

COMPANY REGISTRATION NUMBER: 06279466
CHARITY REGISTRATION NUMBER: 1121222

Debate Mate Schools Limited
Company Limited by Guarantee
Financial Statements
31 August 2024

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 2024

	Page
Trustees' annual report (incorporating the director's report)	1
Independent auditor's report to the members	21
Statement of financial activities (including income and expenditure account)	25
Statement of financial position	26
Statement of cash flows	27
Notes to the financial statements	28

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

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 2024.

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

Fiona Edwards-Stuart
Jude Thompson
Britt Lintner
Tayo Alimi
Adebayo Odusola
Marcus Trotter
Keanna Williams

Company secretary M McCabe

Auditor CAS House Limited
Chartered accountants & statutory auditor
151 Askew Road
London
W12 9AU

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

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 Director of Operations.

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 Educational UK
- 1 Executive Programme Director
- 2 Senior Programme Directors
- 5 Programme Directors
- 1 Partnerships and Admin Assistant

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

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 capitalising on 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, as well as 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

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

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.

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 >25.9% and secondary >27.1%. 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 2023-24, approximately 4,200 young people participated with an estimated 1,680 (40%) of students in receipt of Free School Meals (FSM-6). True to our value of inclusivity, 11% of students in the sample were reported to receive Special Educational Needs (SEN) Support and 43% of pupils did not have English as their first language. National averages for these categories are SEN Support: 13.5% primary and 12.4% secondary, and pupils whose first language is not English: 22.0% primary and 18.1% 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, 2022). 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 impact of the pandemic, which disproportionately affected disadvantaged students and communities. Students that are educated in state schools and are eligible for free school meals were disproportionately affected by the pandemic (Elliot-Major et al, 2021), suffering learning losses at a much greater rate than their more affluent peers. Most notable is the impact that the pandemic has had on student's confidence in their ability to communicate due to the significant loss of learning experienced during the 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). By the end of secondary school, disadvantaged students are, on average, 19.2 months behind their peers in educational attainment. This gap has widened from 18.8 months in 2022 to 19.2 months in 2023, marking the largest disparity since 2011 (The Education Policy Institute). It is widely acknowledged that this gap will only widen further due to the ongoing impacts of the cost of living crisis, which will disproportionately affect disadvantaged students and poorer households. These disparities will be felt for many generations to come.

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.

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

The Skills Gap

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. 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 job market where such skills are as important as qualifications[...]. Social and emotional skills are the bedrock of both students' well-being and academic achievement, and their importance will only grow in years to come. Resilience and optimism allows people to cope with social immobility and job insecurity; a willingness to cooperate, trust and tolerate others is essential for those living in diverse societies; and intellectual curiosity and creativity primes us for jobs that demand innovative thinking, which becomes crucial in a job market increasingly dominated by automation.

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). As of now, schools fail to hone these essential skills. This is especially true in disadvantaged areas, where social and emotional skills are lower across the board. The OECD specifically notes that "policy makers and education practitioners are seeking ways to compliment the focus on academic learning... with attention to social and emotional skills development" and that "schools would do well in providing opportunities for students to practise and learn about their creative potential in a variety of formats, such as individual and group activities, and competitive and cooperative format" (OECD 2021). Debate Mate, with its explicit focus on each of these skills and track record of improving them amongst our beneficiaries, is perfectly positioned to provide this full tool box for students.

The specific skills that Debate Mate teaches will be at the forefront of the future economy, as recently underscored by the World Economic Forum's 2023 Report into the Future of Jobs. The impact of both Covid-19 and the advance of AI is transforming the workplace. The WEF expects that every worker is expected to adapt 44% of the core skills that they are applying in the workplace in the next four years alone. Fortunately for our students, 7 of the top 10 desirable core skills according to employers are key tenets of our curriculum: analytical thinking (1), creative thinking (2), resilience, flexibility and agility (3), motivation and self-awareness (4), curiosity and lifelong learning (5), empathy and active listening (8) and leadership and social influence (9) (WEF Future of Jobs Report 2023, 38). In a landscape, therefore, where the British education system is supplying those in areas of educational disadvantage with less and less of what employers want, Debate Mate is plugging an essential gap by providing students with an essential toolkit for the workplace of tomorrow.

Our Solution

Under its Founder and 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.

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

Students taking part in the Debate Mate programme develop key essential 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 aspirational mentors from some of the best 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 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.

A study by the OECD on "Preparing for the Digital School of Tomorrow" underscores the necessity of fostering critical thinking skills to enable students to navigate an information-abundant environment. Additionally, the Department for Education's framework for character education in schools emphasises the role of resilience, recognizing its significance in "cultivating students' ability to face adversity". The emphasis on these skills aligns with a broader recognition that success in the future requires a multifaceted and agile skill set. The Debate Mate approach is rooted in pedagogical theory, placing students at the centre of our approach and equipping them with the interpersonal, adaptive, and analytical skills essential for success in a technology-driven world.

Furthermore, debating is a key skill listed in the 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 reasoning, their spoken language development, and 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 2023-24 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 Hard Skills Evaluation.
- To deliver Debate Mate's mentor-led after-school clubs to a minimum of 200 schools in areas of high child poverty in 2023-24, and in addition:
 - To recruit and train at least 250 inspirational mentors per year to deliver after-school clubs and maintain an average of at least 19 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.

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

- 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 restart our international summer programme in Nepal, delivered by our most experienced mentors from the UK.
- To explore additional opportunities to expand the delivery of our international summer programmes returning to pre-pandemic delivery to 2-3 countries each year.
- To continue delivery of the Virtual Core Programme thereby offering our skills training to eligible schools that are not in areas where we deliver the in-person programme.
- To offer schools a Virtual Blended Programme, where they have weekly sessions online and can attend the launch and competitions in-person.

In 2023-24, we worked in 200 primary/secondary schools – teaching, on average, more than 4,200 students every week. Each year we ensure we have the funding pledged and secured in order to run our programmes. In 2023-24 we operated in: London, Greater Manchester, the West Midlands, Liverpool, Grimsby and Cardiff plus schools across the UK on our Virtual Programme. We also launched our programme in Grimsby for the second time and worked with 8 primary and secondary schools, delivering an in-person launch event and competitions, and virtual weekly clubs. The programme launched in January and ran for 10 weeks, with the successful primary and secondary schools joining the Debate Mate Cup Finals in London and Oxford in May / June.

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 essential 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 (DMC): 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.

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

The Virtual Core Programme continued to run (now in its third year). We made the decision to increase the number of teaching weeks and include an additional competition to keep students' engaged. Therefore, it ran for 12 weeks and was delivered to 4 schools. The programme included an energetic virtual Launch event with an introduction and overview of the programme for students and a show debate plus 2 virtual competitions. Furthermore, in 2023-24 the Grimsby Programme continued to run with virtual weekly sessions and an in-person launch and competitions.

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

In our 2023-24 programme year, 85 unique students from London, Manchester, West Midlands and Cardiff attended from 24 schools with a weekly average of 23 students either in-person or online. 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 27.1% for secondary schools in England. Due to student demand, we extended the programme into June, alongside extra workshops taking place in July. We are pleased that this year, we have achieved our aim of increasing our weekly attendance to Graduate School and will work to sustain this.

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.

11 schools across London took part in the Debate Mate Plus Programme in 2023-24.

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 2023-24 programme year, we were pleased to have 19 primary and secondary schools participate in the Accelerate Programme. Accelerate clubs were run in London, Manchester, Liverpool and the West Midlands. In the 2023-24 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 thinking. Sessions include one hour of debating followed by one hour of boxing. DebateBox was delivered to 7 schools in our 2023-24 programme year through 2 programmes: one beginning in October and the other in May.

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

International Programme

Debate Mate's was delighted to return, in-person, to Nepal and to work for the first time in Sri Lanka in summer 2024. This was the first time we have run our international programmes in-person, since the pandemic.

Nepal

We continued to work in partnership with the Samata Shiksha Niketan Bamboo Schools in Nepal and a team of Debate Mate staff and mentors delivered our programme.

Over the course of our visit, we delivered debate training to 500 students across three key locations: Kathmandu, Bhaktapur, and Pokhara. Throughout the programme, we ran intensive debate workshops tailored to students in Years 8-10. Despite varying levels of English proficiency, particularly between different regions, students demonstrated incredible enthusiasm and progress. The programme culminated in a national competition in Kathmandu, where teams from all three locations competed in lively debates on topics such as education incentives and the role of tourism in Nepal's development. The final, held in front of all of the students at the Kathmandu Samata School, saw Mount Everest School from Pokhara emerge victorious after a compelling debate.

Sri Lanka

In 2024, Debate Mate launched its first-ever programme in Sri Lanka, working in partnership with Learn for Life Lanka, a local educational organisation. This pilot initiative took place in Colombo, delivering intensive debate training to 250 students from 15 schools, as well as CPD (continuing professional development) for 65 teachers. By incorporating debate into their pedagogy, teachers gained valuable tools to enhance student engagement and critical-thinking in the classroom. The student training sessions, held at Khairiya Girls' College, focused on fundamental debating techniques, confidence-building, and structured argumentation. With students from diverse linguistic backgrounds, we adapted our teaching approach, making use of translation support and visual learning techniques. The programme concluded with a competition, where 20 teams debated motions on social media bans, tourism, and environmental activism. The event not only celebrated student achievements but also empowered them to engage in meaningful discussions about local and global issues.

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 2023-24 programme year, Debate Mate trained and allocated 349 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.

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

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.

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

Strategic Report

Achievements and Performance

Impact Measurement and Performance

Following a consultation with the New Economic Foundation in 2010, and further consultation with New Philanthropy Capital, 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 5 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.

In a normal year, we gather data for our hard skills evaluation initially in Week 5, and finally in Week 15. Following the lockdown of schools and resulting logistical difficulties, our usual hard skills data collection processes were disrupted. Consequently, we were unable to collect statistically significant hard skills data for the 2020-2022 programme years. The results from our bespoke Speaking and Listening metric between 2015 and 2019 and from 2022 to 2024 show that students progressed from an average Level of 2.7 in their first debate, to an average of 4.2 in their last debate thus making 1.5 levels of progress. A Level 3 student will only occasionally engage in group discussions, make relevant but unstructured arguments, and read from their notes. Comparatively, a Level 4 student will engage in group discussions, offer relevant rebuttal, create an argument that is structured clearly and delivered with confidence, use notes for reference only, and use basic persuasive devices and vocabulary.

This is a remarkable achievement, and is supported by the fact that 90% of our teachers report that Debate Mate has accelerated student progress in speaking and listening. Debating has a significant

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

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. The progress of students 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 2023-24 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, 90% 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 learning to be more confident and as a result my everyday life is getting better." Year 7 student, George Dixon Academy, West Midlands

"I joined Debate Mate over a year ago, at the start I was under confident. My speech was like 30 seconds long and stuttered a lot. Now debating has changed me drastically, I could not thank you guys enough." Year 9 student, Holly Lodge High School, West Midlands

"What I have learned from Debate Mate can help me achieve my goal in being a lawyer or a business owner." Year 7 student, Mulberry Academy Shoreditch, London

"I believe I have been more confident which has helped me share my ideas and I can use more persuasive language. I think debate has been really beneficial for my future." Year 9 student, Ellesmere Park High School, Manchester

"When I go to University I will be able to use the structures and persuasive techniques I learnt from Debate Mate in essays that use comparisons." Year 7 student, Lister Community School, London

Debate Mate conducted a questionnaire with the Lead Teachers at the schools we work with on the 2023-24 programme. Some comments included:

"Overall I think Debate Mate has had an incredibly positive impact and the pupils have gained a great deal from the programme." Teacher, Blue Coat Primary, West Midlands.

"Debate Mate is fantastic in building confidence and improving speaking." Teacher, London Secondary School.

"I teach a few students outside of Debate Mate, and there's an obvious improvement in their confidence when speaking in class." Teacher, London Secondary School.

"Debate Mate is oversubscribed, we don't have the space to fit the demand, great club for our PP students, most of the students on the programme become student leaders." Teacher, Sydenham School, London.

"Children who struggled with anxiety have gained self confidence." Teacher, St Mary's Catholic Primary Academy, Grimsby.

"The children have LOVED it. It has given them a real sense of pride in their ability to communicate and they have really enjoyed it." Teacher, Rhyl Community Primary School, London.

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

Soft Skills Metric (Goal 2,3 and 4)

The disadvantage gap index, used by the government to track the gap between the most disadvantaged students and their better-off peers, stands at 3.21 for primary school students, and 3.76 for secondary school students - the highest in over a decade (Fair Education Alliance Manifesto, 2023). Available data show that students growing up in poverty are less likely to demonstrate high levels of perseverance, self-belief, and motivation to learn - which in turn affect educational outcomes (Fair Education Alliance, 2015). In line with the Fair Education Alliance's (2023) Impact Goal Two – to 'rebalance our systems to value skills and wellbeing alongside attainment' – our programmes cultivate crucial 'non-cognitive skills' to address the widening skills gap in schools and that are crucial to students' academic success, personal well-being, 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, this year we had 1,695 respondents. We aim for the average attainment outcome for our Core Programme to be at least 80% across all categories each year, and in 2023-24 we achieved 83% overall (82% in our national secondary evaluation, 84% in our national primary evaluation).

In total 200 schools took part in our programme in 2023-24. The results for 2023-24 from the questionnaire responses from secondary schools are as follows, reporting on students who either Strongly Agree or Agree with each statement:

	Primary Results	Secondary Results
Enjoyment/Higher Education/Career		
I enjoyed taking part in the Debate Mate sessions	100%	100%
I liked my mentor(s)	99%	94%
My mentor has been a good role model	92%	85%
The skills they have gained from debating will help me to succeed in my further studies or training (e.g. college, university, apprenticeship).	81%	90%
Confidence and Self-esteem		
I am more confident when speaking up in class	95%	95%
I am more confident giving my opinion on issues in the world around me	95%	96%
I feel like I am better at debating	99%	97%
I get less nervous when I speak in public	89%	Secondary students responded to a different question
I am more confident when meeting new people (for example, students from other schools)	93%	Secondary students responded to a different question

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

I am more confident when placed in a challenging or unfamiliar environment	Primary students responded to a different question	91%
Resilience and Determination		
I can concentrate better when listening to others speak	80%	Secondary students responded to a different question
I can concentrate better during debates and public speaking events	Primary students responded to a different question	79%
When my ideas are challenged, I am better at coming up with new ones	81%	78%
I can focus on a topic or task for a longer period of time	75%	Secondary students responded to a different question
I am more hard-working	79%	76%
Leadership		
I am more considerate of others' opinions and feelings	80%	77%
I have a better understanding of what makes a good leader	88%	84%
I am more likely to help others when working in a group	86%	86%
I have more experience leading a team	Primary students responded to a different question	77%
Teamwork		
I am better able to work in a group with someone who has different opinions to me	79%	79%
I am more likely to do my fair share of work when working in a group	84%	84%
I am more likely to put my ideas forward when working in a group	88%	88%
I am more respectful of others thoughts and opinions	84%	Secondary students responded to a different question
I am better able to take other people's thoughts into consideration	Primary students responded to a different question	85%
Critical Thinking		
I have more experience researching different topics	81%	79%
I am better able to come up with my own opinions and arguments	90%	90%
I am better able to respond and respectfully disagree with the ideas of others	87%	85%
Self-Management		
I use feedback to reflect on my learning and improve my skills	87%	85%
I am better at working independently	77%	74%

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

Teacher Questionnaire

We also distributed our teacher survey in the 2023-24 programme year, which included some questions regarding soft skills attainment to help us better understand our impact. A summary of the results is highlighted below:

Enjoyment and Skills Development	
My students enjoyed attending the Debate Mate club	97%
My students have gained confidence as a result of the Debate Mate programme	98%
My students have improved in their debating ability	98%
My students have demonstrated better teamwork and leadership skills	89%
Taking part in Debate Mate has accelerated students' progress in Speaking and Listening	90%
Debate Mate had a positive impact on my student's academic performance.	72%
Mentors	
Mentors developed a positive relationship with students	92%
Mentors demonstrated punctuality and professionalism	90%
Mentors served as positive role models for students	93%
The judges gave helpful feedback for the students	91%

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.

Key Achievements 2023-24

- This year, our intervention Programme DebateBox was successfully reintroduced at Chelsea Academy, culminating in a showcase event that allowed the students to demonstrate their newfound skills. The event highlighted their ability to articulate and defend their ideas but also the discipline and mental resilience required of boxing. The programme's holistic approach, blending intellectual and physical development, empowered these young individuals, fostering a sense of achievement and self-belief. The feedback we received from the day was overwhelmingly positive, the students enjoying the event and realising they were capable of more than they thought.
- MEA Central and Burnage Academy for Boys in Manchester had the opportunity to take part in an event hosted by Debate Mate and the Manchester Museum about object repatriation, the concept of belonging and tracing heritage - this was an enlightening and engaging afternoon.

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

- The Cardiff Debate Mate Cup was once again held at the Principality Stadium, an incredible venue for the event, and funded by the Principality Building Society. Due to the winning team of the Cardiff DMC unfortunately being unable to attend the national finals, the Principality Building Society generously decided to award them £1000, to be spent however the school chose.
- Our Partnership with Sony Music UK this year was hugely successful. The Sony Music Group Global Social Justice Fund not only sponsored 8 Accelerate Clubs in schools in London and Manchester, but they also sponsored our Debate Mate Cup competitions! Volunteers from Sony Music UK also attended these events and gave wonderful feedback, expressing how impressed they were with our students and commenting on the exciting atmosphere of the competition.
- Following the successful programme we piloted in Grimsby last year, we were thankfully able to raise the funds to continue our work within the region. We continued the use of a hybrid model: online sessions with in-person events. This went really well, as we received an amazing response from students and teachers alike at the launch and regional DMC, as well as positive feedback for mentor performance.
- We were able to run our award winning programme Boardroom to Classroom again this year, this time with the investment management firm PIMCO, Janus Henderson, an asset management company and Frontier Economics, a consultancy firm. Through this programme, our students got the rare opportunity to learn from professionals in a holistic and collaborative environment that treats young people with maturity, and allows them space to ask genuine questions.
- Sony Music UK hosted a special afternoon for the top 3 Accelerate schools from their pitching competition. Schools from London, Manchester and Liverpool enjoyed a bespoke Boardroom to Classroom session with volunteers from Sony Music UK.
- 35 DM+ students visited Christ Church College, Oxford for a tour of the college, a talk by their Access Team on how to make a good university application and a Q&A with current undergraduates.
- Debate Mate seized a unique opportunity by hosting a special evening of debate and a panel discussion with Alastair Campbell and Gary Neville, a follow-up to the launch of Campbell's book, 'But What Can I Do?'
- This year, we ran an exclusive competition for students on our Accelerate Programme. This involved teams pitching a solution to a problem that they saw in their school to their Head Teacher and a Debate Mate staff member. The winning team was from Maghull High School and secured a new £700k investment in astroturf for their school!
- In late 2023, Debate Mate had a visit from then incoming Prime Minister Sir Keir Starmer at Sydney Russell School, as he launched his ambition to teach oracy to all students in the UK. During the visit, he stated that a Labour government would "put confident speaking at the heart of" teaching in schools.
- Sydney Russell School also hosted the largest Urban Debate League round in the history of Debate Mate!
- This year, our Grand Finals competitions for the Urban Debate League and Debate Mate Cup were hosted at Salesforce Tower, Bank of America offices, Christ Church College, Oxford, Imperial College London and the University of Manchester.
- The Primary UDL final was held at Manchester University for the first time ever with Elmhurst Primary being crowned winners, while the Secondary UDL Final was held at Bank of America's offices in London and the winning team was from Central Foundation Boys' School. The Novice UDL Final was held at Imperial College London and won by the team from St Matthew's Academy.
- The Primary Debate Mate Cup Final was held at Christ Church College, Oxford this year in May, and was won by St Wilfrid's Primary School from Manchester. The Secondary Debate Mate Cup Final was hosted at the Salesforce Tower in June, situated on the Ohana floor in the second tallest building in the City of London. The winning team was from Harris Girls' East Dulwich Secondary School.

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

- Two of our Graduate School students reached the final of the Oxford Schools' Debating Competition, placing in the top 4 overall! This is an amazing achievement, as it is the largest British Parliamentary school-level debate competition in the world. Furthermore, those same two students won first place at the Imperial Schools' Debate Competition, other Graduate School students also managed to rank highly and even win in the novice league as well. Other Graduate School Successes include:
 - At Imperial Schools, our Graduate School students dominated the speaker rankings: Joint 1st, 3rd, joint 4th, joint 6th and joint 9th.
 - Two Graduate School students got to the final of the Mars or Bust Tournament, presenting virtually in front of Mars Society Convention in the US.
 - One Grad School student made it to Team England.

Factors and Challenges Affecting Performance

- We are pleased to have reached 200 schools in the 2023-24 year showing we are delivering our programme to a similar number of schools as pre-pandemic. The gradual return to delivering the programme to this number of schools has ensured that we have not over-stretched our finances.
- We are pleased to have increased our mentor recruitment to ensure that we have the best and most reliable individuals delivering our sessions, with a shared mission and desire to improve the lives of the most disadvantaged students.

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

Financial Review

Performance

We have made a deficit of £34,308 due to lower than budgeted income.

The charity has taken steps to reduce key management personnel costs by August 2026 as part of its ongoing efforts to ensure financial sustainability and operational efficiency.

The charity forecasts net surplus and positive cash flow for the next year. This does not however take into account future uncertainty and forecasted world wide recession 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 27.5% 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 35.4% 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 45% 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 2023-24, including the following (£10,000 and over):

- Alliance Bernstein
- Bank of America
- Big Give Christmas Campaign
- BBC Children in Need
- Cardiff Council
- Deloitte Social Value/ Synergy
- Deloitte Social Value/ Government Digital Services
- Department for Education
- John Lyons Charity
- Network Space
- Neuberger Berman
- The Symondson Foundation
- Sony Music UK's Social Justice Fund
- Terra Firma Charitable Trust
- 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. The trustees plan to build up the charity's reserves to the above level over the next two years.

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 2024

Plans for Future Periods

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 2023-24 Strategic Review are approved by the trustees and are implemented in our 2024-25 programme year.

Future Sustainability and Strategy

This year, we successfully ran our programme in Grimsby for the second consecutive year, combining both in-person and virtual delivery. By hosting weekly sessions virtually, we've been able to connect students with exceptional mentors. In addition, students had the opportunity to attend an in-person launch event, participate in competitions, and travel to London for the Grand Finals. This innovative model has proven to be highly effective, and if funding allows, we are considering expanding it to other regions. As a result, we are now able to offer three formats of the programme: in-person, virtual, and hybrid.

Debate Mate remains dedicated to continually evolving and enhancing our programmes year after year. Alongside thorough monitoring and evaluation, we actively collaborate with our students and lead teachers to gather feedback that helps shape our planning for the current and upcoming academic years.

Looking ahead, we will continue to link students—particularly those in the Graduate Programme and Debate Mate Plus—with businesses that support our charity. As apprenticeship programmes grow and the demand for a more diverse workforce increases, Debate Mate is in a prime position to bridge the gap between school leavers and leading businesses, creating valuable employment opportunities for the young people in our programmes. We have already forged strong relationships with businesses supporting Debate Mate Plus and Graduate School, and we are committed to expanding these partnerships further.

Through our programmes, we help thousands of young people develop the confidence to speak, take on leadership roles, work collaboratively, think critically, and build resilience. We consistently see Debate Mate students thrive at university and enter the workforce as self-assured, successful individuals, with some returning as mentors and Programme Directors. Looking to the future, we are excited to help even more students achieve their goals by equipping them with vital skills through debating and peer-to-peer mentorship.

We remain focused on working towards our stated aims and objectives each year, with continuous review by our trustees to ensure alignment with the charity's legal goals.

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.

Safeguarding Policy

We will review our Safeguarding Policy in September 2024 as per the current policy review date. We are committed to the Safeguarding of students within our care and we regularly review and improve our procedures. Four members of staff have completed Safeguarding Training and the Director of Operations is the appointed Safeguarding Lead at Debate Mate.

Debate Mate Schools Limited

Company Limited by Guarantee

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

Year ended 31 August 2024

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.

Auditor

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

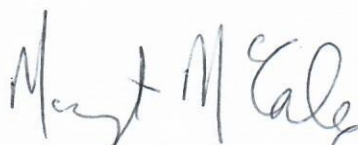
- so far as they are aware, there is no relevant audit information of which the charity's auditor is unaware; and
- they have taken all steps that they ought to have taken as a trustee to make themselves aware of any relevant audit information and to establish that the charity's auditor is aware of that 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 19/05/2025 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 2024

Opinion

We have audited the financial statements of Debate Mate Schools Limited (the 'charity') for the year ended 31 August 2024 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 2024 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.

Material uncertainty related to going concern

We draw attention to note 3 in the financial statements, which indicates that the future uncertainty and forecasted recession of the UK economy along with the other matters as set forth in note 3 of the financial statements cast significant doubt on the charity's ability to continue as a going concern.

Our opinion is not modified in respect of this matter. In auditing the financial statements, we have concluded that the director's use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

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 2024

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 for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the trustees' 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.

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.

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 2024

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 2024

- 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.

Cas House Limited
20.05.2025

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

151 Askew Road
London
W12 9AU

Debate Mate Schools Limited
Company Limited by Guarantee
Statement of Financial Activities
(including income and expenditure account)
Year ended 31 August 2024

		Unrestricted funds £	2024 Restricted funds £	Total funds £	2023 Total funds £
	Note				
Income and endowments					
Donations and legacies	5	572,482	358,617	931,099	965,260
Charitable activities	6	235,256	–	235,256	368,462
Total income		<u>807,738</u>	<u>358,617</u>	<u>1,166,355</u>	<u>1,333,722</u>
Expenditure					
Expenditure on raising funds:					
Costs of raising donations and legacies	7	19,916	–	19,916	24,577
Expenditure on charitable activities	8,9	824,234	356,513	1,180,747	1,335,814
Total expenditure		<u>844,150</u>	<u>356,513</u>	<u>1,200,663</u>	<u>1,360,391</u>
Net expenditure		<u>(36,412)</u>	<u>2,104</u>	<u>(34,308)</u>	<u>(26,669)</u>
Transfers between funds		2,104	(2,104)	–	–
Net movement in funds		<u>(34,308)</u>	<u>–</u>	<u>(34,308)</u>	<u>(26,669)</u>
Reconciliation of funds					
Total funds brought forward		(25,496)	–	(25,496)	1,173
Total funds carried forward		<u>(59,804)</u>	<u>–</u>	<u>(59,804)</u>	<u>(25,496)</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 33 to 42 form part of these financial statements.

Debate Mate Schools Limited

Company Limited by Guarantee

Statement of Financial Position

Year ended 31 August 2024

	Note	2024 £	2023 £
Fixed assets			
Tangible fixed assets	15	523	61
Current assets			
Debtors	16	156,794	185,681
Cash at bank and in hand		<u>18,803</u>	<u>38,226</u>
		175,597	223,907
Creditors: amounts falling due within one year	17	<u>225,924</u>	<u>229,464</u>
Net current assets		(50,327)	(5,557)
Total assets less current liabilities		(49,804)	(5,496)
Creditors: amounts falling due after more than one year	18	10,000	20,000
Net liabilities		<u>(59,804)</u>	<u>(25,496)</u>
Funds of the charity			
Unrestricted funds		(59,804)	(25,496)
Total charity funds	21	<u>(59,804)</u>	<u>(25,496)</u>

These financial statements were approved by the board of trustees and authorised for issue on 19/05/2025 and are signed on behalf of the board by:


 Britt Lintner
 Trustee

The notes on pages 33 to 42 form part of these financial statements.

Debate Mate Schools Limited

Company Limited by Guarantee

Statement of Cash Flows

Year ended 31 August 2024

	2024 £	2023 £
Cash flows from operating activities		
Net expenditure	(34,309)	(26,669)
<i>Adjustments for:</i>		
Depreciation of tangible fixed assets	435	1,008
Interest payable and similar charges	9,534	3,856
Accrued expenses	12,544	5,231
<i>Changes in:</i>		
Trade and other debtors	17,854	(46,489)
Trade and other creditors	(5,051)	91,763
Cash generated from operations	1,007	28,700
Interest paid	(9,534)	(3,856)
Net cash (used in)/from operating activities	<u>(8,527)</u>	<u>24,844</u>
Cash flows from investing activities		
Purchase of tangible assets	(897)	—
Net cash used in investing activities	<u>(897)</u>	<u>—</u>
Cash flows from financing activities		
Repayment from borrowings	(10,000)	(10,000)
Net cash used in financing activities	<u>(10,000)</u>	<u>(10,000)</u>
Net (decrease)/increase in cash and cash equivalents	(19,424)	14,844
Cash and cash equivalents at beginning of year	38,226	23,382
Cash and cash equivalents at end of year	<u>18,802</u>	<u>38,226</u>

The notes on pages 33 to 42 form part of these financial statements.

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements

Year ended 31 August 2024

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 Tripod, Lambeth Town Hall, 1 Brixton Hill, London, SW2 1RW.

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

The charity incurred deficits and has negative net assets at the year ended 31 August 2024. The charity forecast net surplus and positive cash flow for the next year to end with a positive net assets position. This does not however take into account future uncertainty and forecasted recession in the UK and global economy that may affect some of the charity donors. The directors, having considered the above and made due enquiries, continue to adopt the going concern basis in preparing the financial statements which assumes that the charity will continue in operation for the foreseeable future.

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. Judgements and estimates cover depreciation rates, accrued and deferred income.

Foreign currency

Foreign currency transactions are initially recorded in the functional currency, by applying the spot exchange rate as at the date of the transaction. Monetary assets and liabilities denominated in foreign currencies are translated at the exchange rate ruling at the reporting date, with any gains or losses being taken to the profit and loss account.

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.

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 August 2024

3. Accounting policies *(continued)*

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.
- 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

Tangible assets are initially recorded at cost and subsequently stated at cost less any accumulated depreciation and impairment losses. Any tangible assets carried at revalued amounts are recorded at the fair value at the date of revaluation less any subsequent accumulated depreciation and subsequent accumulated impairment losses.

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

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 August 2024

3. Accounting policies *(continued)*

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.

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 has no authorised or issued share capital and is limited by guarantee of each member contributing up to £10 each on liquidation.

5. Donations and legacies

	Unrestricted Funds £	Restricted Funds £	Total Funds 2024 £
Donations			
Donations	496,905	169,316	666,221
Grants			
Foundations and trusts	72,569	189,301	261,870
Other donations and legacies			
Other income	3,008	—	3,008
	<u>572,482</u>	<u>358,617</u>	<u>931,099</u>

Debate Mate Schools Limited
Company Limited by Guarantee
Notes to the Financial Statements (continued)

31 August 2024

5. Donations and legacies (continued)

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
Donations			
Donations	627,511	20,734	648,245
Grants			
Foundations and trusts	125,223	190,379	315,602
Other donations and legacies			
Other income	1,413	—	1,413
	<u>754,147</u>	<u>211,113</u>	<u>965,260</u>

6. Charitable activities

	Unrestricted Funds £	Total Funds 2024 £	Unrestricted Funds £	Total Funds 2023 £
Training	<u>235,256</u>	<u>235,256</u>	<u>368,462</u>	<u>368,462</u>

7. Costs of raising donations and legacies

	Unrestricted Funds £	Total Funds 2024 £	Unrestricted Funds £	Total Funds 2023 £
Fundraising and development	<u>19,917</u>	<u>19,917</u>	<u>24,577</u>	<u>24,577</u>

8. Expenditure on charitable activities by fund type

	Unrestricted Funds £	Restricted Funds £	Total Funds 2024 £
Programmes	534,335	321,869	856,203
Support costs	<u>289,899</u>	<u>34,644</u>	<u>324,544</u>
	<u>824,234</u>	<u>356,513</u>	<u>1,180,747</u>
	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
Programmes	891,656	144,305	1,035,959
Support costs	<u>237,721</u>	<u>62,132</u>	<u>299,855</u>
	<u>1,129,377</u>	<u>206,437</u>	<u>1,335,814</u>

Debate Mate Schools Limited
Company Limited by Guarantee
Notes to the Financial Statements *(continued)*
Year ended 31 August 2024

9. Expenditure on charitable activities by activity type

	Programmes	Support costs	Total funds 2024	Total fund 2023
	£	£	£	£
Programmes	856,203	272,229	1,128,432	1,304,180
Governance costs	—	52,315	52,315	31,634
	<u>856,203</u>	<u>324,544</u>	<u>1,180,747</u>	<u>1,335,814</u>

10. Analysis of support costs

	Analysis of support costs activity 1	Total 2024	Total 2023
	£	£	£
Staff costs	170,884	170,884	166,646
Premises	20,213	20,213	22,339
Other support costs	81,132	81,132	79,236
Governance costs - Audit and accountancy fees	6,500	6,500	6,000
Governance costs - Legal and professional fees	36,441	36,441	21,779
Governance cost - Finance	9,534	9,534	3,855
	<u>324,544</u>	<u>324,544</u>	<u>299,855</u>

11. Net expenditure

Net expenditure is stated after charging/(crediting):

	2024	2023
	£	£
Depreciation of tangible fixed assets	<u>435</u>	<u>1,008</u>

12. Auditors remuneration

	2024	2023
	£	£
Fees payable for the audit of the financial statements	<u>5,000</u>	<u>4,800</u>
Fees payable to the charity's auditor and its associates for other services: Other non-audit services	<u>1,500</u>	<u>1,200</u>

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 August 2024

13. Staff costs

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

	2024	2023
	£	£
Wages and salaries	547,014	601,925
Social security costs	28,341	32,787
Employer contributions to pension plans	13,155	19,981
Other employee benefits	63,469	57,386
	<u>651,979</u>	<u>712,079</u>

The average head count of employees during the year was 15 (2023: 17). The average number of full-time equivalent employees during the year is analysed as follows:

	2024	2023
	No.	No.
Number of programme staff	14	16
Number of management staff	1	1
	<u>15</u>	<u>17</u>

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

	2024	2023
	No.	No.
£210,000 to £219,999	1	1

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 £212,710 (2023: £205,121).

14. Trustee remuneration and expenses

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

Debate Mate Schools Limited
Company Limited by Guarantee
Notes to the Financial Statements (continued)
Year ended 31 August 2024

15. Tangible fixed assets

	Fixtures and fittings £	Equipment £	Total £
Cost			
At 1 September 2023	1,860	6,372	8,232
Additions	—	897	897
At 31 August 2024	<u>1,860</u>	<u>7,269</u>	<u>9,129</u>
Depreciation			
At 1 September 2023	1,860	6,311	8,171
Charge for the year	—	435	435
At 31 August 2024	<u>1,860</u>	<u>6,746</u>	<u>8,606</u>
Carrying amount			
At 31 August 2024	—	523	523
At 31 August 2023	—	61	61

16. Debtors

	2024 £	2023 £
Prepayments and accrued income	12,382	23,986
Trade debtors	144,412	161,695
	<u>156,794</u>	<u>185,681</u>

17. Creditors: amounts falling due within one year

	2024 £	2023 £
Bank loans and overdrafts	10,000	10,000
Trade creditors	20,965	28,156
Accruals and deferred income	130,152	56,800
Social security and other taxes	64,699	125,508
Other creditors	108	9,000
	<u>225,924</u>	<u>229,464</u>

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

	2024 £	2023 £
Bank loans and overdrafts	<u>10,000</u>	<u>20,000</u>

Government backed Bounce Back Loan last monthly repayment is in June 2026.

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 August 2024

19. Deferred income

	2024	2023
	£	£
At 1 September 2023	50,800	38,000
Amount released to income	(50,800)	(38,000)
Amount deferred in year	122,642	50,800
At 31 August 2024	122,642	50,800

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 £13,155 (2023: £19,981).

21. Analysis of charitable funds

Unrestricted funds

	At 1 September 2023	Income £	Expenditure £	Transfers £	At 31 August 20 24
General funds	(25,496)	807,738	(844,151)	2,105	(59,804)

	At 1 September 2022	Income £	Expenditure £	Transfers £	At 31 August 20 23
General funds	1,173	1,122,609	(1,153,954)	4,676	(25,496)

Restricted funds

	At 1 September 2023	Income £	Expenditure £	Transfers £	At 31 August 20 24
BBC Children In Need	—	10,000	(10,000)	—	—
The Careers & Enterprise Company	—	—	—	—	—
Four Acre Trust	—	25,000	(25,000)	—	—
John Lyon's Charity	—	30,000	(30,000)	—	—
Wellington Management	—	—	—	—	—
UK Foundation	—	35,000	(35,000)	—	—
Bank of America Foundation	—	70,001	(70,001)	—	—

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 August 2024

21. Analysis of charitable funds *(continued)*

Christ Church College	—	5,700	(5,700)	—	—
The Janus Henderson Foundation	—	10,800	(10,800)	—	—
Cardiff Council	—	26,508	(26,508)	—	—
Portal Trust	—	—	—	—	—
Deloitte LLP	—	25,000	(25,000)	—	—
Sony Music Group	—	112,108	(110,004)	(2,104)	—
Hammersmith & Fulham's Discretionary Fund - LMP Action	—	8,500	(8,500)	—	—
	—	<u>358,617</u>	<u>(356,513)</u>	<u>(2,104)</u>	—

	At 1 September 2022 £	Income £	Expenditure £	Transfers £	At 31 August 20 23 £
BBC Children In Need	—	10,500	(10,018)	(482)	—
The Careers & Enterprise Company	—	5,034	(5,034)	—	—
Four Acre Trust	—	10,000	(10,000)	—	—
John Lyon's Charity	—	30,000	(30,043)	43	—
Wellington Management UK Foundation	—	35,000	(35,506)	506	—
Bank of America Foundation	—	71,879	(68,508)	(3,371)	—
Christ Church College	—	5,700	(5,709)	9	—
The Janus Henderson Foundation	—	10,800	(11,309)	509	—
Cardiff Council	—	1,200	(1,200)	—	—
Portal Trust	—	31,000	(29,110)	(1,890)	—
Deloitte LLP	—	—	—	—	—
Sony Music Group	—	—	—	—	—
Hammersmith & Fulham's Discretionary Fund - LMP Action	—	—	—	—	—
	—	<u>211,113</u>	<u>(206,437)</u>	<u>(4,676)</u>	—

Restricted funds represent income received from donors with attached restriction on the application of funds to specific project or purpose, all for debating programmes. On completion of projects, balances of restricted funds are transferred to unrestricted funds where permitted.

Debate Mate Schools Limited

Company Limited by Guarantee

Notes to the Financial Statements *(continued)*

Year ended 31 August 2024

22. Analysis of net assets between funds

	Unrestricted Funds £	Restricted Funds £	Total Funds 2024 £
Tangible fixed assets	523	–	523
Current assets	52,954	122,642	175,596
Creditors less than 1 year	(103,281)	(122,642)	(225,923)
Creditors greater than 1 year	(10,000)	–	(10,000)
Net liabilities	(59,804)	–	(59,804)

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
Tangible fixed assets	61	–	61
Current assets	173,107	50,800	223,907
Creditors less than 1 year	(178,664)	(50,800)	(229,464)
Creditors greater than 1 year	(20,000)	–	(20,000)
Net liabilities	(25,496)	–	(25,496)

23. Analysis of changes in net debt

	At 1 Sep 2023 £	Cash flows £	At 31 Aug 2024 £
Cash at bank and in hand	38,226	(19,423)	18,803
Debt due within one year	(10,000)	–	(10,000)
Debt due after one year	(20,000)	10,000	(10,000)
	<u>8,226</u>	<u>(9,423)</u>	<u>(1,197)</u>

24. Related parties

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

	Transaction value		Balance owed by/(owed to)	
	2024 £	2023 £	2024 £	2023 £
Margaret McCabe	–	–	(108)	(9,000)
Debate Mate Limited - Sales	100	14,492	–	14,241
Debate Mate Limited - Purchases	–	134,890	–	–
Debate Mate Online Limited - Sales	150	–	–	–

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