on soft skills attainment by distributing questionnaires at our Debate Mate Cup events and we aim for the average attainment outcome for our Core Programme to be at least 80% across all categories each year. In 2021-22 we achieved 86% overall (85% in our national secondary evaluation, 84% in our national primary evaluation, and 92% in our teacher evaluation). We also distributed our teacher survey, which included some questions regarding soft skills attainment to help us better understand our impact.

Given that there was still some disruption to school and in-person delivery of our programme through the programme year, we are pleased with our impact results. In total 209 schools took part in our programme in 2021-22.

The results for 2021/22 from the questionnaire responses from secondary schools are as follows, reporting on students who either Strongly Agree or Agree with each statement:

2021/22 Core Programme Soft Skills Evaluation	Strongly Agree/Agree	
	Results for Primary Schools	Results for Secondary Schools
Confidence and Self-esteem		
I am more comfortable speaking up in class	80%	75%
I am more confident giving my opinion on issues in the world around me	85%	81%
I am better at debating	94%	88%
Resilience and Determination		
I can concentrate better when listening to others speak	81%	80%
I find it easier to stay positive after losing (e.g. a debate or game)	77%	Secondary students responded to a different question
When my ideas are challenged I am better at coming up with new ones	81%	80%
I can focus on a topic or task for a longer period of time	79%	Secondary students responded to a different question
I am more hard-working	83%	70%

Debate Mate Schools Limited

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 August 2022

Leadership		
• I am more likely to take on extra responsibilities at school	81%	Secondary students responded to a different question
• I am more considerate of others opinions and feelings	86%	81%
I have a better understanding of what makes a good leader	90%	85%
I am more likely to help others when working in a group	89%	87%
I have more experience working in a team	Primary students responded to a different question	75%
Teamwork		
• I am better able to work in a group with someone who has different opinions to me	79%	78%
I am more likely to do my fair share of work when working in a group	89%	85%
• I am more likely to put my ideas forward when working in a group	89%	87%
• I am more respectful of others thoughts and opinions	89%	86%
Critical Thinking		
I have more experience researching different topics	84%	83%
I am better able to come up with my own opinions and arguments	91%	91%
I am better able to respond and respectfully disagree with the ideas of others	88%	88%
Self-Management		
I use feedback to reflect on my learning and improve my skills	89%	89%
I am better at working independently	Primary students responded to a different question	74%

Debate Mate Schools Limited

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 August 2022

Teacher Questionnaire

We also distributed our teacher survey in the 2021-22 programme year, which included some questions regarding soft skills attainment to help us better understand our impact. A summary of the results are highlighted below:

- 99% believe their students enjoyed attending the Debate Mate sessions
- 99% believe their students have gained confidence as a result of the Debate Mate programme
- 98% believe their students have improved in their debating ability
- 92% believe that there has been a positive impact on students' academic performance
- 92% believe that taking part in Debate Mate has accelerated students' progress in Speaking and Listening
- 98% believe that mentors served as positive role models for students
- 96% believe that mentors demonstrated a confident understanding of debating concepts
- 92% believe that mentors developed a positive relationship with students
- 95% believe that at competitions our judges gave helpful feedback for the students

The speaking and listening evaluation and our soft skills evaluation comprise our two primary methods of impact measurement. In addition to this, we carry out annual case studies and pre- and post-programme student questionnaires, as well as distributing end-of-year mentor and teacher surveys. Each of these help us to collect valuable feedback, which informs curriculum and programme changes year-on-year as well as enabling us to report on our impact.

2021-22 Key Achievements

- Congratulations to Lordship Lane Primary School and St Matthew's Academy who, respectively, won the Primary Debate Mate Cup Grand Final and the Secondary Debate Mate Cup Grand Final in June/July 2022.
- Well done to Regents Park Primary School, who won the Primary Urban Debate League Competition, and Grey Coat Hospital School who won the Secondary Urban Debate League Competition.
- The average attendance for weekly clubs across the country returned to 21 students per school, the pre-pandemic average attendance.
- We launched the Virtual Core Programme after the success of moving the Debate Mate Core Programme online due to the impact of the Covid-19 pandemic. This enabled schools from across nine different cities and regions of England to take part in weekly debate training, and a national debating competition, which are otherwise beyond the physical range that we deliver in-person programmes to.
- This year, we expanded our Core Programme to Wales, engaging with 8 schools and over 150 students each week.
- Debate Mate strives to sustain and grow the debating and key skills of students who have participated in our in-school programme. Debate Mate's Graduate School achieves this for a nucleus of dedicated students aged 15-18 who attend either in-person and online. Many of these students continue to excel at the foremost debating competitions.
- In the 2021-22 programme year, five Graduate School students accepted invitations to trial for the England WSDC team. Three students were selected to participate in the second day of trials and one student made the National Development Squad-a feat which has been achieved by at least one Graduate School student for the 7th consecutive year. One student has also joined the World Schools Development Programme, which is in its second year.

Debate Mate Schools Limited

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 August 2022

- As in previous years, the World Schools programme benefited greatly from the Graduate School's alumni network, and networks within the debating community, with a Q&A with former Team England Captain and Graduate School alumni, Ife Grillo, and former Team England debater, Rachel Tait, as well as informal conversations with Afzal Hussain, former Team England Debater and Graduate School alumni. Furthermore, a bootcamp was run with the assistance of former Team Greece Debater Alberto Polimeri. Moreover, the boot camps provide an opportunity for returning Graduate School students to socialise and solidify a tight knit core group from the start of the year, which forms the foundation of the student community into which we will be integrating new students.
- One noteworthy World Schools development is last year's launch of Development Squads for state school educated students in Years 10 and 11 to participate in World Schools debating training and general knowledge seminars to prepare them to trial for the England Debate Team. At least one Graduate School student was selected to take part in this programme and we shall continue encouraging them to apply next year, given it allows students to practise and learn over summer, when the Graduate School does not generally run.
- We entered students into competitions at a number of universities, including Oxford. We anticipated more in-person competitions, but the rise of the Omicron variant at the period when most competitions take place pushed many online. The students excelled and achieved the following:
 - UCL Schools: 1 team achieved Silver in the finals, 6th breaking teams, 11th and 13th Best Speakers Overall.
 - LSE Schools: this was many students' first ever external competition and students competed after only a few weeks on the programme. 1 student was the 7th Best Novice Speaker.
 - Oxford Schools: 2 teams through to Finals Day, with 1 student attaining 19th Best Novice Speaker.
 - Imperial Schools 2022: 2 teams broke to the Novice Finals, placing as the 17th best team overall. 1 team were the Top Non-Breaking Team, missing out very marginally on speaker scores. 1 student was the 12th Best Novice Speaker.
 - Durham Schools: 1 student was the 4th Best Novice Speaker, and another student was the 9th Best Novice Speaker.
 - Oratory Festival: 1 student received an Honours Award.
- The Graduate School programme pioneered a new summer session called 'Add Flair to Your Speeches', where students could come with a pre-prepared speech and receive feedback tailored on their presentation and style specifically, which proved very beneficial for presentations at school / college.
- The Virtual Graduate School programme was expanded to Debate Mate regions beyond London and Manchester, also operating in the West Midlands, Liverpool and Wales.
- In partnership with the UK government, we launched the eXpo Factor competition in the lead up to Expo 2020 in Dubai. The winning students had the chance to discuss ideas about sustainability, mobility and equal opportunity with global leaders at Expo 2020 in Dubai in February 2022.
- After the success of our virtual Boardroom to Classroom programmes in previous programme years, we continued to deliver these in the 2021-22 programme year with various partner organisations including Bank of America, Lloyds Bank, and BCG. These programmes brought professionals and students together in a unique way - allowing both sides to learn from each other through joint skills-sharing sessions.
- Debate Mate took part in the Deloitte Better Futures Month 2022 for the second consecutive year. The programme saw over 300 Deloitte employees take part and collaborate with 341 pitch teams, 138 schools and 2570 students across the UK on our Core programme. Students developed and pitched innovative ideas focusing on technology for good, climate change, and their local community to a selection of Deloitte volunteers. At the grand finale, our finalists pitched their ideas to a panel of senior Deloitte employees and Debate Mate Alumni, with winners being invited to present their winning ideas to a wider audience at the virtual showcase. Each winning team was awarded £1000 and will receive support from Deloitte's Greenhouse to make their pitch ideas a reality.

Debate Mate Schools Limited

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 August 2022

Factors and Challenges Affecting Performance

- In the 2021-22 programme year, we continued to work under changing government policies, and subsequently school policies, regarding Covid-19. Given this, the importance of being adaptable and flexible was reinforced throughout the programme year and we adapted our Covid-19 policy to support staff across the board. We ensured that we were able to offer catch-up weeks and virtual sessions when schools had closures due to Covid-19.
- We have learnt that a gradual recovery from an unexpected impact on our programme such as the pandemic has worked well. Instead of immediately returning to our original school figures, we are slowly re-growing the programme, with a target of ten additional schools each year, to ensure we have the funding and reserves to support the programme at every turn after having to reduce the size of the programme during the pandemic.
- While we were unable to conduct our usual hard skills assessment, we were pleased to have an almost tenfold increase on the responses in our soft skills assessment compared to the previous year. Further, we collected more case studies and testimonials from teachers and students to further consolidate the impact of our programmes. We are hoping that we will be able to produce our hard skills data once again in the 2022-23 programme year.

Debate Mate Schools Limited

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 August 2022

Financial Review

Performance

We are very pleased that our 2021-22 programme year accounts show a surplus for the year of £55,752 and positive funds balance, which is a considerable improvement on our YE 2021 accounts which continued showed a funds balance deficit as a result of the impact of Covid-19.

The charity forecast net surplus and positive cash flow for the next year. This does not however take into account future uncertainty and forecasted recession of the UK economy which may affect some of the charity donors.

Fundraising Performance

We received a large proportion of our funding from trusts, foundations, corporate supporters and statutory bodies, comprising 22.5% of our income. In order to ensure the long-term sustainability of Debate Mate, we recognise the need to diversify our income streams beyond these sources. Participating schools make a financial contribution towards the running costs of the programme, comprising 33.0% of our income, and Debate Mate fundraises the remaining amount. Schools tend to use Pupil Premium funding to make this donation. Furthermore, we deliver student and teacher training in schools outside of our Core Programme, which has provided a significant amount of reliable income for the organisation, with 26.5% of our total income coming from this source.

Grants and Donations

Debate Mate is extremely grateful to all the organisations and people who provided financial support for our programme in 2021-22, including the following (£10,000 and over):

- Alliance Bernstein
- Bank of America
- BBC CiN
- Cardiff Council
- Deloitte
- Department for Education
- Janus Henderson
- John Lyons Charity
- Network Space
- Neuberger Berman
- Now Pensions
- Swire Charitable Trust
- The Lincolnshire Community Foundation
- Transform Education
- Wellington Management UK Foundation

Reserves Policy

The charity carries out diverse range of activities. The trustees have examined the requirement for general reserves and consider that, given the nature of the charity's work, reserves should be maintained at not less than three months operating costs. The trustees are of the opinion that this provides sufficient flexibility to cover temporary shortfalls in income flow and to provide adequate working capital to cover costs.

Debate Mate Schools Limited

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 August 2022

Risk Management

The Trustees have assessed the major risks to which the charity is exposed, in particular those relating to the specific operational areas of the charity and its finances. The Trustees believe that by monitoring reserve levels, ensuring controls exist over key financial systems, and by examining the operational and business risks faced by the charity, they have established systems to mitigate those risks.

Debate Mate Schools Limited

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 August 2022

Plans for The Future

Strategic Review

At the end of each programme year, Debate Mate conducts an annual Strategic Review, in which all members of staff evaluate their respective programmes, assess positive developments, and put forward recommendations for the next programme year. These recommendations are then discussed by the entire team and strategies are adopted to ensure that the programme continues to improve. Key recommendations agreed at the 2021-22 Strategic Review are approved by the trustees and are implemented in our 2022-23 programme year.

Future Sustainability and Strategy

We plan to further enhance our virtual model, which was developed from our previous Blended Programme in response to the circumstances of the Covid-19 pandemic, and the need to move our programmes online. We will continue to combine this with our peer delivery model to expand our geographical remit. Thus far, this has proven effective in allowing us to deliver our programmes to areas where we lack the resources to operate and, importantly, to reach some of the most deprived and remote schools in the UK. Using the combination of the online programme and our mentor-led delivery helps to ensure our financial sustainability and expansion in the coming years.

Debate Mate is constantly looking to build upon our successes. By carefully monitoring our progress and evaluating our impact, we hope to reach even more students and provide even better support to schools already on the programme. In the 2022-23 programme year, we plan to further refine our alumni network and connect former students with Debate Mate.

We also plan to further develop our programmes that link up students that have taken part in Debate Mate, and more specifically in the Graduate Programme and Debate Mate Plus, with businesses that support the charity and that we work with through Debate Mate Limited. The alumni network will also inspire current students and will act as relatable role models. With the rise of apprenticeship programmes and the drive for a more diverse workforce, Debate Mate is uniquely positioned to bridge the gap between school leavers and businesses - thus providing young people taking part in the Debate Mate programme with opportunities for employment in some of the top businesses in the UK. We have already developed strong relationships with businesses that support our Debate Mate Plus and Graduate School programmes and plan to continue to expand them to develop this aspect of our work.

Through each of our programmes, we help thousands of young people speak more fluently, take on leadership roles, work in teams, think critically and develop self-confidence and resilience. We continue to see Debate Mate students go through university and enter the workforce as successful, self-assured young adults, some of whom work with us as mentors and Programme Directors. As we look to the future, we plan on helping many more students achieve their ambitions by providing them with valuable 21st Century skills through debating and peer-to-peer mentorship.

We plan to continue to work towards achieving each of our stated aims and objectives year-on-year. This is constantly reviewed by the trustees to ensure they align to the charity's legal objectives.

Equal Opportunities, Access and Cultural Diversity

Debate Mate is an equal opportunities employer and encourages contributions from all sectors of the community. The company is committed to student-led and peer-to-peer learning. In the areas where Debate Mate operates, there are 200 different languages: our target groups are by their very nature culturally diverse. Our debate club programme works in concert with schools to support the curriculum through debating.

Debate Mate Schools Limited

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 August 2022

Safeguarding Policy

We have reviewed and updated our Safeguarding Policy. We are committed to the Safeguarding of students within our care and to regularly review and improve our procedures. Four members of staff have completed Safeguarding Training and the Educational Development Director is the appointed Safeguarding Lead at Debate Mate.

Trustees' responsibilities statement

The trustees, who are also directors 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 law requires the charity trustees to prepare financial statements for each year which give a true and fair view of the state of affairs of the charitable company and the incoming resources and application of resources, including the income and expenditure, for that period.

In preparing these financial statements, the trustees are required to:

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

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charity's transactions and disclose with reasonable accuracy at any time the financial position of the charity 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 charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Debate Mate Schools Limited

Company Limited by Guarantee

Trustees' Annual Report (Incorporating the Director's Report) *(continued)*

Year ended 31 August 2022

Auditor

Each of the persons who is a trustee at the date of approval of this report confirms that:

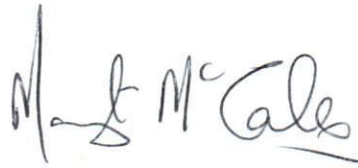
- so far as they are aware, there is no relevant audit information of which the charity's auditor is unaware; and
- they have taken all steps that they ought to have taken as a trustee to make themselves aware of any relevant audit information and to establish that the charity's auditor is aware of that information.

The auditor is deemed to have been re-appointed in accordance with section 487 of the Companies Act 2006.

The trustees' annual report and the strategic report were approved on 3/4/2023 and signed on behalf of the board of trustees by:



Britt Lintner
Trustee



M McCabe
Charity Secretary

Debate Mate Schools Limited

Company Limited by Guarantee

Independent Auditor's Report to the Members of Debate Mate Schools Limited

Year ended 31 August 2022

Opinion

We have audited the financial statements of Debate Mate Schools Limited (the 'charity') for the year ended 31 August 2022 which comprise the statement of financial activities (including income and expenditure account), statement of financial position, statement of cash flows and the related notes, 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 FRS 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 charity's affairs as at 31 August 2022 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006.

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 charity'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.

Debate Mate Schools Limited

Company Limited by Guarantee

Independent Auditor's Report to the Members of Debate Mate Schools Limited (continued)

Year ended 31 August 2022

Other information

The other information comprises the information included in the annual report, other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information. 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' report, which includes the strategic report, for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the trustees' report and the strategic report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report, including the strategic report.

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

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the 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.

Debate Mate Schools Limited

Company Limited by Guarantee

Independent Auditor's Report to the Members of Debate Mate Schools Limited *(continued)*

Year ended 31 August 2022

Responsibilities of trustees

As explained more fully in the trustees' responsibilities statement, the trustees (who are also the directors 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 charity'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 charity or to cease operations, or have no realistic alternative but to do so.

Debate Mate Schools Limited

Company Limited by Guarantee

Independent Auditor's Report to the Members of Debate Mate Schools Limited (continued)

Year ended 31 August 2022

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 discussions with the charity's management, we identified that the following laws and regulations are significant to the entity:

- Those laws and regulations considered to have a direct effect on the financial statements include UK financial reporting standards and Charity Law.
- Those laws and regulations for which non-compliance may be fundamental to the operating aspects of the charity and therefore may have a material effect on the financial statements include compliance with the charitable objectives, public benefit, fundraising regulations, safeguarding and health and safety legislation.

These matters were identified at the planning stage and the team monitored for non-compliance throughout the audit.

Audit procedures undertaken in response to the potential risks relating to irregularities (which include fraud and non-compliance with laws and regulations) comprised of: inquiries of management and the Trustees as to whether the entity complies with such laws and regulations; enquiries with the same concerning any actual or potential litigation or claims; inspection of relevant legal correspondence where applicable; review of Trustee meeting minutes; testing the appropriateness of journal entries; and the performance of analytical review to identify unexpected movements in account balances which may be indicative of fraud.

No instances of material non-compliance were identified. However, the likelihood of detecting irregularities, including fraud, is limited by the inherent difficulty in detecting irregularities, the effectiveness of the entity's controls, and the nature, timing and extent of the audit procedures performed. Irregularities that result from fraud might be inherently more difficult to detect than irregularities that result from error. As explained above, there is an unavoidable risk that material misstatements may not be detected, even though the audit has been planned and performed in accordance with ISAs (UK).

As part of an audit in accordance with ISAs (UK), we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

Debate Mate Schools Limited

Company Limited by Guarantee

Independent Auditor's Report to the Members of Debate Mate Schools Limited (continued)

Year ended 31 August 2022

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the trustees.
- Conclude on the appropriateness of the trustees' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the charity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the charity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Use of our report

This report is made solely to the charity'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 charity'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 charity and the charity's members as a body, for our audit work, for this report, or for the opinions we have formed.

151 Askew Road
London
W12 9AU

Cas House Limited
5/4/2023

Ibrahim T Ibrahim (Senior Statutory Auditor)
For and on behalf of
CAS House Limited
Chartered Accountants & Statutory Auditor

Debate Mate Schools Limited
Company Limited by Guarantee
Statement of Financial Activities
(including income and expenditure account)

Year ended 31 August 2022

		Unrestricted funds £	2022 Restricted funds £	Total funds £	2021 Total funds £
	Note				
Income and endowments					
Donations and legacies	5	736,377	210,198	946,575	873,884
Charitable activities	6	372,286	—	372,286	121,201
Total income		<u>1,108,663</u>	<u>210,198</u>	<u>1,318,861</u>	<u>995,085</u>
Expenditure					
Expenditure on raising funds:					
Costs of raising donations and legacies	7	37,133	—	37,133	24,252
Expenditure on charitable activities	8,9	997,296	228,680	1,225,976	921,444
Total expenditure		<u>1,034,429</u>	<u>228,680</u>	<u>1,263,109</u>	<u>945,696</u>
Net income		<u>74,234</u>	<u>(18,482)</u>	<u>55,752</u>	<u>49,389</u>
Transfers between funds		(18,482)	18,482	—	—
Net movement in funds		<u>55,752</u>	<u>—</u>	<u>55,752</u>	<u>49,389</u>
Reconciliation of funds					
Total funds brought forward		(54,579)	—	(54,579)	(103,968)
Total funds carried forward		<u>1,173</u>	<u>—</u>	<u>1,173</u>	<u>(54,579)</u>

The statement of financial activities includes all gains and losses recognised in the year.
All income and expenditure derive from continuing activities.

The notes on pages 30 to 38 form part of these financial statements.

Debate Mate Schools Limited

Company Limited by Guarantee

Statement of Financial Position

31 August 2022

	Note	2022 £	£	2021 £
Fixed assets				
Tangible fixed assets	15		1,069	2,619
Current assets				
Debtors	16	145,658		129,297
Cash at bank and in hand		<u>23,382</u>		<u>79,939</u>
		169,040		209,236
Creditors: amounts falling due within one year	17	<u>128,936</u>		<u>216,434</u>
Net current assets			<u>40,104</u>	<u>(7,198)</u>
Total assets less current liabilities			<u>41,173</u>	<u>(4,579)</u>
Creditors: amounts falling due after more than one year	18		<u>40,000</u>	<u>50,000</u>
Net assets			<u>1,173</u>	<u>(54,579)</u>
Funds of the charity				
Unrestricted funds			<u>1,173</u>	<u>(54,579)</u>
Total charity funds	21		<u>1,173</u>	<u>(54,579)</u>

These financial statements were approved by the board of trustees and authorised for issue on 3/4/2023 and are signed on behalf of the board by:

Britt Lintner
Trustee

The notes on pages 30 to 38 form part of these financial statements.

Debate Mate Schools Limited

Company Limited by Guarantee

Statement of Cash Flows

Year ended 31 August 2022

	2022 £	2021 £
Cash flows from operating activities		
Net income	55,752	49,389
<i>Adjustments for:</i>		
Depreciation of tangible fixed assets	1,550	2,348
Interest payable and similar charges	5,314	8,952
Accrued income	(37,265)	(13,767)
<i>Changes in:</i>		
Trade and other debtors	1,139	18,460
Trade and other creditors	(67,733)	(66,410)
Cash generated from operations	(41,243)	(1,028)
Interest paid	(5,314)	(8,952)
Net cash used in operating activities	(46,557)	(9,980)
Cash flows from investing activities		
Purchase of tangible assets	—	(2,583)
Net cash used in investing activities	—	(2,583)
Cash flows from financing activities		
Repayment of borrowings	(10,000)	—
Net cash used in financing activities	(10,000)	—
Net decrease in cash and cash equivalents	(56,557)	(12,563)
Cash and cash equivalents at beginning of year	79,939	92,502
Cash and cash equivalents at end of year	23,382	79,939

The notes on pages 30 to 38 form part of these financial statements.

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements

Year ended 31 August 2022

1. General information

The charity is a public benefit entity and a private company limited by guarantee, registered in England and Wales and a registered charity in England and Wales. The address of the registered office is 32-36 Loman Street, London, SE1 0EH.

2. Statement of compliance

These financial statements have been prepared in compliance with FRS 102, 'The Financial Reporting Standard applicable in the UK and the Republic of Ireland', the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)) and the Companies Act 2006.

3. Accounting policies

Basis of preparation

The financial statements have been prepared on the historical cost basis.

The financial statements are prepared in sterling, which is the functional currency of the entity.

Going concern

There are no material uncertainties about the charity's ability to continue.

Judgements and key sources of estimation uncertainty

The preparation of the financial statements requires management to make judgements, estimates and assumptions that affect the amounts reported. These estimates and judgements are continually reviewed and are based on experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

Fund accounting

Unrestricted funds are available for use at the discretion of the trustees to further any of the charity's purposes.

Restricted funds are subjected to restrictions on their expenditure declared by the donor or through the terms of an appeal.

Incoming resources

All income is included in the statement of financial activities when entitlement has passed to the charity, it is probable that the economic benefits associated with the transaction will flow to the charity and the amount can be reliably measured. The following specific policies are applied to particular categories of income:

- income from donations or grants is recognised when there is evidence of entitlement to the gift, receipt is probable and its amount can be measured reliably.

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 August 2022

3. Accounting policies *(continued)*

Incoming resources *(continued)*

- income from contracts for the supply of services is recognised with the delivery of the contracted service. This is classified as unrestricted funds unless there is a contractual requirement for it to be spent on a particular purpose and returned if unspent, in which case it may be regarded as restricted.

Resources expended

Expenditure is recognised on an accruals basis as a liability is incurred. Expenditure includes any VAT which cannot be fully recovered, and is classified under headings of the statement of financial activities to which it relates:

- expenditure on raising funds includes the costs of all fundraising activities, events, non-charitable trading activities, and the sale of donated goods.

- expenditure on charitable activities includes all costs incurred by a charity in undertaking activities that further its charitable aims for the benefit of its beneficiaries, including those support costs and costs relating to the governance of the charity apportioned to charitable activities.

- other expenditure includes all expenditure that is neither related to raising funds for the charity nor part of its expenditure on charitable activities.

All costs are allocated to expenditure categories reflecting the use of the resource. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs are apportioned between the activities they contribute to on a reasonable, justifiable and consistent basis.

Tangible assets

All fixed assets are initially recorded at cost and subsequently stated at cost less accumulated depreciation and impairment charges.

Depreciation

Depreciation is calculated so as to write off the cost or valuation of an asset, less its residual value, over the useful economic life of that asset as follows:

Fixtures and fittings	- 20% reducing balance
Equipment	- 25% reducing balance

Impairment of fixed assets

A review for indicators of impairment is carried out at each reporting date, with the recoverable amount being estimated where such indicators exist. Where the carrying value exceeds the recoverable amount, the asset is impaired accordingly. Prior impairments are also reviewed for possible reversal at each reporting date.

For the purposes of impairment testing, when it is not possible to estimate the recoverable amount of an individual asset, an estimate is made of the recoverable amount of the cash-generating unit to which the asset belongs. The cash-generating unit is the smallest identifiable group of assets that includes the asset and generates cash inflows that largely independent of the cash inflows from other assets or groups of assets.

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 August 2022

3. Accounting policies *(continued)*

Financial instruments

A financial asset or a financial liability is recognised only when the entity becomes a party to the contractual provisions of the instrument.

Basic financial instruments are initially recognised at the amount receivable or payable including any related transaction costs, unless the arrangement constitutes a financing transaction, where it is recognised at the present value of the future payments discounted at a market rate of interest for a similar debt instrument.

Current assets and current liabilities are subsequently measured at the cash or other consideration expected to be paid or received and not discounted.

Defined contribution plans

Contributions to defined contribution plans are recognised as an expense in the period in which the related service is provided. Prepaid contributions are recognised as an asset to the extent that the prepayment will lead to a reduction in future payments or a cash refund.

4. Limited by guarantee

The company is limited by guarantee and has no authorised or issued share capital.

5. Donations and legacies

	Unrestricted Funds £	Restricted Funds £	Total Funds 2022 £
Donations			
Donations	600,945	12,242	613,187
Grants			
Foundations and trusts	133,853	197,956	331,809
Other donations and legacies			
Other income	1,579	—	1,579
	<u>736,377</u>	<u>210,198</u>	<u>946,575</u>
	Unrestricted Funds £	Restricted Funds £	Total Funds 2021 £
Donations			
Donations	538,678	—	538,678
Grants			
Foundations and trusts	65,631	235,066	300,696

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements (continued)

Year ended 31 August 2022

5. Donations and legacies (continued)

	Unrestricted Funds £	Restricted Funds £	Total Funds 2021 £
Other donations and legacies			
Other income	34,510	—	34,510
	<u>638,819</u>	<u>235,066</u>	<u>873,884</u>

6. Charitable activities

	Unrestricted Funds £	Total Funds 2022 £	Unrestricted Funds £	Total Funds 2021 £
Training	<u>372,286</u>	<u>372,286</u>	<u>121,201</u>	<u>121,201</u>

7. Costs of raising donations and legacies

	Unrestricted Funds £	Total Funds 2022 £	Unrestricted Funds £	Total Funds 2021 £
Fundraising and development	<u>37,133</u>	<u>37,133</u>	<u>24,252</u>	<u>24,252</u>

8. Expenditure on charitable activities by fund type

	Unrestricted Funds £	Restricted Funds £	Total Funds 2022 £
Programmes	777,610	156,966	934,576
Support costs	219,686	71,714	291,400
	<u>997,296</u>	<u>228,680</u>	<u>1,225,976</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2021 £
Programmes	391,790	165,734	557,524
Support costs	309,505	54,416	363,920
	<u>701,295</u>	<u>220,150</u>	<u>921,444</u>

9. Expenditure on charitable activities by activity type

	Grant funding of activities £	Support costs £	Total funds 2022 £	Total fund 2021 £
Programmes	934,576	260,718	1,195,294	885,861
Governance costs	—	30,682	30,682	35,583
	<u>934,576</u>	<u>291,400</u>	<u>1,225,976</u>	<u>921,444</u>

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements (continued)

Year ended 31 August 2022

10. Analysis of support costs

	Analysis of support costs activity 1 £	Total 2022 £	Total 2021 £
Staff costs	166,403	166,403	260,972
Premises	17,794	17,794	1,582
Governance costs	30,682	30,682	35,583
Other support costs	76,521	76,521	65,783
	<u>291,400</u>	<u>291,400</u>	<u>363,920</u>

11. Net income

Net income is stated after charging/(crediting):

	2022 £	2021 £
Depreciation of tangible fixed assets	<u>1,550</u>	<u>2,348</u>

12. Auditors remuneration

	2022 £	2021 £
Fees payable for the audit of the financial statements	<u>4,200</u>	<u>4,200</u>
Fees payable to the charity's auditor and its associates for other services: Other non-audit services	<u>1,440</u>	<u>1,200</u>

13. Staff costs

The total staff costs and employee benefits for the reporting period are analysed as follows:

	2022 £	2021 £
Wages and salaries	524,733	548,735
Social security costs	24,291	28,303
Employer contributions to pension plans	17,090	17,375
Other employee benefits	50,788	38,295
	<u>616,902</u>	<u>632,708</u>

The average head count of employees during the year was 15 (2021: 17). The average number of full-time equivalent employees during the year is analysed as follows:

	2022 No.	2021 No.
Number of production staff	14	16
Number of management staff	1	1
	<u>15</u>	<u>17</u>

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 August 2022

13. Staff costs *(continued)*

The number of employees whose remuneration for the year fell within the following bands, were:

	2022 No.	2021 No.
£190,000 to £199,999	1	–
£270,000 to £279,999	–	1
	<u>1</u>	<u>1</u>

Key Management Personnel

Key management personnel include all persons that have authority and responsibility for planning, directing and controlling the activities of the charity. The total compensation paid to key management personnel for services provided to the charity was £195,886 (2021:£271,026).

14. Trustee remuneration and expenses

No remuneration, benefits from employment with the charity or a related entity or expenses were received by the trustees.

15. Tangible fixed assets

	Fixtures and fittings £	Equipment £	Total £
Cost			
At 1 September 2021 and 31 August 2022	<u>1,860</u>	<u>6,372</u>	<u>8,232</u>
Depreciation			
At 1 September 2021	485	5,128	5,613
Charge for the year	750	800	1,550
At 31 August 2022	<u>1,235</u>	<u>5,928</u>	<u>7,163</u>
Carrying amount			
At 31 August 2022	<u>625</u>	<u>444</u>	<u>1,069</u>
At 31 August 2021	<u>1,375</u>	<u>1,244</u>	<u>2,619</u>

16. Debtors

	2022 £	2021 £
Prepayments and accrued income	21,183	5,270
Other debtors	<u>124,475</u>	<u>124,027</u>
	<u>145,658</u>	<u>129,297</u>

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 August 2022

17. Creditors: amounts falling due within one year

	2022	2021
	£	£
Trade creditors	9,065	11,114
Accruals and deferred income	45,235	65,000
Social security and other taxes	68,196	140,320
Other creditors	6,440	—
	<u>128,936</u>	<u>216,434</u>

18. Creditors: amounts falling due after more than one year

	2022	2021
	£	£
Bank loans and overdrafts	<u>40,000</u>	<u>50,000</u>

The bank loan is a government backed bounce back loan repayable in quarterly instalment ending in August 2026.

19. Deferred income

	2022	2021
	£	£
At 1 September 2021	59,600	73,367
Amount released to income	(59,600)	(73,367)
Amount deferred in year	38,000	59,600
At 31 August 2022	<u>38,000</u>	<u>59,600</u>

20. Pensions and other post retirement benefits

Defined contribution plans

The amount recognised in income or expenditure as an expense in relation to defined contribution plans was £17,090 (2021: £17,375).

At the year end pension fund liability was £ 5,274

21. Analysis of charitable funds

Unrestricted funds

	At 1 September 2021 £	Income £	Expenditure £	Transfers £	At 31 August 20 22 £
General funds	(54,579)	1,108,663	(1,034,429)	(18,482)	1,173

	At 1 September 2020 £	Income £	Expenditure £	Transfers £	At 31 August 20 21 £
General funds	(103,968)	760,020	(725,547)	14,916	(54,579)

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 August 2022

21. Analysis of charitable funds *(continued)*

Restricted funds

	At 1 September 2021 £	Income £	Expenditure £	Transfers £	At 31 August 20 22 £
BBC Children In Need	—	10,000	(10,183)	183	—
John Lyon's Charity	—	30,000	(35,506)	5,506	—
Newby Trust	—	—	—	—	—
The Swire Charitable Trust	—	33,500	(35,506)	2,006	—
Wellington Management UK Foundation	—	35,000	(35,506)	506	—
Bank of America Foundation	—	65,378	(68,508)	3,130	—
Simmons & Simmons Charitable Foundation	—	—	—	—	—
Christ Church College Garfield Weston Foundation	—	5,000	(5,900)	900	—
The National Lottery Community Fund	—	—	—	—	—
Cardiff Council	—	31,320	(37,571)	6,251	—
	—	<u>210,198</u>	<u>(228,680)</u>	<u>18,482</u>	—

	At 1 September 2020 £	Income £	Expenditure £	Transfers £	At 31 August 20 21 £
BBC Children In Need	—	20,888	(20,888)	—	—
John Lyon's Charity	—	30,000	(30,000)	—	—
Newby Trust	—	15,000	(14,677)	(323)	—
The Swire Charitable Trust	—	33,500	(26,863)	(6,637)	—
Wellington Management UK Foundation	—	20,000	(20,000)	—	—
Bank of America Foundation	—	64,332	(64,076)	(256)	—
Simmons & Simmons Charitable Foundation	—	7,706	(6,179)	(1,527)	—
Christ Church College Garfield Weston Foundation	—	5,000	(4,770)	(230)	—
The National Lottery Community Fund	—	30,000	(24,057)	(5,943)	—
Cardiff Council	—	8,640	(8,640)	—	—
	—	<u>235,066</u>	<u>(220,150)</u>	<u>(14,916)</u>	—

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements (continued)

Year ended 31 August 2022

22. Analysis of net assets between funds

	Unrestricted Funds £	Restricted Funds £	Total Funds 2022 £
Tangible fixed assets	1,069	–	1,069
Current assets	131,040	38,000	169,040
Creditors less than 1 year	(90,936)	(38,000)	(128,936)
Creditors greater than 1 year	(40,000)	–	(40,000)
Net assets	1,173	–	1,173

	Unrestricted Funds £	Restricted Funds £	Total Funds 2021 £
Tangible fixed assets	2,619	–	2,619
Current assets	175,736	33,500	209,236
Creditors less than 1 year	(182,934)	(33,500)	(216,434)
Creditors greater than 1 year	(50,000)	–	(50,000)
Net assets	(54,579)	–	(54,579)

23. Analysis of changes in net debt

	At 1 Sep 2021 £	Cash flows £	At 31 Aug 2022 £
Cash at bank and in hand	79,939	(56,557)	23,382
Debt due after one year	(50,000)	10,000	(40,000)
	<u>29,939</u>	<u>(46,557)</u>	<u>(16,618)</u>

24. Related parties

During the year the charity entered into the following transactions with related parties:

	Transaction value		Balance owed by/(owed to)	
	2022 £	2021 £	2022 £	2021 £
Margaret McCabe	–	–	1,543	8,880
Debate Mate Limited - Sales	–	2,476	1,682	24,390
Debate Mate Limited - Purchases	126,958	27,500	–	–
Debate Mate Online Limited - Sales	–	16,810	–	(4,566)
Debate Mate Online Limited - Purchases	–	1,241	–	–

Debate Mate Limited and Debate Mate Online Limited are under the control of Margret McCabe who is key management of Debate Mate Schools Limited.

Margret McCabe repaid £1,543 in March 2023.