

Trustees Annual Report and Accounts 2024 - 2025



About Aprender

We are an Education Development Foundation, incorporated as a UK-registered charity in 2010.

Aprender has a global vision - we want all children to receive high quality education which produces communities that flourish. Our mission is to advance UN Sustainable Development Goal 4 – Quality Education - by investing in the development of people and systems for schools in low-resource situations.

We train local educators to create self-improving schools that thrive on their own resources.

Through Apto, our unique school improvement model based on international educational research and best practice, we help transform schools in developing countries using a sustainable, low-cost framework.

The essence of our Apto model produces increasing professionalism in school leaders and teachers which in turn impacts educational outcomes and character development in the classroom. By partnering with governments and education-based NGOs, Aprender equips in-country education officers to use our Apto model and create sustainable improvement cycles within their own culture and community.

We are now developing a technological solution that allows leaders and teachers to access our training, even when electricity supply or internet access is compromised.

Table of Contents

Letter from our Board	1
Letter from our CEO	2
The Why - Challenges and Solutions	3
Our impact	
By numbers and ratings	7
On real lives	10
Investor Viewpoint	11
Where we are investing	12
Our Vision, Mission and Approach	13
Our Values	14
Our model - Apto	15
2024-2025. Our Year in Action	16
Next Steps. 2025 - 2026	24
Our Team	28
Partners and Funders	30
A Message from Us to You	31
Appendices	
Reference information	32
Charitable Objectives and activities	33
Governance	34
Policies in Force	35
Statement of Risk	36
Financial overview	37
Safeguarding Statement	38
Inclusion Statement	39

Letter From Our Board

My goal as Chair has been to set a bold, clear strategy to position Aprender as a leader in the democratisation of teacher training. That vision extends across our programmes, communications, and fundraising. Last year, we laid out the strategy. This year, we've begun to deliver on it.

We're finalising the design of our on-demand streaming training platform, and piloting our first fully digital learning experience—Aptobox—in remote and disconnected corners of the world. We've also built an expert digital team that has completely rethought how we go to market, aligning our brand and presence with the scale of our ambition. This shift will sit at the heart of our upcoming fundraising work.

2025–26 is the year we expect to see the results of these efforts take root. In our programming—both in-person and digital—we'll be able to reach more people, in more places, with greater impact. And just as importantly, the way we show up in the world—through our communications, our partnerships, and our voice—will fully reflect the work we've been doing behind the scenes.

We're also putting in place a modern fundraising operation: data-driven, impact-backed, and built to support our next phase of growth—step by step, and community by community.

We're proud of the groundwork we've laid. The path ahead is exciting—and the progress is just beginning.

Gary Bonilla

Chair, Aprender UK



Gary Bonilla

Gary Bonilla, Chair

Letter From Our CEO

Through my travels across the developing world, I've seen a deep injustice: children who most need quality education often attend schools without the skills or training to improve. Teachers have the will, but not the professional development to raise outcomes.

I also saw that exam results alone are not enough. In a fast-changing world, it is character — critical thinking, ethics, and community-mindedness — that enables young people to thrive.

Our model transforms underprivileged children's lives by building both character and knowledge, while strengthening local capacity to improve education sustainably. This creates fairer, self-sufficient communities, less likely to fall into conflict.

We work in these ways across the globe:

Research and development. We monitor and evaluate the latest research concerning cross-cultural education development to ensure our school improvement model stays current.

High-quality, high-value coaching is offered free at the point of need. This means that school budgets can be spent on teachers and resources, benefiting the community.

Deep relationships. We take time to develop relationships based on trust and mutual respect, recognising the challenges of working cross-culturally. We deliberately devote time to coaching to get to know the education officers. This relationship deepens through the training and extends into implementing our model across the school/s.

We are entering a new season of expansion. We're excited by what is ahead.

Invest in education. Invest in the future.

Phil Hawkins

CEO Aprender UK



Philip J Hawkins

CEO and Founder

The Why





Challenge No.1

Educators need culturally appropriate, **QUALITY PROFESSIONAL DEVELOPMENT** courses and coaching. These are not widely available.



Our Solution

PRODUCTS

Our Apto School Improvement Model based on international education research is culturally neutral, relevant and engaging. It values and empowers local educators to improve education outcomes.

We have quality Apto Courses on leadership, teaching, and teams from early years, through primary and secondary phases.

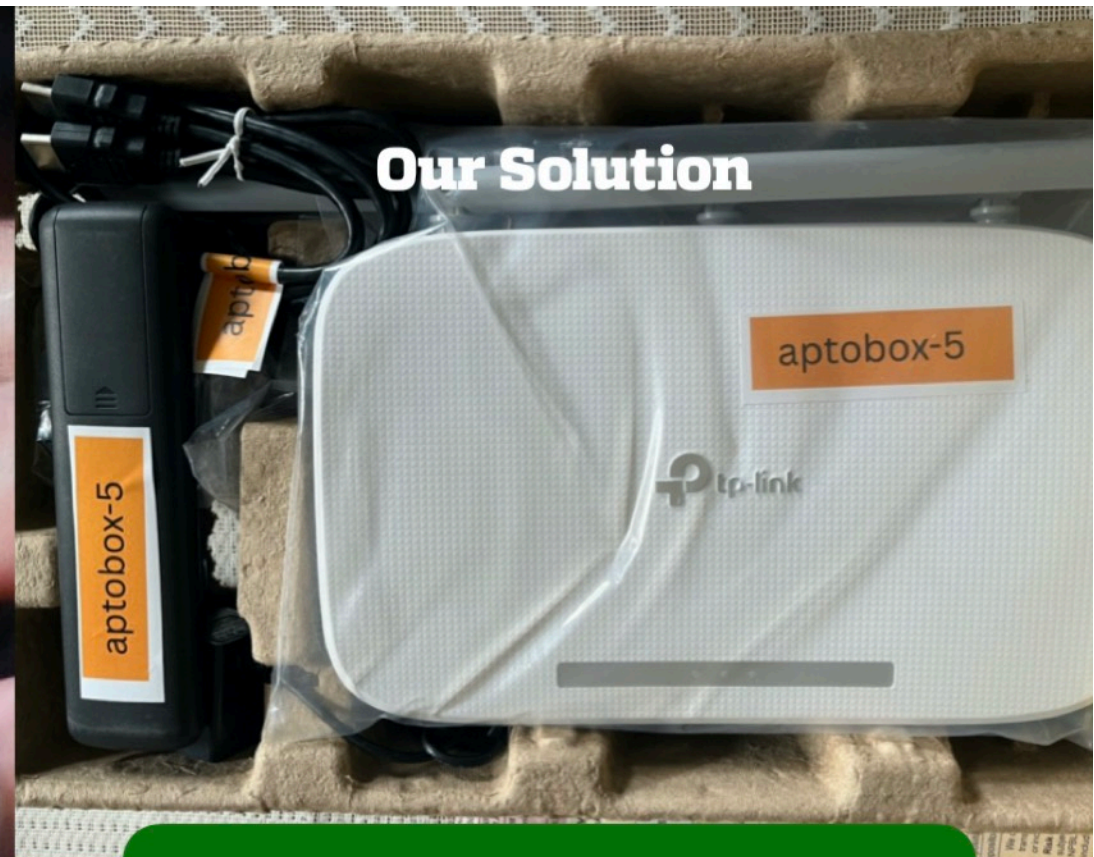
SERVICES

Government/NGO Education Officer Development.
School Leader Coaching.
Face-to face in-country or online training.

Challenge No.2

Educators need **ACCESS** to those courses and coaching. Internet, data costs, and energy infrastructure restrict access for the majority.

Our Solution



PRODUCTS

Our Apto Courses delivered face-to-face or through our online learning platform.

Where internet coverage is poor or costs too much, our AptoBox ensures delivery of our products direct to educators phones giving 24/7 access.

SERVICES

Data collection allows analysis and evaluation available to local leadership and Aprender.

Challenge No.3

Education administrations do not have the
RESOURCES to fund what is needed

Our Solution

OUR DELIVERY MODEL

Minimal running costs.
Empowers locals to self-sustain.
Encourages the use of local free and found materials.
Investors fund our teams so schools don't need to.
We grow through partnerships and networks.

Our Impact by **Numbers & Ratings**



★ As part of our commitment to transparency, we understand that the number of children empowered is an estimate. Change happens when behaviour changes. The teachers who have been through the Apto training teach a new cohort of students every year so the impact multiplies across the years. Better teaching is the gift that keeps giving. But we are also realistic as we understand that not all teachers will continue the changed behaviour. That is true for all training. Based on the Kirkpatrick Model of Behaviour Change showing only 20%–30% of training programmes result in sustained behavioural change, we base our estimates on this conservative figure and use this as a predictor for impact analysis.

We asked our partners:

How do you rate Aprender on supporting you working towards your vision?

They said:



Average score across all partnerships

We asked our partners:

What is the quality of the training provided by Aprender?

They said:



Average score across all partnerships

We asked our partners:

What is the likelihood of you recommending us to others?

They said:



Average score across all partnerships

We asked our partners:

What has been the impact of the training provided by Aprender on the quality of teaching and learning you have observed?

They said:



Average score across all partnerships

We asked our partners:

What has been the impact of the training provided by Aprender on your leadership practice?

They said:



Average score across all partnerships

We asked our partners:

What is the quality of relationship between you and Aprender?

They said:



Average score across all partnerships

Based on responses from 8 partner NGOs/schools across the globe.

We asked our partners:

Can you share an example of how the training impacted your work?

This from Zambia:

“Today, I can proudly say I’m a leader because of the support I got from Aprender, starting from realising our vision to theory of change and leadership training.”



We asked our partners:

Have the teachers implemented any changes in practice since completing the training?

This from Nepal:

“There were big changes. Teachers now make lesson plans and go to class, moving away from traditional methods. Teachers now make friendships with the children and apply the I do, We do, You do method in class.”



We asked our partners:

Have you noticed any changes in student performance or teacher engagement as a result of the training?

This from Lebanon:

“This approach has helped our staff connect more effectively with students, placing them at the centre of the learning experience. The training has contributed to building a positive learning culture.”



We asked our partners:

Can you share an example of how the training impacted your work?

This from Uganda:

“I speak completely differently to small children who cross my path! More than ever, I look at the “Why?” behind the behaviour I’m not happy with and aim to address it in the way that suits that person or child.”



Our Impact on Real Lives



Mireille from GROW preschool, Lebanon

Partnering with Aprender had a significant impact on our work at Grow. It changed our mentality in order to believe that the child-centred approach emphasises active participatory learning. We learned to support our young students by building confidence and decision-making skills, supporting cognitive development, structuring daily routines and intentional play to boost problem-solving and critical thinking. Through the training sessions, we learned how to emphasise social skills and engage our children in cooperative play, helping them develop communication and teamwork.

The supervisor of the Lebanese Ministry of Health declared when he visited our second branch. He witnessed the work we are delivering and he asked us to write a letter to the head of department in the ministry to introduce the approaches we are following at our nursery, and to ask to spread them all around the country.

Aprender changed our whole educational perspective. We believe that the fruit of this partnership with such an organisation will completely change the educational landscape at early childhood development centres. We are blessed to be the first in Lebanon and in the Middle East.



Lorna from Jinja Educational Trust, Uganda

We recognise and harness the power of partnerships for a variety of our projects and all who come into contact with Apto training, thanks to our partnership with Aprender, regularly state that they are “no longer the same.”

Everyone has taken an aspect of their training into the classroom and many teachers are now mentoring and passing on their knowledge to their colleagues.

Apto dovetails with our other education and mental health projects and is without doubt one of the most impactful initiatives we have undertaken over more than 10 years of operations in Uganda – ask anyone at any of our partner schools!

We have now taken 30 school leaders through the Apto Lead course and trained 25 teachers and leaders in Apto Teach. Many of our pre-school teachers have also benefitted from Early Years training.

I am rarely more motivated than when I hear a teacher describe how the training has transformed how he or she thinks and acts both within and outside the school.



Investor Viewpoint

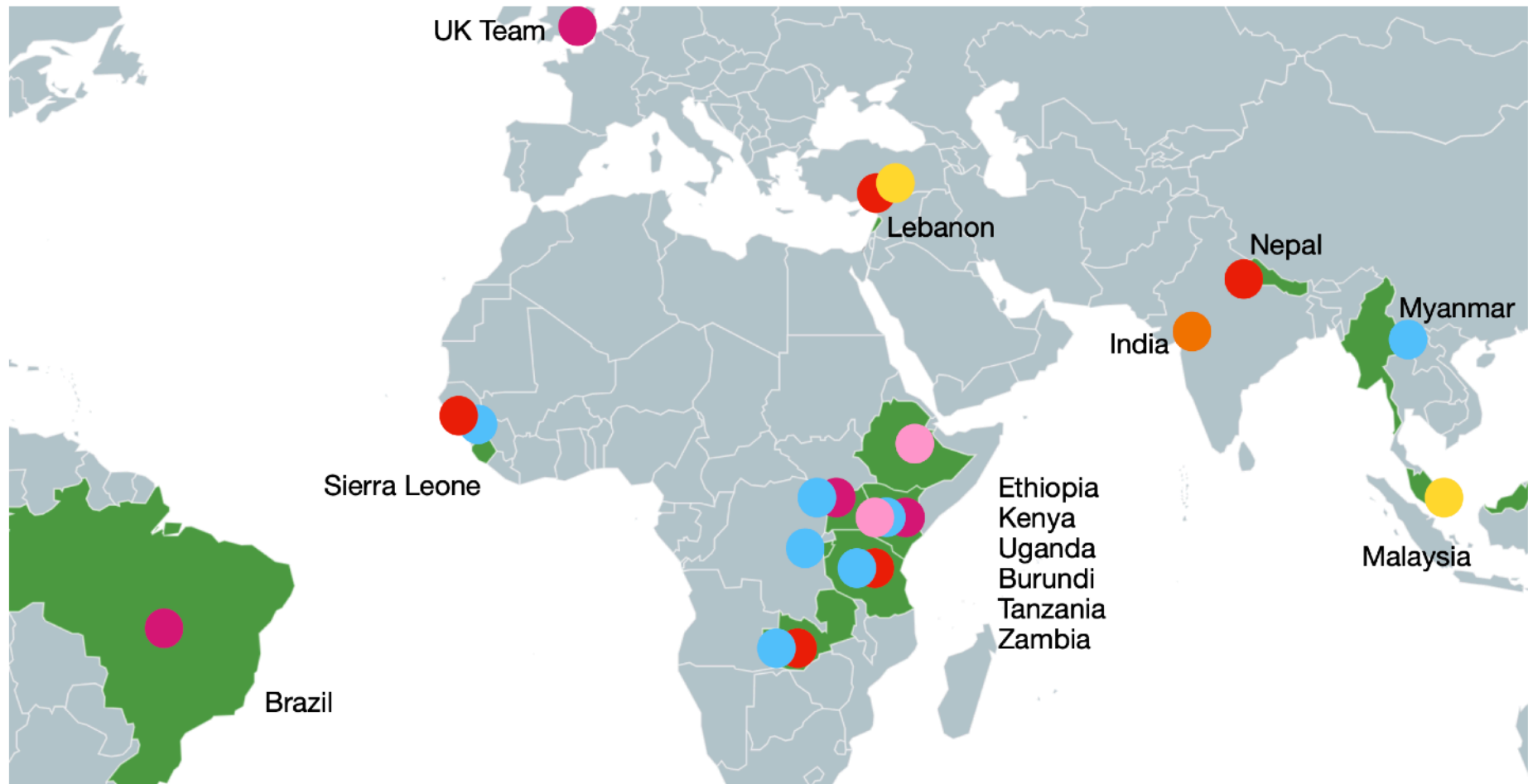
Neil, Head of International Missions Resource Team at Bookham Baptist Church, Surrey, UK.

Bookham Baptist Church has been privileged to partner with Aprender since its inception, investing in innovative education development tools and methodologies over many years. In that time we have seen teachers and other education professionals from some of the poorest countries in the world, trained and enabled to bring high quality education practice into the classroom. This in turn has opened up pathways out of poverty for thousands of the most vulnerable young people in our world today.

We are more than donors. We are partners. And this partnership is evidenced through the opportunities we have to be informed about Aprender's strategic plans and the regular communications we receive about the impact Aprender's work is delivering. The role we play in Aprender's success is due to the investment that Aprender makes in the partnership we have together.



Where We are Investing



● Trained in-country coaches

● In-country coaches currently in training

● Projects involving refugees

● School projects completed and training being rolled out

● Technology partnerships

● Developing relationship and support for Education NGO

Our impact is a reflection of our values and our mission. Our actions are a reflection of who we are.

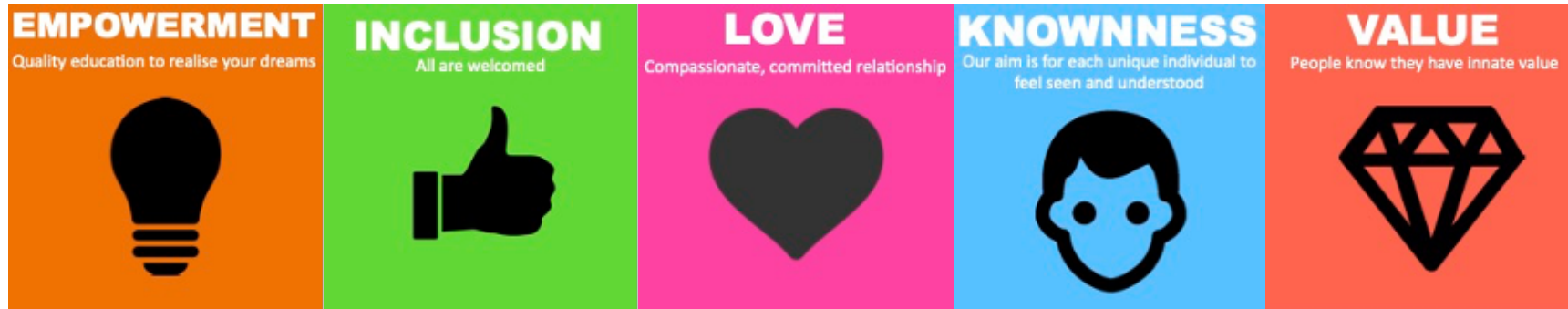
Our Vision: All children receive a high-quality education which produces communities that flourish.

Our Mission: Advancing UN Sustainable Development Goal 4 - Quality Education by investing in the development of education people and systems in low-resource contexts. We work in partnerships with governments, denominational school networks, and NGOs to strengthen local capacity for high-impact school leadership.

Our Approach: We empower education leaders and professionals with a unique, evidence-based framework designed to deliver sustainable, systemic improvement in education quality. While we do not work directly with children, their long-term success remains the ultimate indicator of our impact.



Our Values



Our investors support enables more than just programs—it helps us live out the values that shape lasting change. We believe in **empowerment**: equipping education leaders with the confidence and tools to create meaningful, local solutions. With our partnerships, we ensure **inclusion** is not just a principle, but a practice—reaching those often overlooked and giving every voice a place at the table.

At the core of all we do is **love**—compassion that drives action, especially in the most challenging contexts. We hold fast to **knownness**, believing every individual deserves to be seen, heard, and understood. And above all, we affirm the **value** of every person—because when people feel they matter, they begin to lead, teach, and transform others.

These are not just words. They are the foundation your generosity builds upon—thank you to our investors for making this possible.

Our Model - **Apto**

Aprender's journey began in 2010 in marginalised Brazilian communities, partnering with NGO Instituto Total.

- Local education authorities welcomed collaboration to improve outcomes in resource-constrained schools. Challenges included poverty, lack of training, and even drug gang presence. Together, we distilled global best practices in education—de-cultured and adapted them to local realities - a toolkit for transformation.
- After four years of research, testing, and refinement, our flagship model emerged: **Apto** (which means “to be able to do something skilfully” in Portuguese)
- Think of **Apto** as our educational “**concentrate**”:
 - It contains the essential tools of effective school leadership, teaching, and learning.
 - Local educators—officers, leaders, teachers—add their local “**water**” to adapt it to their culture and context.
 - The result is a mix that works across geographies while staying deeply local.
- We’ve seen **Apto** work in diverse settings—empowering educators to realise their own visions for change.
- Now, our goal is to **democratise access** to this powerful tool.
 - Educators everywhere deserve the chance to transform their communities.
 - And they shouldn’t have to pay for it. Any funds they have need to stay with them.

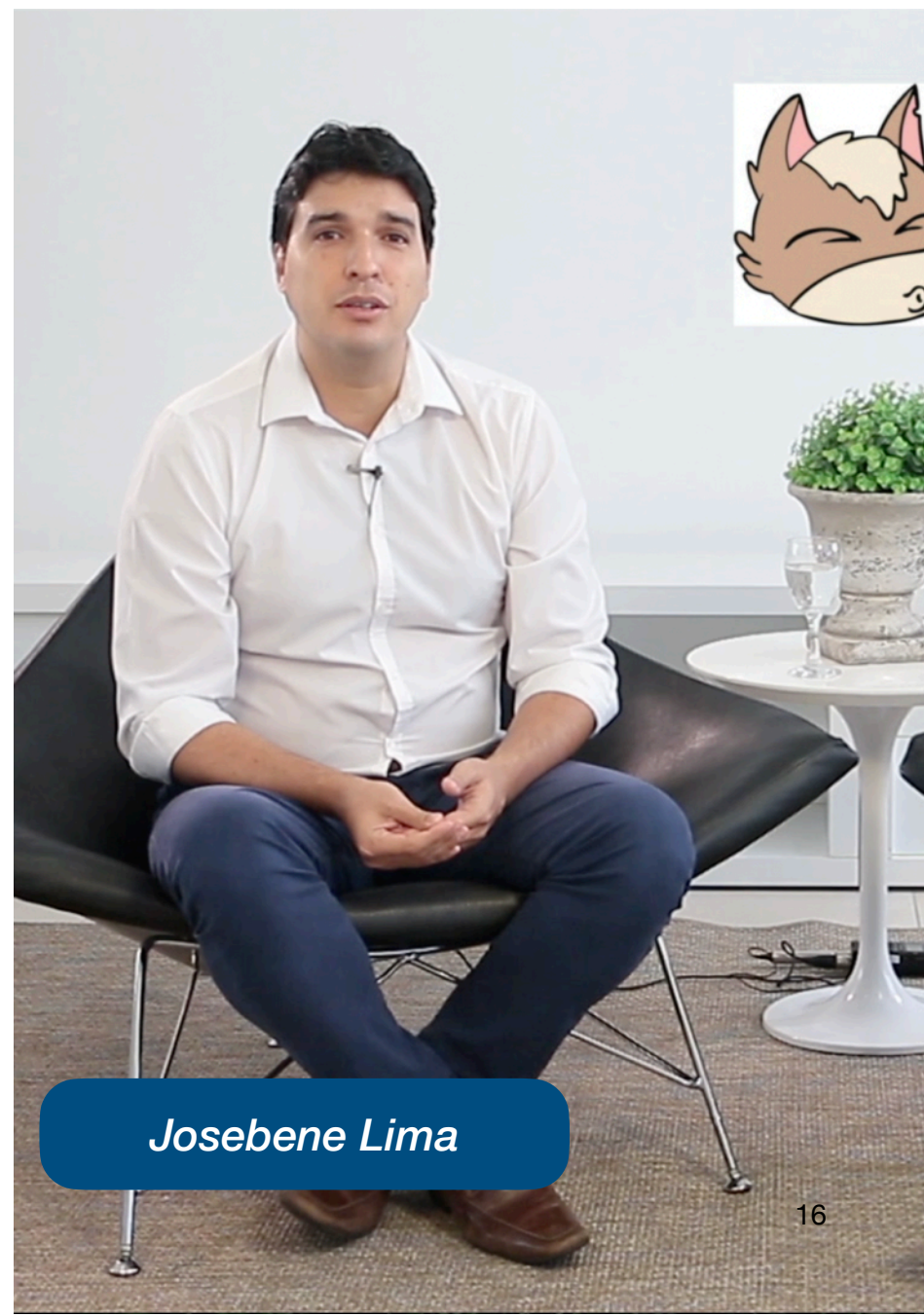
2024-2025 Our Year in Action

Introduction

We have continued to devote resources into making Aprender a synonym with a high-quality education for all, deepen our impact and broaden our reach. Our strategic plan for 2024-26 continues to focus on three key goals to help us build a sustainable future and strengthen our mission:

1. Developing a Campaign-Based Fundraising Model.
2. Expanding Our Digital Reach for Greater Accessibility and Impact.
3. Leveraging In-Person and In-Country Interventions to Engage Key Stakeholders.

We have successfully recruited our first Digital Team to develop effective communication of our past impact, whilst reassessing and developing our digital assets in readiness to support future campaigns.



Josebene Lima

Strategic Goal 1 - Develop a Campaign-Based Fundraising Model

We have successfully moved to a new way of fundraising that focuses on specific campaigns. This approach has helped us better connect with donors and link their support directly to our work.

What We've Achieved So Far as Part of this 2-year initiative.

Bank on Our Impact:

We created and shared a detailed report showing the number of educators we've trained, where we work, and stories from the people we've helped. This helped us clearly show how we're making education fairer and more accessible. This will be the core of our story to our audiences: educators and investors.

Improved Our Online Presence:

- **Website:** We reviewed our website and will launch an updated version in late 2025.
- **Social Media:** We now post regularly with interesting content and have grown our audience.
- **Search & Tracking:** Our digital tools are in development phase to help more people find us online and track how well our fundraising campaigns perform.



**Why This Matters:**

- We've kept donors informed and engaged, leading to stronger support.
- We have developed our newsletters to better reflect our new strategy
- We can now respond faster to new opportunities or challenges.
- We use data to plan and improve our campaigns.

Other Big Steps:

- We finished a full fundraising plan with help from our CEO, Board, and Digital Team.

Strategic Goal 2 - Expand Digital Reach for Greater Accessibility

We continually evaluate and improve our Apto Model, ensuring we stay up-to-date with education developments. This has kept our digital courses relevant and quality assured. We have also been expanding our digital reach by, for example, finalising our Apto Early Years Course that lets us share early childhood education materials and understanding with people around the world, democratising access to quality early years training. We have a new partnership to expand our online digital learning platform.

What We've Achieved

We have made strong progress across key areas of our work.

Based on feedback from our partners we have also developed Apto training courses, including:

- Apto Teams - Improvement of team dynamics.
- Apto Inspire - Essential guide to teaching students with Special Educational Needs.
- Apto Selfie - Self-awareness in leadership.
- Apto Coach - Using Apto training to train others in a local context.

A recent training evaluation with our partner the Jinja Educational Trust (JET) in Uganda provided encouraging feedback and led to meaningful improvements.





We formed a new partnership with Ontum, an Education Technology company in India that provides smart tools for schools, training, and curriculum support.

Through this partnership with Ontum and with our partner the Jinja Educational Trust (JET), we have advanced the development of the Aptobox—a technology tool designed to deliver high-quality school improvement content in low-connectivity environments.

The Aptobox aims to reduce the digital divide by ensuring equitable access to training, supporting educators and education departments without relying on internet access or mobile data, and sustaining local school improvement while easing the burden on school leaders.



Why This Matters:

- More educators, even in hard-to-reach places, can now use our resources.
- Online learning saves money and helps us reach more people.
- We've created a long-term, flexible way to support teacher training.

Other Big Steps:

We have recently created a brand new course based on the absolute key essentials to quality teaching and learning to accelerate early impact.

We call the course '**The Big 4**' that includes formative assessment and cognitive load theory, two core ideas that help teachers around the world shift thinking away from 'delivery' of information and towards ensuring that learning is happening effectively. These modules have been rigorously field-tested and we are excited to pilot this in August 2025.



Strategic Goal 3 - Leverage In-Person Interventions to Build Trust

We've used face-to-face meetings and local events to build stronger relationships with key supporters, especially those focused on early years education.

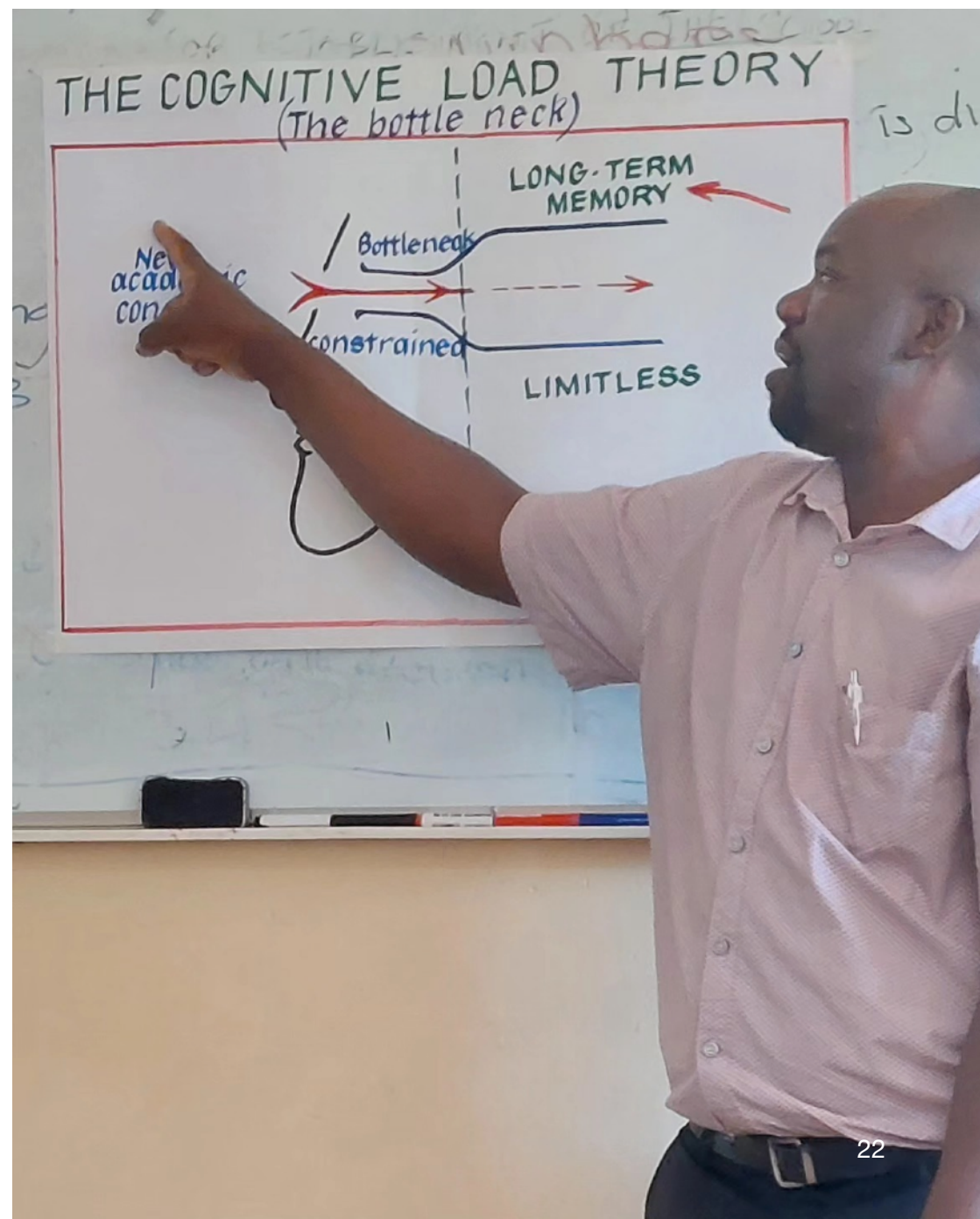
What We've Achieved

- **Clear Strategy:** We created a plan to focus on the most valuable in-person opportunities.
- **Better Training Delivery:** Our Apto Coaches now use updated materials, supported by a dedicated training coordinator.
- **Stronger Systems:** We improved our systems for handling donor visits, event planning, and finances.

Why This Matters:

We are now in a better position to ensure the following:

- Donors feeling more connected to our work and more committed.
- Ready to offer special visits and events to show the impact of their support.



Other big steps - **Volunteer Recruitment**



Mary Fowell



Nikhila Ananth



Demi Stubbert



Matt Hayhoe

Volunteers have been essential to everything we've accomplished.

What We've Achieved:

1. Clear role descriptions so volunteers understand their tasks and impact.
2. Recruited skilled people through online platforms and social media.
3. Reached out to professionals with the specific skills we needed.
4. Created engaging materials to show how meaningful it is to volunteer with us.

The Result:

We now have a strong, committed team of volunteers who have been vital to all we've achieved in 2024–25 including our amazing Aprender Digital Team pictured here recruited through Reach Volunteering.

Next Steps - 2025- 2026



Strategic Goal 1 - **Develop a Campaign-Based Fundraising Model**

We will action our fund-raising strategy to increase sustainability and reach through:

Improved Impact Reporting by:

- Collecting higher-quality data and combine it with interviews with beneficiaries on the front line.
- Demonstrating change that has happened as a result of our training.
- Effectively communicating through our new website and social media strategy.

Campaigns through the year by:

- Focusing on building relationships with our current donors.
- Establishing relationships with new donors.
- Including in-person visits to field projects.

Improving our online presence by:

- **Website:** Launch an updated version in last quarter of 2025 ensuring analytics is embedded and that we follow our communications strategy.
- **Social Media:** We will continue to post regularly with interesting content and grow our audience to boost donations.
- **Search & Tracking:** We will develop our digital tools to help more people find us online and track how well our fundraising campaigns perform.



Strategic Goal 2 - **Expand Digital Reach for Greater Accessibility**



Impact more children's' lives by expanding our digital reach by launching **Aptobox** to include:

- A pilot of the prototype Aptobox in Uganda in August 2025 in partnership with Ontum and JET to test if the technology and content is fit for purpose.
- Analysis of the pilot, evaluations and interviews with participants.
- Producing a larger second pilot proposal to pitch to key investors.
- Running second pilot in summer 2026 to scale our digital access and reach.

Expand our digital reach by **upscaling our existing courses into online courses** and supporting resources (scripting, presenter training and travel, filming, editing, workbook production, assessment framework) in the following areas:

- **Apto Early Years.**
- **Apto Selfie** - a guide in self-awareness and self-management in school leadership.
- **Apto Inspire** - a course for developing Special Education Needs training for classroom teachers.
- An additional module for **Apto Lead** about challenging leadership conversations.
- Develop **client suggestions** channel for new courses.

Strategic Goal 3 - Leverage In-Person Interventions to Build Trust

We will continue to use face-to-face meetings and local events where possible to build stronger relationships with key supporters, growing new partnerships and investors to increase funding and our network.

We aim to:

- Show real impact by telling compelling **stories** based on our work both in the UK and around the world where we operate.
- Host high-engagement **events**, including small, curated events and field visits to see impact first-hand.
- Train our teams in more effective communication. We have much to **celebrate**.
- Align fundraising with shared values by connecting donor's **passions** with specific programmes.
- Build **relationships**, not transactions, by taking time to build authentic, in-person meetings and activities.
- Leverage peer influence by asking current donors to be **Aprender Ambassadors** and invite their own networks.
- Integrate **digital tools** using mobile giving, QR codes and card readers, and with permission, collecting donor data for follow-up Donor Relationship Management integration.



Our Team

Our team provides strong leadership in development, governance, safeguarding, and inclusion—anchored by diverse professional and cultural experiences.



Gary Bonilla – Chair of Trustees

Experienced nonprofit leader skilled in building emotionally intelligent organisations and driving fundraising success. Brings an international perspective from his extensive marketing experience.



Phil Hawkins – CEO

Founder of Aprender with over 20 years' teaching and leadership experience in the UK and Brazil. Holds senior education qualifications and specialises in developing school leadership for global impact.



Neil Walker – Secretary

IT professional with extensive governance experience across retail, financial services, health, and charity sectors. Actively involved in multiple community organisations.



Rhiannon Corlett – EDI Trustee

Humanities and Social Science teacher passionate about equity and inclusion. Recognised for inspiring learners and promoting positive change in educational settings.

Countries lived/worked in



Countries lived/worked in



Countries lived/worked in



Countries lived/worked in





Helen Gash – Treasurer
 HR Manager in a Multi-Academy Trust with strong expertise in school finance and administration. Experienced in managing budgets and supporting charitable fundraising initiatives.

Countries lived/worked in



David Plummer – Trustee
 Entrepreneur and senior executive with a proven track record in business turnaround and organisational leadership. Has worked in many countries across public and private sectors.

Countries lived/worked in



Mary Nima– Safeguarding Trustee
 English teacher in a state secondary with 25 years experience. Passionate about linguistics, Mary loves our work around the world working alongside educators who are aiming to overcome their respective hurdles.

Countries lived/worked in



Waheeb Nima– Trustee
 From a family of teachers and educators in Syria, and having lectured in universities, Waheeb now runs an IT software business and has extensive experience understanding political factors in global affairs.

Countries lived/worked in



Special Thanks to Partners & Funders*



And all our amazing private donors who give so generously year on year. We could not do what we do without you.

* Several of our partners are also funders, either directly, or through contributions towards site visits, or gifts in kind.



A message from **Us** to **You**

Invest in Change That Lasts a Lifetime


In today's challenging climate for charitable giving, every pound counts more than ever. While many charities compete for a shrinking pool of donations, Aprender offers a rare opportunity: the chance to create lasting, global impact with exceptional value for money.

We work with communities often left behind — places where children's futures are too easily forgotten. With a small but dedicated team, we deliver remarkable results at minimal cost, equipping education leaders to transform schools and change life outcomes for thousands of children.

Our plan is bold: to expand our reach into even more schools across the globe, multiplying the impact we've already proven. With your partnership, we can turn this vision into reality.

Imagine next year — thousands more children gaining access to quality education through inspired, capable school leaders. Together, we can make it happen.

 **Email:** admin@aprender.co.uk

 **Call:** +44 7564 070927

 **Donate online:** aprender.co.uk (click the "Donate" button)

Follow us at [aprenderuk](https://www.aprenderuk.org) on    

Appendices

Reference and Administrative Information

Charity name: **Aprender (UK) Limited**
Charity registration number: **1136600**
Company registration number: **07167874**
Registered office: **Aprender (UK) Limited
c/o Honeypot Cottage,
Mill Lane,
Burgh on Bain,
Market Rasen,
Lincolnshire LN8 6JZ**

Board of Trustees & Directors

Mr Gary Bonilla (Chair)
Mr Neil Walker (Secretary)
Mrs Helen Gash (Treasurer)
Miss Rhiannon Corlett (EDI Lead)
Mrs Mary Nima (Safeguarding Lead)
Mr David Plummer
Mr Waheeb Nima

Accountants

Sherwin Currid LLP, 32 London Road, Guildford,
Surrey, GU1 2AB

Bankers

HSBC, 54 High Street, Epsom, Surrey, KT19 8DS



4 QUALITY EDUCATION



CHARITY COMMISSION
FOR ENGLAND AND WALES

Objectives and Activities (Public Benefit Statement Included)

- **Charitable Aim:** To advance quality education globally, aligned with UN Sustainable Development Goal 4.
- **Main Activities:**
 - Leadership training for school leaders in low-resource contexts.
 - Digital learning solutions such as AptoBox for low-connectivity areas.
 - Development of curriculum resources (e.g., Apto Lead, Apto Teach).
 - In-person engagement with stakeholders and community leaders.
- **Public Benefit:** Our work enables systemic, sustainable improvements in education, particularly in disadvantaged and underrepresented communities.

Our Governance

The Trustees are responsible for maintaining the integrity of the charity's corporate and financial information. Legislation in the United Kingdom governing the preparation of financial statements may differ from legislation in other jurisdictions. The Charity is constituted as a company limited by guarantee, according to the provisions of the Companies Act 2006. The Charity is registered with the Charity Commission, the regulator for charities in England & Wales.

Governing Documents

The Charity's leading governing documents are its Memorandum of Association, dated 1st February 2010, and Articles of Association, revised 28th January 2015.

Governance

The Board of Trustees is the governing body for the Charity. Trustees also act as directors for the charitable company Aprender (UK) Limited.

Trustees are volunteers and receive no remuneration.

Networking in our community in the UK and beyond achieves recruiting for all voluntary posts, including trustees, company directors, and board advisors. New board members are recruited to enhance the board's skill mix and diversity or bring valuable experience in governance, strategic management, educational expertise, or business development.

Management and Operations

Strategy approval and regulatory governance are the responsibility of the Board of Trustees. The CEO is responsible for strategy definition, execution, and day-to-day operational management. The trustees and other volunteers undertake operational activities, such as financial management and charity support. The Board has regular meetings (at least every second month) to serve operational, governance, and regulatory purposes.



Governance - Policies in Force



Aprender had the following policies in force when this report was published.

Our aim is to be well-governed according to best practices. Policies are reviewed periodically and updated according to UK legislation, regulation changes, or our operating environment.

These policies may be viewed upon request.

The responsibility for implementing these policies lies with the Board and the CEO.

- Safeguarding and Child Protection
- Equality, Diversity and Inclusion
- Privacy (including Data Protection)
- Modern Slavery
- Trustee Recruitment
- Expenses
- Visits (overseas)
- Risk Management*
- Environment
- Finance
- Prevention of Money Laundering & Terrorist Financing

*As part of our risk management processes, risk management updates is a standing item at all trustees/Board meetings.

A close-up photograph of a hand knocking over a line of white dominoes on a dark wooden surface. The dominoes are falling in a chain reaction, with the first one in the foreground being the most prominent.

Statement of Risk

This section outlines the key risk areas faced by the charity. Our Board of Trustees is responsible for ensuring a robust system of internal controls and risk management. This process involves regular identification, evaluation, and management of risks that could impact our ability to achieve our mission and objectives. A Risk Register is maintained with details of all identified risks, mitigation, contingency, responsibilities and action history archive.

The management of risk includes the consideration of risk mitigation (lowering the likelihood and impact of a risk) and contingency (what we do if the risk becomes reality).

Key Risk Areas

The following risk areas are represented in the charity's risk register:

- Children, young people and adults at risk
- Environment or external factors
- Financial
- Governance
- Information technology
- Operational processes and activities
- Overseas
- Protected characteristics discrimination
- Records and personal information
- Volunteers

The Board of Trustees is committed to a continuous cycle of risk management, ensuring that these and any emerging risks are actively monitored and addressed. We are confident that our systems and procedures are robust, enabling us to continue our vital work effectively and responsibly.

Financial Overview

Trustees' Responsibilities in the Preparation of Financial Statements

The Trustees, also directors of Aprender (UK) Limited for company law, are responsible for preparing the Trustees' Annual Report and financial statements under applicable law and United Kingdom Accounting Standards. Legislation requires the Trustees to prepare financial statements for each financial year, which give an accurate and fair view of the charitable company's state of affairs and the incoming resources and application of resources, including the income and expenditure, of the charitable group for that period. In preparing these financial statements, the Trustees are required to:

- Select suitable accounting policies and then apply them consistently.
- Observe the methods and principles in the Charities Statement of Recommended Practice.
- Make judgments and estimates that are reasonable and prudent.
- State whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements.
- Prepare the financial statements on a going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the charitable company's and the group's assets and, hence, for taking reasonable steps to prevent and detect fraud and other irregularities.

The Trustees confirm that they have fulfilled the above responsibilities.

Policy On Reserves

The Charity aims to maintain minimum unrestricted funds at a level equivalent to **twelve weeks of operating costs**.

Principal Funding Sources

The charity's principal sources of funds are private donors, grants from grant-making charities and other organisations that share our aims, and fundraising events.

Statement of Financial Activities and Independent Examiner's Report

The SOFA and Examiner's Report are available upon request and will be submitted to the Charity Commission, Companies House and HMRC as required by charity and tax law in England and Wales. Our accounts can be found in the appendix.

Gary Bonilla

Chair – Aprender (UK)

Approved by the Board of Trustees on 27/09/2025

Safeguarding Statement on behalf of The Board



At Aprender, we're committed to creating a safe, healthy and inclusive place to work and volunteer for our coaches and other colleagues, and for those who we come into contact with through our work. To achieve this, we have a safeguarding policy in place, underpinned by safeguarding training designed to help reduce the risk of abuse or harm from occurring, and to equip our people to recognise and report where they may have safeguarding concerns.

As part of their training, all coaches and volunteers are required to agree to a safeguarding code of conduct and are made aware of our expectations in relation to not only their conduct, but also their responsibility to report any concerns.

While coaches and volunteers do not work directly with children, we always carry out Disclosure and Barring (DBS) checks for colleagues, and we work to uphold the child protection systems of the countries in which we offer support.

We have a zero-tolerance approach to anyone who causes harm or abuse, and will thoroughly investigate and respond to any concern. Where appropriate, we report such matters to the police and/or local authorities.

To ensure we are continually maintaining the highest standards of safeguarding, we monitor guidance from the UK Government and the charity regulator, the Charity Commission for England and Wales, on procedures and protocols for safeguarding. We also check for compliance with our safeguarding policies and procedures.

We have a designated Child Protection and Safeguarding trustee. Our policy is available on request.

We are members of the [Keeping Children Safe organisation](#), working to ensure all children have a safe and healthy development into adulthood by ensuring our organisations do no harm through our activities, staff, partners or volunteers.

Inclusion Statement on behalf of The Board

Aprender is committed to Equality, Diversity and Inclusion, so that every individual can reach their full potential where all are welcomed regardless of age, disability, gender, marital status, pregnancy, race, religion, sex, or sexual orientation. We are proud of, and value, the diverse backgrounds of everyone in our communities.

We believe everyone has the right to a challenging and stimulating education and rewarding and fulfilling work. We also believe that our work should reflect the cultural diversity of the societies in which we serve, so that children grow up with an awareness of the contribution made by other cultures to society.

Aprender is committed to ensuring an inclusive environment, where people can be their genuine selves. We are dedicated to taking proactive steps to advance a culture of non-discrimination and equity.

We believe that it is only through advancing equity and embracing diversity and inclusion that we can truly embody our organisational values.

We treat everyone with dignity, fairness and respect and recognise individual uniqueness and identity regardless of any protected characteristic, combination of protected characteristics, or any other characteristic(s), socio-economic or demographic factors and/or cultural traits that may expose them to unfair disadvantage.





Aprender (UK) Ltd



aprenderuk



aprenderuk

Company registration number: 07167874

Charity registration number: 1136600

APRENDER (UK) LIMITED

(A company limited by guarantee)

Annual Report and Financial Statements

for the Year Ended 31 March 2025

Sherwin Currid Accountancy Limited
Chartered Certified Accountants
32 London Road
Guildford
Surrey
GU1 2AB

APRENDER (UK) LIMITED

Contents

Reference and Administrative Details	1
Statement of Trustees' Responsibilities	2
Independent Examiner's Report	3
Statement of Financial Activities	4
Balance Sheet	5
Notes to the Financial Statements	6 to 11

APRENDER (UK) LIMITED

Reference and Administrative Details

Trustees

Mr N Walker
Mr D Plummer
Ms H Gash
Ms R Corlett
Mr E Bonilla

Principal Office

Honeypot Cottage
Mill Lane
Market Rasen
Lincolnshire
LN8 6JZ

The charity is incorporated in England and Wales.

Company Registration Number

07167874

Charity Registration Number

1136600

Bankers

HSBC
18 North Street
Leatherhead
Surrey
KT22 7AR

Independent Examiner

Sherwin Currid Accountancy Limited
Chartered Certified Accountants
32 London Road
Guildford
Surrey
GU1 2AB

APRENDER (UK) LIMITED

Statement of Trustees' Responsibilities

The trustees (who are also the directors of APRENDER (UK) LIMITED for the purposes of company law) are responsible for preparing the financial statements in accordance with the United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the trustees are required to:

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

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

Approved by the trustees of the charity on 27 September 2025 and signed on its behalf by:

N A Walker

.N.A.Walker (Oct 1, 2025 16:24:31 GMT+1)....

Mr N Walker
Trustee

APRENDER (UK) LIMITED

Independent Examiner's Report to the trustees of APRENDER (UK) LIMITED

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 March 2025 which are set out on pages 6 to 11.

Respective responsibilities of trustees and examiner

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

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

Independent examiner's statement

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

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

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



.....
Sherwin Currid Accountancy Limited
Chartered Certified Accountants

32 London Road
Guildford
Surrey
GU1 2AB

27 September 2025

APRENDER (UK) LIMITED

Statement of Financial Activities for the Year Ended 31 March 2025 (Including Income and Expenditure Account and Statement of Total Recognised Gains and Losses)

		Unrestricted funds £	Restricted funds £	Total 2025 £
Income and Endowments from:	Note			
Donations and legacies	3	13,849	12,250	26,099
Investment income	4	295	-	295
Total income		<u>14,144</u>	<u>12,250</u>	<u>26,394</u>
Expenditure on:				
Charitable activities	5	<u>(18,368)</u>	<u>(12,250)</u>	<u>(30,618)</u>
Total expenditure		<u>(18,368)</u>	<u>(12,250)</u>	<u>(30,618)</u>
Net income		<u>(4,224)</u>	<u>-</u>	<u>(4,224)</u>
Net movement in funds		(4,224)	-	(4,224)
Reconciliation of funds				
Total funds brought forward		20,356	-	20,356
Total funds carried forward	13	<u>16,132</u>	<u>-</u>	<u>16,132</u>
		Unrestricted funds £	Restricted funds £	Total 2024 £
Income and Endowments from:	Note			
Donations and legacies	3	15,296	12,000	27,296
Investment income	4	256	-	256
Total income		<u>15,552</u>	<u>12,000</u>	<u>27,552</u>
Expenditure on:				
Charitable activities	5	<u>(10,986)</u>	<u>(12,000)</u>	<u>(22,986)</u>
Total expenditure		<u>(10,986)</u>	<u>(12,000)</u>	<u>(22,986)</u>
Net income		<u>4,566</u>	<u>-</u>	<u>4,566</u>
Net movement in funds		4,566	-	4,566
Reconciliation of funds				
Total funds brought forward		15,790	-	15,790
Total funds carried forward	13	<u>20,356</u>	<u>-</u>	<u>20,356</u>

All of the charity's activities derive from continuing operations during the above two periods.
The funds breakdown for 2024 is shown in note 13.

APRENDER (UK) LIMITED

(Registration number: 07167874)

Balance Sheet as at 31 March 2025

	Note	2025 £	2024 £
Fixed assets			
Tangible assets	10	1,050	-
Current assets			
Cash at bank and in hand	11	17,415	22,682
Creditors: Amounts falling due within one year	12	<u>(2,332)</u>	<u>(2,326)</u>
Net current assets		<u>15,083</u>	<u>20,356</u>
Net assets		<u>16,132</u>	<u>20,356</u>
Funds of the charity:			
Unrestricted funds		16,132	20,356
Restricted funds		<u>-</u>	<u>-</u>
Total funds	13	<u>16,132</u>	<u>20,356</u>

For the financial year ending 31 March 2025 the charity was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

Directors' responsibilities:

- The members have not required the charity to obtain an audit of its accounts for the year in question in accordance with section 476; and
- The directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies regime.

The financial statements on pages 4 to 11 were approved by the trustees, and authorised for issue on 27 September 2025 and signed on their behalf by:

N A Walker

N A Walker (Oct 1, 2025 16:24:31 GMT+1)

.....
Mr N Walker
Trustee

APRENDER (UK) LIMITED

Notes to the Financial Statements for the Year Ended 31 March 2025

1 Charity status

The charity is limited by guarantee, incorporated in England and Wales, and consequently does not have share capital. Each of the trustees is liable to contribute an amount not exceeding £10 towards the assets of the charity in the event of liquidation.

The address of its registered office is:

Honeypot Cottage

Mill Lane

Market Rasen

Lincolnshire

LN8 6JZ

These financial statements were authorised for issue by the trustees on 27 September 2025.

2 Accounting policies

Summary of significant accounting policies and key accounting estimates

The principal accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all the years presented, unless otherwise stated.

Statement of compliance

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: 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) (effective 1 January 2015) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102). They also comply with the Companies Act 2006 and Charities Act 2011.

Basis of preparation

APRENDER (UK) LIMITED meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy notes.

Going concern

The trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern nor any significant areas of uncertainty that affect the carrying value of assets held by the charity.

Exemption from preparing a cash flow statement

The charity opted to early adopt Bulletin 1 published on 2 February 2016 and have therefore not included a cash flow statement in these financial statements.

Income and endowments

All income is recognised once the charity has entitlement to the income, it is probable that the income will be received and the amount of the income receivable can be measured reliably.

APRENDER (UK) LIMITED

Notes to the Financial Statements for the Year Ended 31 March 2025

Donations and legacies

Donations are recognised when the charity has been notified in writing of both the amount and settlement date. In the event that a donation is subject to conditions that require a level of performance by the charity before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that these conditions will be fulfilled in the reporting period.

Grants receivable

Grants are recognised when the charity has an entitlement to the funds and any conditions linked to the grants have been met. Where performance conditions are attached to the grant and are yet to be met, the income is recognised as a liability and included on the balance sheet as deferred income to be released.

Gift aid

Incoming resources from tax reclaims are included in the Statement of Financial Activities at the same time as the gift to which they relate.

Expenditure

All expenditure is recognised once there is a legal or constructive obligation to that expenditure, it is probable settlement is required and the amount can be measured reliably. All costs are allocated to the applicable expenditure heading that aggregate similar costs to that category. Where costs cannot be directly attributed to particular headings they have been allocated on a basis consistent with the use of resources, with central staff costs allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use. Other support costs are allocated based on the spread of staff costs.

Charitable activities

Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

Governance costs

These include the costs attributable to the charity's compliance with constitutional and statutory requirements, including audit, strategic management and trustees's meetings and reimbursed expenses.

Taxation

The charity is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the charity is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Tangible fixed assets

Individual fixed assets costing £500 or more are initially recorded at cost.

Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and call deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

APRENDER (UK) LIMITED

Notes to the Financial Statements for the Year Ended 31 March 2025

Trade creditors

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if the charity does not have an unconditional right, at the end of the reporting period, to defer settlement of the creditor for at least twelve months after the reporting date. If there is an unconditional right to defer settlement for at least twelve months after the reporting date, they are presented as non-current liabilities.

Trade creditors are recognised initially at the transaction price and subsequently measured at amortised cost using the effective interest method.

Fund structure

Unrestricted income funds are general funds that are available for use at the trustees's discretion in furtherance of the objectives of the charity.

3 Income from donations and legacies

	Unrestricted funds £	Restricted funds £	Total 2025 £	Total 2024 £
Donations and legacies;				
Gift-aided donations	5,593	-	5,593	6,924
Non gift-aided donations	720	-	720	811
Stewardship	742	-	742	531
Just Giving income	4,201	-	4,201	2,043
Retail donations	-	-	-	15
Gift aid reclaimed	1,793	-	1,793	4,172
Grants, including capital grants;				
Groups/charitable trusts	800	12,250	13,050	12,800
Fundraising Event	-	-	-	-
	13,849	12,250	26,099	27,296

4 Investment income

	Unrestricted funds £	Restricted funds £	Total 2025 £	Total 2024 £
Interest receivable and similar income	295	-	295	256

APRENDER (UK) LIMITED

Notes to the Financial Statements for the Year Ended 31 March 2025

5 Expenditure on charitable activities

	Note	Unrestricted funds £	Restricted funds £	Total 2025 £	Total 2024 £
Direct costs		16,331	12,250	28,581	21,642
Depreciation costs		350	-	350	-
Governance costs	6	1,687	-	1,687	1,344
		<u>18,368</u>	<u>12,250</u>	<u>30,618</u>	<u>22,986</u>
		Grant funding of activity £	Activity support costs £	Total 2025 £	Total 2024 £
Grants to other charities		-	-	-	-
Fundraising costs		-	-	-	-
Consultancy fees		26,812	-	26,812	21,438
Other expenditure		-	-	-	-
		<u>26,812</u>	<u>-</u>	<u>26,812</u>	<u>21,438</u>

£18,368 (2024 - £10,986) of the above expenditure was attributable to unrestricted funds and £12,250 (2024 - £12,000) to restricted funds.

In addition to the expenditure analysed above, there are also governance costs of £1,687 (2024 - £1,344) which relate directly to charitable activities. See note 6 for further details.

APRENDER (UK) LIMITED

Notes to the Financial Statements for the Year Ended 31 March 2025

6 Analysis of governance and support costs

Governance costs

	Unrestricted funds £	Restricted funds £	Total 2025 £	Total 2024 £
Independent examiner fees	1,212	-	1,212	1,128
Just Giving fees	216	-	216	216
Staff Entertaining	259	-	259	-
	<u>1,687</u>	<u>-</u>	<u>1,687</u>	<u>1,344</u>

7 Trustees remuneration and expenses

No trustees, nor any persons connected with them, have received any remuneration from the charity during the year.

8 Independent examiner's remuneration

	2025 £	2024 £
Examination of the financial statements	<u>1,212</u>	<u>1,128</u>

9 Taxation

The charity is a registered charity and is therefore exempt from taxation.

10 Tangible fixed assets

	Computer equipment £	Total £
Cost		
At 1 April 2024	1,489	1,489
Additions in year	<u>1,400</u>	<u>1,400</u>
At 31 March 2025	<u>2,889</u>	<u>2,889</u>
Depreciation		
At 1 April 2024	1,489	1,489
Charge for the year	<u>350</u>	<u>350</u>
At 31 March 2025	<u>1,839</u>	<u>1,839</u>
Net book value		
At 31 March 2025	<u>1,050</u>	<u>1,050</u>
At 31 March 2024	<u>-</u>	<u>-</u>

11 Cash and cash equivalents

	2025 £	2024 £
Cash at bank	<u>17,415</u>	<u>22,682</u>

APRENDER (UK) LIMITED

Notes to the Financial Statements for the Year Ended 31 March 2025

12 Creditors: amounts falling due within one year

	2025 £	2024 £
Trade creditors	102	96
Accruals	2,230	2,230
	<u>2,332</u>	<u>2,326</u>

13 Funds

	Balance at 1 April 2024 £	Incoming resources £	Resources expended £	Balance at 31 March 2025 £
Unrestricted funds	20,356	14,144	(18,368)	16,132
Restricted funds	-	12,250	(12,250)	-
Total funds	<u>20,356</u>	<u>26,394</u>	<u>(30,618)</u>	<u>16,132</u>

	Balance at 1 April 2023 £	Incoming resources £	Resources expended £	Balance at 31 March 2024 £
Unrestricted funds	15,790	15,552	(10,986)	20,356
Restricted funds	-	12,000	(12,000)	-
Total funds	<u>15,790</u>	<u>27,552</u>	<u>(22,986)</u>	<u>20,356</u>

14 Analysis of net assets between funds

	Unrestricted funds 2025 £	Total funds 2025 £
Current assets	17,415	17,415
Current liabilities	(2,332)	(2,332)
Total net assets	<u>15,083</u>	<u>15,083</u>

	Unrestricted funds 2024 £	Total funds 2024 £
Current assets	22,682	22,682
Current liabilities	(2,230)	(2,230)
Total net assets	<u>20,452</u>	<u>20,452</u>

15 Analysis of net funds

	At 1 April 2024 £	Financing cash flows £	At 31 March 2025 £
Cash at bank and in hand	22,682	(5,268)	17,415
Net debt	<u>22,682</u>	<u>(5,268)</u>	<u>17,415</u>

	At 1 April 2023 £	Financing cash flows £	At 31 March 2024 £
Cash at bank and in hand	19,544	3,138	22,682
Net debt	<u>19,544</u>	<u>3,138</u>	<u>22,682</u>

APRENDER (UK) LIMITED

Detailed Statement of Financial Activities for the Year Ended 31 March 2025

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Total 2024 £
Income and Endowments from:				
Donations and legacies (analysed below)	13,849	12,250	26,099	27,296
Investment income (analysed below)	295	-	295	256
Total income	14,144	12,250	26,394	27,552
Expenditure on:				
Charitable activities (analysed below)	(18,368)	(12,250)	(30,618)	(22,986)
Total expenditure	(18,368)	(12,250)	(30,618)	(22,986)
Net income/(expenditure)	(4,224)	-	(4,224)	4,566
Net movement in funds	(4,224)	-	(4,224)	4,566
Reconciliation of funds				
Total funds brought forward	20,356	-	20,356	15,790
Total funds carried forward	16,132	-	16,132	20,357
	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Total 2024 £
Donations and legacies				
Gift-aided donations	5,593	-	5,593	6,924
Non-gift aided donation	720	-	720	811
Justgiving income	4,201	-	4,201	2,043
Gift Aid tax reclaimed	1,793	-	1,793	4,172
Trusts and foundations	800	12,250	13,050	12,800
Stewardship	742	-	742	531
Fund raising event	-	-	-	-
	13,849	12,250	26,099	27,281
	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Total 2024 £
Investment income	295	-	295	256
	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Total 2024 £
Charitable activities				
Subcontract cost	(14,562)	(12,250)	(26,812)	(21,438)
Just Giving fees	(216)	-	(216)	(216)
Computer software and consumables	(156)	-	(156)	(144)
Staff Entertaining	(259)	-	(259)	-
Accountancy fees	(1,212)	-	(1,212)	(1,128)
Travel	(1,553)	-	(1,553)	-
Bank/Finance Charges	(60)	-	(60)	(60)
Depreciation of office equipment	(350)	-	(350)	-
	(18,368)	(12,250)	(30,618)	(22,986)