PEEPLE

England & Wales · Charity number 1144975

Details

Other names	PARENTS EARLY EDUCATION PARTNERSHIP (PEEP), PEEP
Status	Registered
Legal form	Charitable company
Company number	07514469
Registered	2011-12-08
Register	View on the Charity Commission register

Contact

Address	The Peeple Centre Littlemore Oxford OX4 6JZ
Phone	01865397975
Email	info@peeple.org.uk
Website	www.peeple.org.uk

Activities

Objects: THE OBJECTS OF THE CHARITY ARE FOR THE PUBLIC BENEFIT:1) TO ADVANCE EDUCATION, IN PARTICULAR (BUT NOT LIMITED TO) THE EARLY LEARNING AND DEVELOPMENT OF CHILDREN; AND2) TO PROMOTE, COMMISSION, CARRY OUT AND DISSEMINATE RESEARCH IN THE FIELD OF EARLY YEARS AND OTHER EDUCATION.

Activities: Delivery of Peep Learning Together programme to parents/carers and children under 5 via groups, visits, drop ins and nursery/preschool provision in Oxford; practitioner mentoring and training nationally; development of learning resources and training materials. Accreditation of parents' learning via Scottish Qualifications Authority. Promotion of the Peep Learning Together programme in Scotland.

Classification

- **How:** Provides Services, Sponsors Or Undertakes Research
- **What:** Education/training
- **Who:** Children/young People

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Geography

- Scotland
- Throughout England

Finances

Period end	Income	Expenditure	Assets	Employees
2025-03-31	£1,896,683	£1,677,953	£843,453	52
2024-03-31	£1,575,930	£1,446,565	£624,723	45
2023-03-31	£1,094,392	£1,187,999	£495,359	40
2022-03-31	£1,131,693	£1,035,613	£588,966	40
2021-03-31	£941,269	£876,318	£492,885	41

Trustees

Name	Role	Appointed
DAVID BAILEY	Chair	2013-01-30
Krystyna Frances Grant		2024-06-16
Kwasi Owusu-Asomaning		2024-06-16
Laura Sylvia Kathleen Barbour		2024-10-24
Marie Elizabeth McQuade		2024-10-24
Mark Andrew Harris		2013-06-12
May Nancy Stimson		2019-06-13

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PEEPLE

England & Wales - Charity number 1144975

Accounts



people

Annual Report 2024 - 2025



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Highlights 2024 - 2025

1,803

1, 803 practitioners trained to deliver the Peep Learning Together Programme.

21,636



21,636 additional families supported to make the most of everyday learning opportunities.

183

183 practitioners trained to deliver the Peep Antenatal Programme.

1,830

1,830 additional families supported to develop healthy bonding and attachment.

87

87 parents supported to gain an adult learning qualification through the Peep Progression Pathway.

72

72 children nurtured at Little Peeple Nursery in Littlemore, Oxford.

811



811 families in less affluent areas of Oxfordshire supported to make the most of the learning opportunities in everyday life.

1,268

1,268 children gifted the magic of reading with a free book each month from birth to five through our partnership with Dolly Parton's Imagination Library.

32

32 practitioners trained to deliver Peep programmes in Kenya

Peep programmes promoted across Australia by Playgroup Victoria.

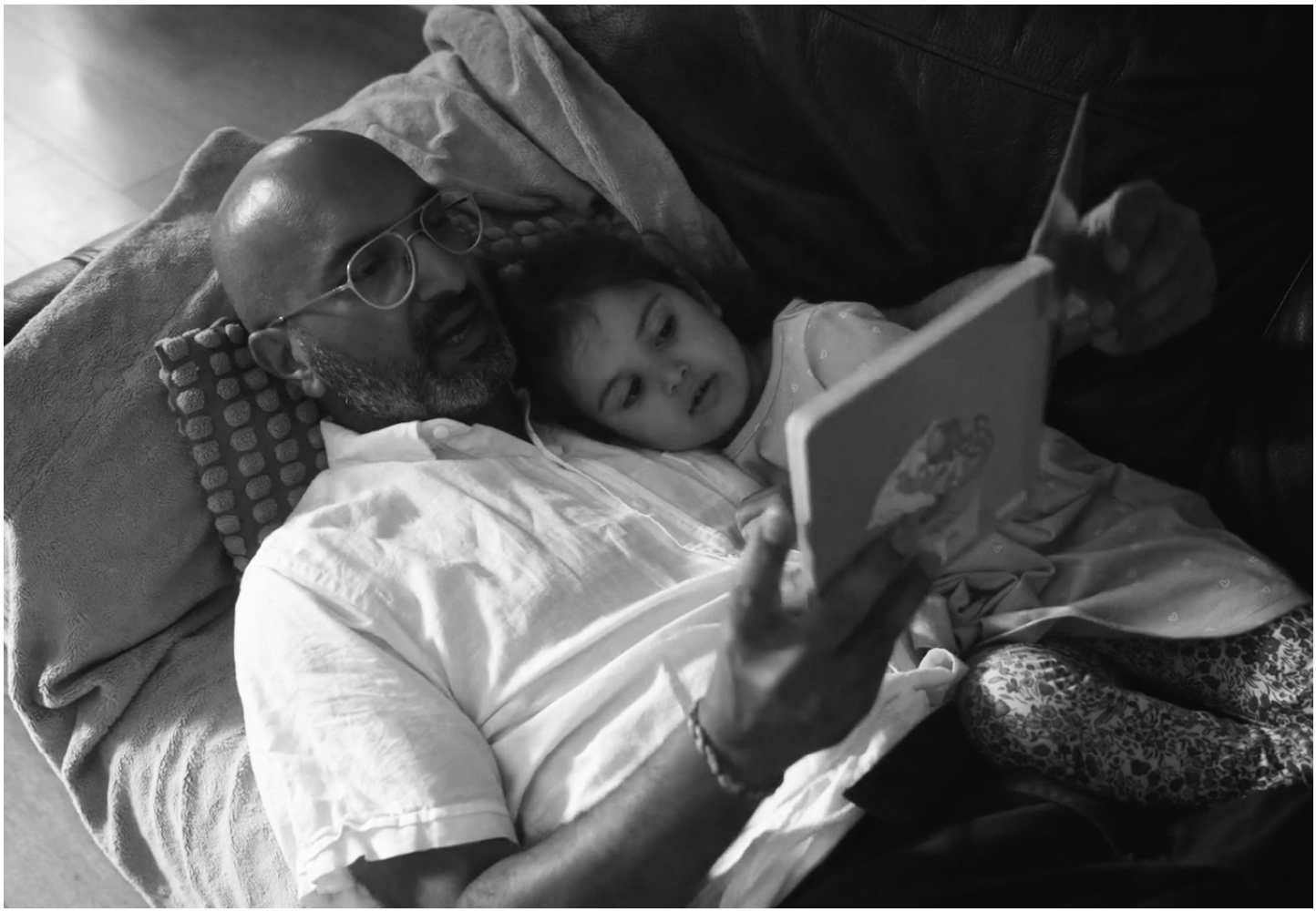
Refined **Peep Exploring Together**, a programme to support the foundations of **STEM (Science, Technology, Engineering and Maths)**.

Trustees' annual report for the charity Peeple

Executive Summary

The trustees have pleasure in presenting their report and the financial statements of Peeple for the year ended 31 March 2025. The gross income for the Group, comprising the charity and its trading subsidiary Peep Learning Ltd, in 2024-25 was £1,896,683 (2023-24: £1,575,930). Total expenditure of the Group in the year 2024-25 was £1,677,953 (2023-24: £1,446,565) giving a surplus overall of £218,730. Peep Learning Ltd achieved a surplus of £286,244 (up from £270,158 in 2023-24) before making a donation to Peeple.

Peep Learning Ltd develops and sells training, materials and consultancy to support other organisations to use the Peep Learning Together Programme, and other Peep programmes across the UK. Profits are passed to the charity by donation at the discretion of the directors of Peep Learning Ltd. In 2024-25 £270,038 was transferred by donation to the charity. The fluctuation in Peep Learning Ltd turnover year-on-year reflects the unpredictability of training income which is related to the spending power of local authorities who are our main customers. In 2024-25 turnover from Peep Learning Ltd included a substantial amount of training delivered to Westminster government-funded Family Hubs.



Welcome to our Annual Report 2024 – 2025

It's a pleasure to introduce Peeple's Annual Report for 2024-25. It has been a year of growth, innovation, and deepening impact.

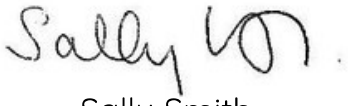
At Peeple, we know that the earliest years of life are a time of extraordinary potential. Every cuddle, chat, song, and story helps build the brain, laying the foundations for lifelong learning, wellbeing, and resilience. Our mission is to support parents* and practitioners to make the most of these everyday moments - because they truly matter.

This year, we trained over 2,000 practitioners across the UK, equipping them with the skills and confidence to support families in nurturing their children's development. Funded by the Scottish Government, we trained practitioners from across sectors in 11 local authorities from Shetland to Dumfries and Galloway. We also launched the Peep TALK programme, designed to help families with children with speech and language delay – an important resource that's already making a difference.

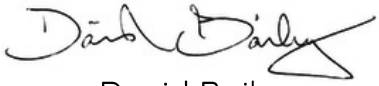
Closer to home, our frontline services in Oxfordshire reached more families, offering practical support and encouragement during the crucial early years. Whether through group sessions, home visits, or community partnerships, we've seen first hand the power of connection and shared learning.

As we look to the future, we know that the landscape is changing. Technology and AI are reshaping how we live, learn, and communicate, bringing both challenges and exciting opportunities. At Peeple, we're committed to exploring how these tools can enhance, not replace, the human relationships at the heart of early development. We'll continue to innovate while staying rooted in what we know works: warm, responsive interactions and strong partnerships with families.

Thank you to everyone who has been part of our journey this year. Our work would not be possible with the support of our colleagues, partners and our generous funders. We really appreciate working with you – and our shared commitment to making a difference where it is needed most.



Sally Smith
CEO



David Bailey
Chair of Trustees

*We use the term parents throughout this report to include anyone with parental responsibility for the children in their care

peeple

Vision

Every family makes the most of day-to-day learning opportunities which improve children's outcomes and help narrow the gap in attainment.



Mission

Peeple exists to help parents improve their children's life chances, particularly in less affluent areas, by making the most of everyday learning opportunities at home and in the community. We aim to narrow the gap in attainment by supporting parents in raising their babies and young children to reach their full potential.

We do this by developing interventions which support parents as their children's first educators, by training practitioners to work with families, and by supporting the implementation of our programmes. We also deliver services directly to families, including early education and childcare, and help parents to gain qualifications which lead to further learning, volunteering, or employment. In addition, we contribute to research and policy development in early years education.

Principles

We believe that relationships are at the heart of learning.
We believe in the potential of every parent, every carer, and every child.
We recognise parents and carers for what they already do and help them to do more.
We believe that lives can be transformed by building on everyday learning experiences.
We recognise the importance of reflecting on the world through the eyes of others.

Our values

“Our whole staff away day on 23 October 2024 was a great success. We had energetic collaboration from everyone there. Our aim was to decide what is most important to us all about our values. These are the things we share that we hold most dear. They are about the way we do things in Peeple, and the way we treat each other, our families and our partners.

We were curious and listened and learned from each other as we wrote, made collages and one group even sang, as we all joined in with gusto.

We gathered all these valuable insights, kept and studied them, and compiled a list of the 64 most important, most frequently occurring words we had contributed.

We gathered a group of staff and trustees to be courageous and challenge one another on which were the most important themes within these 64 words. We had to be kind to each other as we chose the four areas which represented how we are and what we believe about ourselves.”

David Bailey, Chair

Collaborative



Curious



Courageous



Kind



Why our work is needed

Brains are built, not born. From the beginning, even before birth, children's brains grow and strengthen through the interactions they have with the people around them. Every word, touch, smile, and shared moment helps to shape vital neural connections. The more sensitive, responsive, and dependable these interactions are, the stronger the foundations for learning, wellbeing, and resilience.

Relationships really do matter. They are the building blocks of healthy development.



However, even by 15 months, differences in children's development can be seen between those growing up in more and less advantaged circumstances. By the age of five, these gaps often widen and, without the right support, they can continue to shape opportunities and outcomes throughout life.





As a group, children who start life less well-off tend to have poorer health, fewer qualifications, and less economic security as adults. These are challenges that can pass from one generation to the next.

The single biggest predictor of social mobility for children from lower-income families is vocabulary at age five. Those who start school with a wider vocabulary are more likely to do well in education and beyond. The home learning environment, the everyday things parents do with their children, is also crucially important.

Singing together, chatting during everyday routines, playing, and sharing books and stories are seemingly little things which can make a big difference.



Books are brilliant for brains. They spark imagination, build empathy, and open doors to new ideas and worlds.

Children who have a favourite book and share stories regularly are more likely to become confident readers and writers. One study found that children who were read to regularly at age five were significantly less likely to experience poverty by the time they were 30.

When parents understand more about how their children develop and learn - and when they believe they can make a difference - the effects are powerful and lasting.

These benefits don't just stay with one generation; they ripple forward, shaping the parents of the future.

The legacy of the pandemic continues to affect many families, particularly those already facing disadvantage.

Early intervention to help families build strong relationships and positive learning opportunities from the start is essential. It is the most effective way to support children's development and also the most cost-effective.

Prevention is far better than cure.

Aims 2024 - 2025

1. To train and accredit more practitioners to support families with their young children's learning and development.
2. To provide support for trained practitioners to implement Peep Programmes.
3. To accredit more parents with Peep Progression Pathway qualifications.
4. To support more families in Oxfordshire.
5. To provide high quality early education and care at the Little Peeple Nursery.
6. To develop new interventions and to extend the Peep Learning Together Programme resources.
7. To share evidence and good practice with the Early Years sector, policy makers and researchers.
8. To ensure good governance, management, and infrastructure.

Achievements and Impact

1 To train and accredit more practitioners to support families with their young children's learning and development

153 Peep Learning Together Programme Training courses were delivered to practitioners from around the UK and Ireland. Many were funded by the Best Start Family Hubs initiative or by the Scottish Government.

1,803 practitioners were trained to deliver the Peep Learning Together Programme, including 192 from Scotland.

21,636 (approximately) additional families were supported by delivery of the Peep Learning Together Programme.

North Lincolnshire Council

> It was truly inspiring to hear the presentations from each organisation, all delivering support and interventions in their own unique way but each working in line with the Peeple principles. In every case there was a positive and demonstrable impact on the lives of children and families, which fit with our Council aim to ensure every child gets the best possible start in life and is school ready at the appropriate time.
>
> North Lincolnshire Assistant Director for Education

Cumberland Family Hub.

> I thought the training was very informative with a good mixture of group discussions and instructor led. I feel more confident to deliver antenatal sessions.
>
> Child and Family Play and Learning Worker, Cumberland Family Hubs

183 practitioners trained to deliver the Peep Antenatal Programme. They supported 1,830 (approximately) families to develop strong bonding and healthy attachment relationships.

AIM Qualifications and Assessment Group

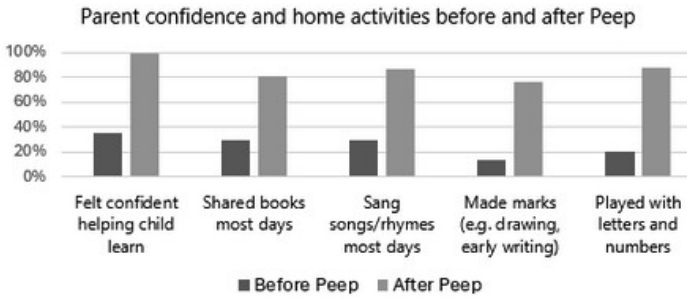
45 practitioners awarded 'Supporting Parents and Children to Learn Together', a Level 3 qualification awarded by AIM, to quality assure delivery of the Peep Learning Together Programme.

Case Study: Hackney Family Hubs

During the year to March 2025, Hackney practitioners ran six-week Peep Learning Together groups in 26 children's centres, hubs, nurseries and schools across the borough. 216 families attended the groups, mostly with three and four year old children. Nearly two-thirds lived in areas of high deprivation. Attendance was excellent, with families attending on average five out of six sessions. This level of engagement reflects the strong relationships formed between practitioners and parents.

The outcomes are striking:

- parents' confidence about supporting their child's learning and development rose from 35% before Peep to 99% afterwards.
- 94% said Peep helped them support their child's early language development.



Everyday home learning activities also increased:

- reading or sharing books rose from 29% to 81%.
- singing songs or rhymes together up from 29% to 87%.
- making marks and playing with letters and numbers saw similar increases.



> Since doing these activities, I have noticed a change in his speech and he expresses his feelings more than before. I use the '5 steps' and it helps me understand my child more and he understands me more too.
>
> Parent, Comet Nursery and Children's Centre

The Peep Learning Together groups across Hackney Family Hubs clearly demonstrate how a partnership approach helps children to thrive. The practitioners used their skills and experience to create welcoming, non-judgmental groups for families.

They selected topics from the Peep Learning Together Programme that were most relevant to their local families and parents engaged with the ideas about child development, trying things out at home and sharing their experiences with each other - their willingness was reinforced as they noticed the difference it made to their child's talking, playing and learning, and – just as importantly – to their parent-child relationship.

The Families Learning Together project is funded by the Whole Family Wellbeing Fund in response to the Government's vision for Scotland 'to be the best place in the world to grow up'. It supports improved attainment as well as excellence and equity leading to positive family outcomes. We delivered training in Peep programmes to practitioners across sectors in 11 local authorities from Shetland to Dumfries and Galloway.

> I am now a trained Peep Practitioner thanks to the Families Learning Together Project. Peep is a fantastic opportunity to help parents gain skills to support their child's learning, but it also encourages parents to think about their own learning. I have seen parents who have completed the Peep Progression Pathway move into employment as learning assistants and to college to undertake qualifications in Early Childhood studies. Without Peep I wonder what those parents would be doing now! Peep programmes certainly have the ability to change lives!
>
> Nursery Practitioner, Scotland

The Peep Learning Together Programme was promoted across Australia by **Playgroup Victoria** with 166 practitioners trained. This year the Peep Antenatal and Peep TALK programmes were added to the licence agreement.

In a new partnership, 32 practitioners funded by **Kenya Connect** were trained to deliver Peep programmes in Wumunyu community in Machakos County, Kenya. 300 parents attended an education session delivered by Peeple trainers.







2 To provide more support for trained practitioners to implement Peep Programmes

Welcome to Peep in Practice

peep

share - listen - learn

Peep in Practice sessions were delivered online for trained practitioners to share ideas and learning based on their delivery Peep programmes.

> We are just starting up so it's great to hear from others some of the things that have worked for them - also reassuring to hear to start small.
>
> Peep Practitioner

Peep Champion meetings were facilitated termly for managers responsible for the strategic implementation of Peep programmes in their area.

Practitioners were supported via the login area of the Peeple website (40,000 visits), and with posts on social media and a closed Facebook group.





3 To accredit more parents with Peep Progression Pathway qualifications

The Peep Progression Pathway is a suite of qualifications for parents embedded in the Peep Learning Together Programme. The qualifications are credit-rated by the Scottish Qualifications Authority at SCQF levels 3, 4 and 5, equivalent to Entry 3, Level 1 and Level 2 in the rest of the UK.

A Pathway qualification can be the first step for parents into volunteering, training, or employment.

This year:

- **87** parents gained an adult learning qualification from the Peep Progression Pathway.
- **38** practitioners trained to deliver the Peep Progression Pathway.

> I learned about ways babies interact and communicate that I never thought before and it helped me think about and understand ways I could help him learn.
>
> Parent, ScotBorders





> Peep has made me more aware of how I can support my child with their early maths knowledge, I wasn't aware that babies could learn maths concepts from this young age.
>
> Parent, Midlothian

4 To support more families in Oxfordshire.

This year we supported 811 families from The Leys, Rose Hill, Littlemore and Berinsfield in Oxfordshire to make the most of the learning opportunities in everyday life.







We delivered:

- **seven** Peep Learning Together baby groups per week, attended by 79 families.
- **three** Peep Learning Together Toddler groups per week attended by 52 families.
- **one** Peep Learning Together group for multi-language families attended by 15 families.
- **one** Peep Learning Together group per week for families with Special Educational Needs or Disabilities (SEND) attended by five families.

> Peep has opened my mind to creative activities to do at home that are inexpensive and easily accessible. We also enjoy songs and doing actions.
>
> Parent

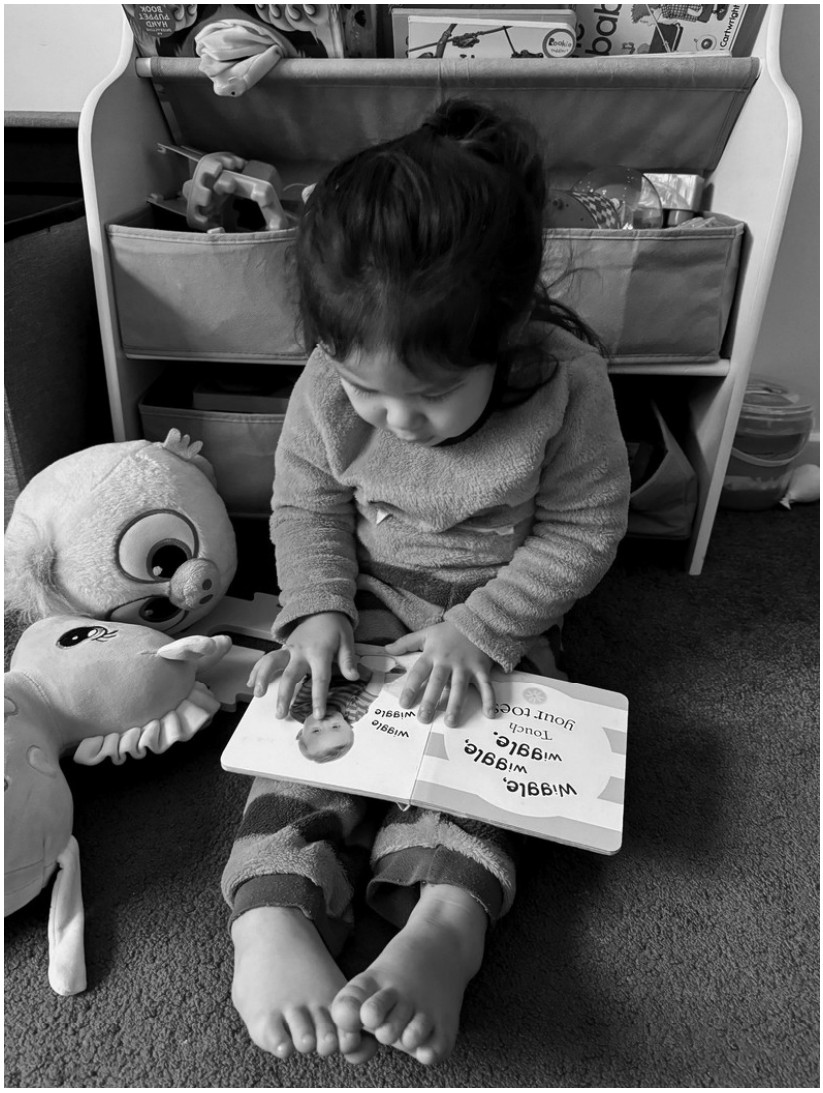




> Since I started Peep I talk more with my daughter about what is in the book we are looking at – not just the words. We sing loads and I am beginning to feel more confident with messy play.
>
> Parent

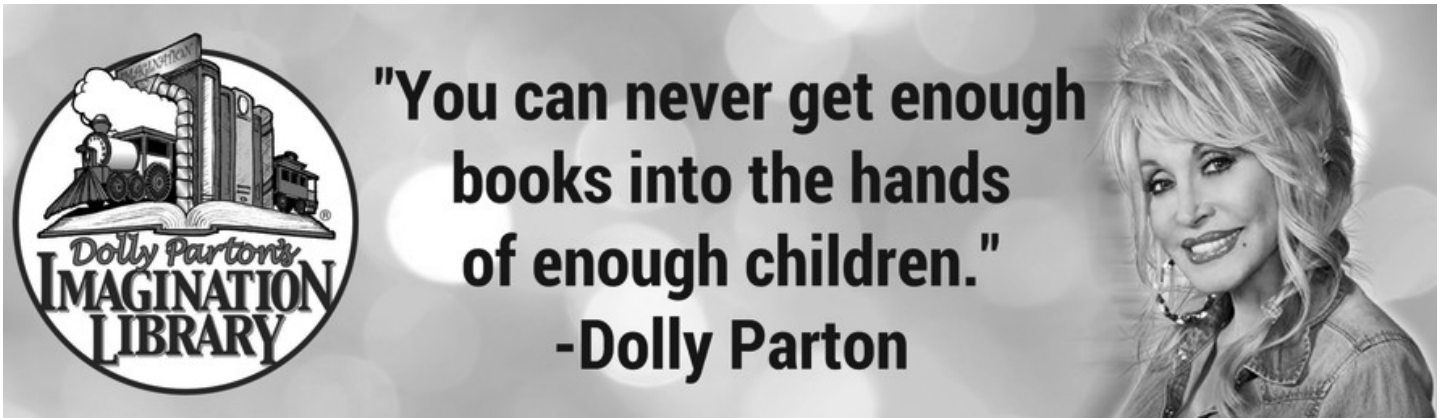
The Peep Dolly Parton's Imagination Library is a partnership between Peeple and the Dollywood Foundation. It gifts a book per month to every registered child, from birth to five years of age, living in The Leys, Littlemore, Rosehill and Berinsfield areas of Oxfordshire. This year:

1,219 children received books through the Imagination Library. **11,479** books were delivered bringing the total number delivered since the library began to **81,821.**



> I LOVE Imagination Library! My little girl likes the book so much because she wants to watch the picture in the book and she likes to hear stories
>
> We read together and it really helps.
>
> Parent

> The books have helped build up a library at home; nurturing a love of books from a young age, supporting a growing imagination and introducing letters having a meaning behind them.
>
> Parent



Growing Minds is an innovative collaboration between Peeple, Home-Start Oxford and the Berin Centre. Since 2020 we have recruited 696 families who are offered support from birth to five, which includes Dolly Parton's Imagination Library, sustained one-to-one home visits, Peep Learning Together groups and a variety of other community-based activities. Growing Minds aims to narrow the attainment gap before school.



Growing Minds is:

- **preventative** – starting from birth.
- **collaborative** – using local delivery agencies and a joined-up approach.
- **place-based** – in two areas of need – Berinsfield and Littlemore – building on strengths already within those communities.
- **evidence-informed and evidence-based** - using tried and tested interventions developed by experts.

> What matters most to me is that my kids can see a difference in me. I'm so much calmer now. I have the headspace for them. I nearly lost them. I can see a real difference in them too. They're more settled and confident and are doing really well at nursery and school. I feel like a good mum and that makes me really proud. I'm so grateful to my support worker. I couldn't have done it without her. It's really changed my life for the better.
>
> Parent





The Berin Centre

Growing Minds
The School Readiness Project

peeple

Home-Start Oxford

The Growing Minds annual survey found that:

- **100%** of parents shared books more than three times a week with their child.
- **100%** of parents who attended a Peep group said they were doing more with their child at home or out and about, and engaging in activities which they learnt about in groups.
- **90%** of parents engaged in 1-2-1 home-visiting support said they were coping better.
- **97%** felt that Growing Minds had improved their relationship with their child.





I am incredibly passionate about the Growing Minds project and the genuinely transformative impact it is having on our families and children. Together, school and Growing Minds create a school readiness pathway, identifying barriers that could impact children's early days at school – from potty training and self-help skills, such as putting on coats, to fine motor development – and addressing them in a planned transition from groups to the first days at school. Growing Minds is enabling every child's light to shine, building a stronger, fairer, and more connected community.

Katie Screaton, Executive Head Teacher, John Henry Newman Academy

5 To provide high quality early education and care at the Little Peeple Nursery

At Little Peeple, our mission is to inspire a lifelong love of learning, helping children to thrive and reach their full potential. We create an environment where children are encouraged to explore, discover, and learn at their own pace. Through a blend of child-led play, guided experiences, and intentional teaching, we support each child's unique learning journey. We believe in sparking curiosity and wonder – the magical moments that ignite a child's natural desire to learn. Our team is dedicated to delivering high-quality teaching and learning experiences that nurture, support, and celebrate every child's development.

> …he has been so happy at nursery – such a special place, although we are sad he is leaving a place he loves so much, we are truly grateful that it has given him such a great start in his learning journey.
>
> Parent





Relationships are at the core of everything we do. We know that we play just a small, yet meaningful, role in a child's life, and that parents are their first and most influential educators. We deeply value the trust families place in us and are committed to working in close partnership with them.

> You are an incredible nursery, always so loving and kind. We feel so fortunate that A has been in your care all these years, we can't believe she is leaving as a child that can write her name when she started as a baby.
>
> Parent



Using the **Peep Learning Together Programme,** we share practical ideas and insights with parents to help them make the most of everyday activities and play. We love hearing about those learning opportunities – and encourage parents to share them with us.

We warmly welcome parents into our setting to share their skills, interests, and experiences, enriching our community and enhancing the cultural capital of all the children in our care.





> Ofsted
>
> Staff are excellent role models for communication and language. They create a focus on fostering a love of books. Children enthusiastically choose books, which they share with their friends.
>
> They enjoy chatting to adults, who skilfully introduce words and provide running commentaries alongside play. This contributes to children developing a broad vocabulary and becoming confident communicators.

Little Peeple Manager, Lindsey Hart, was awarded manager of the month by Abingdon and Witney college, recognising her compassionate leadership, ability to bring out the best in her team, and her consistent focus on the wellbeing and development of every child in her care.

> Abingdon & Witney College
>
> Having observed Lindsey in action, it does not matter if you are a stressed parent running late, a tearful child or a member of staff who is having an overwhelming day, everyone gets the same individual care and attention.

Little Peeple is a 44-place day nursery and pre-school for children aged six months to four years. Opened in 2018, it was built by Peeple in partnership with The Oxford Academy and Oxfordshire County Council. This year, Little Peeple was attended by 72 individual children.

6 To develop new interventions and extend our Peep Learning Together resources

peep Exploring Together STEM Programme

Peep Exploring Together supports the foundations of STEM (Science, Technology, Engineering and Maths). It helps practitioners and parents make the most of everyday experiences and play to spark early STEM thinking in very young children.

The programme has two parts: Exploring Together Training for practitioners and the Exploring Together Programme for parents, supporting them to build children's curiosity, problem-solving and understanding of the world around them.



ies institute for employment studies

UNIVERSITY OF OXFORD

An independent evaluation by the Institute for Employment Studies and the University of Oxford found evidence of promise. Parents who took part reported improvements in their children's:

- speech, language and early maths skills
- confidence, curiosity and independence

The evaluation also showed significant improvements in the Home Learning Environment for both maths and science.

This year, we refined the programme content and developed new digital materials to bring ideas to life for parents - helping them understand key concepts and try simple, playful activities at home.



We are grateful to the Charity of Sir Richard Whittington, for which the Mercers' Company is corporate trustee, and to learning partners, SQW, for their ongoing support.

The project is part of the Mercers' Company's Early Years Special Initiative.

THE MERCERS' COMPANY
Trustee to The Charity of Sir Richard Whittington

SQW



In the **Early Steps Together Project** we developed new digital resources to enhance the Peep Learning Together Programme and partnered with Learning with Parents to explore how their platform could be used to support families in the early years.



We created content for eight Learning Together topics, including:

- 16 short videos (introductions and activity demonstrations).
- supporting materials with songs, rhymes, story ideas, and activities from the Peep Learning Together Programme.



This project allowed us to:

- test how digital tools can complement in-person sessions.
- share content directly with families.
- gain insights into how parents and children learn together at home.

We found that:

- digital content adds value but needs to enhance, not replace relationships.
- access barriers exist for some families.
- creating quality digital resources takes time and expertise.
- adapting existing platforms for early years use was more complex than expected.

Learning with Parents

With thanks to the Ardian Foundation for the generous funding of this project

ARDIAN FOUNDATION

The Peep TALK programme was created in response to growing concerns about children's language development. It is an eight week programme which supports families to enhance their young children's speech, language, and communication through everyday interactions.

peep TALK Programme



Designed for children aged 18 months to four years, it provides flexible sessions which can be delivered in groups or one-to-one. The programme is strengths-based and evidence-informed, created in collaboration with Speech and Language Therapists.

It empowers parents with practical strategies and resources to build their child's communication skills, especially during daily routines like mealtimes and play.

Case Study: Peep TALK Barking & Dagenham

Barking & Dagenham

Grounded in everyday interactions

One of the strongest aspects of **Peep TALK** is its focus on children's communication happening naturally in the home environment. As therapists we know that structured therapy programmes alone are less sustainable unless parents feel confident and enabled in those everyday interactions. Peep TALK gives families practical ways to embed communication-rich moments into daily routines.

Parent and child together and strengths-based

The programme is designed for parents and their little ones to work together. It promotes a positive, non-judgemental, and interactive way of working with families, building on things they already do. Families feel valued, not judged. I often see parent anxiety around language delay; this kind of approach helps to reduce anxiety and replace it with agency and empowerment.

Flexible early intervention

The fact that Peep TALK is a first intervention, or for families awaiting speech and language therapy, is a real asset. This means we can intervene earlier, embed the right messages, and increase the likelihood of better outcomes - before difficulties become entrenched.

Evidence-Informed, practitioner-friendly resource

Peep TALK was developed with Speech and Language Therapists. This means the language is right, the targets make sense developmentally, and we're not having to retrofit a 'generic parenting programme' to communication needs. The support materials are exactly what busy parents and practitioners need.

Observations from practice:

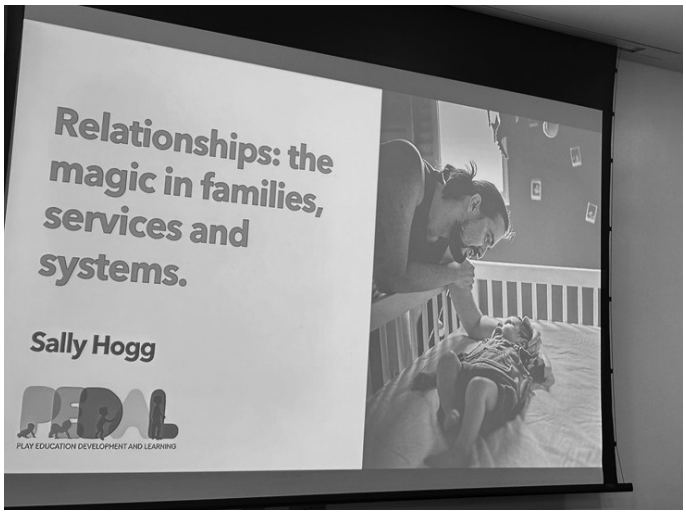
- Families who attended the sessions demonstrate clearer awareness of how their interactions shape language development – for example, describing what the child is doing and giving the child time to respond, rather than a barrage of questions.
- Parent confidence increases noticeably. I've seen families report they feel more relaxed about their child's communication growth, and more empowered with ideas for language-rich interactions.
- There is improved carry-over into everyday routines: mealtimes, bath times, play times become language opportunities rather than a separate 'therapy slot'. This is sustainable and realistic for families.
- Because the programme is flexible, we've been able to integrate it into mainstream early years settings and community hubs – supporting our aim of universal early years communication promotion rather than waiting for referral to a speech and language therapist.

peep TALK Programme

7 To share evidence and good practice with the Early Years sector, policy makers and researchers

We held two **Learning Days** to reflect on the first five years of the Growing Minds project and to generate ideas for its future. In Oxfordshire, Growing Minds supports the county's focus on school readiness and aligns with its new status as a Marmot County, which aims to give every child the best start in life. We're looking forward to exploring how the project can contribute to the development of family hubs across the county.



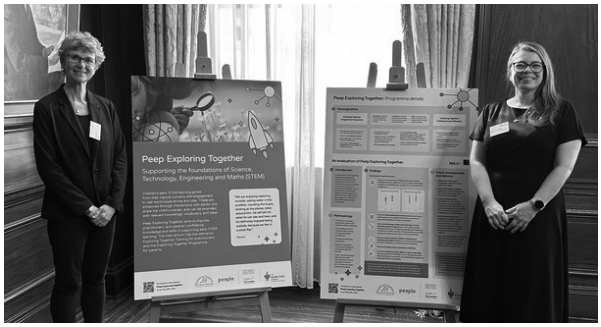


The events brought together leading voices in early childhood research an policy, including Sally Hogg (PEDAL, University of Cambridge), Dr Dan Wuori (Early Childhood Policy Solutions), and Helen Hastle (Dollywood Foundation), who shared insights on child development, early literacy and support for families.

We are grateful to support from Balliol and Jesus Colleges for hosting these events.

Growing Minds was presented as an example of good practice at an early years summit organised by the Oxfordshire Inclusive Economy Partnership. Our CEO, Sally Smith, contributed to a panel entitled 'What children need to survive' with researchers from the University of Oxford and Brookes.

We presented at the **Early Years Special Initiative Symposium** organised by the Mercers' Company and the Education Policy Institute on our experience of developing, flexible online training for practitioners with our project partner, Sheringham Nursery and Children's Centre, Newham.



We continued to contribute to national conversations through the **Parenting Programmes Alliance** and the **Fair Education Early Years Working Group**. We also convened meetings for 40 strategic leads for family hubs delivering Peep programmes, to share best practice and strengthen peer support across local authorities and their statutory and third sector partners.

Peep Learning Together Programme

The Peep Learning Together Programme aims to improve the quality of relationships between parents/carers and their children, and the quality of the Home Learning Environment, because both are shown by research to help children to do well in school and beyond. The Programme can be used flexibly - in the home, in universal or targeted groups, in drop-in sessions, in nurseries and schools – wherever families spend their time.

The Programme explains to parents about how babies and young children learn and develop, helping them build on what they are already doing at home to support their children's learning. It also promotes parental confidence, self-esteem, and social support.

- The Programme is based around five strands of learning: 1) personal, social & emotional development; 2) communication & language; 3) early literacy; 4) early maths; and 5) health and physical development.
- In each strand there are 15 different topics. These are listed on the strand map opposite.
- Practitioners use the topics to create sessions which are delivered to parents and children together. Each topic is aimed at one or more stages of development – babies, toddlers or pre-school. Each session includes discussion, songs and stories, as well as ideas and approaches for parents to try at home.
- The Learning Together Programme includes the Peep Progression Pathway; credit-rated units for adults, completed as part of their participation in the Programme.

Evidence base

The Learning Together Study was a large-scale Randomised Controlled Trial of the Peep Learning Together Programme with 139 settings and 1,440 families. It was carried out by Queens University Belfast and funded by the Education Endowment Foundation.

Improving outcomes for children and narrowing the attainment gap

Overall, the study found that the Programme made a made a positive difference of an additional two months' progress over a five-month period to children's early literacy development.

However, the Peep Learning Together Programme made the greatest difference to the most disadvantaged children, those eligible for Early Years Pupil Premium, who made four months' additional progress in core language skills, four months' additional progress in communication, and three months' additional progress in early literacy development.

Consistent with the Programme's Theory of Change, the study also found that the Peep Learning Together Programme had a positive effect on parents, who reported improvements in parental self-acceptance, the home learning environment, confidence in enjoying and playing with their child and their parenting knowledge and learning.

QUEEN'S UNIVERSITY BELFAST

Education Endowment Foundation

Personal, Social and Emotional Development

Personal and social development

- Knowing me, knowing you
- Helping babies feel good about themselves
- Helping children feel good about themselves
- Becoming 'me'
- The importance of names
- The importance of relationships

Learning

- An introduction to ORIM
- The importance of support and encouragement

Play

- Treasure baskets: babies making choices
- How children play
- Lots of ways to play and learn
- Schemas: making the most of play patterns

Behaviour

- Making the most of routines
- Helping children to understand and manage their feelings
- Understanding and managing behaviour

Communication and Language

Early communication

- The very first language
- Early conversations
- Finding a voice
- Musical moments

Speaking and listening

- Making sense of sounds
- Becoming a good listener
- Becoming a talker
- Talking and listening with children
- Thinking and talking

Communication and language anywhere

- Play and language
- Imaginative play with puppets
- Things to do and talk about together
- Musical interactions
- Making the most of technology
- Talking maths

Early Literacy

Books and beyond

- Sharing books with babies
- Sharing books with toddlers and young children
- Making the most of favourite books and stories
- Our world in books
- Storytelling
- Exploring stories through play
- Home-made books

Reading

- Environmental print
- Wonderful ways with words
- Becoming a reader

Writing

- Mark making
- Exploring writing through play
- Becoming a writer

Early literacy everywhere

- Lots to read and write about
- Literacy and technology

Early Maths

Fun with maths

- Mathematical babies
- Exploring early maths
- Maths in everyday routines
- Maths in books, toys and games
- Maths in songs and rhymes
- Mathematical adventures

Numbers and counting

- Exploring numbers
- Number names
- Toddler numbers
- Let's count
- Numbers, numbers everywhere

Maths everywhere

- A sense of order
- Shapes and patterns everywhere
- Sorting and matching
- Exploring measures

Health and Physical Development

Healthy living

- Food for life
- Exploring food
- Making the most of food mealtimes
- Looking after 'me'
- Exploring nature

Physical Development

- Physical development
- Babies on the move
- Exploring movement
- Musical movements
- Movement and language
- Building a brain

Sensory development

- Early sensory experience
- Making sense of the wor
- Understanding our place space
- Developing balance and co-ordination

Financial Review

The gross income for the Group, comprising the charity and its trading subsidiary Peep Learning Ltd, in 2024-25 was £1,896,683 (2023-24: £1,575,930). Total expenditure of the Group in the year 2024-25 was £1,677,953 (2023-24: £1,446,565) giving a surplus overall of £218,730. Peep Learning Ltd achieved a surplus of £286,244 (up from £270,158 in 2023-24) before making a donation to Peeple. The fluctuation in Peep Learning Limited turnover year on year reflects the unpredictability of training income which is related to the spending power of local authorities who are among our main customers. In 2024-25 this included a large amount of training delivered to Westminster government funded Family Hubs.

The charity's main expenditure is that of wages and salaries. Staff are recruited based on their specific skillsets to the various activities of the charity, and according to the requirements of grants received and trading activities. Most employment contracts are permanent, and the majority are part time, with fixed term contracts being offered where appropriate to reflect the requirements of the activities, thereby maximising value for money.

The charity's subsidiary company, Peep Learning Ltd (PLL), develops and sells materials, training and consultancy to support other organisations to use the Peep Learning Together Programme and our other programmes in different parts of the country. The main two-day training is known as the Peep Learning Together Programme Training. One-day training courses, the Peep Antenatal Programme, the Peep Progression Pathway and Peep TALK continue to be offered. Profits are passed to the charity by donation at the discretion of the directors of PLL. In 2024-25 £270,038 was transferred by donation to the charity.

Reserves

The charity relies on human resources to deliver its work, and the trustees are conscious of the need to ensure that there are sufficient reserves available to provide for those resources in times of low funding or whilst new grant applications are being made.

The trustees consider that the minimum level of reserves should be three months of fixed costs. On this basis, the level of readily accessible reserves should be in the region of £310,000. As of 31st March 2025, the total unrestricted reserves were £623,476 (31.03.24: £388,550) and trustees have agreed to set aside £220,000 from unrestricted reserves in a designated premises development fund aimed at securing our own permanent premises.

A Finance Committee meeting takes place before each full board meeting, which reviews the level of reserves with these criteria in mind.

Future plans 2025 - 2026

Aims

1. To train and accredit more practitioners to support families with their young children's learning and development.
2. To provide support for trained practitioners to implement Peep Programmes.
3. To accredit more parents with Peep Progression Pathway units.
4. To support more families in Oxfordshire.
5. To provide high quality early education and care at the Little Peeple Nursery.
6. To develop new interventions and to extend the Peep Learning Together Programme resources.
7. To share evidence and good practice with the Early Years sector, policy makers and researchers.
8. To ensure good governance, management, and infrastructure.

Risks

The trustees have reviewed the major risks to which the charity is exposed, and systems have been put in place to mitigate those risks. These are reviewed by the full board on a regular basis. Major risks considered in 2024-25 and steps taken include:

- increasing staff costs for the Little Peeple Nursery due to increases in the National Minimum Wage and knock on effects; increased running costs due to inflation. These may be mitigated in part in 2025-26 by increased Westminster government funding for children aged 9 – 24 months and regular increases in nursery fees to parents.
- funding for local delivery remains a challenge and fundraising efforts have focussed on this with good results. In 2024 we employed our own in-house fundraiser for the first time.
- all sources of funding are under pressure and whilst we have a good mix of funding from local government, national government and charitable trusts which spreads the risk, the income from trading via Peep Learning Ltd continues to be vital to help meet our costs.
- increased demand for training putting our administration team under pressure. We have increased admin capacity but without guarantee that training numbers will remain high. We continue to work with existing customers to ensure repeat business in future years.
- loss of electronic data and cyber security threats: we continue to monitor the security of our IT systems and have backups and strong antivirus and ransomware systems set up and maintained by our external IT support provider.
- price and credit risk are not considered to be major risks as the cost of materials is only a small element of our expenditure, and we have a good credit record with the suppliers we use.

Structure, governance, management and staff

The trustees (directors) who served Peeple during the year were as follows:

David Bailey, Chair
Laura Barbour
Krystyna Grant
Mark Harris
Neil McClelland
Marie McQuade
Kwasi Owusu-Asomaning
Dr Nancy Stimson, Vice Chair
Professor Mary Wild, Vice Chair

New trustees are invited to join the board by the current trustees. Peeple's deed sets a maximum of 10 trustees who can serve at any one time.

The organisation is governed by a Memorandum and Articles of Association which sets out rules governing meetings, trustee recruitment, powers and responsibilities of trustees.

Trustees are kept up to date by a detailed report from the Chief Executive Officer (CEO) on progress in achieving our strategic aims and objectives at each board meeting, and by emails between meetings. Time is also set aside at board meetings to discuss strategy and update knowledge on governance and related matters. Trustees undertake online safeguarding training every three years, or whenever guidelines change. Individual trustees take on responsibility for keeping the organisation up to date on specific areas e.g. governance and risk management. They work with staff in committees (HR, Finance, Projects) to contribute their specific knowledge and expertise.

Governance and management

Day to day management is delegated by the trustees to the CEO. Dr Sally Smith is the current CEO. Trustees are responsible for the overall strategy of the organisation and the appointment of the CEO.

Staff

Peeple had an average of 50 employees during 2024-25. Of these, 17 were in early education and childcare roles, 12 worked in frontline programme delivery, 11 worked in training, accreditation and development, including three based in Scotland, two in communications and marketing and eight worked in the Head Office functions of CEO, senior management, finance, fundraising, HR and general administration. The total full-time equivalent staff in March 2024 was 36.5. All professional staff have significant skills and knowledge in the field.

Responsibilities of the trustees/directors

Company law requires the trustees to prepare accounts for each financial year which give a true, fair view of the state of the affairs of the company and of the surplus or deficit of the company for that period. In preparing those financial statements the trustees are required to:

- select suitable accounting policies and apply them consistently.
- make judgements and estimates that are reasonable and prudent.
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

The trustees confirm that:

- as far as each trustee is aware, there is no relevant audit information (needed by the auditors in connection with their report) of which the charity's auditors are unaware.
- each trustee has taken all the steps that they ought to have taken as a trustee in order to make themselves aware of any relevant audit information and to establish that the charity's auditors are aware of that information.

Solicitors, bankers and auditors

Solicitors: Bates Wells Braithwaite LLP, London (charity and IPR matters)
Lewis Silkin (employment matters)
Bank: Lloyds Bank, Headington, Oxford
Auditors: Mercer Lewin Ltd, Chartered Accountants and Registered Auditors,
6-7 Citibase, New Barclay House, 234 Botley Road, Oxford OX2 0HP

On behalf of the trustees/directors: Date: 01/12/2025



David Bailey

This report and financial statements of Peeple for the year ended 31 March 2025 have been prepared in accordance with the provisions of the Charities Act 2011, the charity's governing document, the Statement of Recommended Practice "Accounting for Charities", the Companies Act 2006 (part 15), the Charities and Trustee Investment (Scotland) Act 2005 and the Charities Accounts (Scotland) Regulations 2006 (as amended). Accordingly, the accounts consolidate the results of the charity with those of its subsidiary company, Peep Learning Limited (PLL).

Remembering Teresa Smith 1941 - 2024

We remember with deep gratitude the life and work of Teresa Smith - a distinguished academic, researcher and advocate for social justice, whose expertise helped shape Peeple from the very beginning.

Teresa's career at the University of Oxford and her decades of research into inequality, early childhood and family policy made her a nationally respected voice in the field. She brought this depth of knowledge to Peeple as a Trustee - and later as Chair - offering rigorous insight, thoughtful challenge and a steady commitment to improving outcomes for young children.

Her leadership was marked by clarity, integrity and a genuine care for people. Teresa combined intellectual sharpness with warmth and encouragement, always ready with wise guidance, a listening ear, or a moment of gentle humour. Her influence lives on in the evidence-informed approach at the heart of our programmes and in the values that continue to guide our work.

We are honoured to have known her, to have learned from her, and to continue the mission she championed so passionately.







REGISTERED COMPANY NUMBER: 07514469 (England and Wales)
REGISTERED CHARITY NUMBER: 1144975/SC044031

PEEPLE
AUDITED CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 MARCH 2025

Mercer Lewin Ltd
Chartered Accountants and Registered Auditors
6-7 Citibase
New Barclay House
234 Botley Road
Oxford
OX2 0HP

PEEPLE
INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF PEEPLE
YEAR ENDED 31 MARCH 2025

Opinion

We have audited the financial statements of Peeple for the year ended 31 March 2025 which comprise the group statement of financial activities (including income and expenditure account), the group and parent 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 Standards applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the charity's members, as a body, in accordance with section 144 of the Charities Act 2011 and regulations made under section 154 of that Act, and Regulation 10 of the Charities Accounts (Scotland) Regulations 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.

In our opinion the financial statements:

- give a true and fair view of the state of the group's and the parent charitable company's affairs as at 31 March 2025 and of the group's 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 Charities Act 2011, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006 (as amended).

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Annual Report, other than the financial statements and our Report of the Independent Auditors thereon.

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.

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 Charities Accounts (Scotland) Regulations 2006 (as amended) and the Charities Act 2011 requires us to report to you if, in our opinion:

- the information given in the trustees' report is inconsistent in any material respect with the financial statements; or
- adequate accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees
As explained more fully in the Statement of Trustees' Responsibilities, the trustees (who are also the directors of the charitable company 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 charitable company'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 charitable company or to cease operations, or have no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements
We have been appointed as auditors under Section 144 of the Charities Act 2011 and report in accordance with the Act and relevant regulations made or having effect thereunder.

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:

- We discussed the framework in which the company operates with senior management and in conjunction with our experience of the industry in which the company operates, sought to identify laws and regulations which are critical to the company's business. As a registered charity, the company is obliged to comply with regulations issued by The Charity Commission of England and Wales and the Office of the Scottish Charity Regulator. Compliance with those regulations, including the need to make reports to the commission/regulator, was reviewed.
- As part of routine audit procedures, the possibility of non-compliance with general laws (e.g. employment law, health and safety regulations) were considered and discussed with senior management, in response to the assessed risks in relation to these laws and regulations.
- The risks of fraud were discussed with senior management, including details of known instances. Our records of the company's systems and procedures was reviewed by the audit team (including the audit engagement partner) to identify possible areas where fraud might occur.

The above procedures were undertaken by the audit team as a whole, led by the audit engagement partner. In this way the audit engagement partner was able to obtain assurance the engagement team collectively had the appropriate competence and capabilities to identify or recognise non-compliance with laws and regulations and the possibility of irregularities arising from fraud.

To address the risk of fraud through management bias and override of controls, we:

- performed analytical procedures to identify any unusual or unexpected relationships;
- tested journal entries to identify unusual transactions;
- assessed whether judgements and assumptions made in determining the accounting estimates were indicative of potential bias; and
- investigated the rationale behind significant or unusual transactions.

In response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- agreeing financial statement disclosures to underlying supporting documentation;
- reading the minutes of meetings of those charged with governance; and
- enquiring of management as to actual and potential litigation and claims.

There are inherent limitations in our audit procedures described above. The more removed that laws and regulations are from financial transactions, the less likely it is that we would become aware of non-compliance.

Auditing standards also limit the audit procedures required to identify non-compliance with laws and regulations to enquiry of the Management Committee and other management and the inspection of regulatory and legal correspondence, if any.

Material misstatements that arise due to fraud can be harder to detect than those that arise from error as they may involve deliberate concealment or collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at www.frc.org.uk/auditorsresponsibilities. This description forms part of our Report of the Independent Auditors.

Use of our report

This report is made solely to the charitable company's trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. Our audit work has been undertaken so that we might state to the charitable company's trustees those matters we are required to state to them in an auditors' 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 charitable company and the charitable company's trustees as a body, for our audit work, for this report, or for the opinions we have formed.

Mercer Lewin Ltd.

Jonathan Paul Swayne (Senior Statutory Auditor)

for and on behalf of Mercer Lewin Ltd
Chartered Accountants and Registered Auditors
Eligible to act as an auditor in terms of Section 1212 of the Companies Act 2006
6-7 Citibase, New Barclay House
234 Botley Road
Oxford
OX2 0HP

16 October 2025

PEEPLE
CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 MARCH 2025

	Note	Unrestricted funds £	Restricted funds £	Total funds 2025 £	Total funds 2024 £
INCOME					
Income from donations and legacies	5	305,355	418,949	724,304	597,070
Income from charitable activities					
Sales of publications and training	5.1	709,522	-	709,522	595,307
Nursery income	5.2	440,312	-	440,312	367,221
Other income		22,545	-	22,545	16,331
Total income		1,477,734	418,949	1,896,683	1,575,930
EXPENDITURE					
Cost of generating funds - publications and training		149,397	-	149,397	111,893
Cost of generating funds - other		8,731	-	8,731	8,797
Charitable activities	6	1,060,275	418,949	1,479,224	1,305,750
Governance costs	7	40,601	-	40,601	20,124
Total expenditure		1,259,004	418,949	1,677,953	1,446,565
NET INCOME /(EXPENDITURE) AND NET MOVEMENT IN FUNDS FOR THE YEAR		218,730	-	218,730	129,365
Reconciliation of funds					
Total funds brought forward		624,723	-	624,723	495,358
TOTAL FUNDS CARRIED FORWARD		843,453	-	843,453	624,723

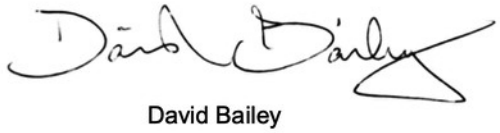
The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

PEEPLE
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT 31 MARCH 2025

		Note	Group 2025 £	Group 2024 £	Company 2025 £	Company 2024 £
FIXED ASSETS						
Intangible assets		10	27,308	12,155	9,486	3,111
Tangible assets		11	255,140	256,514	242,543	252,494
Investments		12	-	-	66,514	66,514
	Total Fixed Assets		282,448	268,670	318,543	322,119
CURRENT ASSETS						
Stocks			8,507	3,722	-	-
Debtors and prepayments		13	228,452	446,373	22,591	176,817
Cash at bank and in hand			858,063	571,075	720,472	299,244
	Total Current Assets		1,095,022	1,021,171	743,064	476,062
CREDITORS: Amounts falling due within one year		14	509,017	634,476	249,371	188,470
NET CURRENT ASSETS			586,004	386,695	493,692	287,592
CREDITORS: Amounts falling due after more than one year			25,000	30,641	-	-
TOTAL ASSETS LESS LIABILITIES			843,453	624,723	812,235	609,711
RESERVES						
Restricted income funds		15	-	-	-	-
Restricted capital funds			-	-	-	-
Unrestricted funds	Designated property fund	16	219,977	236,173	219,977	236,173
	Designated premises fund		220,000	120,000	220,000	120,000
	General funds		403,476	268,550	372,258	253,538
TOTAL CHARITY FUNDS		17	843,453	624,723	812,235	609,711

The trustees have prepared the group accounts in accordance with section 398 of the Companies Act 2006 and section138 of the Charities Act 2011. These accounts are prepared in accordance with the special provisions of Part 15 of the Companies Act relating to small companies and constitute the annual accounts required by the Companies Act 2006.



Approved by the Trustees on:
16 October 2025

David Bailey
Chair of Trustees

PEEPLE
CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 MARCH 2025

	2025 £	2024 £
Cash flows from operating activities		
Net income	218,730	129,365
Adjustments for:		
Depreciation of tangible fixed assets	35,360	28,749
Interest payable and similar charges	-	-
Loss on disposal of tangible fixed assets	-	-
Accrued expenses	(43,109)	(15,254)
Changes in:		
Stock	(4,784)	5,780
Trade and other debtors	217,924	(51,684)
Trade and other creditors	(89,106)	69,998
Cash generated from operations	335,015	166,955
Interest paid	-	-
Net cash from operating activities	335,015	166,955
Cash flows from investing activities		
Purchase of intangible and tangible assets	(48,027)	(30,297)
Proceeds from sale of tangible assets	-	-
Net cash (used in) / from investing activities	(48,027)	(30,297)
Cash flows from financing activities		
Payments of finance lease liabilities	-	-
Net cash used in financing activities	-	-
Net increase in cash and cash equivalents	286,988	136,658
Cash and cash equivalents at beginning of year	571,075	434,417
Cash and cash equivalents at end of year	858,063	571,075

PEEPLE
NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2025

1. GENERAL INFORMATION

The charity is a private company limited by guarantee, registered in England and Wales. It is registered as a charity in both England and Wales and Scotland. The address of the registered office is The Peeple Centre, Littlemore, Oxford, Oxfordshire, OX4 6JZ, United Kingdom.

The charity's main purpose is that of a public benefit entity.

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 Charities Act 2011, Charities and Trustee Investment (Scotland) Act 2005 and the Charity Accounts (Scotland) Regulations 2006 (as amended).

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.

Basis of consolidation

The consolidated accounts include the accounts of the company (PEEPLE) and its subsidiary company (PEEP Learning Limited) on a line by line basis made up to 31 March 2025. A separate Statement of Financial Activities and Income and Expenditure Account for the charity has not been presented because the charity has taken advantage of the exemption afforded by section 408 of the Companies Act 2006. Intra-group turnover and profits are eliminated on consolidation.

Judgements and key sources of estimation uncertainty

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

Fund accounting

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

Designated funds are unrestricted funds earmarked by the trustees for particular future project or commitment.

Restricted funds are subjected to restrictions on their expenditure declared by the donor or through the terms of an appeal, and fall into one of two sub-classes: restricted income funds or endowment funds.

Incoming resources

All income is included in the statement of financial activities net of VAT where applicable and 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.
- legacy income is recognised when receipt is probable and entitlement is established.
- income from the pre school and nursery is recognised when the service is provided.

Accounting Policies (continued)

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.

- 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.

Intangible assets

Intangible assets are initially measured at cost. After initial recognition, intangible assets are measured at cost less any accumulated amortisation and any accumulated impairment losses.

Other intangible assets are being amortised evenly over their estimated useful life of three years.

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.

An increase in the carrying amount of an asset as a result of a revaluation, is recognised in other recognised gains and losses, unless it reverses a charge for impairment that has previously been recognised as expenditure within the statement of financial activities. A decrease in the carrying amount of an asset as a result of revaluation, is recognised in other recognised gains and losses, except to which it offsets any previous revaluation gain, in which case the loss is shown within other recognised gains and losses on the statement of financial activities.

Depreciation and amortisation

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

Lease premium	-	20 years
Freehold property	-	4 years and 10 years
Fixtures, fittings & equipment	-	3 years

Amortisation of the leasehold improvements is allocated on a pro-rata basis between the funds used for its purpose.

Investments

Unlisted equity investments are initially recorded at cost, and subsequently measured at fair value. If fair value cannot be reliably measured, assets are measured at cost less impairment.

Listed investments are measured at fair value with changes in fair value being recognised in income or expenditure.

Accounting Policies (continued)

Impairment of intangible and tangible assets

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

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

Stocks

Stocks are valued at the lower of cost and net realisable value, after making due allowance for obsolete and slow moving items. Cost includes all costs of purchase, costs of conversion and other costs incurred in bringing the stock to its present location and condition.

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.

Debt instruments are subsequently measured at amortised cost.

Taxation

The company (Peeple) is a charitable institution with exemption from UK taxation under section 505 of the Income and Corporation Taxes Act 1988. Its subsidiary (Peep Learning Limited) is subject to UK Corporation Tax based on its profits after making a donation payment to the holding company.

Pensions

Pensions are provided on a defined contribution basis and aligned to those rates required by Auto Enrollment statutory requirements. Individuals have the right to opt out. The contributions made for the year are treated as an expense and were £27,628 (2024: £24,749). The pension expense is allocated in line with the salaries to which they relate.

4. SURPLUS FOR THE YEAR

		2025	2024
is stated after charging/(crediting):		£	£
Restricted funds and donations received		418,949	390,032
Restricted capital grant		-	-
Trustees and officers indemnity insurance		337	337
Restricted fund expenditure		418,949	390,032
Auditors remuneration	Audit of the financial statements	7,450	7,100
	Other services	2,000	1,900

The surplus dealt with in the financial statements of the parent company was £202,524 (2024: £118,695 surplus).

5. INCOME

INCOME FROM DONATIONS AND LEGACIES	Unrestricted Funds £	Restricted Funds £	Total Funds 2025 £	Total Funds 2024 £
Ardian Foundation	50,000	-	50,000	-
BBC Children in Need	-	7,500	7,500	4,738
Charity of Sir Richard Whittington	-	53,751	53,751	131,104
Dulverton Trust	40,000	-	40,000	35,000
Edina Trust	18,462	-	18,462	14,195
Esmee Fairbairn Foundation	-	-	-	-
Hamilton Trust	13,000	-	13,000	10,000
Isla Foundation	-	-	-	18,614
Oxfordshire Community Foundation	-	-	-	11,000
Other grants	131,169	-	131,169	66,250
Playgroup Victoria	-	-	-	-
Scottish Government	-	344,500	344,500	238,741
Tambour Foundation	6,167	-	6,167	-
University of Oxford START project	-	13,198	13,198	15,449
Donations and legacies	46,558	-	46,558	51,979
	305,355	418,949	724,304	597,070

5.1 SALES OF PUBLICATIONS AND TRAINING BETWEEN RELATED PARTIES

The total sales by Peep Learning Limited in the year were £728,836, of which £19,314 was to Peeple itself. Therefore, on consolidation, the sales of publications and training are £709,522 (2024: £586,807).

5.2 PRE SCHOOL AND NURSERY INCOME

The income represents funded places by Oxfordshire County Council and parent fees.

6. CHARITABLE EXPENDITURE

	Staff costs £	Other costs £	Allocation of support £	Total 2025 £	Total 2024 £
Early education projects	1,017,573	257,134	204,517	1,479,224	1,305,750
Support costs	103,054	101,464	(204,517)	-	-
	1,120,627	358,597	-	1,479,224	1,305,750
	(Note 8)	(Note 9)			

7. GOVERNANCE COSTS

	Unrestricted Funds £	Restricted Funds £	Total Funds 2025 £	Total Funds 2024 £
Salary costs	8,731	-	8,731	8,797
Audit and related fees	7,940	-	7,940	7,100
Other	23,930	-	23,930	4,227
	40,601	-	40,601	20,124

8. STAFF COSTS

	2025 £	2024 £
Wages and salaries	1,014,627	890,034
Social security costs	78,876	66,147
Other pension costs	27,125	24,216
	1,120,627	980,397

The average number of employees during the year was 52 (2024: 45). There were 36 (2024: 34) members of staff who were accruing benefits under defined contribution pension schemes.

1 employee received remuneration for the year within the £60,000 - £69,999 band (2024: 1).

No remuneration was paid to any trustee during the year to 31 March 2025. Expenses of £nil were reimbursed (2024:

9. ANALYSIS OF OTHER COSTS - CHARITABLE EXPENDITURE

	2025	2024
	£	£
Project costs	212,069	204,964
Premises costs	30,124	21,047
Insurance	14,280	12,889
Printing, stationery, postage, telephone and office costs	38,714	34,255
Recruitment, courses and training	15,681	3,986
Motor, travel and subsistence	3,702	2,944
Professional fees	4,214	13,059
Fundraising	2,785	1,234
Bank and financial charges	1,669	2,226
Depreciation and (profit) / loss on sale of fixed assets	35,360	28,750
	358,597	325,354

10. INTANGIBLE FIXED ASSETS

Group	Other intangible assets £
Cost	
At 1 April 2024	13,044
Additions in year	21,367
Disposals	-
At 31 March 2025	34,411
Amortisation	
At 1 April 2024	889
Charge for the year	6,214
Adjust re disposals	-
At 31 March 2025	7,103
Net book value	
At 31 March 2025	27,308
At 31 March 2024	12,155

Company	Other intangible assets £
Cost	
At 1 April 2024	4,000
Additions in year	9,000
Disposals	-
At 31 March 2025	13,000
Amortisation	
At 1 April 2024	889
Charge for the year	2,625
Adjust re disposals	-
At 31 March 2025	3,514
Net book value	
At 31 March 2025	9,486

11. TANGIBLE FIXED ASSETS

Group	Lease premium £	Freehold property £	Fittings & Equipment £	Total £
Cost				
At 1 April 2024	322,321	84,809	104,042	511,172
Additions in year	-	-	26,660	26,660
Disposals	-	-	-	-
At 31 March 2025	322,321	84,809	130,702	537,833
Depreciation				
At 1 April 2024	86,149	84,809	82,588	253,546
Charge for the year	16,195	-	12,951	29,146
Adjust re disposals	-	-	-	-
At 31 March 2025	102,344	84,809	95,539	282,692
Net book value				
At 31 March 2025	219,977	-	35,163	255,140
At 31 March 2024	236,173	-	21,454	257,626

Company	Lease premium £	Freehold property £	Fixtures, Fittings & Equipment £	Total £
Cost				
At 1 April 2024	322,321	23,201	78,251	423,774
Additions in year	-	-	12,874	12,874
Disposals	-	-	-	-
At 31 March 2025	322,321	23,201	91,126	436,648
Depreciation				
At 1 April 2024	86,149	23,201	60,819	170,168
Charge for the year	16,195	-	7,741	23,936
Adjust re disposals	-	-	-	-
At 31 March 2025	102,344	23,201	68,560	194,105
Net book value				
At 31 March 2025	219,977	-	22,566	242,543
At 31 March 2024	236,173	-	17,433	253,605

12. INVESTMENTS (all held in the UK)

Peeple owns 100% of the issued ordinary share capital of Peep Learning Ltd, a company incorporated in the UK. Its company number is 04089209 and its registered office is the same as Peeple.

The principal activity of Peep Learning Ltd is the sale and distribution of educational literature and associated training.

The book cost of £66,514 represents the net asset value of the company at the date of transfer on 1 April 2012. At 31 March 2025, the net asset value is £97,732 (2024: £81,526). The turnover for the year was £728,836 (2024: £595,307) and the net profit was £16,206 (2024: £7,558), after a donation to Peeple of £270,038 (2024: £262,600).

13. DEBTORS

	Group		Company	
	2025	2024	2025	2024
	£	£	£	£
Trade debtors and grants receivable	195,584	252,190	5,823	4,610
Prepayments	20,349	28,164	4,249	6,187
Accrued income	12,519	162,881	12,519	162,881
Other debtors	-	3,139	-	3,139
	228,452	446,373	22,591	176,817

14. CREDITORS: Amounts falling due within one year

	Group		Company	
	2025	2024	2025	2024
	£	£	£	£
Trade creditors	19,062	38,410	6,940	10,684
Amount owed to group undertakings	-	-	24,037	42,157
Other creditors	27,127	23,915	8,284	3,861
Taxation and social security	50,449	117,778	5,521	25,269
Deferred income	359,491	361,408	161,005	21,926
Accruals	52,888	92,965	43,584	84,572
	509,017	634,476	249,371	188,470

Deferred income represents amounts received from grants and training sales in respect of subsequent trading periods. The reconciliation is as below:

Deferred income brought forward	361,408	186,845	21,926	184,436
Utilised in the year	(361,408)	(186,845)	(21,926)	(184,436)
New income	359,491	361,408	161,005	21,926
Deferred income carried forward	359,491	361,408	161,005	21,926

15. RESTRICTED FUNDS

Grants have been received to fund the administration costs of various aspects of project work. These grants were for similar purposes and so were aggregated together for accounts purposes.

	Revenue grants	Capital grants	Total
	£	£	£
Grants received during the year	418,949	-	418,949
Amounts expended	(418,949)	-	(418,949)
Movement on fund	-	-	-
Balance brought forward	-	-	-
Movement between funds to unrestricted	-	-	-
Balance carried forward	-	-	-

16. UNRESTRICTED FUNDS

The split of the unrestricted funds is as follows:

	General funds	Designated funds		
		Property	Premises	Total
	£	£	£	£
Balance brought forward	268,550	236,173	120,000	624,723
Movement during the year	234,926	(16,196)	-	218,730
Transfer to premises development fund	(100,000)	-	100,000	-
Balance carried forward	403,476	219,977	220,000	843,453

The designated property fund (which forms part of the tangible fixed assets) relates to the payment of a lease premium and legal costs for the Little Peeple Nursery in 2018-2019 which are subject to amortisation over 20 years which is the life of the lease. The amount in the fund as at the year end represents the remaining balance not yet amortised.

The designated premises development fund was created to set aside funds for the development of permanent premises for Peeple.

17. ANALYSIS OF NET ASSETS (between restricted and unrestricted funds)

	Unrestricted funds	Restricted funds	Total
	£	£	£
Intangible fixed assets	27,308	-	27,308
Tangible fixed assets	255,140	-	255,140
Net assets	561,005	-	561,005
	843,453	-	843,453

18. MEMBERS' LIABILITY

Peeple is limited by guarantee and does not have a share capital. The members have undertaken to contribute a sum, not exceeding £1, to the assets in the event of it being wound up.

Our year in pictures



Scan the QR code to see our film
The Magic of Everyday Moments



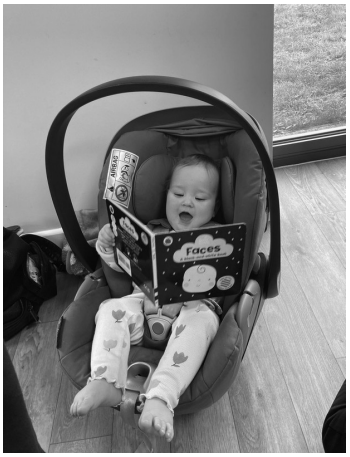
















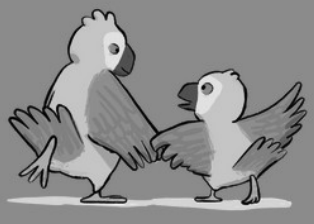
Peeple

Registered charity number: 1144975 in England and Wales
Registered charity number: SC044031 in Scotland
Peeple is also a company limited by guarantee no. 07514469
Peep Learning Ltd is the trading subsidiary of Peeple
Company registration no. 04089209 and VAT no. 768 4173 94

Contact details

The Peeple Centre, Littlemore, Oxford, OX4 6JZ
Phone: 01865 395145
Website: www.peeple.org.uk
Email: info@peeple.org.uk

Facebook, Twitter and Instagram: @PeepleCentre



PEEPLE

England & Wales - Charity number 1144975

Accounts

people

Annual Report 2023 - 2024





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Highlights 2023 - 2024

1,386 → peep learning together programme → 

1,386 practitioners trained to deliver the Peep Learning Together Programme.

16,623 → 

16,623 additional families supported to make the most of everyday learning opportunities.

118 → AIM Qualifications and Assessment Group

118 practitioners supported to complete Level 3 accreditation; 'Supporting Parents and Children to Learn Together', awarded by AIM.

135 → peep antenatal programme → 

135 practitioners trained to deliver the Peep Antenatal Programme.

1,350 → 

1,350 additional families supported to develop healthy bonding and attachment.

82

82 parents supported to gain an adult learning qualification through the Peep Progression Pathway.

71

71 families nurtured at Little Peeple Nursery in Littlemore, Oxford.

718



718 families in less affluent areas of Oxfordshire supported to make the most of the learning opportunities in everyday life.

1,134

1,134 children gifted the magic of reading with a free book each month from birth to five through our partnership with Dolly Parton's Imagination Library.

Evaluated 'Exploring Together', a programme to support the foundations of STEM.

The Peep Learning Together Programme promoted across Australia by Playgroup Victoria.

Executive Summary

The trustees have pleasure in presenting their report and the financial statements of Peeple for the year ended 31 March 2024. The gross income for the Group, comprising the charity and its trading subsidiary Peep Learning Ltd, in 2023-24 was £1,575,930 (2022-23: £1,094,392). Total expenditure of the Group in the year 2023-24 was £1,446,565 (2022-23: £1,187,999) giving a surplus overall of £129,365. Peep Learning Ltd achieved a surplus of £270,158 (up from £12,693 in 2022-23) before making a donation to Peeple.

Peep Learning Ltd develops and sells training, materials and consultancy to support other organisations to use the Peep Learning Together Programme, the Peep Progression Pathway and other programmes across the UK. Profits are passed to the charity by donation at the discretion of the directors of Peep Learning Limited. In 2023-24 £262,600 was transferred by donation to the charity. The fluctuation in Peep Learning Limited turnover year-on-year reflects the unpredictability of training income which is related to the spending power of local authorities who are our main customers. In 2023-24 this included a large amount of training delivered to government funded Family Hubs.



Welcome to our Annual Report 2023 – 2024

At Peeple, we know that the little things parents* can do every day—singing, chatting, sharing books—make a big difference in helping their children learn and thrive. Our mission is simple but powerful: to support families to give their children the best possible start, especially in communities where that support can make the biggest impact. We do this by working directly with families in Oxford and by training practitioners to deliver our programmes nationally.

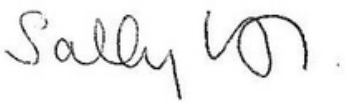
This year's Annual Report celebrates the progress we have made with our partners in creating lasting change for families. We are delighted that over half of the funded Family Hubs across England now include the Peep Learning Together Programme in their menu of support for parents with young children. In Scotland, the Scottish Government's support through the Whole Family Wellbeing Fund has been a meaningful vote of confidence in our work to improve children's outcomes and holistic family wellbeing.

We hear from practitioners every day about the transformative effect this work has on families. One said:

> *'You completely changed my view of early years learning and the capacity for engagement with parents and how these impact on both children and families. Through a successful Peep Learning Together session you can encourage so much more engagement with families which, in my experience then carries on through into primary school.'* (Practitioner, Fife).

We also continue to innovate. This year, we completed a pilot of Exploring Together, a new programme to support parents and practitioners to encourage children's early STEM thinking through everyday activities in the home and their setting. With promising outcomes from an independent evaluation, we secured four years additional funding to develop the programme further and extend its evidence base.

None of this would have been possible without the support and encouragement of our many colleagues, friends and funders. We are very grateful. We look forward to another year working together towards our common goal that every parent has the support that they need to give their children the best possible start in life.



Sally Smith
CEO



David Bailey
Chair of Trustees

*We use the term parents throughout this report to include anyone with parental responsibility for the children in their care.

Mission

Peeple exists to help parents improve their children's life chances, particularly in less affluent areas, by making the most of everyday learning opportunities at home and in the community. We aim to narrow the gap in attainment by supporting parents in raising their babies and young children to reach their full potential.

We do this by developing interventions which support parents as their children's first educators, by training practitioners to work with families, and by supporting the implementation of our programmes. We also deliver services directly to families, including early education and childcare, and help parents to gain qualifications which lead to further learning, volunteering, or employment. In addition, we contribute to research and policy development in Early Years education.

peeple

Vision

Every family makes the most of day-to-day learning opportunities which improve children's outcomes and help narrow the gap in attainment.



Principles

We believe that relationships are at the heart of learning.
We believe in the potential of every parent, every carer, and every child.
We recognise parents and carers for what they already do and help them to do more.
We believe that lives can be transformed by building on everyday learning experiences.
We recognise the importance of reflecting on the world through the eyes of others.

Why our work is needed

Brains are built not born; they are shaped by interactions with those around them. The more sensitive, responsive, and dependable these interactions are, the better. Relationships matter a lot! They lay the foundations which help children become resilient when faced with adversity - and ready to learn to their full potential.







There are class-based differences in children's outcomes by 15 months, which are increased by age five and continue to widen into adulthood. As a group, children who start less well-off end up less healthy, less wealthy and with fewer advantages to pass on to their children.



The single biggest predictor of social mobility for children from lower income backgrounds is vocabulary at age five – those with a wider vocabulary are more likely to do well.



Another important influence over how well children do in school and beyond is the quality of the Home Learning Environment – the everyday things which parents do at home with their children such as singing, playing, talking, and sharing books and stories.



Books are brilliant for brains: they help increase vocabulary, stimulate the imagination and encourage empathy.

Children who have a favourite book are more likely to become confident readers and writers when they grow up.



One study found that children who had been read to regularly at age five were significantly less likely to be poor by the time they were 30.

It helps when parents understand more about how their children develop and learn, and when they believe that they can make a positive difference in their children's lives.



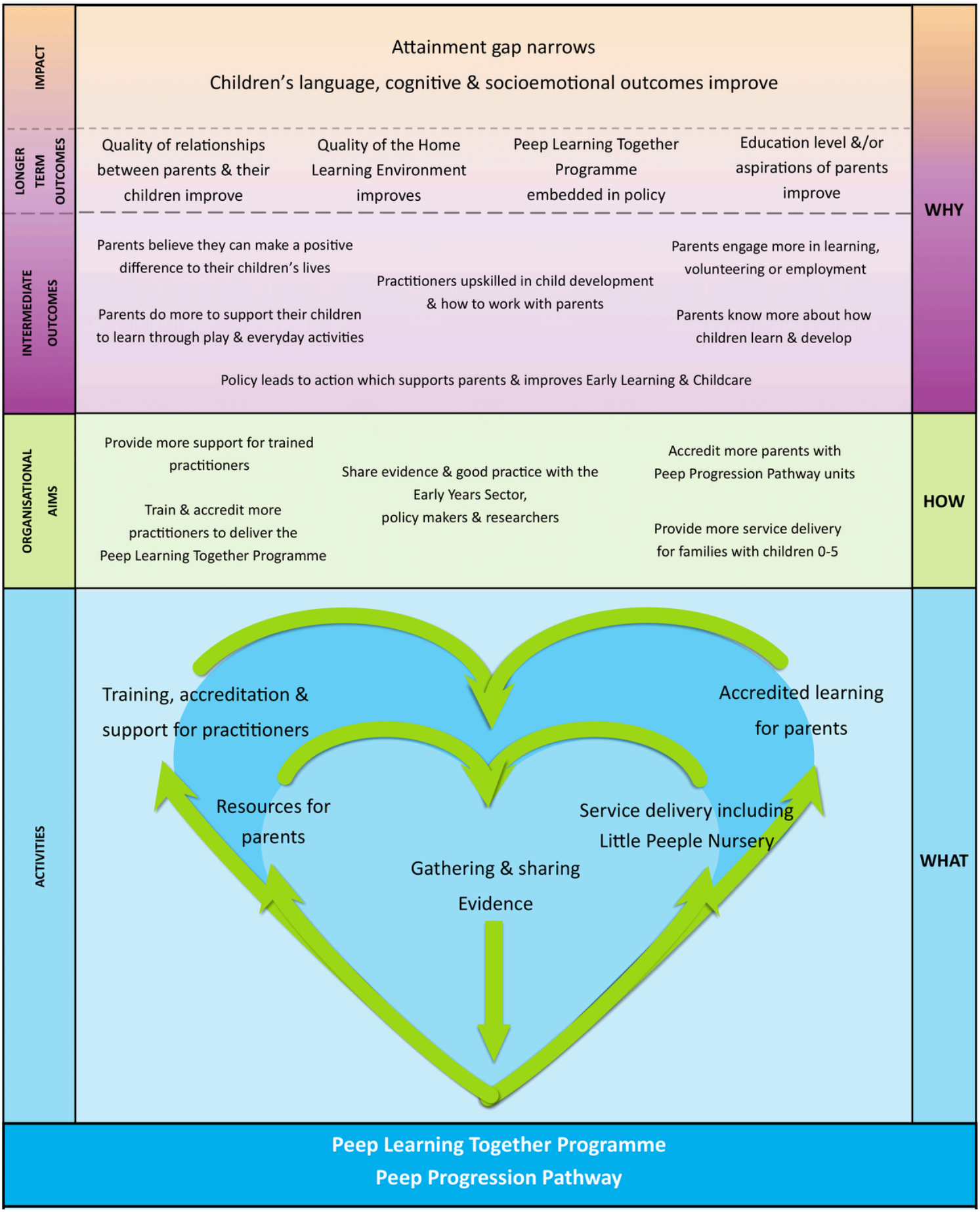
The benefits of healthy early development last a lifetime and are carried into the next generation, influencing how they parent their children.

The legacy of the pandemic continues to affect all families, particularly the most disadvantaged.

Early intervention is the most effective, and cost-effective, way to give all children the best start in life. Prevention is better than cure.



Theory of change



Objects, activities and aims

The objects of the charity are for the public benefit: (1) to advance education, in particular (but not limited to) the early learning and development of children; and (2) to promote, commission, carry out and disseminate research in the field of Early Years and other education.

Activities

The activities of the charity are: practitioner training and implementation support for our programmes nationally; accreditation of parents' learning via the Peep Progression Pathway; commissioning and carrying out research and evaluation; delivery of the Peep Learning Together Programme and other services to parents, carers and young children in Oxfordshire; early education and childcare at the Little Peeple Nursery; and influencing of national debate and policy.

Aims 2023 - 2024

1. To train and accredit more practitioners to support families with their young children's learning and development

2. To provide more support for trained practitioners to implement Peep Programmes

3. To accredit more parents with Peep Progression Pathway qualifications

4. To support more families in Oxfordshire

5. To provide high quality early education and care via the Little Peeple Nursery

6. To develop new interventions and to extend the Peep Learning Together Resources.

7. To share evidence and good practice with the Early Years sector, policy makers and researchers

Achievements and performance (2023– 2024)

1. To train and accredit more practitioners to support families with their young children's learning and development



In 2023 - 24:

- 103 Peep Learning Together Programme Training courses were delivered to practitioners from around the UK and Ireland. Many were funded by the Department of Education Family Hub initiative.
- 1,386 practitioners were trained to deliver the Peep Learning Together Programme, including 231 from Scotland.
- 16,632 (approximately) additional families were supported by the Peep Learning Together Programme.
- 93% of practitioners said the Peep Learning Together Programme had a positive impact on the Home Learning Environment. 83% said that it had a positive impact on parents' confidence and awareness of how to support their baby or child's learning and development.
- 98% of trained practitioners would recommend the Peep Learning Together Programme to other practitioners and organisations.





Fife Council

Peep completely changed my view of Early years learning and the capacity for engagement with parents and how these impact on both children and families.

Through a successful Peep session you can encourage so much more engagement with families which, in my experience then carries on through into early level in primary school.

Early Years Development Officer, Fife

aberlour
scotland's children's charity

Great for building on existing knowledge, this will allow more opportunities to provide parents and children with the best experiences from pre birth and beyond.

Aberlour Children's Charity



- 135 practitioners were trained to deliver the Peep Antenatal Programme. They supported 1,350 (approximately) families to develop strong parent-child bonding and healthy attachment relationships.

- 73 practitioners registered for, and 45 completed, 'Supporting Parents and Children to Learn Together', a Level 3 qualification awarded by AIM, to quality assure delivery of the Peep Learning Together Programme.



Norfolk County Council

Taking the time to reflect on my practice and the reasons behind the Home Learning Environment has been hugely helpful and has encouraged me to think more widely in my practice.

I have found myself listening more in my sessions to what families are experiencing and challenges they are facing with home learning and have been really encouraged by the way that the group have supported each other with solutions.

Practitioner, Norfolk

Scottish Government
Riaghaltas na h-Alba

- Families Learning Together project, funded by the Scottish Government's Whole Family Wellbeing Fund, was established in 11 local authorities across the country.



Playgroup Victoria

- Peep Learning Together Programme promoted across Australia by Playgroup Victoria with 80 practitioners trained. Playgroup Victoria received funding from the Australian Government to train 25 trainers to deliver the Peep Learning Together Programme across Victoria, New South Wales, Tasmania, Northern Territories and Southern Australia.

MITTAGONG PRESCHOOL

I have been introduced to many programs over my years of working in this sector & this one is the most exciting by far. I love the systematic approach of the planned sessions, the wealth of resources and the ease of use. It is exactly what we were looking for to take our facilitated playgroup to the next level, engaging the parents with developmental information and increasing their involvement in their child's education. I love that it is evidence-based as well!

Pauline Iacono, Director, Mittagong Preschool Kindergarten Inc

2. To provide more support for trained practitioners to implement Peep Programmes

This year:

- Peep in Practice sessions were delivered regularly online for trained practitioners to share ideas and learning based on their delivery of the Peep Learning Together Programme.
- Peep Champion meetings were facilitated termly for managers responsible for the strategic implementation of the Peep Learning Together Programme in their area.
- Practitioners were supported via the login area of the Peeple website (28,500 visits) and via social media.





PERTH & KINROSS COUNCIL

The Facebook page is fun and inspiring and makes delivering activities easy and comfortable. The messages in the posts are great snapshots to pass on to parents.

Family Learning Practitioner, Perth



3. To accredit more parents with Peep Progression Pathway qualifications

The Peep Progression Pathway is a suite of qualifications for parents embedded in the Peep Learning Together Programme. The qualifications are credit-rated by the Scottish Qualifications Authority at SCQF levels 3, 4 and 5, equivalent to Entry 3, Level 1 and Level 2 (rest of the UK).



A Pathway qualification can be the first step for parents into volunteering, training, or employment.

- 82 parents gained an adult learning qualification from the Peep Progression Pathway, based on their participation in the Peep Learning Together Programme.
- 72 practitioners trained to deliver the Pathway.

SQA Scottish Qualifications Authority

I've really enjoyed the course, it's made me feel more confident in being a first-time dad and I have discovered lots of activities me and my son can do together.

Parent, Inverness

SQA Scottish Qualifications Authority

I feel like I can use the new skills and the knowledge I have learned to help advance E's development further. I feel that I learned lots of beneficial knowledge throughout the course.

Parent, Derby

peep Progression Pathway

Parents and carers involved in an evaluation of the Peep Progression Pathway reported that they have:

peep Progression Pathway

- a greater understanding of their role in promoting their child's development
- more knowledge and ideas for improving the home learning environment
- recognised improvements in their own personal learning and literacy skills
- enhanced aspirations – with many going on to further their own early years and child development study and work opportunities

peep supporting parents and children to learn together Follow us on our socials: @PeepleCentre peeple.org.uk

4. To support more families in Oxfordshire

This year we supported 718 families from The Leys, Rose Hill, Littlemore and Berinsfield in Oxfordshire to make the most of the learning opportunities in everyday life.



Enjoyed the play and discussion of the impact we have and importance of doing things with our children for them to learn. I found it very useful learning how much of an impact we have on children's learning.

Parent



We delivered:

- five Peep Learning Together baby groups per week, attended by 110 families
- three Peep Learning Together Toddler groups per week attended by 89 families
- one Peep Learning Together group for multi-language families attended by 30 families
- one Peep Learning Together group per week for families with Special Educational Needs or disabilities (SEND) attended by nine families

We now read a bedtime book every night. We've learnt new nursery rhymes which has helped her speech.

Parent





Me and my daughter loved to join Peep sessions. As a mum I learnt so much from the Learning Together Programme!

Parent

Imagination Library

The Peep Imagination Library is a partnership between Peeple and the Dollywood Foundation. It gifts a book per month to every registered child, from birth to five years of age, living in The Leys, Littlemore, Rosehill and Berinsfield areas of Oxfordshire.

This year:

1,134 children received a free book each month.

10,860 books delivered bringing the total number delivered since the library began to 63,305.



My son loves having a book read to him and learning new words.

Parent

The books are so educational, not ones we would pick.

Parent

Growing Minds

Growing Minds is an innovative collaboration between Peeple, Home-Start Oxford and the Berin Centre which aims to narrow the attainment gap before school. Growing Minds is:

- **preventative** – starting from birth
- **collaborative** – using local delivery agencies and a joined-up approach
- **place-based** – in two areas of need – Berinsfield and Littlemore – building on strengths already within those communities
- **evidence-informed and evidence-based** - using tried and tested interventions developed by experts





Growing Minds began in January 2020. We have now recruited 591 families who are offered support from birth to five, which includes Dolly Parton's Imagination Library, sustained one-to-one support and home visits, Peep Learning Together groups and a variety of other community-based activities.

I've found the group so helpful for ideas and for community as I adjusted to being a mum. Having a regular session near to me to attend has been so valuable and has given me confidence in entertaining and interacting with my baby in ways shown to be developmentally helpful.

Parent

The Growing Minds annual survey found that:

- 97% of parents shared books more than three times a week with their child
- 94% of parents who attended Peep Learning Together group sessions were undertaking more learning activities with their child at home or out and about
- 97% felt that Growing Minds had improved their relationship with their child

An Independent Evaluation of Growing Minds was completed in April 2023.

Fiona Gell, Independent Evaluator

There is clear evidence of positive outcomes in terms of improving the home learning environment and strengthening the coping capacity of families, and significant positive impact on the lives of many of the participating families. These achievements are forming the building blocks for improving school readiness and closing the disadvantage gap in the longer-term.

Growing Minds was made possible by Our Common Good and is funded by a consortium of donors.

5: To provide high quality early education and care via the Little Peeple Nursery

At Little Peeple, we aim to foster a lifelong love of learning, which supports children to flourish and fully develop their skills and abilities. We allow children to explore, learn and investigate at their own pace, taking an active role in their learning through a balance of child-initiated play, guided learning and direct teaching. We seek to facilitate moments of awe and wonder to ignite the children's natural curiosity and provide high quality teaching and learning opportunities to support, nurture and encourage their development.



Over the past five years you have all become part of our extended family, thank you so much for looking after our two boys, caring and loving them. They've always felt happy and secure at nursery, just a quick bye-bye and off they went every morning to play, laugh, read and experience the world.

Parent

Relationships are at the heart of our service. We feel we are only a small part of child's life and it is what parents do that makes the real difference. We value the small part that we play in the children's and families' lives and respect parents as the first and most enduring educators. We work in partnership with parents to provide a consistent, supportive and collaborative approach.





Thank you so much for all the care, patience and love you have shown N during her time at Little Peeple, we deeply appreciate the positive impact you've had on her development and growth.

Parent

We share information and ideas with parents from our evidence-based Peep Learning Together Programme about how to make the most of the learning and play opportunities that surround us in everyday life. We encourage families to share the wonderful things they do at home through the online learning journal, Tapestry, and invite families to come in and share their occupations, interests and hobbies as these are important sources of knowledge and cultural capital for all the children in our care.





Ofsted

Babies crawl towards the 'story corner' when they see staff preparing for 'singing time'. They join in with actions and sounds. They take turns to choose props from the bag to use as they sing. Older children are equally as enthusiastic. There are always staff available and willing to read books to individual or small groups of children. Children snuggle in, turn the pages and point to the pictures.

The OXFORD Academy

Thank you for supporting the year 10 students from The Oxford Academy and providing an invaluable experience. The positive impact of these experiences is evident, as many of our year 11 students continue to have fond memories and lessons learned.

We invest in our staff with regular training and learning opportunities and provide work experience for pupils from The Oxford Academy; this investment in the local community and potential Early Years workforce are important elements of our service.

Little Peeple is a 44-place day nursery and pre-school for children aged six months to four years. Opened in 2018, it was built by Peeple in partnership with The Oxford Academy and Oxfordshire County Council.
This year, Little Peeple was attended by 71 individual children.

Exploring Together

Children's early STEM learning grows from their natural curiosity and engagement in real-world experiences and play. These are enhanced through interaction with adults who share the child's interest, and can be extended with relevant knowledge, vocabulary, and ideas.



Over the past three years, we have developed and piloted Exploring Together, an intervention which aims to improve practitioners' and parents' confidence, knowledge and skills to support early STEM learning. The intervention has two elements: Exploring Together Training for practitioners, and the Exploring Together Programme for parents.

> *We are enjoying exploring outside, the water in the puddles, counting the buses, looking at the planes, trees around him. He will tell me what he can see and hear, and he definitely enjoyed being outside, because we live in a small flat so it's not that big... My other son he was getting involved as well, so we were all doing it together and enjoyed it as a family.*
>
> Parent

This year, Exploring Together was evaluated by the Institute of Employment Studies and the University of Oxford in six early years settings in the London boroughs of Newham and Redbridge.

The evaluation found that parents:

- reported undertaking both Maths and Science-based activities with their children at home at a significantly higher frequency immediately post-Programme compared to pre-Programme.
- were overwhelmingly positive about the impact of the Exploring Together Programme on their child, reporting developments in their confidence (including self-belief and confidence in STEM), curiosity, and a greater interest in STEM concepts or topics such as space, or the natural world.



She knows so many new words and can understand so much. She has a different method of thinking...she understands to a much higher level.

Parent

The nursery were saying that he's changed so much, speaking more, coming in with ideas...I think it helped him a lot.

Parent



- reported maths skills improvements around counting and simple sums such as addition/subtraction, as well an improved knowledge of shapes and weights.
- reported improvements in children's language and communication skills including more verbal communication, increased vocabulary, and improvements in listening.
- noted the benefits of increased parent-child time.
- felt more confident in their ability to support their child with improving their STEM skills at home through play and in daily activities such as cooking, and said that the Programme had made STEM more relatable.

Practitioners universally reported enjoying and learning from the Exploring Together Programme. They often felt that the Programme changed their perspectives on their own practice as early years professionals and helped them to feel more confident in their interactions with parents.

The project is funded by the Charity of Sir Richard Whittington, for which the Mercers' Company is corporate trustee, and is part of the Company's Early Years Special Initiative.

START

The START Project aims to help toddlers with a family connection to autism or Attention Deficit Hyperactivity Disorder (ADHD) to develop strong attention, regulation and thinking skills. It is led by Dr Alexandra Hendry, a developmental psychologist at the University of Oxford, and funded with a five-year grant from the National Institute of Health Research. The START programme is based around the Peep Learning Together Programme, and we are partnering with Oxford University on the project. This year we delivered START groups as part of a small-scale Randomised Controlled Trial of the programme.

START Supporting Toddlers with a family connection to autism or ADHD to develop strong Attention, Regulation and Thinking skills

7. To share evidence and good practice with the Early Years sector, policy makers and researchers

Playgroup Victoria

In October 2023, our CEO, Sally Smith and our National Training and Accreditation Manager, Liz Ersoy, visited Playgroup Victoria in Melbourne. Playgroup Victoria hold the licence for the Peep Learning Together Programme in Australia. Claire Georgiou is Playgroup Victoria's Peep National Manager and has been at the heart of Peep training and support in Australia for the last few years. By providing online training, establishing communities of practice and fostering valuable partnerships, the Peep programme is now being used in every state and territory across Australia.





Peep was a focus of the Playgroup Victoria Conference, where 300+ professionals from a wide range of early years settings gathered together. Sally delivered a keynote speech about Peep and the important role of Playgroup Victoria.

Liz participated in a lively panel discussion focusing on children's agency in the early years.

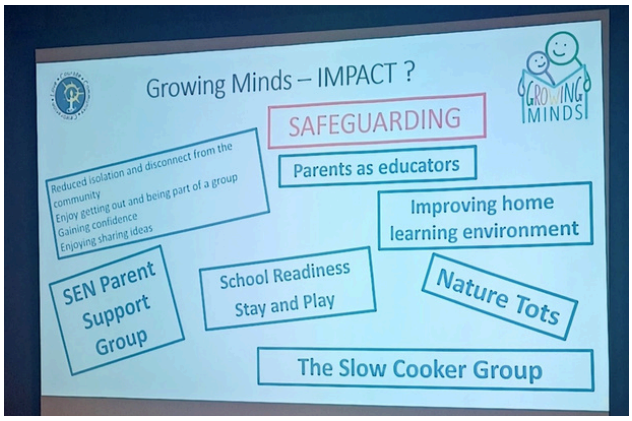


The trip also provided opportunities to visit Peep groups and have valuable discussions with families, professionals and researchers. These included the Parenting Research Centre, the Australian Catholic University, Thrive by Five, Monash University, the Tomorrow Today Foundation, Milla Milla Aboriginal Playgroup and the Wathaurong Aboriginal Children Services Centre.

Growing Minds

Growing Minds Manager, Becky Young, was invited by the Sutton Trust to speak about Growing Minds at the Social Mobility All Party Parliamentary Group (APPG) at the House of Commons in July. The theme was parental engagement as a tool for social mobility, and she shared our learning around engaging with parents as early as possible in children's lives.





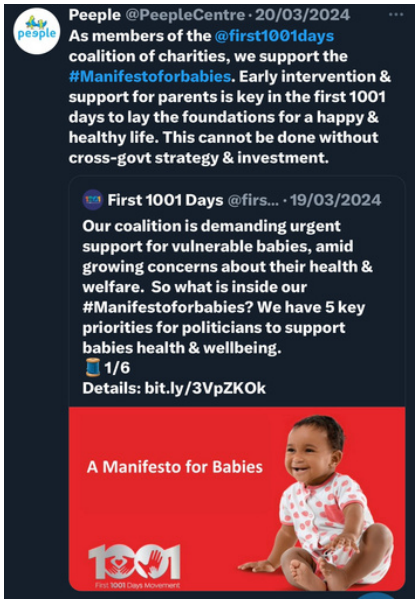
THE STORY MUSEUM

Our Growing Minds Learning Day included presentations on the evaluation of the project, the Imagination Library, the Oxford Story Museum, and the Oxford Brain Story from Professors Louise Dalton and Elizabeth Rappa from the University of Oxford. These events enable us to reflect on the last few months - what we did, what changed within our communities, and what we learned - helping us to plan for the future.

Campaigns

We continue to lend our voice to campaigns, alongside organisations with a similar mission, to further the cause of parenting, Early Years and the Early Learning and Childcare Sector.







Peep Learning Together Programme

The Peep Learning Together Programme aims to improve the quality of relationships between parents/carers and their children, and the quality of the Home Learning Environment, because both are shown by research to help children to do well in school and beyond. The Programme can be used flexibly - in the home, in universal or targeted groups, in drop-in sessions, in nurseries and schools – wherever families spend their time.

The Programme explains to parents about how babies and young children learn and develop, helping them build on what they are already doing at home to support their children's learning. It also promotes parental confidence, self-esteem, and social support.

- The Programme is based around five strands of learning: 1) personal, social & emotional development; 2) communication & language; 3) early literacy; 4) early maths; and 5) health and physical development.
- In each strand there are 15 different topics. These are listed on the strand map opposite.
- Practitioners use the topics to create sessions which are delivered to parents and children together. Each topic is aimed at one or more stages of development – babies, toddlers or pre-school. Each session includes discussion, songs and stories, as well as ideas and approaches for parents to try at home.
- The Learning Together Programme includes the Peep Progression Pathway; credit-rated units for adults, completed as part of their participation in the Programme.

Evidence base

The Learning Together Study was a large-scale Randomised Controlled Trial of the Peep Learning Together Programme with 139 settings and 1,440 families. It was carried out by Queens University Belfast and funded by the Education Endowment Foundation.

Improving outcomes for children

Overall, the study found that the Programme made a made a positive difference of an additional two months' progress over a five-month period to children's early literacy development.

...and narrowing the attainment gap

However, the Peep Learning Together made the greatest difference to the most disadvantaged children, those eligible for Early Years Pupil Premium, who made an additional four months' progress in core language skills, four months' additional progress in communication, and three months' additional progress in early literacy development.

Consistent with the Programme's Theory of Change, the study also found that the Peep Learning Together Programme had a positive effect on parents, who reported improvements in:

- parental self-acceptance
- the home learning environment
- their confidence in enjoying and playing with their child
- their parenting knowledge and learning.

QUEEN'S UNIVERSITY BELFAST

Education Endowment Foundation

Peep Learning Together Programme - Strand Map

www.peeple.org.uk

Strands and Topics

PSED Personal, Social and Emotional Development

Personal and social development
- Knowing me, knowing you
- Helping babies feel good about themselves
- Helping children feel good about themselves
- Becoming 'me'
- The importance of names
- The importance of relationships

Learning
- An introduction to ORIM
- The importance of support and encouragement

Play
- Treasure baskets: babies making choices
- How children play
- Lots of ways to play and learn
- Schemas: making the most of play patterns

Behaviour
- Making the most of routines
- Helping children to understand and manage their feelings
- Understanding and managing behaviour

CL Communication and Language

Early communication
- The very first language
- Early conversations
- Finding a voice
- Musical moments

Speaking and listening
- Making sense of sounds
- Becoming a good listener
- Becoming a talker
- Talking and listening with children
- Thinking and talking

Communication and language anywhere
- Play and language
- Imaginative play with puppets
- Things to do and talk about together
- Musical interactions
- Making the most of technology
- Talking maths

EL Early Literacy

Books and beyond
- Sharing books with babies
- Sharing books with toddlers and young children
- Making the most of favourite books and stories
- Our world in books
- Storytelling
- Exploring stories through play
- Home-made books

Reading
- Environmental print
- Wonderful ways with words
- Becoming a reader

Writing
- Mark making
- Exploring writing through play
- Becoming a writer

Early literacy everywhere
- Lots to read and write about
- Literacy and technology

EM Early Maths

Fun with maths
- Mathematical babies
- Exploring early maths
- Maths in everyday routines
- Maths in books, toys and games
- Maths in songs and rhymes
- Mathematical adventures

Numbers & counting
- Exploring numbers
- Number names
- Toddler numbers
- Let's count
- Numbers, numbers everywhere

Maths everywhere
- A sense of order
- Shapes and patterns everywhere
- Sorting and matching
- Exploring measures

HPD Health and Physical Development

Healthy living
- Food for life
- Exploring food
- Making the most of food and mealtimes
- Looking after 'me'
- Exploring nature

Physical development
- Babies on the move
- Exploring movement
- Musical movements
- Movement and language
- Building a brain

Sensory development
- Early sensory experiences
- Making sense of the world
- Understanding our place in space
- Developing balance and co-ordination

Financial Review

The gross income for the Group (comprising the charity and its trading subsidiary, Peep Learning Ltd) in 2023-24 was £1,575,930 (2022-23: £1,094,392). Total expenditure of the Group in the year 2023-24 was £1,446,565 (2022-23: £1,187,999) giving a surplus overall of £129,365. Peep Learning Ltd achieved a surplus of £270,158 (up from £12,693 in 2022-23) before making a donation to Peeple. The fluctuation in Peep Learning Limited turnover year on year reflects the unpredictability of training income which is related to the spending power of local authorities who are among our main customers. In 2023-24 this included a large amount of training delivered to government funded Family Hubs.

The charity's main expenditure is that of wages and salaries. Staff are recruited based on their specific skillsets to the various activities of the charity, and according to the requirements of grants received and trading activities. Most employment contracts are permanent, and the majority are part time, with fixed term contracts being offered where appropriate to reflect the requirements of the activities, thereby maximising value for money.

The charity's subsidiary company, Peep Learning Ltd (PLL), develops and sells materials, training and consultancy to support other organisations to use the Peep Learning Together Programme and Peep Progression Pathway in different parts of the country. The main two-day training is known as the Peep Learning Together Programme Training. One-day training courses courses, the Peep Antenatal Programme, the Peep Progression Pathway and Early Communications Matters (which was replaced by TALK in 2024) continue to be offered. Profits are passed to the charity by donation at the discretion of the directors of PLL. In 2023-24 £262,600 was transferred by donation to the charity.



Future plans (2024 - 2025)

Aim 1: To train and accredit more practitioners to support more families with their young children's learning.

Aim 2: To provide support for trained practitioners to implement Peep Programmes.

Aim 3: To accredit more parents with Peep Progression Pathway units.

Aim 4: To support more families in Oxfordshire.

Aim 5: To provide high quality early learning and childcare at the Little Peeple Nursery.

Aim 6: To develop new interventions and to extend the Learning Together Programme resources.

Aim 7: To share evidence and good practice with the Early Years sector, policy makers and researchers.

Aim 8: To ensure good governance, management, and infrastructure.

Reserves

The charity relies on human resources to deliver its programme, and the trustees are conscious of the need to ensure that there are sufficient reserves available to provide for those resources in times of low funding or whilst new grant applications are being made.

The trustees consider that the minimum level of reserves should be three months of fixed costs. On this basis, the level of readily accessible reserves should be in the region of £270,000. As of 31st March 2024, the total unrestricted reserves were £388,550 (31.3.23 = £242,990); trustees have agreed to set aside £120,000 from unrestricted reserves in a designated premises development fund aimed at securing our own permanent premises.

A finance meeting takes place before each full board meeting, which reviews the level of reserves with these criteria in mind.

Risks

The trustees have reviewed the major risks to which the charity is exposed, and systems have been put in place to mitigate those risks. These are reviewed by the full board on a regular basis. Major risks considered in 2023-24 and steps taken include:

- increasing staff costs for the Little Peeple Nursery due to increase in the National Minimum Wage and knock on effects; increased running costs due to inflation. These may be mitigated in part in 2024-5 by the new government funding for children aged 9 – 24 months and 10% increase in nursery fees to parents in the last year.
- funding for local delivery remains a challenge and fundraising efforts have focussed on this with good results. In 2024 we employed our own in-house fundraiser for the first time.
- all sources of funding are under pressure and whilst we have a good mix of funding from local government, national government and charitable trusts which spreads the risk, the income from our trading via Peep Learning Ltd. continues to be vital to help us meet our costs.
- reduced income from training as local authority budgets are under pressure and the Family Hubs funding comes to an end in March 2025; increased focus on marketing our Programmes and working with existing customers to help them make their Peep programmes sustainable in the longer term.
- loss of electronic data and cyber security threats: we continue to monitor the security of our IT systems and have backups and strong antivirus and ransomware systems set up and maintained by our external IT support provider.
- price and credit risk are not considered to be major risks as the cost of materials is only a small element of our expenditure, and we have a good credit record with the suppliers we use.

Structure, governance, management and staff

The trustees (directors) who served Peeple during the year were as follows:

David Bailey, Chair
Mark Harris
Neil McClelland
Professor Mary Wild, Vice Chair
Teresa Smith
Nancy Stimson
Dr Alison Street

New trustees are invited to join the board by the current trustees. Peeple's deed sets a maximum of 10 trustees who can serve at any one time.

The organisation is governed by a Memorandum and Articles of Association which sets out rules governing meetings, trustee recruitment, powers and responsibilities of trustees.

Trustees are kept up to date by a detailed report from the Chief Executive Officer (CEO) on progress in achieving our strategic aims and objectives at each board meeting, and by emails between meetings. Time is also set aside at board meetings to discuss strategy and update knowledge on governance and related matters. Trustees undertake online safeguarding training every three years, or whenever guidelines change. Individual trustees take on responsibility for

keeping the organisation up to date on specific areas e.g. governance and risk management. They work with staff in committees (HR, Finance, Projects) to contribute their specific knowledge and expertise.

Governance and management

Day to day management is delegated by the trustees to the CEO. Dr Sally Smith is the current CEO. Trustees are responsible for the overall strategy of the organisation and the appointment of the CEO.

Staff

Peeple had an average of 48 employees during 2023-24. Of these, 19 were in early education and childcare roles, ten worked in local programme delivery, ten worked in training, accreditation and development, including three based in Scotland, two in communications and marketing and seven worked in the Head office functions of CEO, senior management, finance & HR and general administration. The total full-time equivalent staff in March 2024 was 33. All professional staff have significant skills and knowledge in the field.

Responsibilities of the trustees/directors

Company law requires the trustees to prepare accounts for each financial year which give a true, fair view of the state of the affairs of the company and of the surplus or deficit of the company for that period. In preparing those financial statements the trustees are required to:

- select suitable accounting policies and apply them consistently.
- make judgements and estimates that are reasonable and prudent.
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

The trustees confirm that:

- as far as each trustee is aware, there is no relevant audit information (needed by the auditors in connection with their report) of which the charity's auditors are unaware.
- each trustee has taken all the steps that they ought to have taken as a trustee in order to make themselves aware of any relevant audit information and to establish that the charity's auditors are aware of that information.

Solicitors, bankers and auditors

Solicitors: Bates Wells Braithwaite LLP, London (charity and IPR matters)
Lewis Silkin (employment matters)
Bank: Lloyds Bank, Headington, Oxford
Auditors: Mercer Lewin Ltd, Chartered Accountants and Registered Auditors,
6-7 Citibase, New Barclay House, 234 Botley Road, Oxford OX2 0HP

On behalf of the trustees/directors Date: 4 December 2024



David Bailey

This report and financial statements of Peeple for the year ended 31 March 2024 have been prepared in accordance with the provisions of the Charities Act 2011, the charity's governing document, the Statement of Recommended Practice "Accounting for Charities", the Companies Act 2006 (part 15), the Charities and Trustee Investment (Scotland) Act 2005 and the Charities Accounts (Scotland) Regulations 2006 (as amended). Accordingly, the accounts consolidate the results of the charity with those of its subsidiary company, Peep Learning Limited (PLL).



REGISTERED COMPANY NUMBER: 07514469 (England and Wales)
REGISTERED CHARITY NUMBER: 1144975/SC044031

PEEPLE
AUDITED CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 MARCH 2024

Mercer Lewin Ltd
Chartered Accountants and Registered Auditors
6-7 Citibase
New Barclay House
234 Botley Road
Oxford
OX2 0HP

PEEPLE
INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF PEEPLE
YEAR ENDED 31 MARCH 2024

Opinion

We have audited the financial statements of Peeple for the year ended 31 March 2024 which comprise the group statement of financial activities (including income and expenditure account), the group and parent 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 Standards applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the charity's members, as a body, in accordance with section 144 of the Charities Act 2011 and regulations made under section 154 of that Act, and Regulation 10 of the Charities Accounts (Scotland) Regulations 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.

In our opinion the financial statements:

- give a true and fair view of the state of the group's and the parent charitable company's affairs as at 31 March 2024 and of the group's 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 Charities Act 2011, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006 (as amended).

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Annual Report, other than the financial statements and our Report of the Independent Auditors thereon.

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.

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 Charities Accounts (Scotland) Regulations 2006 (as amended) and the Charities Act 2011 requires us to report to you if, in our opinion:

- the information given in the trustees' report is inconsistent in any material respect with the financial statements; or
- adequate accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees
As explained more fully in the Statement of Trustees' Responsibilities, the trustees (who are also the directors of the charitable company 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 charitable company'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 charitable company or to cease operations, or have no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements
We have been appointed as auditors under Section 144 of the Charities Act 2011 and report in accordance with the Act and relevant regulations made or having effect thereunder.

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:

- We discussed the framework in which the company operates with senior management and in conjunction with our experience of the industry in which the company operates, sought to identify laws and regulations which are critical to the company's business. As a registered charity, the company is obliged to comply with regulations issued by The Charity Commission of England and Wales and the Office of the Scottish Charity Regulator. Compliance with those regulations, including the need to make reports to the commission/regulator, was reviewed.
- As part of routine audit procedures, the possibility of non-compliance with general laws (e.g. employment law, health and safety regulations) were considered and discussed with senior management, in response to the assessed risks in relation to these laws and regulations.
- The risks of fraud were discussed with senior management, including details of known instances. Our records of the company's systems and procedures was reviewed by the audit team (including the audit engagement partner) to identify possible areas where fraud might occur.

The above procedures were undertaken by the audit team as a whole, led by the audit engagement partner. In this way the audit engagement partner was able to obtain assurance the engagement team collectively had the appropriate competence and capabilities to identify or recognise non-compliance with laws and regulations and the possibility of irregularities arising from fraud.

To address the risk of fraud through management bias and override of controls, we:

- performed analytical procedures to identify any unusual or unexpected relationships;
- tested journal entries to identify unusual transactions;
- assessed whether judgements and assumptions made in determining the accounting estimates were indicative of potential bias; and
- investigated the rationale behind significant or unusual transactions.

In response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- agreeing financial statement disclosures to underlying supporting documentation;
- reading the minutes of meetings of those charged with governance; and
- enquiring of management as to actual and potential litigation and claims.

There are inherent limitations in our audit procedures described above. The more removed that laws and regulations are from financial transactions, the less likely it is that we would become aware of non-compliance.

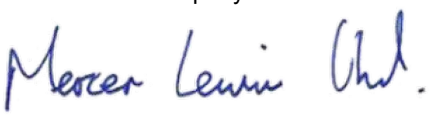
Auditing standards also limit the audit procedures required to identify non-compliance with laws and regulations to enquiry of the Management Committee and other management and the inspection of regulatory and legal correspondence, if any.

Material misstatements that arise due to fraud can be harder to detect than those that arise from error as they may involve deliberate concealment or collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at www.frc.org.uk/auditorsresponsibilities. This description forms part of our Report of the Independent Auditors.

Use of our report

This report is made solely to the charitable company's trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. Our audit work has been undertaken so that we might state to the charitable company's trustees those matters we are required to state to them in an auditors' 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 charitable company and the charitable company's trustees as a body, for our audit work, for this report, or for the opinions we have formed.



Jonathan Paul Swayne (Senior Statutory Auditor)

for and on behalf of Mercer Lewin Ltd
Chartered Accountants and Registered Auditors
Eligible to act as an auditor in terms of Section 1212 of the Companies Act 2006
6-7 Citibase, New Barclay House
234 Botley Road
Oxford
OX2 0HP

24 October 2024

PEEPLE
CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 MARCH 2024

	Note	Unrestricted funds £	Restricted funds £	Total funds 2024 £	Total funds 2023 £
INCOME					
Income from donations and legacies	5	207,038	390,032	597,070	516,900
Income from charitable activities					
Sales of publications and training	5.1	595,307	-	595,307	217,220
Nursery income	5.2	367,221	-	367,221	344,600
Other income		16,331	-	16,331	15,672
Total income		1,185,897	390,032	1,575,930	1,094,392
EXPENDITURE					
Cost of generating funds - publications and training		111,893	-	111,893	48,461
Cost of generating funds - other		8,797	-	8,797	8,990
Charitable activities	6	915,717	390,032	1,305,750	1,110,590
Governance costs	7	20,124	-	20,124	19,958
Total expenditure		1,056,532	390,032	1,446,565	1,187,999
NET INCOME /(EXPENDITURE) AND NET MOVEMENT IN FUNDS FOR THE YEAR		129,365	-	129,365	(93,607)
Reconciliation of funds					
Total funds brought forward		495,358	-	495,358	588,966
TOTAL FUNDS CARRIED FORWARD		624,723	-	624,723	495,358

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

The notes form part of these financial statements

PEEPLE
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT 31 MARCH 2024

		Note	Group 2024 £	Group 2023 £	Company 2024 £	Company 2023 £
FIXED ASSETS						
Intangible assets		10	12,155	-	3,111	-
Tangible assets		11	256,514	267,122	252,494	261,615
Investments		12	-	-	66,514	66,514
	Total Fixed Assets		268,670	267,122	322,119	328,129
CURRENT ASSETS						
Stocks			3,722	9,503	-	-
Debtors and prepayments		13	446,373	394,690	176,817	123,533
Cash at bank and in hand			571,075	434,417	299,244	378,863
	Total Current Assets		1,021,171	838,609	476,062	502,396
CREDITORS: Amounts falling due within one year		14	634,476	574,261	188,470	342,620
NET CURRENT ASSETS			386,695	264,347	287,592	159,776
CREDITORS: Amounts falling due after more than one year			30,641	36,111	-	-
TOTAL ASSETS LESS LIABILITIES			624,723	495,358	609,711	487,905
RESERVES						
Restricted income funds		15	-	-	-	-
Restricted capital funds			-	-	-	-
Unrestricted funds	Designated property fund	16	236,173	252,368	236,173	252,368
	Designated premises fund		120,000	70,000	120,000	70,000
	General funds		268,550	172,990	253,538	165,537
TOTAL CHARITY FUNDS		17	624,723	495,358	609,711	487,905

The trustees have prepared the group accounts in accordance with section 398 of the Companies Act 2006 and section138 of the Charities Act 2011. These accounts are prepared in accordance with the special provisions of Part 15 of the Companies Act relating to small companies and constitute the annual accounts required by the Companies Act 2006.



Approved by the Trustees on:
24 October 2024

David Bailey
Chair of Trustees

The notes form part of these financial statements

PEEPLE
CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 MARCH 2024

	2024 £	2023 £
Cash flows from operating activities		
Net income	129,365	(93,607)
Adjustments for:		
Depreciation of tangible fixed assets	28,749	27,198
Interest payable and similar charges	-	-
Loss on disposal of tangible fixed assets	-	-
Accrued expenses	(15,254)	229,713
Changes in:		
Stock	5,780	(2,483)
Trade and other debtors	(51,684)	(340,411)
Trade and other creditors	69,998	49,277
Cash generated from operations	166,955	(130,314)
Interest paid	-	-
Net cash from operating activities	166,955	(130,314)
Cash flows from investing activities		
Purchase of intangible and tangible assets	(30,297)	(9,716)
Proceeds from sale of tangible assets	-	-
Net cash (used in) / from investing activities	(30,297)	(9,716)
Cash flows from financing activities		
Payments of finance lease liabilities	-	-
Net cash used in financing activities	-	-
Net increase in cash and cash equivalents	136,658	(140,030)
Cash and cash equivalents at beginning of year	434,417	574,447
Cash and cash equivalents at end of year	571,075	434,417

The notes form part of these financial statements

PEEPLE
NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2024

1. GENERAL INFORMATION

The charity is a private company limited by guarantee, registered in England and Wales. It is registered as a charity in both England and Wales and Scotland. The address of the registered office is The Peeple Centre, Littlemore, Oxford, Oxfordshire, OX4 6JZ, United Kingdom.

The charity's main purpose is that of a public benefit entity.

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 Charities Act 2011, Charities and Trustee Investment (Scotland) Act 2005 and the Charity Accounts (Scotland) Regulations 2006 (as amended).

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.

Basis of consolidation

The consolidated accounts include the accounts of the company (PEEPLE) and its subsidiary company (PEEP Learning Limited) on a line by line basis made up to 31 March 2024. A separate Statement of Financial Activities and Income and Expenditure Account for the charity has not been presented because the charity has taken advantage of the exemption afforded by section 408 of the Companies Act 2006. Intra-group turnover and profits are eliminated on consolidation.

Judgements and key sources of estimation uncertainty

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

Fund accounting

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

Designated funds are unrestricted funds earmarked by the trustees for particular future project or commitment.

Restricted funds are subjected to restrictions on their expenditure declared by the donor or through the terms of an appeal, and fall into one of two sub-classes: restricted income funds or endowment funds.

Incoming resources

All income is included in the statement of financial activities net of VAT where applicable and 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.
- legacy income is recognised when receipt is probable and entitlement is established.
- income from the pre school and nursery is recognised when the service is provided.

Accounting Policies (continued)

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.
- 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.

Intangible assets

Intangible assets are initially measured at cost. After initial recognition, intangible assets are measured at cost less any accumulated amortisation and any accumulated impairment losses.

Other intangible assets are being amortised evenly over their estimated useful life of three years.

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.

An increase in the carrying amount of an asset as a result of a revaluation, is recognised in other recognised gains and losses, unless it reverses a charge for impairment that has previously been recognised as expenditure within the statement of financial activities. A decrease in the carrying amount of an asset as a result of revaluation, is recognised in other recognised gains and losses, except to which it offsets any previous revaluation gain, in which case the loss is shown within other recognised gains and losses on the statement of financial activities.

Depreciation and amortisation

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

Lease premium	-	20 years
Freehold property	-	4 years and 10 years
Fixtures, fittings & equipment	-	3 years

Amortisation of the leasehold improvements is allocated on a pro-rata basis between the funds used for its purpose.

Investments

Unlisted equity investments are initially recorded at cost, and subsequently measured at fair value. If fair value cannot be reliably measured, assets are measured at cost less impairment.

Listed investments are measured at fair value with changes in fair value being recognised in income or expenditure.

Impairment of intangible and tangible assets

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

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

Stocks

Stocks are valued at the lower of cost and net realisable value, after making due allowance for obsolete and slow moving items. Cost includes all costs of purchase, costs of conversion and other costs incurred in bringing the stock to its present location and condition.

Accounting Policies (continued)

Financial instruments

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

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

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

Debt instruments are subsequently measured at amortised cost.

Taxation

The company (Peeple) is a charitable institution with exemption from UK taxation under section 505 of the Income and Corporation Taxes Act 1988. Its subsidiary (Peep Learning Limited) is subject to UK Corporation Tax based on its profits after making a donation payment to the holding company.

Pensions

Pensions are provided on a defined contribution basis and aligned to those rates required by Auto Enrolment statutory requirements. Individuals have the right to opt out. The contributions made for the year are treated as an expense and were £24,749 (2023: £22,411). The pension expense is allocated in line with the salaries to which they relate.

4. SURPLUS FOR THE YEAR

		2024	2023
is stated after charging/(crediting):		£	£
Restricted funds and donations received		390,032	290,674
Restricted capital grant		-	-
Trustees and officers indemnity insurance		337	337
Restricted fund expenditure		390,032	290,674
Auditors remuneration	Audit of the financial statements	7,100	6,840
	Other services	1,900	1,800

The surplus dealt with in the financial statements of the parent company was £118,695 (2023: £98,251 deficit).

5. INCOME

INCOME FROM DONATIONS AND LEGACIES	Unrestricted Funds	Restricted Funds	Total Funds 2024	Total Funds 2023
	£	£	£	£
BBC Children in Need	-	4,738	4,738	9,976
Charity of Sir Richard Whittington	-	131,104	131,104	91,267
Dulverton Trust	35,000	-	35,000	-
Edina Trust	14,195	-	14,195	12,847
Esmee Fairbairn Foundation	-	-	-	-
Hamilton Trust	10,000	-	10,000	10,000
Isla Foundation	18,614	-	18,614	11,169
Oxfordshire Community Foundation	11,000	-	11,000	120,807
Other grants	66,250	-	66,250	33,521
Playgroup Victoria	-	-	-	4,121
Scottish Government	-	238,741	238,741	181,500
Tambour Foundation	-	-	-	15,000
University of Oxford START project	-	15,449	15,449	7,931
Donations and legacies	51,979	-	51,979	18,760
	207,038	390,032	597,070	516,900

5.1 SALES OF PUBLICATIONS AND TRAINING BETWEEN RELATED PARTIES

The total sales by Peep Learning Limited in the year were £595,307, of which £8,500 was to Peeple itself. Therefore, on consolidation, the sales of publications and training are £586,807 (2023: £217,249).

5.2 PRE SCHOOL AND NURSERY INCOME

The income represents funded places by Oxfordshire County Council and parent fees.

6. CHARITABLE EXPENDITURE

	Staff costs £	Other costs £	Allocation of support £	Total 2024 £	Total 2023 £
Early education projects	895,208	250,410	160,132	1,305,750	1,110,590
Support costs	85,188	74,944	(160,132)	-	-
	980,397	325,354	-	1,305,750	1,110,590
	(Note 8)	(Note 9)			

7. GOVERNANCE COSTS

	Unrestricted Funds £	Restricted Funds £	Total Funds 2024 £	Total Funds 2023 £
Salary costs	8,797	-	8,797	8,990
Audit and related fees	7,100	-	7,100	6,840
Other	4,227	-	4,227	4,127
	20,124	-	20,124	19,958

8. STAFF COSTS

	2024 £	2023 £
Wages and salaries	890,034	776,288
Social security costs	66,147	59,327
Other pension costs	24,216	21,862
	980,397	857,476

The average number of employees during the year was 45 (2023: 40). There were 34 (2023: 29) members of staff who were accruing benefits under defined contribution pension schemes.
One employee received remuneration for the year within the £60,000 - £69,999 band (2023: nil).
No remuneration was paid to any trustee during the year to 31 March 2024. Expenses of £nil were reimbursed (2023: nil).

9. ANALYSIS OF OTHER COSTS - CHARITABLE EXPENDITURE

	2024 £	2023 £
Project costs	204,964	138,765
Premises costs	21,047	30,095
Insurance	12,889	9,741
Printing, stationery, postage, telephone and office costs	34,255	33,212
Recruitment, courses and training	3,986	2,469
Motor, travel and subsistence	2,944	2,064
Professional fees	13,059	7,443
Fundraising	1,234	-
Bank and financial charges	2,226	2,127
Depreciation and (profit) / loss on sale of fixed assets	28,750	27,198
	325,354	253,114

10. INTANGIBLE FIXED ASSETS

Group	Other intangible assets £
Cost	
At 1 April 2023	-
Additions in year	13,044
Disposals	-
At 31 March 2024	13,044
Amortisation	
At 1 April 2023	-
Charge for the year	889
Adjust re disposals	-
At 31 March 2024	889
Net book value	
At 31 March 2024	12,155
At 31 March 2023	-

10. INTANGIBLE FIXED ASSETS - continued

Company	Other intangible assets £
Cost	
At 1 April 2023	-
Additions in year	4,000
Disposals	-
At 31 March 2024	4,000
Amortisation	
At 1 April 2023	-
Charge for the year	889
Adjust re disposals	-
At 31 March 2024	889
Net book value	
At 31 March 2024	3,111
At 31 March 2023	-

11. TANGIBLE FIXED ASSETS

Group	Lease premium £	Freehold property £	Fixtures, Fittings & Equipment £	Total £
Cost				
At 1 April 2023	322,321	84,809	86,789	493,919
Additions in year	-	-	17,253	17,253
Disposals	-	-	-	-
At 31 March 2024	322,321	84,809	104,042	511,172
Depreciation				
At 1 April 2023	69,954	84,809	72,035	226,797
Charge for the year	16,195	-	11,665	27,860
Adjust re disposals	-	-	-	-
At 31 March 2024	86,149	84,809	83,700	254,658
Net book value				
At 31 March 2024	236,173	-	20,342	256,514
At 31 March 2023	252,368	-	14,754	267,122

Company	Lease premium £	Freehold property £	Fixtures, Fittings & Equipment £	Total £
Cost				
At 1 April 2023	322,321	23,201	62,460	407,983
Additions in year	-	-	15,791	15,791
Disposals	-	-	-	-
At 31 March 2024	322,321	23,201	78,251	423,774
Depreciation				
At 1 April 2023	69,954	23,201	53,213	146,368
Charge for the year	16,195	-	8,717	24,912
Adjust re disposals	-	-	-	-
At 31 March 2024	86,149	23,201	61,930	171,280
Net book value				
At 31 March 2024	236,173	-	16,321	252,494
At 31 March 2023	252,368	-	9,247	261,615

12. INVESTMENTS (all held in the UK)

Peeple owns 100% of the issued ordinary share capital of Peep Learning Ltd, a company incorporated in the UK. Its company number is 04089209 and its registered office is the same as Peeple.

The principal activity of Peep Learning Ltd is the sale and distribution of educational literature and associated training.

The book cost of £66,514 represents the net asset value of the company at the date of transfer on 1 April 2012. At 31 March 2024, the net asset value is £81,526 (2023: £73,968). The turnover for the year was £595,307 (2023: £217,249) and the net profit was £7,558 (2023: £4,643), after a donation to Peeple of £262,600 (2023: £8,050).

13. DEBTORS

	Group		Company	
	2024	2023	2024	2023
	£	£	£	£
Trade debtors and grants receivable	252,190	279,174	4,610	10,873
Prepayments	28,164	3,675	6,187	820
Accrued income	162,881	108,702	162,881	108,702
Other debtors	3,139	3,139	3,139	3,139
	446,373	394,690	176,817	123,533

14. CREDITORS: Amounts falling due within one year

	Group		Company	
	2024	2023	2024	2023
	£	£	£	£
Trade creditors	38,410	9,479	10,684	8,531
Amount owed to group undertakings	-	-	42,157	57,998
Other creditors	23,915	20,626	3,861	2,375
Taxation and social security	117,778	74,530	25,269	23,231
Deferred income	361,408	398,108	21,926	184,436
Accruals	92,965	71,518	84,572	66,048
	634,476	574,261	188,470	342,620

Deferred income represents amounts received from grants and training sales in respect of subsequent trading periods. The reconciliation is as below:

Deferred income brought forward	186,845	186,845	184,436	110,035
Utilised in the year	(186,845)	(186,845)	(184,436)	(110,035)
New income	361,408	398,108	21,926	184,436
Deferred income carried forward	361,408	398,108	21,926	184,436

15. RESTRICTED FUNDS

Grants have been received to fund the administration costs of various aspects of project work. These grants were for similar purposes and so were aggregated together for accounts purposes.

	Revenue grants	Capital grants	Total
	£	£	£
Grants received during the year	390,032	-	390,032
Amounts expended	(390,032)	-	(390,032)
Movement on fund	-	-	-
Balance brought forward	-	-	-
Movement between funds to unrestricted	-	-	-
Balance carried forward	-	-	-

16. UNRESTRICTED FUNDS

The split of the unrestricted funds is as follows:

	General funds	Designated funds		
		Property	Premises	Total
	£	£	£	£
Balance brought forward	172,990	252,368	70,000	495,358
Movement during the year	145,560	(16,196)	-	129,364
Transfer to premises development fund	(50,000)	-	50,000	-
Balance carried forward	268,550	236,173	120,000	624,723

The designated property fund (which forms part of the tangible fixed assets) relates to the payment of a lease premium and legal costs for the Little Peeple Nursery in 2018-2019 which are subject to amortisation over 20 years which is the life of the lease. The amount in the fund as at the year end represents the remaining balance not yet amortised.

The designated premises development fund was created to set aside funds for the development of permanent premises for Peeple.

17. ANALYSIS OF NET ASSETS (between restricted and unrestricted funds)

	Unrestricted funds	Restricted funds	Total
	£	£	£
Intangible fixed assets	12,155	-	12,155
Tangible fixed assets	256,514	-	256,514
Net assets	356,053	-	356,053
	624,723	-	624,723

18. MEMBERS' LIABILITY

Peeple is limited by guarantee and does not have a share capital. The members have undertaken to contribute a sum, not exceeding £1, to the assets in the event of it being wound up.

Peeple

Registered charity number: 1144975 in England and Wales
Registered charity number: SC044031 in Scotland
Peeple is also a company limited by guarantee no. 07514469
Peep Learning Ltd is the trading subsidiary of Peeple
Company registration no. 04089209 and VAT no. 768 4173 94

Contact details

The Peeple Centre, Littlemore, Oxford, OX4 6JZ
Phone: 01865 395145
Website: www.peeple.org.uk
Email: info@peeple.org.uk

Facebook, Twitter and Instagram @PeepleCentre



PEEPLE

England & Wales - Charity number 1144975

Accounts

people

Annual Report 2022 - 2023





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Highlights 2022 - 2023

601





601 practitioners trained to deliver the Peep Learning Together Programme.

7,212



7,212 additional families supported to make the most of everyday learning opportunities.

101





101 practitioners trained to deliver the Peep Antenatal Programme.

1,010



1,010 additional families supported to develop healthy bonding and attachment relationships.

88

peep Progression Pathway

88 parents gained an adult learning qualification from the Peep Progression Pathway.

89



89 families nurtured at our Little Peeple nursery in Oxford.

The Learning Together Study

Learning Together Study Randomised Control Trial showed that the Peep Learning Together Programme

- Improved outcomes for all children
- Had the greatest impact for the most disadvantaged
- Helped parents improve their home learning environment
- Helped to improve feelings of parental self-acceptance

587



587 families in less affluent areas of Oxfordshire supported to chat play, sing and read together.

839

839 children received a free book each month.

Piloted 'Exploring Together' to support the foundations of STEM in very young children.

Playgroup Victoria promoted the Peep Learning Together Programme across Australia.

Provided educational consultancy to the Moonbug series Little Baby Bum and CoComelon.

Executive Summary

The trustees have pleasure in presenting their report and the financial statements of Peeple for the year ended 31 March 2023. The gross income for the Group, comprising the charity and its trading subsidiary Peep Learning Ltd (PLL) in 2022-23 was £1,094,392 (2021-22: £1,131,693). Total expenditure of the Group in the year 2022-23 was £1,187,999 (2021-22: £1,035,613) giving a deficit overall of £93,607. Peep Learning Ltd achieved a surplus of £12,693 (down from £132,611 in 2021-22) before making a donation to Peeple. The fluctuation in Peep Learning Limited turnover reflects the unpredictability of training income which is related to the spending power of local authorities who are among our main customers.

Peep Learning Ltd develops and sells training, materials and consultancy to support other organisations to use the Peep Learning Together Programme (LTP), the Peep Progression Pathway and other programmes in different parts of the country. The main two-day training is known as Peep Learning Together Programme Training. Profits are passed to the charity by donation at the discretion of the directors of Peep Learning Limited. In 2022-23 £8,050 was transferred by donation to the charity.



Introduction

This year, we are delighted to share the latest findings from the Learning Together Study which show that the Peep Learning Together Programme improves outcomes for all children but has the greatest impact for those living in disadvantaged circumstances. It is compelling evidence that working with parents* to improve learning opportunities for very young children at home is a feasible and effective means to improve outcomes for children – especially those most at risk of not doing well at school. Doing more of the little things, like singing, chatting, and sharing books, really does make a big difference!

We know that all parents love their children and want them to grow up with greater opportunities and better chances than they had. But being a parent isn't always easy and all parents deserve support to do their best for their children. At Peeple, we are passionate about helping to create a world in which all parents get the support they need in their vital role as they shape the children (and the parents) of the future.

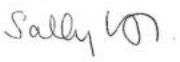
Our work is needed now more than ever. Although the pandemic is passing into memory, its effects are not. Many of the short-term consequences have now been quantified and show that the gap has widened in academic achievement. We can only guess at the long-term impact as we know that children who start behind continue to fall further behind throughout their time at school.

Families want support from trusted professionals who don't judge them. These relationships take time and effort to build. In this report, we are pleased to share Growing Minds, a partnership project in Oxfordshire that provides a pathway of support from universal activities to sustained, intensive intervention which families can access according to their interests and their needs.

We have learnt a lot from this work which we are keen to share with local and national stakeholders. Growing Minds is funded entirely by charitable donations, but we believe that family support in the early years should be seen as an investment in the future, not as a cost to society. Family Hubs are a step in the right direction, and we are delighted that many have chosen to include the Peep Learning Together Programme in their menu of services. However, multi-agency, 'no wrong door' support for families from conception to school should be a statutory entitlement and not a postcode lottery.

As we look to next year, we are so grateful for the commitment, energy and passion of our staff, our partners and our funders. We love working with you and are excited to see what we can achieve together around our common goal that every child really does have the best possible start in life.

Sally Smith



CEO

David Bailey



Chair of trustees.

*We use the term 'parents' throughout this report to include anyone with parental responsibility for the children in their care.



Vision

Every family makes the most of day-to-day learning opportunities which improve children's outcomes and help narrow the gap in attainment.

Mission

Peeple exists to help parents improve their children's life chances, particularly in less affluent areas, by making the most of everyday learning opportunities at home and in the community. We aim to narrow the gap in attainment by supporting parents in raising their babies and young children to reach their full potential.

We do this by developing interventions which support parents as their children's first educators, by training practitioners to work with families, and by supporting the implementation of our programmes. We also deliver services directly to families, including early education and childcare, and help parents to gain qualifications which lead to further learning, volunteering, or employment. In addition, we contribute to research and policy development in Early Years education.

Principles

We believe that relationships are at the heart of learning.
We believe in the potential of every parent, every carer, and every child.
We recognise parents and carers for what they already do and help them to do more.
We believe that lives can be transformed by building on everyday learning experiences.
We recognise the importance of reflecting on the world through the eyes of others.

Why our work is needed

Brains are built not born; they are shaped by interactions with those around them. The more sensitive, responsive, and dependable these interactions are, the better.



There are class-based differences in children's outcomes by 15 months, which are increased by age five and continue to widen into adulthood. As a group, children who start less well-off end up less healthy, less wealthy and with fewer advantages to pass on to their children.

These inequalities develop very early. For example, significant differences in language between low and high socioeconomic status babies are measurable by 15 months of age.





Relationships matter a lot! They lay the foundations which help children become resilient when faced with adversity - and ready to learn to their full potential.



The single biggest predictor of social mobility for children from lower income backgrounds is vocabulary at age five – those with a wider vocabulary are more likely to do well.

Another important influence over how well children do in school and beyond is the quality of the Home Learning Environment – the everyday things which parents do at home with their children such as singing, playing, talking, and sharing books and stories.

It helps when parents understand more about how their children develop and learn, and when they believe that they can make a positive difference in their children's lives. The benefits of healthy early development last a lifetime and are carried into the next generation, shaping the parents of the future.

Books are brilliant for brains: they help to increase vocabulary, stimulate the imagination, and encourage empathy.







Children who have a favourite book are more likely to become confident readers and writers when they grow up. One study found that children who had been read to regularly at age five were significantly less likely to be poor by the time they were 30.



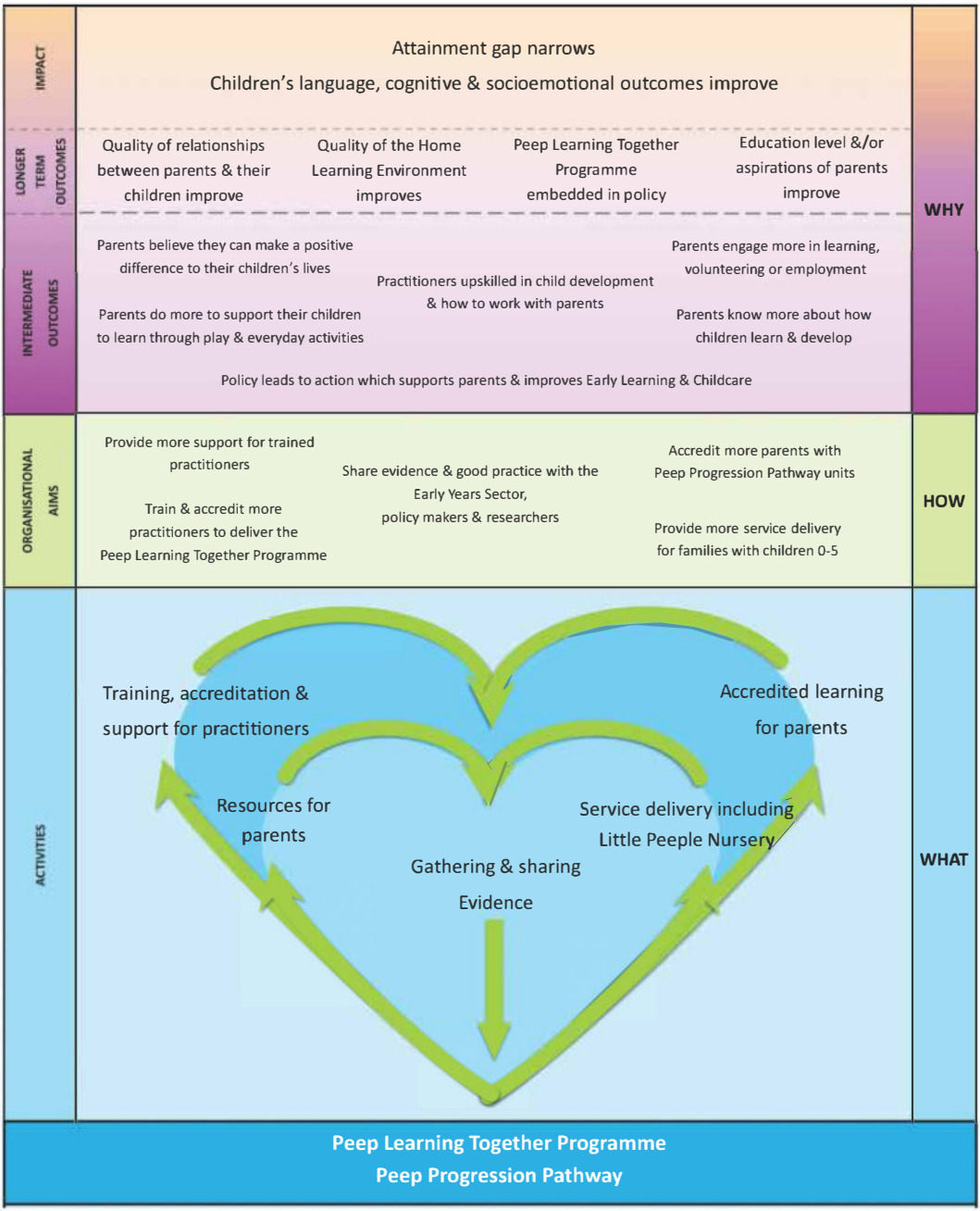




The pandemic has affected all families, but the poorest families have been hardest hit.

Early intervention is the most effective, and cost-effective, way to give all children the best start in life. Prevention is better than cure.

Theory of change



Objects, activities and aims

The objects of the charity are for the public benefit: (1) to advance education, in particular (but not limited to) the early learning and development of children; and (2) to promote, commission, carry out and disseminate research in the field of Early Years and other education.

Activities

The activities of the charity are: practitioner training and implementation support for our programmes nationally; accreditation of parents' learning via the Peep Progression Pathway; commissioning and carrying out research and evaluation; delivery of the Peep Learning Together Programme and other services to parents, carers and young children in Oxfordshire; early education and childcare; and influencing of national debate and policy.

Aims 2022 - 2023

1. To train and accredit more practitioners to support families with their young children's learning and development

2. To provide more support for trained practitioners to implement Peep Programmes

3. To accredit more parents with Peep Progression Pathway qualifications

4. To support more families in Oxfordshire

5. To provide high quality early education and care via the Little Peeple Nursery

6. To develop new interventions which support practitioners and parents to help children reach their full potential

7. To share evidence and good practice with the Early Years sector, policy makers and researchers

Achievements and performance (2022 – 2023)

1. To train and accredit more practitioners to support families with their young children's learning and development

63 Peep Learning Together Programme Training courses delivered to practitioners from around the UK and Ireland.

601 practitioners trained to deliver the Peep Learning Together Programme, including 360 from Scotland.

Approximately 7,212 additional families benefited from the Peep Learning Together Programme.



> *I feel so confident about leading a Peep group, especially now I have taken lead on a stay and play group. Lots of the information from this training will support me through my everyday work with parents.*
>
> Practitioner

Our annual survey of Peep-trained practitioners showed that parents:

- felt more confident supporting their child's learning & development (93%)
- were playing, sharing books, singing and making marks more often (89%)
- were more confident and aware of how to support their child's talking and listening (86%)
- had better relationships with their children (74%)



101 practitioners trained to deliver the Peep Antenatal Programme to support approximately 1,010 families to develop strong parent-child bonding and healthy attachment relationships.

> *Such a fun and important programme that parents will find easy to engage with. The programme will integrate easily as it aligns with the work we deliver and families we support. Can't wait to be able to offer Antenatal Peep to local parents.*
>
> Practitioner





Supporting Parents and Children to Learn Together, a new Level 3 qualification for practitioners to quality assure their delivery of the Peep Learning Together Programme, was launched.

I really enjoyed the qualification and felt it improved my understanding of the LTP immensely. All the tasks allowed me to reflect upon my own practice and what the LTP values meant to me when working with families. I would highly recommend those who are thinking about it to do it – it is so worthwhile!

Practitioner



Peep Learning Together Programme was promoted across Australia by Playgroup Victoria with 81 practitioners trained.

The training was extremely informative and very useful and relevant to my work. I feel Peep will empower the families I work with to support their children's learning at home.

Practitioner



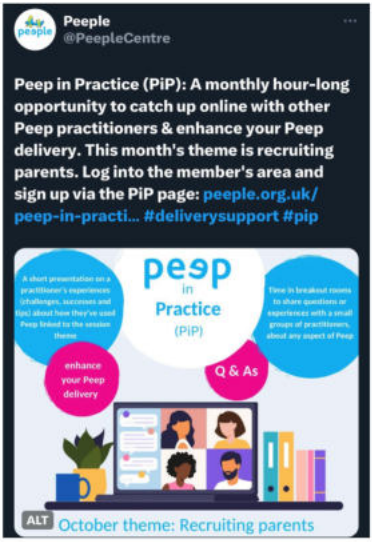


2. To provide more support for trained practitioners to implement Peep Programmes

We provided eight Peep in Practice online sessions for trained practitioners to share ideas and learning based on their delivery of the Peep Learning Together Programme.

We facilitated Peep Champion meetings for managers responsible for the strategic implementation of the Peep Learning Together Programme in their areas.





We provided support to trained practitioners through the login area of our website, including 'how to' guides, recruitment poster and case studies.

We continue to engage and support practitioners through our social media and have increased our digital support package so that practitioners can tailor posters to their own needs.





> *The web site is brilliant and will be so useful to plan sessions*
>
> Practitioner

> *Parents love the activity sheets, they like simple activities that are easily made from everyday resources*
>
> Practitioner

In response to practitioner requests we created more seasonal resources and added them to the website, including seasonal challenges, song sheets, Things to do at home and social media graphics which can be shared in Peep WhatsApp groups.

3. To accredit more parents with Peep Progression Pathway qualifications

The Peep Progression Pathway is a suite of qualifications for parents embedded in the Peep Learning Together Programme. They are credit-rated by the Scottish Qualifications Authority at Scottish Credit and Qualification Framework levels 3, 4 and 5, (equivalent to entry level 3, level 1 and level 2 in the rest of the UK.) The qualifications are often a first step for parents into volunteering, training, or employment.

> *After not doing any written work in a long time I have been amazed at myself and how well I've done. I feel like I have proved to myself I can do it.*
>
> Pathway parent

peep Progression Pathway



88 parents gained an adult learning qualification from the Peep Progression Pathway, based on their participation in the Peep Learning Together Programme.

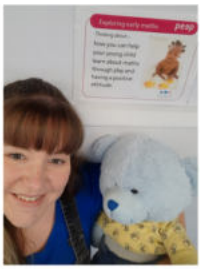
> *I have enjoyed the course and looking forward to the next. It has made me want to go back to childcare in the future.*
>
> Pathway parent

One of our Pathway parents received a Festival of Learning certificate of achievement for commitment to learning.

We developed new online training for practitioners; it is a highly practical course, designed to offer delegates the opportunity to explore the roles of Assessors or Internal Quality Assurer, supporting them to build confidence in their abilities before rolling out the Pathway within their organisation.

> *Really enjoyed the course. I feel I have the tools to deliver and feel prepared for supporting families to access formal learning through Peep.*
>
> Pathway Training delegate

> *Good discussion on assessment criteria. I feel confident to run the Peep Progression Pathway course for parents.*
>
> Pathway Training delegate



My Peep Journey
By
Becky Robertson

Shetland FaMiLY Centre

4. To support more families in Oxfordshire

Peep Learning Together group sessions

This year we delivered:

- Seven Peep Learning Together groups per week, attended by 107 families
- 27 outdoor Peep Learning Together sessions attended by 16 families
- One Peep Antenatal group online, attended by three families
- One group and multiple one-to-one sessions for 14 families with English as an additional language





Going to Peep group has been a massive pick me up for myself and a fantastic way of building my child's social skills. My own mental health has improved so much from going to Peep every week and it has taught me so much about different ways of playing and bonding with my child.

Parent

Interactive newsletters and social media posts

601 families in Oxfordshire received four interactive newsletters (with activities, information, and a guide to local support). All families also received an additional book handout for World Book Day, based on their Imagination Library book that month.

113 families are part of our Peep at Home Oxfordshire Facebook page (a closed group for families who attend Peep Learning Together sessions). Our Facebook, Twitter and Instagram pages are open to all for activities, resources, and information.

There are so many ideas that give me things to do at home, things I wouldn't think about.

Parent



Imagination Library

The Imagination Library is a partnership between Peeple and the Dollywood Foundation. It gifts a book per month to every registered child, from birth to five years of age, living in The Leys, Littlemore, Rosehill and Berinsfield areas of Oxfordshire. This year we:

- increased the number of registered children from 767 to 839
- delivered 8,918 books bringing the total number delivered since the library began to 52,445

We are reading more often, having the books come through the door is a reminder to look at them and he loves getting his own post. There are so many different books, ones I wouldn't buy myself.

Parent



Growing Minds

Growing Minds* is an innovative collaboration between Peeple, Home-Start Oxford and the Berin Centre which aims to narrow the attainment gap before school. Growing Minds is:

- **preventative** – starting from birth
- **collaborative** – using local delivery agencies and a joined-up approach
- **place-based** – in two areas of need – Berinsfield and Littlemore – building on strengths already within those communities
- **evidence-informed and evidence-based** - using tried and tested interventions developed by experts



I understand now that all kids develop at different paces and ages so I don't get so anxious about his development now.

Parent



Growing Minds started in January 2020, so was seriously impacted by the pandemic. However, we have now recruited 435 families who are offered a pathway of support which includes the Dolly Parton Imagination Library, home visits, Peep Learning Together groups and a variety of other community-based activities.

Our annual survey found that:

- 97% of parents shared books more than three times a week with their child
- 85% of parents who attended Peep Learning Together group sessions were undertaking more learning activities with their child at home or out and about
- 91% felt that Growing Minds had improved their relationship with their child

> *As new mums we're flying blind. The Peep group helps me be proactive like with walking and singing and that it's worth reading to babies even if they are too young to talk.*
>
> Parent

In October 2022, we held a Learning Day for all our stakeholders. We discussed early findings from an independent evaluation of Growing Minds by consultant, Fiona Gell, and explored the current policy landscape with Felicity Gillespie, Director of Kindred Squared.





*Growing Minds was made possible by Our Common Good and is funded by a consortium of donors.

5: To provide high quality early education and care via the Little Peeple Nursery

Little Peeple is a 44-place day nursery and pre-school for children aged six months to four years. Opened in 2018, it was built by Peeple in partnership with The Oxford Academy and Oxfordshire County Council.

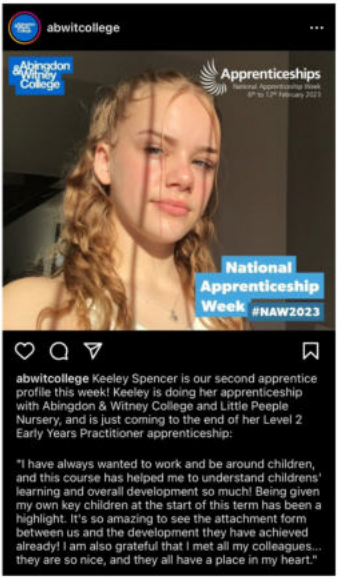
In 2022 - 2023 Little Peeple was attended by 89 different children. This year we have focused on supporting language and communication, working with our Oxfordshire Early Years team and using resources from the Peep Learning Together Programme.

> *To a special Little Peeple Nursery, Thank you for teaching me so many new things, singing my favourite songs, reading my favourite stories, having lots of fun things to do, believing in me, helping me dream big, help me grow and being the best!*
>
> Child

Staff development continues to be a priority. We are committed to 'growing our own'; our Level 2 apprentice said "I love working and studying at Little Peeple – it is so friendly and supportive and I learn so much from my colleagues who I work with every day."

Our Level 3 Practitioners have been attending the Early Years Professional Development programme funded by the Department for Education to enhance their skills in supporting the development of children in Communication and Language, Early Mathematics, and Personal, Social and Emotional Development.





We have extended our outdoor space and have plans to extend the garden for our youngest children. Our allotment has been enjoyed all year by the children. We have grown, rhubarb, courgettes, carrots, marrows, strawberries and sunflowers.

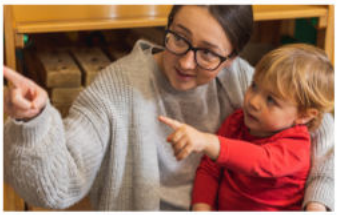


Thank you so much for all you have done to help and support my son to develop and grow over the past three years.

Parent



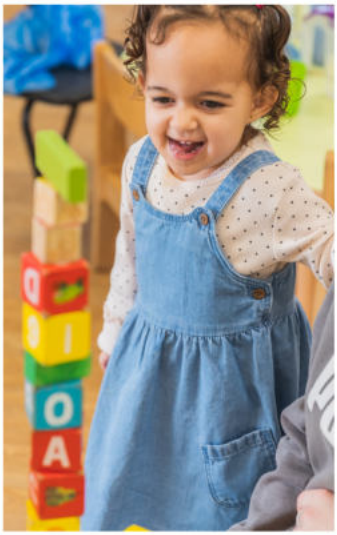




Thank you to the entire team for the love and care you have shown my son and the support you show us as parents. He joined as a shy little boy and leaves a confident little boy.

Parent





Exploring Together

Children's early STEM development grows from their natural curiosity and engagement in real-world experiences and play. These are enhanced through interaction with adults who have the confidence to share the child's interest, and can be extended with relevant knowledge, vocabulary, and ideas.



We worked with Sheringham Nursery School (the Research School for East London) and three other settings from the Newham Early Years hub to pilot and refine Exploring Together, an eight-week programme to upskill Early Years practitioners with the confidence, knowledge, and skills to help parents encourage the foundations of STEM through everyday activities and interactions, and to support STEM in their settings. Most parents had English as an additional language.

> *We were doing those things but we didn't realise they were STEM. Afterwards we were doing it more carefully with a conscious mind. We are now seeing STEM in everything before we didn't.*
>
> Parent

> *I love the definition of STEM, although I must confess I was scared initially, however …it has become so much clearer…My approach to teaching and supporting early STEM will be much more of quality when I'm carrying out spontaneous and intentional planning for children. The impact on my views on STEM has significantly changed to positive attitude and confidence.*
>
> Practitioner



We hope that STEM will become something that practitioners and parents are excited, rather than anxious, about and feel ready to help children fulfil their potential to become the scientists, engineers, mathematicians, programmers and inventors of the future!

The project is funded by the Charity of Sir Richard Whittington, for which the Mercers' Company is corporate trustee, and is part of the Company's Early Years Special Initiative.

7. To share evidence and good practice with the Early Years sector, policy makers and researchers

The Learning Together Study

The Learning Together Study was a large-scale Randomised Controlled Trial of the Peep Learning Together Programme, with 139 settings and 1,440 families. It was carried out by Queens University Belfast and funded by the Education Endowment Foundation. Overall, the study found that the Programme made a positive difference of an additional two months' progress over a five-month period to children's early literacy development.

in February 2023, additional fundings were published showing that Peep Learning Together made the greatest difference to children eligible for Early Years Pupil Premium, who made an additional four months' progress in core language skills, four months' additional progress progress in communication, and three months' additional progress in early literacy development.

Family Hubs

The Peep Learning Together Programme is on the Department of Education approved list of interventions for use in the Family Hubs and Start for Life programme.

Anthropy

In November 2022, our CEO, Sally Smith, was a speaker at the Anthropy gathering held at the Eden Project in Cornwall. Anthropy is a national convener dedicated to fostering cross-sector collaboration to address national interests. It focuses on facilitating public-private-non-profit understanding and partnerships, bringing together leaders from all sectors. It acts as inspiration to build engagement for collective impact.

Anthropy is based on a cross-sector membership willing to connect and collaborate year-round to bring our community of leaders together to explore new ideas.





Sally argued that investment in Early Years and parenting support is the most effective and cost-effective way to give all children the best possible start in life.

Playful Packs Project



We partnered with the University of Oxford, Brookes University, the National Literacy Trust and Home-Start Oxford in an Economic and Social Research Council project to create and distribute activity packs for parents based on findings from the Social Distancing and Development Study (Hendry 2022).

Educational consultation

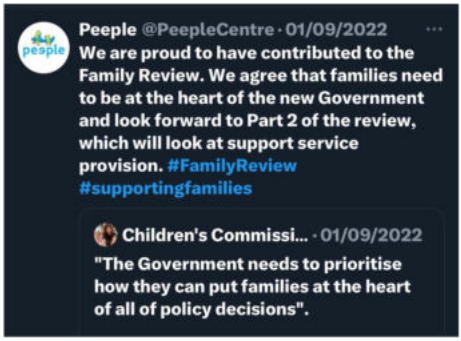
We provided consultation for the popular Moonbug Entertainment children's series, Little Baby Bum and CoComelon, to help improve the educational content and messaging to parents.

Campaigns

During the year we have continued to campaign, alongside many other organisations, for government to support families during the Early Years and the Early Learning and Childcare sector, both of which have been low priority for government funding.







Peep Learning Together Programme

The Peep Learning Together Programme aims to improve the quality of relationships between parents/carers and their children, and the quality of the Home Learning Environment, because both are shown by research to help children to do well in school and beyond. The Programme can be used flexibly - in the home, in universal or targeted groups, in drop-in sessions, in nurseries and schools – wherever families spend time.

The Programme explains to parents about how babies and young children learn and develop, helping them build on what they are already doing at home to support their children's learning. It also promotes parental confidence, self-esteem, and social support.

- The Programme is based around five strands of learning: 1) personal, social & emotional development; 2) communication & language; 3) early literacy; 4) early maths; and 5) health and physical development.
- In each strand there are 15 different topics. These are listed on the strand map opposite.
- Practitioners use the topics to create sessions which are delivered to parents and children together. Each topic is aimed at one or more stages of development – babies, toddlers or pre-school. Each session includes discussion, songs and stories, as well as ideas and approaches for parents to adopt at home.
- Topics are supported by additional resources, including session plans for practitioners, hand-outs for parents, and links to research and national frameworks (e.g. Early Years Foundation Stage and the Curriculum for Excellence).
- The Learning Together Programme includes the Peep Progression Pathway; credit-rated units for adults, completed as part of their participation in the Programme.

Things to do at home

Developing talking through conversations

Here are 3 ways that involving babies and young children in everyday conversations helps them become confident talkers:

1. Seeing others talking and listening, and having lots of opportunities to have fun and join in themselves
2. Hearing others talking so that they get to know the sounds that form speech
3. Hearing new words and learning their meanings



peep supporting parents and children to learn together

Find more Peep ideas: @PeepleCentre www.peeple.org.uk

Strand Map - Peep Learning Together Programme

Strands

PSED	CL	EL	EM	HPD
Personal, Social and Emotional Development	Communication and Language	Early Literacy	Early Maths	Health and Physical Development

Sub-strands and topics

Personal, Social and Emotional Development

- **Personal and social development**
  - Knowing me, knowing you
  - Helping babies feel good about themselves
  - Helping children feel good about themselves
  - Becoming 'me'
  - The importance of names
  - The importance of relationships
- **Learning**
  - An introduction to ORIM
  - The importance of support and encouragement
- **Play**
  - Treasure baskets: babies making choices
  - How children play
  - Lots of ways to play and learn
  - Schemas: making the most of play patterns
- **Behaviour**
  - Making the most of routines
  - Helping children to understand and manage their feelings
  - Understanding and managing behaviour

Communication and Language

- **Early communication**
  - The very first language
  - Early conversations
  - Finding a voice
  - Musical moments
- **Speaking and listening**
  - Making sense of sounds
  - Becoming a good listener
  - Becoming a talker
  - Talking and listening with children
  - Thinking and talking
- **Communication and language anywhere**
  - Play and language
  - Imaginative play with puppets
  - Things to do and talk about together
  - Musical interactions
  - Making the most of technology
  - Talking maths

Early Literacy

- **Books and beyond**
  - Sharing books with babies
  - Sharing books with toddlers and young children
  - Making the most of favourite books and stories
  - Our world in books
  - Storytelling
  - Exploring stories through play
  - Home-made books
- **Reading**
  - Environmental print
  - Wonderful ways with words
  - Becoming a reader
- **Writing**
  - Mark making
  - Exploring writing through play
  - Becoming a writer
- **Early literacy everywhere**
  - Lots to read and write about
  - Literacy and technology

Early Maths

- **Fun with maths**
  - Mathematical babies
  - Exploring early maths
  - Maths in everyday routines
  - Maths in books, toys and games
  - Maths in songs and rhymes
  - Mathematical adventures
- **Numbers & counting**
  - Exploring numbers
  - Number names
  - Toddler numbers
  - Let's count
  - Numbers, numbers everywhere
- **Maths everywhere**
  - A sense of order
  - Shapes and patterns everywhere
  - Sorting and matching
  - Exploring measures

Health and Physical Development

- **Healthy living**
  - Food for life
  - Exploring food
  - Making the most of food and mealtimes
  - Looking after 'me'
  - Exploring nature
- **Physical development**
  - Babies on the move
  - Exploring movement
  - Musical movements
  - Movement and language
  - Building a brain
- **Sensory development**
  - Early sensory experiences
  - Making sense of the world
  - Understanding our place in space
  - Developing balance and co-ordination

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Financial Review

The gross income for the Group (comprising the charity and its trading subsidiary, Peep Learning Ltd) in 2022-23 was £1,094,392 (2021-22: £1,131,693). Total expenditure of the Group in the year 2022-23 was £1,187,999 (2021-22: £1,035,613) giving a deficit overall of £93,607. Peep Learning Ltd achieved a surplus of £12,693 (down from £132,611 in 2021-22) before making a donation to Peeple. The fluctuation in Peep Learning Limited turnover year on year reflects the unpredictability of training income, which is related to the spending power of local authorities who are among our main customers.

The charity's main expenditure is that of wages and salaries. Staff are recruited based on their specific skillsets to the various activities of the charity, and according to the requirements of grants received and trading activities. Most employment contracts are permanent, and the majority are part-time, with fixed-term contracts being offered where appropriate to reflect the requirements of the activities, thereby maximising value for money.

The charity's subsidiary company, Peep Learning Ltd (PLL), develops and sells materials, training, and consultancy to support other organisations to use the Peep Learning Together Programme and Peep Progression Pathway in different parts of the country. The main two-day training is known as the Peep Learning Together Programme Training. One-day training courses in the Peep Antenatal Programme, Early Communication Matters and Peep Progression Pathway continue to be offered. Profits are passed to the charity by donation at the discretion of the directors of PLL. In 2022-23 £8,050 was transferred by donation to the charity.



Future plans

Aim 1: To train and accredit more practitioners to support more families with their young children's learning

Aim 2: To provide support for trained practitioners to implement Peep Programmes

Aim 3: To accredit more parents with Peep Progression Pathway units

Aim 4: To support more families in Oxfordshire

Aim 5: To provide high quality early learning and childcare at the Little Peeple Nursery

Aim 6: To develop new interventions and to extend the Learning Together Programme resources

Aim 7: To share evidence and good practice with the Early Years sector, policy makers and researchers

Aim 8: To ensure good governance, management, and infrastructure

Reserves

The charity relies on human resources to deliver its programme, and the trustees are conscious of the need to ensure that there are sufficient reserves available to provide for those resources in times of low funding or whilst new grant applications are being made.

The trustees consider that the minimum level of reserves should be three months of fixed costs. On this basis, the level of readily accessible reserves should be in the region of £230,000. As of 31st March 2023, the total unrestricted reserves were £242,990 (31.3.22 = £320,403); trustees have agreed to set aside £70,000 from unrestricted reserves in a designated premises development fund aimed at securing our own permanent premises.

A finance meeting takes place before each full board meeting, which reviews the level of reserves with these criteria in mind.

Risks

The trustees have reviewed the major risks to which the charity is exposed, and systems have been put in place to mitigate those risks. These are reviewed by the full board on a regular basis. Major risks considered in 2022-23 and steps taken include:

- reduced funding streams for the Early Years and family support sectors and inadequate funding levels for funded childcare places in the Little Peeple Nursery: all sources of funding are under pressure and whilst we have a good mix of funding from local government, national government and charitable trusts which spreads the risk, the income from our own independent trading via Peep Learning Ltd continues to be vital to help us meet our costs.
- reduced income from training as local authority budgets are under pressure; we restructured our training team to create an increased focus on marketing and communications.
- increased demand for training in 2023 – 2024 resulting from the DfE Family Hub Initiative; we have expanded capacity within our training team with increased hours for contracted staff and have recruited and inducted more freelance trainers.
- inadequate cash flow: cash flow and liquidity are monitored monthly and particular attention paid to ensure larger projects stay within budget.
- price and credit risk are not considered to be major risks as the cost of materials is only a small element of our expenditure, and we have a good credit record with the suppliers we use.

Structure, governance, management and staff

The trustees (directors) who served Peeple during the year were as follows:

David Bailey (Chair as at 12/12/23)
Mark Harris (Chair 1/4/22 - 31/3/23)
Neil McClelland
Professor Mary Wild
Nancy Stimson
Teresa Smith
Dr Alison Street

New trustees are invited to join the board by the current trustees. Peeple's deed sets a maximum of 10 on the number of trustees who can serve at any one time.

The organisation is governed by a Memorandum and Articles of Association which sets out rules governing meetings, trustee recruitment, powers and responsibilities of trustees.

Trustees are kept up to date by a detailed report from the Chief Executive Officer (CEO) on progress in achieving our strategic aims and objectives at each board meeting, and by emails between meetings. Time is also set aside at board meetings to discuss strategy and update knowledge on governance and related matters. Trustees undertake online safeguarding training every three years, or whenever guidelines change. Individual trustees take on responsibility for

keeping the organisation up to date on specific areas e.g. governance and risk management. They work with staff in committees (HR, Finance, Projects) to contribute their specific knowledge and expertise.

Governance and management

Day to day management is delegated by the trustees to the CEO. Dr Sally Smith is the current CEO. Trustees are responsible for the overall strategy of the organisation and the appointment of the CEO.

Staff

Peeple had an average of 40 employees during 2022-23. Of these, 17 were in early education and childcare roles, eight worked in local programme delivery, nine worked in training, accreditation and development, including three based in Scotland, two in communications and marketing and four worked in the Head Office functions of CEO, senior management, finance & HR and general administration. The total full-time equivalent staff in March 2023 was 32. All professional staff have significant skills and knowledge in the field.

Responsibilities of the trustees/directors

Company law requires the trustees to prepare accounts for each financial year which give a true, fair view of the state of the affairs of the company and of the surplus or deficit of the company for that period. In preparing those financial statements the trustees are required to:

- select suitable accounting policies and apply them consistently.
- make judgements and estimates that are reasonable and prudent.
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

The trustees confirm that:

- as far as each trustee is aware, there is no relevant audit information (needed by the auditors in connection with their report) of which the charity's auditors are unaware.
- each trustee has taken all the steps that they ought to have taken as a trustee in order to make themselves aware of any relevant audit information and to establish that the charity's auditors are aware of that information.

Solicitors, bankers and accountants

Solicitors: Bates Wells Braithwaite LLP, London (charity and IPR matters)
Freeths LLP, Oxford (property matters)
Bank: Lloyds Bank, Headington, Oxford
Auditors: Mercer Lewin Ltd, Chartered Accountants and Registered Auditors,
6-7 Citibase, New Barclay House, 234 Botley Road, Oxford OX2 0HP

On behalf of the trustees/directors Date: 13th December 2023

David Bailey



This report and financial statements of Peeple for the year ended 31 March 2023 have been prepared in accordance with the provisions of the Charities Act 2011, the charity's governing document, the Statement of Recommended Practice "Accounting for Charities", the Companies Act 2006 (part 15), the Charities and Trustee Investment (Scotland) Act 2005 and the Charities Accounts (Scotland) Regulations 2006 (as amended). Accordingly, the accounts consolidate the results of the charity with those of its subsidiary company, Peep Learning Limited (PLL).


Girl

REGISTERED COMPANY NUMBER: 07514469 (England and Wales)
REGISTERED CHARITY NUMBER: 1144975/SC044031

PEEPLE
AUDITED CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 MARCH 2023

Mercer Lewin Ltd
Chartered Accountants and Registered Auditors
6-7 Citibase
New Barclay House
234 Botley Road
Oxford
OX2 0HP

PEEPLE
INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF PEEPLE
YEAR ENDED 31 MARCH 2023

Opinion

We have audited the financial statements of Peeple for the year ended 31 March 2023 which comprise the group statement of financial activities (including income and expenditure account), the group and parent 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 Standards applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the charity's members, as a body, in accordance with section 144 of the Charities Act 2011 and regulations made under section 154 of that Act, and Regulation 10 of the Charities Accounts (Scotland) Regulations 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.

In our opinion the financial statements:

- give a true and fair view of the state of the group's and the parent charitable company's affairs as at 31 March 2023 and of the group's 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 Charities Act 2011, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006 (as amended).

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Annual Report, other than the financial statements and our Report of the Independent Auditors thereon.

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.

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 Charities Accounts (Scotland) Regulations 2006 (as amended) and the Charities Act 2011 requires us to report to you if, in our opinion:

- the information given in the trustees' report is inconsistent in any material respect with the financial statements; or
- adequate accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees
As explained more fully in the Statement of Trustees' Responsibilities, the trustees (who are also the directors of the charitable company 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 charitable company'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 charitable company or to cease operations, or have no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements
We have been appointed as auditors under Section 144 of the Charities Act 2011 and report in accordance with the Act and relevant regulations made or having effect thereunder.

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:

- We discussed the framework in which the company operates with senior management and in conjunction with our experience of the industry in which the company operates, sought to identify laws and regulations which are critical to the company's business. As a registered charity, the company is obliged to comply with regulations issued by The Charity Commission of England and Wales and the Office of the Scottish Charity Regulator. Compliance with those regulations, including the need to make reports to the commission/regulator, was reviewed.
- As part of routine audit procedures, the possibility of non-compliance with general laws (e.g. employment law, health and safety regulations) were considered and discussed with senior management, in response to the assessed risks in relation to these laws and regulations.
- The risks of fraud were discussed with senior management, including details of known instances. Our records of the company's systems and procedures was reviewed by the audit team (including the audit engagement partner) to identify possible areas where fraud might occur.

The above procedures were undertaken by the audit team as a whole, led by the audit engagement partner. In this way the audit engagement partner was able to obtain assurance the engagement team collectively had the appropriate competence and capabilities to identify or recognise non-compliance with laws and regulations and the possibility of irregularities arising from fraud.

To address the risk of fraud through management bias and override of controls, we:

- performed analytical procedures to identify any unusual or unexpected relationships;
- tested journal entries to identify unusual transactions;
- assessed whether judgements and assumptions made in determining the accounting estimates were indicative of potential bias; and
- investigated the rationale behind significant or unusual transactions.

In response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- agreeing financial statement disclosures to underlying supporting documentation;
- reading the minutes of meetings of those charged with governance; and
- enquiring of management as to actual and potential litigation and claims.

There are inherent limitations in our audit procedures described above. The more removed that laws and regulations are from financial transactions, the less likely it is that we would become aware of non-compliance.

Auditing standards also limit the audit procedures required to identify non-compliance with laws and regulations to enquiry of the Management Committee and other management and the inspection of regulatory and legal correspondence, if any.

Material misstatements that arise due to fraud can be harder to detect than those that arise from error as they may involve deliberate concealment or collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at www.frc.org.uk/auditorsresponsibilities. This description forms part of our Report of the Independent Auditors.

Use of our report

This report is made solely to the charitable company's trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. Our audit work has been undertaken so that we might state to the charitable company's trustees those matters we are required to state to them in an auditors' 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 charitable company and the charitable company's trustees as a body, for our audit work, for this report, or for the opinions we have formed.



Jonathan Paul Swayne (Senior Statutory Auditor)

for and on behalf of Mercer Lewin Ltd
Chartered Accountants and Registered Auditors
Eligible to act as an auditor in terms of Section 1212 of the Companies Act 2006
6-7 Citibase, New Barclay House
234 Botley Road
Oxford
OX2 0HP

12 December 2023

PEEPLE
CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 MARCH 2023

	Note	Unrestricted funds £	Restricted funds £	Total funds 2023 £	Total funds 2022 £
INCOME					
Income from donations and legacies	5	226,226	290,674	516,900	514,101
Income from charitable activities					
Sales of publications and training	5.1	217,220	-	217,220	280,844
Nursery income	5.2	344,600	-	344,600	314,183
Government grant		-	-	-	1,010
Other income		15,672	-	15,672	21,554
Total income		803,718	290,674	1,094,392	1,131,693
EXPENDITURE					
Cost of generating funds - publications and training		48,461	-	48,461	39,152
Cost of generating funds - other		8,990	-	8,990	8,873
Charitable activities	6	819,916	290,674	1,110,590	967,097
Governance costs	7	19,958	-	19,958	20,490
Total expenditure		897,325	290,674	1,187,999	1,035,613
NET INCOME /(EXPENDITURE) AND NET MOVEMENT IN FUNDS FOR THE YEAR		(93,607)	-	(93,607)	96,081
Reconciliation of funds					
Total funds brought forward		588,966	-	588,966	492,886
TOTAL FUNDS CARRIED FORWARD		495,359	-	495,359	588,966

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

The notes form part of these financial statements

PEEPLE
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT 31 MARCH 2023

			Group		Company	
			2023	2022	2023	2022
		Note	£	£	£	£
FIXED ASSETS						
Tangible assets		10	267,122	284,603	261,615	282,133
Investments		11	-	-	66,514	66,514
	Total Fixed Assets		267,122	284,603	328,129	348,647
CURRENT ASSETS						
Stocks			9,503	7,019	-	-
Debtors and prepayments		12	394,690	54,279	123,533	33,744
Cash at bank and in hand			434,417	574,447	378,863	378,432
	Total Current Assets		838,609	635,745	502,396	412,176
CREDITORS: Amounts falling due within one year		13	574,261	288,882	342,620	174,662
NET CURRENT ASSETS			264,347	346,862	159,776	237,514
CREDITORS: Amounts falling due after more than one year			36,111	42,500	-	-
TOTAL ASSETS LESS LIABILITIES			495,358	588,966	487,905	586,161
RESERVES						
Restricted income funds		14	-	-	-	-
Restricted capital funds			-	-	-	-
Unrestricted funds	Designated property fund	15	252,368	268,563	252,368	268,563
	Designated premises fund		70,000	70,000	70,000	70,000
	General funds		172,990	250,403	165,537	247,598
TOTAL CHARITY FUNDS		16	495,358	588,966	487,905	586,161

The trustees have prepared the group accounts in accordance with section 398 of the Companies Act 2006 and section138 of the Charities Act 2011. These accounts are prepared in accordance with the special provisions of Part 15 of theCompanies Act relating to small companies and constitute the annual accounts required by the Companies Act 2006.



Approved by the Trustees on:
20 September 2023

David Bailey
Chair of Trustees

The notes form part of these financial statements

PEEPLE
CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 MARCH 2023

	2023 £	2022 £
Cash flows from operating activities		
Net income	(93,607)	96,080
Adjustments for:		
Depreciation of tangible fixed assets	27,198	28,732
Interest payable and similar charges	-	-
Loss on disposal of tangible fixed assets	-	-
Accrued expenses	229,713	(138,879)
Changes in:		
Stock	(2,483)	2,773
Trade and other debtors	(340,411)	169,441
Trade and other creditors	49,277	(17,158)
Cash generated from operations	(130,314)	140,990
Interest paid	-	-
Net cash from operating activities	(130,314)	140,990
Cash flows from investing activities		
Purchase of tangible assets	(9,716)	(6,126)
Proceeds from sale of tangible assets	-	-
Net cash (used in) / from investing activities	(9,716)	(6,126)
Cash flows from financing activities		
Payments of finance lease liabilities	-	-
Net cash used in financing activities	-	-
Net increase in cash and cash equivalents	(140,030)	134,864
Cash and cash equivalents at beginning of year	574,447	439,583
Cash and cash equivalents at end of year	434,417	574,447

The notes form part of these financial statements

PEEPLE
NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2023

1. GENERAL INFORMATION

The charity is a private company limited by guarantee, registered in England and Wales. It is registered as a charity in both England and Wales and Scotland. The address of the registered office is The Peeple Centre, Littlemore, Oxford, Oxfordshire, OX4 6JZ, United Kingdom.

The charity's main purpose is that of a public benefit entity.

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 Charities Act 2011, Charities and Trustee Investment (Scotland) Act 2005 and the Charity Accounts (Scotland) Regulations 2006 (as amended).

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.

Basis of consolidation

The consolidated accounts include the accounts of the company (PEEPLE) and its subsidiary company (PEEP Learning Limited) on a line by line basis made up to 31 March 2023. A separate Statement of Financial Activities and Income and Expenditure Account for the charity has not been presented because the charity has taken advantage of the exemption afforded by section 408 of the Companies Act 2006. Intra-group turnover and profits are eliminated on consolidation.

Judgements and key sources of estimation uncertainty

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

Fund accounting

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

Designated funds are unrestricted funds earmarked by the trustees for particular future project or commitment.

Restricted funds are subjected to restrictions on their expenditure declared by the donor or through the terms of an appeal, and fall into one of two sub-classes: restricted income funds or endowment funds.

Incoming resources

All income is included in the statement of financial activities net of VAT where applicable and 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.
- legacy income is recognised when receipt is probable and entitlement is established.
- income from the pre school and nursery is recognised when the service is provided.

Accounting Policies (continued)

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.
- 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.

An increase in the carrying amount of an asset as a result of a revaluation, is recognised in other recognised gains and losses, unless it reverses a charge for impairment that has previously been recognised as expenditure within the statement of financial activities. A decrease in the carrying amount of an asset as a result of revaluation, is recognised in other recognised gains and losses, except to which it offsets any previous revaluation gain, in which case the loss is shown within other recognised gains and losses on the statement of financial activities.

Depreciation and amortisation

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

Lease premium	-	20 years
Freehold property	-	4 years and 10 years
Fixtures, fittings & equipment	-	3 years

Amortisation of the leasehold improvements is allocated on a pro-rata basis between the funds used for its purpose.

Investments

Unlisted equity investments are initially recorded at cost, and subsequently measured at fair value. If fair value cannot be reliably measured, assets are measured at cost less impairment.

Listed investments are measured at fair value with changes in fair value being recognised in income or expenditure.

Impairment of fixed assets

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

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

Stocks

Stocks are valued at the lower of cost and net realisable value, after making due allowance for obsolete and slow moving items. Cost includes all costs of purchase, costs of conversion and other costs incurred in bringing the stock to its present location and condition.

Accounting Policies (continued)

Financial instruments

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

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

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

Debt instruments are subsequently measured at amortised cost.

Taxation

The company (Peeple) is a charitable institution with exemption from UK taxation under section 505 of the Income and Corporation Taxes Act 1988. Its subsidiary (Peep Learning Limited) is subject to UK Corporation Tax based on its profits after making a donation payment to the holding company.

Pensions

Pensions are provided on a defined contribution basis and aligned to those rates required by Auto Enrolment statutory requirements. Individuals have the right to opt out. The contributions made for the year are treated as an expense and were £22,411 (2022: £20,485). The pension expense is allocated in line with the salaries to which they relate.

4. SURPLUS FOR THE YEAR

is stated after charging/(crediting):		2023 £	2022 £
Restricted funds and donations received		290,674	203,727
Restricted capital grant		-	-
Trustees and officers indemnity insurance		337	337
Restricted fund expenditure		290,674	203,727
Auditors remuneration	Audit of the financial statements	6,840	6,500
	Other services	1,800	1,800

The deficit dealt with in the financial statements of the parent company was £98,251 (2022: £95,920 surplus).

5. INCOME

INCOME FROM DONATIONS AND LEGACIES	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £	Total Funds 2022 £
BBC Children in Need	-	9,976	9,976	9,144
Charity of Sir Richard Whittington	-	91,267	91,267	81,893
Dulverton Trust	-	-	-	10,000
Edina Trust	12,847	-	12,847	25,816
Esmee Fairbairn Foundation	-	-	-	-
Hamilton Trust	10,000	-	10,000	-
Isla Foundation	11,169	-	11,169	-
Oxfordshire Community Foundation	120,807	-	120,807	51,120
Oxfordshire County Council	-	-	-	3,994
Other grants	33,521	-	33,521	7,500
Playgroup Victoria	4,121	-	4,121	-
Scottish Government	-	181,500	181,500	293,165
Tambour Foundation	15,000	-	15,000	10,985
University of Oxford START project	-	7,931	7,931	2,690
Donations and legacies	18,760	-	18,760	17,794
	226,226	290,674	516,900	514,101

5.1 SALES OF PUBLICATIONS AND TRAINING BETWEEN RELATED PARTIES

The total sales by Peep Learning Limited in the year were £217,249, of which £nil was to Peeple itself. Therefore, on consolidation, the sales of publications and training are £217,249 (2022: £280,844).

5.2 PRE SCHOOL AND NURSERY INCOME

The income represents funded places by Oxfordshire County Council and parent fees.

6. CHARITABLE EXPENDITURE

	Staff costs	Other costs	Allocation of support	Total 2023	Total 2022
	£	£	£	£	£
Early education projects	811,351	193,758	105,481	1,110,590	967,097
Support costs	46,125	59,356	(105,481)	-	-
	857,476	253,114	-	1,110,590	967,097
	(Note 8)	(Note 9)			

7. GOVERNANCE COSTS

	Unrestricted Funds	Restricted Funds	Total Funds 2023	Total Funds 2022
	£	£	£	£
Salary costs	8,990	-	8,990	8,637
Audit and related fees	6,840	-	6,840	6,500
Other	4,127	-	4,127	5,353
	19,958	-	19,958	20,490

8. STAFF COSTS

	2023	2022
	£	£
Wages and salaries	776,288	738,776
Social security costs	59,327	49,818
Other pension costs	21,862	20,485
	857,476	809,080

The average number of employees during the year was 40 (2022: 40). There were 29 (2022: 29) members of staff who were accruing benefits under defined contribution pension schemes.

No employees received remuneration for the year in excess of £60,000.

No remuneration was paid to any trustee during the year to 31 March 2023. Expenses of £nil were reimbursed (2022: £nil).

9. ANALYSIS OF OTHER COSTS - CHARITABLE EXPENDITURE

	2023	2022
	£	£
Project costs	138,765	62,780
Premises costs	30,095	15,723
Insurance	9,741	9,056
Printing, stationery, postage, telephone and office costs	33,212	29,054
Recruitment, courses and training	2,469	2,911
Motor, travel and subsistence	2,064	109
Professional fees	7,443	7,741
Fundraising	-	-
Bank and financial charges	2,127	1,911
Depreciation and (profit) / loss on sale of fixed assets	27,198	28,732
	253,114	158,017

10. TANGIBLE FIXED ASSETS

Group	Lease premium	Freehold property	Fixtures, Fittings & Equipment	Total
	£	£	£	£
Cost				
At 1 April 2022	322,321	84,809	77,073	484,203
Additions in year	-	-	9,716	9,716
Disposals	-	-	-	-
At 31 March 2023	322,321	84,809	86,789	493,919
Depreciation				
At 1 April 2022	53,759	84,809	61,032	199,600
Charge for the year	16,195	-	11,002	27,198
Adjust re disposals	-	-	-	-
At 31 March 2023	69,954	84,809	72,035	226,797
Net book value				
At 31 March 2023	252,368	-	14,754	267,122
At 31 March 2022	268,563	-	16,041	284,603

10. TANGIBLE FIXED ASSETS (continued)

Company	Lease premium £	Freehold property £	Fixtures, Fittings & Equipment £	Total £
Cost				
At 1 April 2022	322,321	23,201	57,984	403,507
Additions in year	-	-	4,476	4,476
Disposals	-	-	-	-
At 31 March 2023	322,321	23,201	62,460	407,983
Depreciation				
At 1 April 2022	53,759	23,201	44,414	121,374
Charge for the year	16,195	-	8,799	24,994
Adjust re disposals	-	-	-	-
At 31 March 2023	69,954	23,201	53,213	146,368
Net book value				
At 31 March 2023	252,368	-	9,247	261,615
At 31 March 2022	268,563	-	13,570	282,133

11. INVESTMENTS (all held in the UK)

Peeple owns 100% of the issued ordinary share capital of Peep Learning Ltd, a company incorporated in the UK. Its company number is 04089209 and its registered office is the same as Peeple.

The principal activity of Peep Learning Ltd is the sale and distribution of educational literature and associated training.

The book cost of £66,514 represents the net asset value of the company at the date of transfer on 1 April 2012. At 31 March 2023, the net asset value is £73,968 (2022: £69,325). The turnover for the year was £217,249 (2022: £281,019) and the net profit was £4,643 (2022: £161), after a donation to Peeple of £8,050 (2022: £132,450).

12. DEBTORS

	Group		Company	
	2023 £	2022 £	2023 £	2022 £
Trade debtors and grants receivable	279,174	46,121	10,873	9,011
Amount owing by group undertakings	-	-	-	19,357
Prepayments	3,675	3,583	820	801
Accrued income	108,702	4,075	108,702	4,075
Other debtors	3,139	500	3,139	500
	394,690	54,279	123,533	33,744

13. CREDITORS: Amounts falling due within one year

	Group		Company	
	2023 £	2022 £	2023 £	2022 £
Trade creditors	9,479	7,687	8,531	4,905
Amount owed to group undertakings	-	-	57,998	-
Other creditors	20,626	7,237	2,375	932
Taxation and social security	74,530	34,046	23,231	11,965
Deferred income	398,108	186,845	184,436	110,035
Accruals	71,518	53,067	66,048	46,826
	574,261	288,882	342,620	174,662

Deferred income represents amounts received from grants and training sales in respect of subsequent trading periods. The reconciliation is as below:

Deferred income brought forward	186,845	336,162	110,035	172,882
Utilised in the year	(186,845)	(336,162)	(110,035)	(172,882)
New income	398,108	186,845	184,436	110,035
Deferred income carried forward	398,108	186,845	184,436	110,035

14. RESTRICTED FUNDS

Grants have been received to fund the administration costs of various aspects of project work. These grants were for similar purposes and so were aggregated together for accounts purposes.

	Revenue grants £	Capital grants £	Total £
Grants received during the year	290,674		290,674
Amounts expended	(290,674)	-	(290,674)
Movement on fund	-	-	-
Balance brought forward	-	-	-
Movement between funds to unrestricted	-	-	-
Balance carried forward	-	-	-

15. UNRESTRICTED FUNDS

The split of the unrestricted funds is as follows:

	General funds £	Designated funds Property £	Premises £	Total £
Balance brought forward	250,403	268,563	70,000	588,966
Movement during the year	(77,413)	(16,195)	-	(93,608)
Transfer to premises development fund	-	-	-	-
Balance carried forward	172,990	252,368	70,000	495,358

The designated property fund (which forms part of the tangible fixed assets) relates to the payment of a lease premium and legal costs for the Little Peeple Nursery in 2018-19 which are subject to amortisation over 20 years which is the life of the lease. The amount in the fund as at the year end represents the remaining balance not yet amortised.

The designated premises development fund was created to set aside funds for the development of permanent premises for Peeple.

16. ANALYSIS OF NET ASSETS (between restricted and unrestricted funds)

	Unrestricted funds £	Restricted funds £	Total £
Tangible fixed assets	267,122	-	267,122
Net current assets	228,236	-	228,236
	495,358	-	495,358

17. MEMBERS' LIABILITY

Peeple is limited by guarantee and does not have a share capital. The members have undertaken to contribute a sum, not exceeding £1, to the assets in the event of it being wound up.

Some of our Peeple people

























Peeple

Registered charity number:1144975 in England and Wales
Registered charity number:SC044031 in Scotland
Peeple is also a company limited by guarantee no. 07514469
Peep Learning Ltd is the trading subsidiary of Peeple
Company registration no. 04089209 and VAT no. 768 4173 94

Contact details

The Peeple Centre, Littlemore, Oxford, OX4 6JZ
Phone: 01865 395145
Website: www.peeple.org.uk
Email: info@peeple.org.uk

Facebook, Twitter and Instagram @PeepleCentre

Auditors

Mercer Lewin Ltd,
Chartered Accountants and Registered Auditors,
6-7 Citibase,
New Barclay House,
234 Botley Road,
Oxford
OX2 0HP

PEEPLE

England & Wales - Charity number 1144975

Accounts

peeple

supporting parents and children to learn together

Trustees' Annual Report
Directors' Report
Audited Financial Statements
for the year ended 31 March 2022



Peeple

Registered charity number: 1144975 in England and Wales

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Auditors

Mercer Lewin Ltd,

Chartered Accountants and Registered Auditors,

41 Cornmarket Street,

Oxford,

OX1 3HA

This report and financial statements of Peeple for the year ended 31 March 2022 have been prepared in accordance with the provisions of the Charities Act 2011, the charity's governing document, the Statement of Recommended Practice "Accounting for Charities", the Companies Act 2006 (part 15), the Charities and Trustee Investment (Scotland) Act 2005 and the Charities Accounts (Scotland) Regulations 2006 (as amended). Accordingly, the accounts consolidate the results of the charity with those of its subsidiary company, Peep Learning Limited (PLL).

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Executive summary

The trustees have pleasure in presenting their report and the financial statements of Peeple for the year ended 31 March 2022. The gross income for the Group (comprising the charity and its trading subsidiary, Peep Learning Ltd) in 2021-22 was £1,131,693 (2020-21: £941,269). Total expenditure of the Group in the year 2021-22 was £1,035,613 (2020-21: £876,318) giving a surplus overall of £96,080. Peep Learning Ltd achieved a surplus of £132,611 (up from £1,135 in 2020-21 when sales were badly affected by Covid-19) before making a donation to Peeple.

The charity's subsidiary company, Peep Learning Ltd (PLL) develops and sells materials, training and consultancy to support other organisations to use the Peep Learning Together Programme (LTP), the Peep Progression Pathway and other programmes in different parts of the country. The main two-day training is known as "Peep Learning Together Programme Training". Profits are passed to the charity by donation at the discretion of the directors of Peep Learning Limited. In 2021-22 £132,450 was transferred by donation to the charity.



Achievements during 2021 - 2022 include:

- the flexibility and resilience of our staff and trustees in adapting to the ever-changing needs of families and professionals in response to the ongoing and unpredictable impact of the Covid pandemic.
- delivering 97 Peep Learning Together Programme Training courses, mostly online, to practitioners around the UK.
- training 840 practitioners to deliver the Peep Learning Together Programme, who used the Programme online and face-to-face to support approximately 10,080 new families.
- fulfilling the Family Learning Scotland contract (2020 – 2021) with the Scottish Government by training and supporting 149 practitioners to deliver the Peep Learning Together Programme.
- Supporting 77 practitioners to gain a Level 3 City & Guilds unit to quality assure their delivery of the Peep Learning Together Programme.
- developing a new accredited Level 3 qualification for practitioners, "Supporting Parents and Children to Learn Together", to quality assure their delivery of the Peep Learning Together Programme.
- supporting 73 parents to gain an adult learning qualification, from the Peep Progression Pathway, based on their participation in the Peep Learning Together Programme.
- providing high quality early education and childcare for 75 children and their families at Little Peeple, a 44-place nursery for children aged six months to four years in Littlemore, Oxford.
- supporting 401 families in less affluent areas of Oxford to play, chat, sing and read more with their babies and young children.
- getting books into the hands of children though our partnership with Dolly Parton's Imagination Library, which gifts a book per month to every registered child from birth to five. Total number of books delivered since the library began: 43,547; number of books delivered this year: 7,790.
- developing 'Exploring Together', an eight-week programme to support Early Years practitioners and parents to encourage the foundations of STEM (Science, Technology, Engineering and Maths) in very young children.
- providing educational consultancy to the CBeebies programme, *The Toddler Club (Series 1 and 2).*
- supporting Playgroup Victoria to distribute, under licence, the Peep Learning Together Programme across Australia.

Trustees annual report for the charity Peeple

1. Introduction

This report covers the period from April 2021 to March 2022. In many ways it was an exciting time. The new ways of supporting families and training practitioners that we developed last year had their benefits. Working remotely as a staff team around the UK became surprisingly easy. And, after being apart for so long, we really appreciated being together and deepening the relationships that are at the heart of what we do. Our resilience as an organisation has grown and strengthened. A great deal has been done. Much has been achieved.

However, it has also been a tough year. Lockdown restrictions were lifted in July 2021, but our training and service delivery continued to be disrupted by sickness. And, although excited by the prospect, many of us found it unexpectedly challenging to get back to 'normal'.

Our job is to see the world through the eyes of babies and young children. For those born during or just before the pandemic, it was 'normal' to grow up in a family deprived of social contact with relatives, friends and neighbours. It was 'normal' to grow up without the company of other children. It was 'normal' to have parents* who had little professional or community support and who were trying to balance childcare with work.

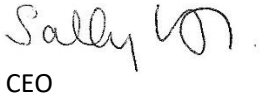
Growing up with these circumstances as 'normal' had an impact. According to a YouGov survey of primary school teachers in 2021, 50% of children were not ready to start school. One teacher said "We're seeing impacts on speech and language and social skills. Some of them are Covid babies so they've not known anything else - we're seeing some delayed speech and language as well as less development."

While all children have been affected, it is not surprising that the most disadvantaged have been hardest hit. We can only imagine the long-term consequences as we know that schools find it hard to help children who start behind to catch up. Action is needed.

Every parent wants the best for their children. We are committed to helping create a society in which all parents get support in their vital role in shaping their child's future. Together with the support of our amazing staff and wonderful funders, we look to the future determined and optimistic that we can continue to provide families with the help they need to do more of the little things that make a big difference for their children.

*We use the term 'parents' throughout this report to include anyone with parental responsibility for the children in their care.

Sally Smith



CEO

Mark Harris



Chair of trustees.

2. Our vision

Every family makes the most of day-to-day learning opportunities which improve children's outcomes and help narrow the gap in attainment.







3. Our mission

Peeple exists to help parents improve their children's life chances, particularly in less affluent areas, by making the most of everyday learning opportunities at home and in the community. We aim to narrow the gap in attainment by supporting parents in raising their babies and young children to reach their full potential.

We do this by developing interventions which support parents as their children's first educators, by training practitioners to work with families, and by supporting the implementation of our programmes. We also deliver services directly to families, including early education and childcare, and help parents to gain qualifications which lead to further learning, volunteering, or employment. In addition, we contribute to research and policy development in Early Years education.







4. Our principles

We believe that relationships are at the heart of learning.

We believe in the potential of every parent, every carer, and every child.

We recognise parents and carers for what they already do and help them to do more.

We believe that lives can be transformed by building on everyday learning experiences.

We recognise the importance of reflecting on the world through the eyes of others.

5. Why our work is needed



Brains are built not born; they are shaped by interactions with those around them. The more sensitive, responsive, and dependable these interactions are, the better.

Relationships matter a lot! They lay the foundations which help children become resilient when faced with adversity– and ready to learn to their full potential.

There are class-based differences in children's outcomes by 22 months, which are increased by age five and continue to widen into adulthood. As a group, children who start less well-off end up less healthy, less wealthy and with fewer advantages to pass on to their children.

These inequalities develop very early. For example, significant differences in language between low and high socioeconomic status babies are measurable by 15 months of age.

The single biggest predictor of social mobility for children from lower income backgrounds is vocabulary at age five – those with a wider vocabulary are more likely to do well.

Another important influence over how well children do in school and beyond is the quality of the Home Learning Environment – the everyday things which parents do at home with their children such as singing, playing, talking, and sharing books and stories.



Research has found that the quality of the Home Learning Environment is more important for intellectual and social development than parental occupation, education, or income.



Books are brilliant for brains: they help to increase vocabulary, stimulate the imagination, and encourage empathy. Children who have a favourite book are more likely to become confident readers and writers when they grow up. One study found that children who had been read to regularly at age five were significantly less likely to be poor by the time they were 30.

It helps when parents understand more about how their children develop and learn, and when they believe that *they* can make a positive difference in their children's lives.

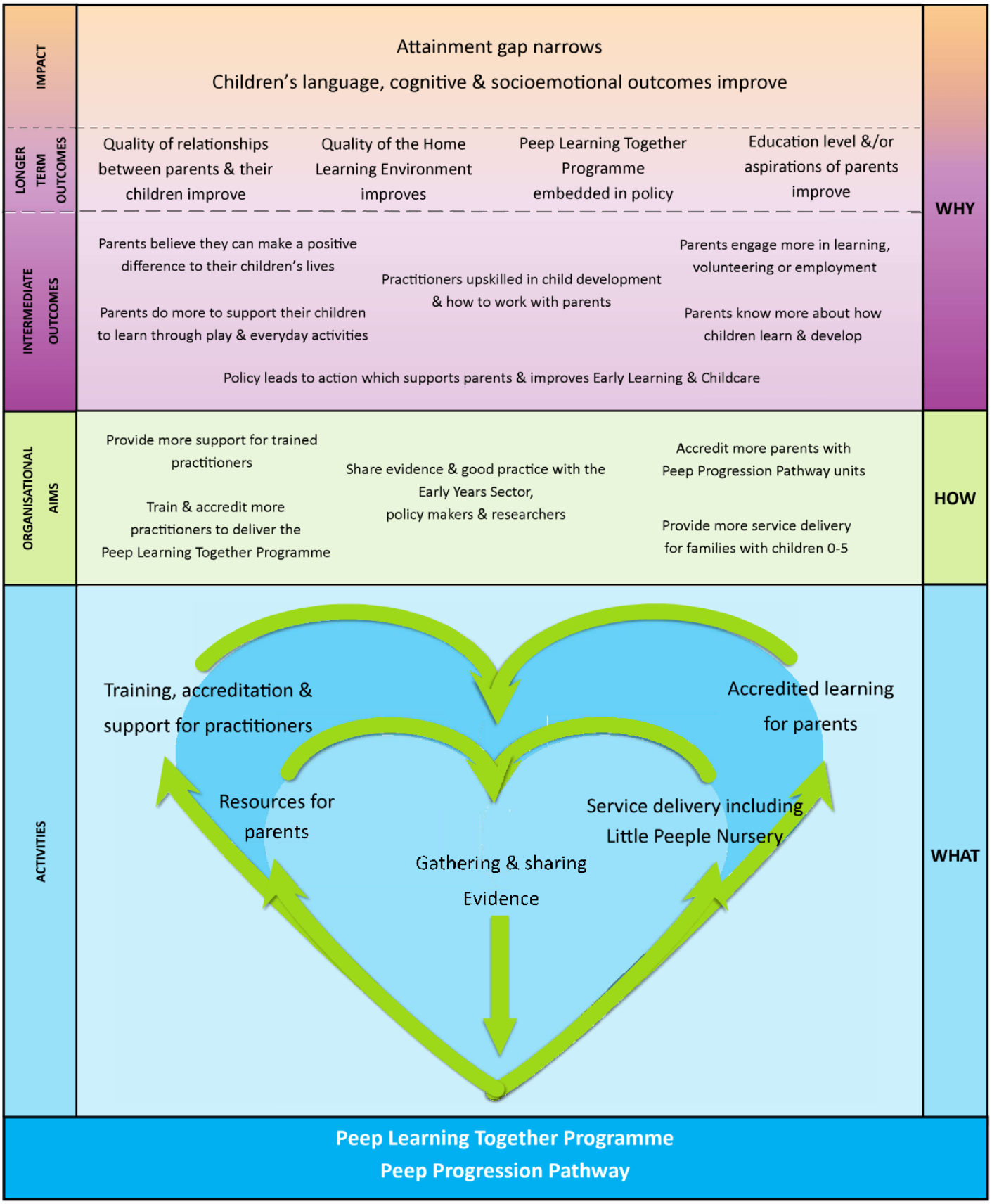


The benefits of healthy early development last a lifetime and are carried into the next generation, influencing how they parent their children.

The pandemic has affected all families, but the poorest families have been hardest hit.

Early intervention is vital to give all children the best start in life, but government funding for early intervention and preventative services remains uncertain – many families continue to depend on services provided by third sector organisations, including those provided by Peeple.

6. Theory of change



7. Objects, activities and aims

The objects of the charity are for the public benefit: (1) to advance education, in particular (but not limited to) the early learning and development of children; and (2) to promote, commission, carry out and disseminate research in the field of Early Years and other education.

Activities

The activities of the charity are: practitioner training and implementation support for our programmes nationally; accreditation of parents' learning via the Peep Progression Pathway; commissioning and carrying out research and evaluation; delivery of the Peep Learning Together Programme and other services to parents, carers and young children in Oxfordshire; early education and childcare; influencing of national debate and policy; and the maintenance of good governance, management and infrastructure.

Aims 2021 – 2022

To increase the use of Peep programmes across the UK and internationally.

To improve and extend the Peep Progression Pathway throughout the UK.

To develop new interventions.

To extend our role as a frontline service provider in Oxfordshire.

To deliver high quality early education and care via the Little Peeple Nursery.

To influence national debate and policy.



8. Achievements and performance (2021 - 2022)

Aim 1: to increase the use of Peep programmes across the UK and internationally

- 97 Peep Learning Together Programme Training courses delivered, mostly online, to practitioners from around the UK and Ireland.
- 840 practitioners trained to deliver the Peep Learning Together Programme, including 149 practitioners on the Family Learning Scotland Programme.
- Approximately 10,080 new families benefited from the Peep Learning Together Programme.
- Our annual survey of Peep-trained practitioners showed that parents felt more confident in supporting their child's learning & development (87%) and families played, shared books, sang and made marks more often (80%).
- 77 practitioners supported to gain a Level 3 City & Guilds unit which quality assures the Peep Learning Together Programme. This unit will be replaced by a new Level 3 qualification, "Supporting Parents and Children to Learn Together", which was developed this year.
- 63 practitioners trained in the Peep Antenatal Programme and 37 practitioners trained in Early Communication Matters.
- Peep Learning Together Programme promoted across Australia by Playgroup Victoria.

"The Learning Together training was a marvellous experience and great learning opportunity."
Practitioner

Playgroup Victoria





"We get to know each other at Peep. We talk and share ideas and I feel really supported …We have loads of fun with our kids but we are all learning how to do things - how to be the best mum I can be. That's really important."
Parent, Ayrshire

Aim 2: to improve and extend the Peep Progression Pathway throughout the UK

The Peep Progression Pathway is a suite of qualifications for parents embedded in the Peep Learning Together Programme. The qualifications are often a first step for parents into volunteering, training, or employment. Take up of the Pathway was badly affected by the pandemic so this year we focused on maintaining the infrastructure and adding to the resources for the future.

- We revised the self-directed learning course (which practitioners complete to deliver the Pathway qualifications) into a live, online course.
- We added to the supporting materials for each qualification and developed additional guidance for practitioners and learners.
- 35 parents in Scotland and 26, including seven foster carers, in England achieved an award during this period. Three of the foster carers who had also attended previous courses, gained the full Certificate (15 credits): *NOCN Level 2 Certificate in Supporting Early Learning at Home.*

"I have been much more aware of words in the outdoor environment since doing the course and am now often pointing out road signs and all kinds of writing while out and about."

Foster Carer





Aim 3: to develop new interventions

Exploring Together



Children's early STEM development grows from their natural curiosity and engagement in real-world experiences and play. These are enhanced through interaction with adults who have the confidence to share the child's interest, and can be extended with relevant knowledge, vocabulary, and ideas.

- This year we worked with Sheringham Nursery School (the Research School for East London) and the University of Oxford to develop 'Exploring Together', an eight-week programme to upskill Early Years practitioners with the confidence, knowledge, and skills to help parents encourage the foundations of STEM through everyday activities and interactions, and to support STEM in their settings*.
- Next year, the Programme will be piloted with practitioners from Sheringham Nursery and settings from the Newham Early Years Hub. The Institute of Employment Studies will carry out an independent evaluation to explore the programme's evidence of promise.

We hope that STEM will become something that practitioners and parents are excited, rather than anxious, about and feel ready to help children fulfil their potential to become the scientists, engineers, mathematicians, programmers and inventors of the future!

* The project is funded by the Charity of Sir Richard Whittington, for which the Mercers' Company is corporate trustee, and is part of the Company's Early Years Special Initiative.

Sheringham Nursery School and Children's Centre

THE MERCERS' COMPANY
Trustee to The Charity of Sir Richard Whittington

ies institute for employment studies

UNIVERSITY OF OXFORD

The East London Research School

START

The START Project aims to help toddlers with a family connection to autism or Attention Deficit Hyperactivity Disorder (ADHD) to develop strong attention, regulation and thinking skills. It is led by Dr Alexandra Hendry, a developmental psychologist at the University of Oxford, and funded with a five-year grant from the National Institute of Health Research. The START programme is based around the Peep Learning Together Programme, and we are partnering with The University of Oxford on the project.

START

Supporting Toddlers with a family connection to autism or ADHD to develop strong Attention, Regulation and Thinking skills

Aim 4: to extend our role as a service provider in Oxfordshire

This year we provided a mix of online and face-to-face support for families:

Online Peep sessions

- We delivered 27 online Peep Learning Together sessions online via Zoom. Some were closed sessions for invited families; others were advertised on social media for families anywhere.
- 98 families attended at least online session and were offered individual support via phone calls or WhatsApp.

> "So welcoming and the simple, repetitive but engaging structure is brilliant. We look forward to them."
>
> **Parent**

In-person sessions

We delivered:

- 90 in-person Peep Learning Together sessions attended by 71 families.
- 57 outdoor Peep Learning Together sessions (including 10 Buggy Walks) attended by 35 families.
- five Peep Antenatal sessions attended by five families.
- group and individual sessions for 13 families with English as an additional language (EAL).
- eight foster carers and the Looked After children in their care attended a 10-week Peep Learning Together course in *Supporting Babies' and Young Children's Early Literacy Development.* Seven carers completed a Peep Progression Pathway unit (Level 2).

> "I picked up lots of new and creative ways to extend our thinking and provide new ideas as early ideas to enable the prep of early literacy."
>
> **Foster Carer**





> "My heart pains when I think that my parents are no more, but this group helped me to come out of my low moods. We enjoyed learning all topics, I made shakers and streamer and also now made a small treasure basket from my kitchen stuff."
>
> **EAL Parent**

Interactive Newsletters and social media posts

- 293 families in Oxfordshire received five interactive newsletters (with activities, information, and a guide to local support).
- 101 families joined our Peep at Home Oxfordshire Facebook page (a closed group for families who attend Peep Learning Together sessions).
- Our Facebook, Twitter and Instagram pages are open to all for activities, resources, and information.

> "The resources are SO useful – parents tell us that they refer to them between the sessions and share them with other family members! It's a lovely way to support the learning to continue at home."
>
> **Practitioner**

Imagination Library

The Imagination Library is a partnership between Peeple and the Dollywood Foundation. It gifts a book per month to every registered child from birth to five years of age living in the Leys, Littlemore, Rosehill and Berinsfield areas of Oxfordshire. This year we:

- increased the number of registered children from 666 to 767.
- delivered 7,790 books bringing the total number delivered since the library began to 43,547.



> "My 2 and 4 year olds just love getting their post! Ripping the envelope open to see what adventures are inside!"
>
> **Parent**

> "I have 3 older children and they love to read to my 5 month-old, so they get excited when a new book comes through the post."
>
> **Parent**

Growing Minds

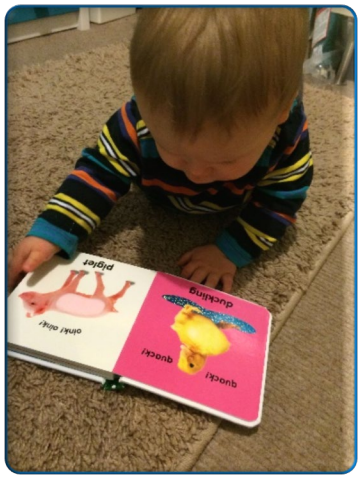
Growing Minds* is an innovative collaboration between Peeple, Home-Start Oxford, the Berin Centre and Oxfordshire Community Foundation, which aims to narrow the attainment gap before school. Growing Minds is:

- **preventative** – starting from birth.
- **collaborative** – using local delivery agencies and a joined-up approach.
- **place-based** – in two areas of need – Berinsfield and Littlemore – building on strengths already within those communities.
- **evidence-informed and evidence-based** - using tried and tested interventions developed by experts.

Growing Minds started in January 2020, so was seriously impacted by the pandemic. However, we have now recruited 277 families who are offered a pathway of support which includes the Dolly Parton Imagination Library, home visits, Peep Learning Together groups and a variety of other community-based activities. Our annual survey found that:

- 91% of parents reported that they felt more confident in supporting their child's learning and development at home after attending Growing Minds groups.
- 92% of parents reported themselves doing more things with their child at home or out and about that they learned about in Growing Minds groups.
- 100% of parents said that they are sharing the Imagination Library books with their children.

"They'll send me a monthly book that is very helpful,
and he's really found it good.
He just can't live without books now."
Parent



Oxfordshire Community Foundation

HOME START Oxford

GROWINGMINDS
The School Readiness Project

The Berin Centre

OUR COMMON GOOD

*Growing minds was made possible by Our Common Good and funded by a consortium of donors via Oxfordshire Community Foundation.

Aim 5: deliver high quality early education: Little Peeple Nursery

Little Peeple is a 44-place day nursery and pre-school for children aged six months to four years. Opened in 2018, it was built by Peeple in partnership with The Oxford Academy and Oxfordshire County Council.

- In 2021 - 2022 Little Peeple was attended by 75 different children.
- We remained open every day, implementing all guidance to keep our children, families, and staff as safe as possible as the pandemic continued.
- We delivered the Maths Champion Programme focussed on improving outcomes for children by developing practitioners' knowledge, skills, and confidence to provide a maths rich environment and exciting experiences for our children and families.
- Staff development has been a priority:



"I have felt so supported by my colleagues in the nursery - being able to gain a qualification whilst working has been a positive experience."
Little Peeple practitioner who completed the Early Years Educator Level 3 with distinction



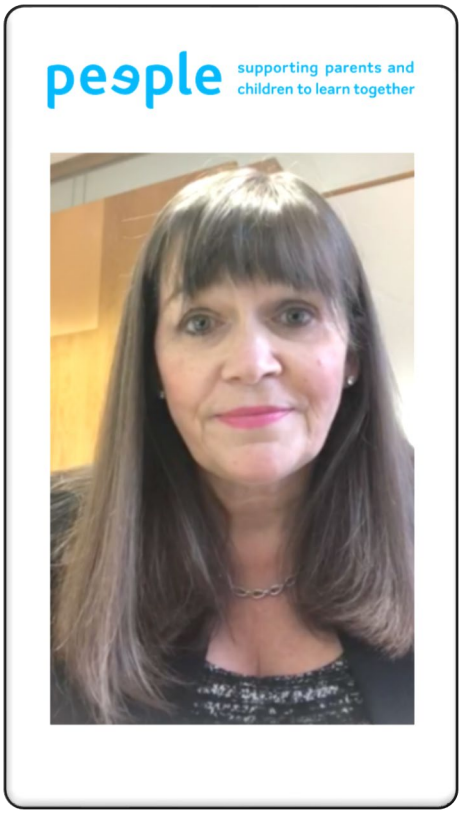


"You guys are amazing! This has been such a tough year, but you are always so welcoming and supportive of our small people and us parents."
Parent

"Thank you all so much for the loving and thoughtful care you have shown B and P since they started, it is incredible how consistently positive everyone in the team is and we really appreciate it. You're the best!"
Parent

Aim 6: to contribute to national debate and policy

In December 2021, we held a celebration event for the Family Learning Scotland project, a contract with Scottish Government to train and support practitioners from every local authority to deliver the Peep Learning Together Programme to enhance the quality of their Early Learning and Childcare provision. We were delighted that the event was addressed by Clare Haughey, MSP, Minister for Children and Young People.



"You have supported families from across the country to engage more effectively with their children's learning and development."

Clare Haughey, MSP
Minister for Children and Young People
Family Learning Scotland Celebration
December 2021

A legacy of the Family Learning Scotland Programme is a network of Peep Champions, set up in Scotland and now extended to England, to ensure that Peep Programmes are effectively embedded into local services.



We provided educational consultation for the popular BBC CBeebies Programme, *The Toddler Club (Series 1 and 2)* including a week on set in Salford. The Programme was nominated for a Royal Television Society Award.



During the year we have continued to campaign, alongside many other organisations, for government to support families during the Early Years and the Early Learning and Childcare sector, both of which have been low priority for government funding.

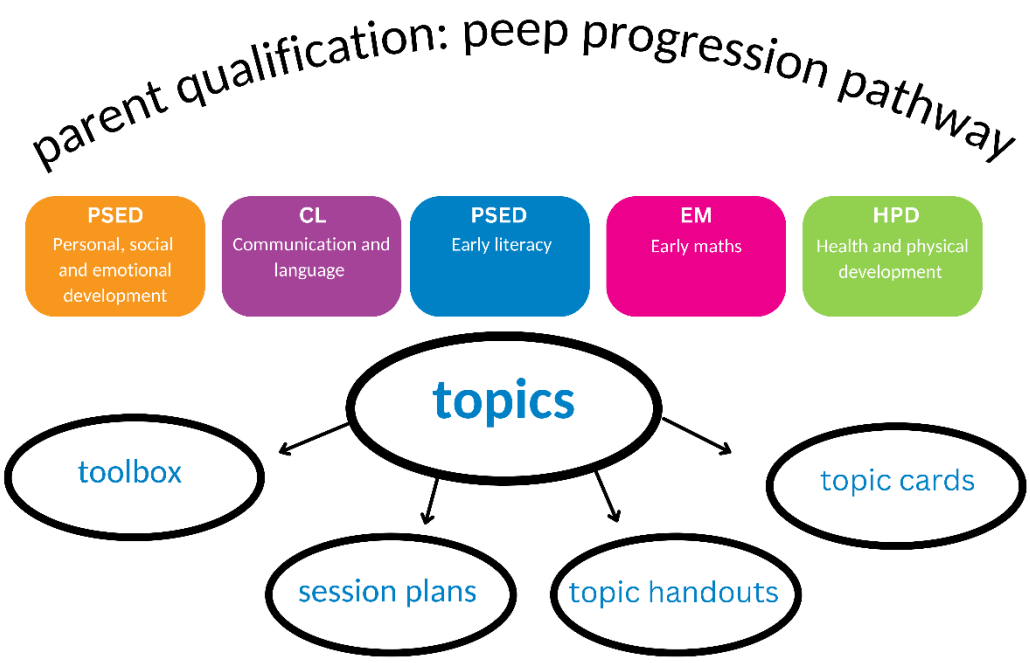
Peep Learning Together Programme

The Peep Learning Together Programme aims to improve the quality of relationships between parents/carers and their children, and the quality of the Home Learning Environment, because both are shown by research to help children to do well in school and beyond. The Programme can be used flexibly - in the home, in universal or targeted groups, in drop-in sessions, in nurseries and schools – wherever families spend time.

The Programme explains to parents about how babies and young children learn and develop, helping them build on what they are already doing at home to support their children's learning. It also promotes parental confidence, self-esteem, and social support.

- The Programme is based around five strands of learning; 1) personal, social & emotional development; 2) communication & language; 3) early literacy; 4) early maths; and 5) health and physical development.
- In each strand there are 15 different topics. These are listed on the strand map opposite.
- Practitioners use the topics to create sessions which are delivered to parents and children together. Each topic is aimed at one or more stages of development – babies, toddlers or pre-school. Each session includes discussion, songs and stories, as well as ideas and approaches for parents to adopt at home.
- Topics are supported by additional resources including session plans for practitioners, hand-outs for parents, and links to research and national frameworks (e.g. Early Years Foundation Stage and the Curriculum for Excellence).
- The Learning Together Programme includes the Peep Progression Pathway; credit-rated units for adults, completed as part of their participation in the Programme.

Programme Structure and Content



Strand Map - Peep Learning Together Programme

Strands

PSED	CL	EL	EM	HPD
Personal, Social and Emotional Development	Communication and Language	Early Literacy	Early Maths	Health and Physical Development

Sub-strands and topics

PSED – Personal, Social and Emotional Development

- **Personal and social development**
  - Knowing me, knowing you
  - Helping babies feel good about themselves
  - Helping children feel good about themselves
  - Becoming 'me'
  - The importance of names
  - The importance of relationships
- **Learning**
  - An introduction to ORIM
  - The importance of support and encouragement
- **Play**
  - Treasure baskets: babies making choices
  - How children play
  - Lots of ways to play and learn
  - Schemas: making the most of play patterns
- **Behaviour**
  - Making the most of routines
  - Helping children to understand and manage their feelings
  - Understanding and managing behaviour

CL – Communication and Language

- **Early communication**
  - The very first language
  - Early conversations
  - Finding a voice
  - Musical moments
- **Speaking and listening**
  - Making sense of sounds
  - Becoming a good listener
  - Becoming a talker
  - Talking and listening with children
  - Thinking and talking
- **Communication and language anywhere**
  - Play and language
  - Imaginative play with puppets
  - Things to do and talk about together
  - Musical interactions
  - Making the most of technology
  - Talking maths

EL – Early Literacy

- **Books and beyond**
  - Sharing books with babies
  - Sharing books with toddlers and young children
  - Making the most of favourite books and stories
  - Our world in books
  - Storytelling
  - Exploring stories through play
  - Home-made books
- **Reading**
  - Environmental print
  - Wonderful ways with words
  - Becoming a reader
- **Writing**
  - Mark making
  - Exploring writing through play
  - Becoming a writer
- **Early literacy everywhere**
  - Lots to read and write about
  - Literacy and technology

EM – Early Maths

- **Fun with maths**
  - Mathematical babies
  - Exploring early maths
  - Maths in everyday routines
  - Maths in books, toys and games
  - Maths in songs and rhymes
  - Mathematical adventures
- **Numbers & counting**
  - Exploring numbers
  - Number names
  - Toddler numbers
  - Let's count
  - Numbers, numbers everywhere
- **Maths everywhere**
  - A sense of order
  - Shapes and patterns everywhere
  - Sorting and matching
  - Exploring measures

HPD – Health and Physical Development

- **Healthy living**
  - Food for life
  - Exploring food
  - Making the most of food and mealtimes
  - Looking after 'me'
  - Exploring nature
- **Physical development**
  - Babies on the move
  - Exploring movement
  - Musical movements
  - Movement and language
  - Building a brain
- **Sensory development**
  - Early sensory experiences
  - Making sense of the world
  - Understanding our place in space
  - Developing balance and co-ordination

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9. Financial review

The gross income for the Group (comprising the charity and its trading subsidiary, Peep Learning Ltd) in 2021-22 was £1,131,693 (2020-21: £941,269). Total expenditure of the Group in the year 2021-22 was £1,035,613 (2020-21: £876,318) giving a surplus overall of £96,080. Peep Learning Ltd achieved a surplus of £132,611 (up from £1,135 in 2020-21 when sales were badly affected by Covid-19) before making a donation to Peeple.

Peep Learning Ltd (PLL) training returned to a similar level to pre-pandemic years, benefitting from some PLL customers having deferred training from the previous two years whilst costs were reduced as most training continued to be delivered online.

The charity's main expenditure is that of wages and salaries. Staff are recruited based on their specific skillsets to the various activities of the charity, and according to the requirements of grants received and trading activities. Most employment contracts are permanent, and the majority are part time, with fixed term contracts being offered where appropriate to reflect the requirements of the activities, thereby maximising value for money.

The charity's subsidiary company, Peep Learning Ltd (PLL), develops and sells materials, training, and consultancy to support other organisations to use the Peep Learning Together Programme and Peep Progression Pathway in different parts of the country. The main two-day training is known as the Peep Learning Together Programme Training. One-day training courses in the Peep Antenatal Programme, Early Communication Matters and Peep Progression Pathway continue to be offered. Profits are passed to the charity by donation at the discretion of the directors of PLL. In 2021-22 £132,450 was transferred by donation to the charity.

10. Future plans (2022 – 2024)

To train and accredit more practitioners to support more families with their young children's learning.

To provide more support for trained practitioners.

To accredit more parents with Peep Progression Pathway units.

To support more families in Oxfordshire.

To provide high quality early learning and childcare at the Little Peeple Nursery.

To develop new interventions.

To contribute to national debate and policy.

To ensure good governance, management, and infrastructure.

11. Reserves

The charity relies on human resources to deliver its programme, and the trustees are conscious of the need to ensure that there are sufficient reserves available to provide for those resources in times of low funding or whilst new grant applications are being made.

The trustees consider that the minimum level of reserves should be three months of fixed costs. On this basis, the level of readily accessible reserves should be in the region of £230,000. As of 31st March 2022, the total unrestricted reserves were £320,403 (31.3.21 = £208,128); trustees have agreed to set aside £70,000 from unrestricted reserves in a designated premises development fund aimed at securing our own permanent premises.

A finance meeting takes place before each full board meeting, which reviews the level of reserves with these criteria in mind.

12. Risks

The trustees have reviewed the major risks to which the charity is exposed, and systems have been put in place to mitigate those risks. These are reviewed by the full board on a regular basis. Major risks considered in 2021-22 and steps taken include:

- reduced funding streams for the Early Years and family support sectors and inadequate funding levels for funded childcare places in the Little Peeple Nursery: all sources of funding are under pressure and whilst we have a good mix of funding from local government, national government and charitable trusts which spreads the risk, the income from our own independent trading via Peep Learning Ltd. continues to be vital to help us meet our costs.
- reduced income from training as local authority as budgets are under pressure; we restructured our training team to create an increased focus on marketing and communications.
- increased energy costs: various measures have been adopted to reduce energy costs including closing the offices on some days when all staff are working from home.
- inadequate cash flow: cash flow and liquidity are monitored monthly and particular attention paid to ensure larger projects stay within budget.
- price and credit risk are not considered to be major risks as the cost of materials is only a small element of our expenditure, and we have a good credit record with the suppliers we use.

13. Structure, governance, management and staff

The trustees (directors) who served Peeple during the year and subsequently were as follows:

David Bailey (Vice Chair)
Mark Harris (Chair)
Neil McClelland
Professor Mary Wild
Nancy Stimson
Teresa Smith
Dr Alison Street

New trustees are invited to join the board by the current trustees. Peeple's deed sets a maximum of 10 on the number of trustees who can serve at any one time. The organisation is governed by a Memorandum and Articles of Association which sets out rules governing meetings, trustee recruitment, powers and responsibilities of trustees.

Trustees are kept up to date by a detailed report from the Chief Executive Officer (CEO) on progress in achieving our strategic aims and objectives at each board meeting, and by emails between meetings. Time is also set aside at board meetings to discuss strategy and update knowledge on governance and related matters. Trustees undertake online safeguarding training every three years, or whenever guidelines change. Individual trustees take on responsibility for keeping the organisation up to date on specific areas e.g. governance and risk management. They work with staff in committees (HR, Finance, Projects, Fundraising) to contribute their specific knowledge and expertise.

Governance and management

Day to day management is delegated by the trustees to the CEO. Dr Sally Smith is the current CEO. Trustees are responsible for the overall strategy of the organisation and the appointment of the CEO.

Staff

Peeple had an average of 40 employees during 2021-22. Of these, 19 were in early education and childcare roles, 10 worked in local programme delivery, 8 worked in training and accreditation including 3 based in Scotland and 3 worked in the Head office functions of CEO, senior management, finance & HR and general administration. The total full-time equivalent staff in March 2022 was 28. All professional staff have significant skills and knowledge in the field.

Responsibilities of the trustees/directors

Company law requires the trustees to prepare accounts for each financial year which give a true, fair view of the state of the affairs of the company and of the surplus or deficit of the company for that period. In preparing those financial statements the trustees are required to:

- select suitable accounting policies and apply them consistently.
- make judgements and estimates that are reasonable and prudent.
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

The trustees confirm that:

- as far as each trustee is aware, there is no relevant audit information (needed by the auditors in connection with their report) of which the charity's auditors are unaware.
- each trustee has taken all the steps that they ought to have taken as a trustee in order to make themselves aware of any relevant audit information and to establish that the charity's auditors are aware of that information.

Solicitors, bankers and accountants

Solicitors:	Bates Wells Braithwaite LLP, London (charity and IPR matters)
	Freeths LLP, Oxford (property matters)
Bank:	Lloyds Bank, Headington, Oxford
Auditors:	Mercer Lewin Ltd, Chartered Accountants and Registered Auditors,
	41 Cornmarket Street, Oxford, OX1 3HA

On behalf of the trustees/directors

Date: 7th December 2022



Mark Harris



REGISTERED COMPANY NUMBER: 07514469 (England and Wales)
REGISTERED CHARITY NUMBER: 1144975/SC044031

PEEPLE
AUDITED CONSOLIDATED FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 MARCH 2022

Mercer Lewin Ltd
Chartered Accountants and Registered Auditors
41 Cornmarket Street
Oxford
OX1 3HA

PEEPLE
INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF PEEPLE
YEAR ENDED 31 MARCH 2022

Opinion

We have audited the financial statements of Peeple for the year ended 31 March 2022 which comprise the group statement of financial activities (including income and expenditure account), the group and parent 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 Standards applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the charity's members, as a body, in accordance with section 144 of the Charities Act 2011 and regulations made under section 154 of that Act, and Regulation 10 of the Charities Accounts (Scotland) Regulations 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.

In our opinion the financial statements:

- give a true and fair view of the state of the group's and the parent charitable company's affairs as at 31 March 2022 and of the group's 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 Charities Act 2011, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006 (as amended).

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Annual Report, other than the financial statements and our Report of the Independent Auditors thereon.

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.

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 Charities Accounts (Scotland) Regulations 2006 (as amended) and the Charities Act 2011 requires us to report to you if, in our opinion:

- the information given in the trustees' report is inconsistent in any material respect with the financial statements; or
- adequate accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees
As explained more fully in the Statement of Trustees' Responsibilities, the trustees (who are also the directors of the charitable company 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 charitable company'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 charitable company or to cease operations, or have no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements
We have been appointed as auditors under Section 144 of the Charities Act 2011 and report in accordance with the Act and relevant regulations made or having effect thereunder.

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:

- We discussed the framework in which the company operates with senior management and in conjunction with our experience of the industry in which the company operates, sought to identify laws and regulations which are critical to the company's business. As a registered charity, the company is obliged to comply with regulations issued by The Charity Commission of England and Wales and the Office of the Scottish Charity Regulator. Compliance with those regulations, including the need to make reports to the commission/regulator, was reviewed.
- As part of routine audit procedures, the possibility of non-compliance with general laws (e.g. employment law, health and safety regulations) were considered and discussed with senior management, in response to the assessed risks in relation to these laws and regulations.
- The risks of fraud were discussed with senior management, including details of known instances. Our records of the company's systems and procedures was reviewed by the audit team (including the audit engagement partner) to identify possible areas where fraud might occur.

The above procedures were undertaken by the audit team as a whole, led by the audit engagement partner. In this way the audit engagement partner was able to obtain assurance the engagement team collectively had the appropriate competence and capabilities to identify or recognise non-compliance with laws and regulations and the possibility of irregularities arising from fraud.

To address the risk of fraud through management bias and override of controls, we:

- performed analytical procedures to identify any unusual or unexpected relationships;
- tested journal entries to identify unusual transactions;
- assessed whether judgements and assumptions made in determining the accounting estimates were indicative of potential bias; and
- investigated the rationale behind significant or unusual transactions.

In response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- agreeing financial statement disclosures to underlying supporting documentation;
- reading the minutes of meetings of those charged with governance; and
- enquiring of management as to actual and potential litigation and claims.

There are inherent limitations in our audit procedures described above. The more removed that laws and regulations are from financial transactions, the less likely it is that we would become aware of non-compliance.

Auditing standards also limit the audit procedures required to identify non-compliance with laws and regulations to enquiry of the Management Committee and other management and the inspection of regulatory and legal correspondence, if any.

Material misstatements that arise due to fraud can be harder to detect than those that arise from error as they may involve deliberate concealment or collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at www.frc.org.uk/auditorsresponsibilities. This description forms part of our Report of the Independent Auditors.

Use of our report

This report is made solely to the charitable company's trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. Our audit work has been undertaken so that we might state to the charitable company's trustees those matters we are required to state to them in an auditors' 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 charitable company and the charitable company's trustees as a body, for our audit work, for this report, or for the opinions we have formed.



for and on behalf of Mercer Lewin Ltd
Chartered Accountants and Registered Auditors
Eligible to act as an auditor in terms of Section 1212 of the Companies Act 2006
41 Cornmarket Street
Oxford
OX1 3HA

15 November 2022

PEEPLE
CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 MARCH 2022

	Note	Unrestricted funds £	Restricted funds £	Total funds 2022 £	Total funds 2021 £
INCOME					
Income from donations and legacies	5	310,375	203,727	514,102	503,561
Income from charitable activities					
Sales of publications and training	5.1	280,844	-	280,844	86,921
Nursery income	5.2	314,183	-	314,183	253,095
Government grant		1,010	-	1,010	68,578
Other income		21,554	-	21,554	29,114
Total income		927,966	203,727	1,131,693	941,269
EXPENDITURE					
Cost of generating funds - publications and training		39,152	-	39,152	12,384
Cost of generating funds - other		8,874	-	8,874	9,985
Charitable activities	6	763,370	203,727	967,097	836,854
Governance costs	7	20,490	-	20,490	17,094
Total expenditure		831,886	203,727	1,035,613	876,318
NET INCOME /(EXPENDITURE) AND NET MOVEMENT IN FUNDS FOR THE YEAR		96,081	-	96,081	64,951
Reconciliation of funds					
Total funds brought forward		492,885	-	492,885	427,934
TOTAL FUNDS CARRIED FORWARD		588,966	-	588,966	492,885

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

The notes form part of these financial statements

PEEPLE
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT 31 MARCH 2022

			Group		Company	
			2022	2021	2022	2021
		Note	£	£	£	£
FIXED ASSETS						
Tangible assets		10	284,603	307,209	282,133	304,519
Investments		11	-	-	66,514	66,514
	Total Fixed Assets		284,603	307,209	348,647	371,033
CURRENT ASSETS						
Stocks			7,019	9,792	-	-
Debtors and prepayments		12	54,279	223,720	33,744	76,229
Cash at bank and in hand			574,447	439,583	378,432	352,324
	Total Current Assets		635,745	673,095	412,176	428,553
CREDITORS: Amounts falling due within one year		13	288,882	442,419	174,662	310,344
NET CURRENT ASSETS			346,862	230,676	237,514	118,208
CREDITORS: Amounts falling due after more than one year			42,500	45,000	-	-
TOTAL ASSETS LESS LIABILITIES			588,966	492,885	586,161	489,241
RESERVES						
Restricted income funds		14	-	-	-	-
Restricted capital funds			-	-	-	-
Unrestricted funds	Designated property fund	15	268,563	284,757	268,563	284,757
	Designated premises fund		70,000	-	70,000	-
	General funds		250,403	208,128	247,598	204,483
TOTAL CHARITY FUNDS		16	588,966	492,885	586,161	489,241

The trustees have prepared the group accounts in accordance with section 398 of the Companies Act 2006 and section138 of the Charities Act 2011. These accounts are prepared in accordance with the special provisions of Part 15 of theCompanies Act relating to small companies and constitute the annual accounts required by the Companies Act 2006.



Approved by the Trustees on:
13 October 2022

Mark Harris
Chair of Trustees

The notes form part of these financial statements

PEEPLE
CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 MARCH 2022

	2022 £	2021 £
Cash flows from operating activities		
Net income	96,080	64,951
Adjustments for:		
Depreciation of tangible fixed assets	28,732	26,096
Interest payable and similar charges	-	-
Loss on disposal of tangible fixed assets	-	-
Accrued expenses	(138,879)	278,672
Changes in:		
Stock	2,773	1,604
Trade and other debtors	169,441	(118,002)
Trade and other creditors	(17,158)	54,879
Cash generated from operations	140,990	308,200
Interest paid	-	-
Net cash from operating activities	140,990	308,200
Cash flows from investing activities		
Purchase of tangible assets	(6,126)	(30,170)
Proceeds from sale of tangible assets	-	-
Net cash (used in) / from investing activities	(6,126)	(30,170)
Cash flows from financing activities		
Payments of finance lease liabilities	-	-
Net cash used in financing activities	-	-
Net increase in cash and cash equivalents	134,864	278,031
Cash and cash equivalents at beginning of year	439,583	161,552
Cash and cash equivalents at end of year	574,447	439,583

The notes form part of these financial statements

PEEPLE
NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2022

1. GENERAL INFORMATION

The charity is a private company limited by guarantee, registered in England and Wales. It is registered as a charity in both England and Wales and Scotland. The address of the registered office is The Peeple Centre, Littlemore, Oxford, Oxfordshire, OX4 6JZ, United Kingdom.

The charity's main purpose is that of a public benefit entity.

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 Charities Act 2011, Charities and Trustee Investment (Scotland) Act 2005 and the Charity Accounts (Scotland) Regulations 2006 (as amended).

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.

Basis of consolidation

The consolidated accounts include the accounts of the company (PEEPLE) and its subsidiary company (PEEP Learning Limited) on a line by line basis made up to 31 March 2022. A separate Statement of Financial Activities and Income and Expenditure Account for the charity has not been presented because the charity has taken advantage of the exemption afforded by section 408 of the Companies Act 2006. Intra-group turnover and profits are eliminated on consolidation.

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.

Impact of COVID-19

According to the trustees, as at the date of signing the financial statements, Covid-19 was considered to have had minimal impact on these financial statements apart from previous delays in delivering training and programmes that meant some funds were brought forward from the previous year. The trustees continue to monitor the impact of this pandemic and to make adjustments to the financial plans as necessary.

Fund accounting

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

Designated funds are unrestricted funds earmarked by the trustees for particular future project or commitment.

Restricted funds are subjected to restrictions on their expenditure declared by the donor or through the terms of an appeal, and fall into one of two sub-classes: restricted income funds or endowment funds.

Incoming resources

All income is included in the statement of financial activities net of VAT where applicable and 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.
- legacy income is recognised when receipt is probable and entitlement is established.
- income from the pre school and nursery is recognised when the service is provided.

Accounting Policies (continued)

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.
- 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.

An increase in the carrying amount of an asset as a result of a revaluation, is recognised in other recognised gains and losses, unless it reverses a charge for impairment that has previously been recognised as expenditure within the statement of financial activities. A decrease in the carrying amount of an asset as a result of revaluation, is recognised in other recognised gains and losses, except to which it offsets any previous revaluation gain, in which case the loss is shown within other recognised gains and losses on the statement of financial activities.

Depreciation and amortisation

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

Lease premium	-	20 years
Freehold property	-	4 years and 10 years
Fixtures, fittings & equipment	-	3 years

Amorisation of the leashold improvements is allocated on a pro-rata basis between the funds used for its purpose.

Investments

Unlisted equity investments are initially recorded at cost, and subsequently measured at fair value. If fair value cannot be reliably measured, assets are measured at cost less impairment.

Listed investments are measured at fair value with changes in fair value being recognised in income or expenditure.

Impairment of fixed assets

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

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

Stocks

Stocks are valued at the lower of cost and net realisable value, after making due allowance for obsolete and slow moving items. Cost includes all costs of purchase, costs of conversion and other costs incurred in bringing the stock to its present location and condition.

Accounting Policies (continued)

Financial instruments

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

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

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

Debt instruments are subsequently measured at amortised cost.

Taxation

The company (Peeple) is a charitable institution with exemption from UK taxation under section 505 of the Income and Corporation Taxes Act 1988. Its subsidiary (Peep Learning Limited) is subject to UK Corporation Tax based on its profits after making a donation payment to the holding company.

Pensions

Pensions are provided on a defined contribution basis and aligned to those rates required by Auto Enrolment statutory requirements. Individuals have the right to opt out. The contributions made for the year are treated as an expense and were £20,485 (2021: £18,637). The pension expense is allocated in line with the salaries to which they relate.

4. SURPLUS FOR THE YEAR

		2022	2021
is stated after charging/(crediting):		£	£
Restricted funds and donations received		203,727	121,800
Restricted capital grant		-	-
Trustees and officers indemnity insurance		337	337
Restricted fund expenditure		203,727	121,800
Auditors remuneration	Audit of the financial statements	6,500	6,600
	Other services	1,800	1,800

The surplus dealt with in the financial statements of the parent company was £95,920 (2021: £64,817 surplus).

5. INCOME

INCOME FROM DONATIONS AND LEGACIES	Unrestricted Funds	Restricted Funds	Total Funds 2022	Total Funds 2021
	£	£	£	£
Brotherhood of St Laurence	-	-	-	19,433
BBC Children in Need	-	9,144	9,144	8,812
Charity of Sir Richard Whittington	-	81,893	81,893	-
Dulverton Trust	10,000	-	10,000	20,000
Edina Trust	25,816	-	25,816	35,156
Esmee Fairbairn Foundation	-	-	-	10,000
Hamilton Trust	-	-	-	20,000
Julia and Hans Rausing Trust	-	-	-	38,500
National Lottery	-	-	-	2,988
Oxfordshire Community Foundation	51,120	-	51,120	55,201
Oxfordshire County Council	3,994	-	3,994	10,794
Other grants	7,500	-	7,500	-
Playgroup Victoria	-	-	-	3,000
Scottish Government	183,165	110,000	293,165	261,876
Tambour Foundation	10,985	-	10,985	3,662
University of Oxford START project	-	2,690	2,690	-
Donations and legacies	17,794	-	17,794	14,140
	310,374	203,727	514,101	503,561

5.1 SALES OF PUBLICATIONS AND TRAINING BETWEEN RELATED PARTIES

The total sales by Peep Learning Limited in the year were £281,019, of which £175 was to Peeple itself. Therefore, on consolidation,the sales of publications and training are £280,844 (2021: £86,921).

5.2 PRE SCHOOL AND NURSERY INCOME

The income represents funded places by Oxfordshire County Council and parent fees.

6. CHARITABLE EXPENDITURE

	Staff costs	Other costs	Allocation of support	Total 2022	Total 2021
	£	£	£	£	£
Early education projects	753,155	97,592	116,350	967,097	836,854
Support costs	55,925	60,425	(116,350)	-	-
	809,080	158,017	-	967,097	836,854
	(Note 8)	(Note 9)			

7. GOVERNANCE COSTS

	Unrestricted Funds	Restricted Funds	Total Funds 2022	Total Funds 2021
	£	£	£	£
Salary costs	8,637	-	8,637	8,480
Audit and related fees	6,500	-	6,500	6,690
Other	5,353	-	5,353	1,923
	20,490	-	20,490	17,094

8. STAFF COSTS

	2022	2021
	£	£
Wages and salaries	738,776	633,172
Social security costs	49,818	43,052
Other pension costs	20,485	18,637
	809,080	694,862

The average number of employees during the year was 40 (2021: 41). There were 29 (2021: 29) members of staff who were accruing benefits under defined contribution pension schemes.
No employees received remuneration for the year in excess of £60,000.
No remuneration was paid to any trustee during the year to 31 March 2022. Expenses of £nil were reimbursed (2021: £nil).

9. ANALYSIS OF OTHER COSTS - CHARITABLE EXPENDITURE

	2022	2021
	£	£
Project costs	62,780	53,947
Premises costs	15,723	4,838
Insurance	9,056	8,638
Printing, stationery, postage, telephone and office costs	29,054	31,260
Recruitment, courses and training	2,911	1,605
Motor, travel and subsistence	109	63
Professional fees	7,741	5,897
Fundraising	-	8,837
Bank and financial charges	1,911	812
Depreciation and (profit) / loss on sale of fixed assets	28,732	26,096
	158,017	141,992

10. TANGIBLE FIXED ASSETS

Group	Lease premium	Freehold property	Fixtures, Fittings & Equipment	Total
	£	£	£	£
Cost				
At 1 April 2021	322,321	84,809	70,946	478,077
Additions in year	-	-	6,126	6,126
Disposals	-	-	-	-
At 31 March 2022	322,321	84,809	77,073	484,203
Depreciation				
At 1 April 2021	37,564	84,809	48,495	170,868
Charge for the year	16,195	-	12,537	28,732
Adjust re disposals	-	-	-	-
At 31 March 2022	53,759	84,809	61,032	199,600
Net book value				
At 31 March 2022	268,563	-	16,041	284,603
At 31 March 2021	284,758	-	22,451	307,209

10. TANGIBLE FIXED ASSETS (continued)

Company	Lease premium £	Freehold property £	Fixtures, Fittings & Equipment £	Total £
Cost				
At 1 April 2021	322,321	23,201	53,229	398,752
Additions in year	-	-	4,755	4,755
Disposals	-	-	-	-
At 31 March 2022	322,321	23,201	57,984	403,507
Depreciation				
At 1 April 2021	37,564	23,201	33,468	94,233
Charge for the year	16,195	-	10,946	27,141
Adjust re disposals	-	-	-	-
At 31 March 2022	53,759	23,201	44,414	121,374
Net book value				
At 31 March 2022	268,563	-	13,570	282,133
At 31 March 2021	284,758	-	19,761	304,519

11. INVESTMENTS (all held in the UK)

Peeple owns 100% of the issued ordinary share capital of Peep Learning Ltd, a company incorporated in the UK. Its company number is 04089209 and its registered office is the same as Peeple.

The principal activity of Peep Learning Ltd is the sale and distribution of educational literature and associated training.

The book cost of £66,514 represents the net asset value of the company at the date of transfer on 1 April 2012. At 31 March 2022, the net asset value is £69,325 (2021: £69,164). The turnover for the year was £281,019 (2021: £88,186) and the net profit was £161 (2021: £135), after a donation to Peeple of £132,450 (2021: £1,000).

12. DEBTORS

	Group		Company	
	2022 £	2021 £	2022 £	2021 £
Trade debtors and grants receivable	46,121	155,879	9,011	10,039
Amount owing by group undertakings	-	-	19,357	-
Prepayments	3,583	1,975	801	324
Accrued income	4,075	65,366	4,075	65,366
Other debtors	500	500	500	500
	54,279	223,720	33,744	76,229

13. CREDITORS: Amounts falling due within one year

	Group		Company	
	2022 £	2021 £	2022 £	2021 £
Trade creditors	7,687	16,835	4,905	15,330
Amount owed to group undertakings	-	-	-	70,650
Other creditors	7,237	7,136	932	1,277
Taxation and social security	34,046	39,657	11,965	12,879
Deferred income	186,845	336,162	110,035	172,882
Accruals	53,067	42,629	46,826	37,326
Amounts owed to group undertakings	-	-	-	-
	288,882	442,419	174,662	310,344

Deferred income represents amounts received from grants and training sales in respect of subsequent trading periods. The reconciliation is as below:

Deferred income brought forward	336,162	66,459	172,882	34,602
Utilised in the year	(301,582)	(66,314)	(172,737)	(34,457)
New income	152,265	336,017	109,890	172,737
Deferred income carried forward	186,845	336,162	110,035	172,882

14. RESTRICTED FUNDS

Grants have been received to fund the administration costs of various aspects of project work. These grants were for similar purposes and so were aggregated together for accounts purposes.

	Revenue grants £	Capital grants £	Total £
Grants received during the year	203,727		203,727
Amounts expended	(203,727)	-	(203,727)
Movement on fund	-	-	-
Balance brought forward	-	-	-
Movement between funds to unrestricted	-	-	-
Balance carried forward	-	-	-

15. UNRESTRICTED FUNDS

The split of the unrestricted funds is as follows:

	General funds £	Designated funds Property £	Premises £	Total £
Balance brought forward	208,128	284,757	-	492,885
Movement during the year	112,275	(16,194)	-	96,081
Transfer to premises development fund	(70,000)	-	70,000	-
Balance carried forward	250,403	268,563	70,000	588,966

The designated property fund (which forms part of the tangible fixed assets) relates to the payment of a lease premium and legal costs for the Little Peeple Nursery in 2018-19 which are subject to amortisation over 20 years which is the life of the lease. The amount in the fund as at the year end represents the remaining balance not yet amortised.

The designated premises development fund was created to set aside funds for the development of permanent premises for Peeple. At the year ended 31 March 2022, the trustees agreed that £70,000 should be transferred from general funds to the designated premises development fund.

16. ANALYSIS OF NET ASSETS (between restricted and unrestricted funds)

	Unrestricted funds £	Restricted funds £	Total £
Tangible fixed assets	284,603	-	284,603
Net current assets	304,362	-	304,362
	588,966	-	588,966

The designated property fund (which forms part of the tangible fixed assets) relates to the payment of a lease premium and legal costs for the Little Peeple Nursery in 2018-19 which are subject to amortisation over 20 years which is the life of the lease. The amount in the fund as at the year end represents the remaining balance not yet amortised.

17. MEMBERS' LIABILITY

Peeple is limited by guarantee and does not have a share capital. The members have undertaken to contribute a sum, not exceeding £1, to the assets in the event of it being wound up.



PEEPLE

England & Wales - Charity number 1144975

Accounts

peeple

supporting parents and children to learn together

Peeple Trustees' Annual Report

April 2020 – March 2021



Peeple

Registered charity number: 1144975 in England and Wales

Registered charity number: SC044031 in Scotland

Peeple is also a company limited by guarantee no. 07514469

Peep Learning Ltd is the trading subsidiary of Peeple

Company registration no. 04089209 and VAT no. 768 4173 94

Contact details

The Peeple Centre, Littlemore, Oxford, OX4 6JZ

Phone: 01865 395145

Website: **www.peeple.org.uk**

Email: info@peeple.org.uk

Facebook, Twitter and Instagram: @PeepleCentre

Auditors

Mercer Lewin Ltd,

Chartered Accountants and Registered Auditors,

41 Cornmarket Street,

Oxford,

OX1 3HA

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Executive summary

The trustees have pleasure in presenting their report and the financial statements of Peeple for the year ended 31 March 2021. The gross income for the Group (comprising the charity and its trading subsidiary, Peep Learning Ltd) in 2020-21 was £941,269 (2019-20: £901,820). Total expenditure of the Group in the year 2020-21 was £876,318 (2019-20: £902,196) giving a surplus overall of £64,951. Peep Learning Ltd achieved a surplus of £1,135 (down from £81,168 in 2019-20) before making a donation to Peeple. The significant reduction in Peep Learning Limited income reflects the impact of Covid throughout the year.

The charity's subsidiary company, Peep Learning Ltd (PLL) develops and sells training (known as Peep Learning Together Programme Training), materials, and consultancy to support other organisations from around the UK and Ireland to use the Peep Learning Together Programme (LTP) and the Peep Progression Pathway. It also develops and sells training in other programmes. Profits are passed to the charity by donation at the discretion of the directors of PLL. In 2020-21 £1,000 was transferred by donation to the charity.



Achievements during 2020 - 2021 include:

These include:

- the energy, commitment, and kindness of the Peeple staff and trustees as they adapted personally and professionally to the extraordinary, and often extremely difficult, circumstances presented by the Covid pandemic.

- revising the Peep Learning Together Programme Training (usually delivered face-to-face over two days) for delivery online.

- delivering 64 online Peep Learning Together Programme Training courses to practitioners around the UK.

- training 542 practitioners to deliver the Peep Learning Together Programme, who found innovative ways to use the Programme remotely with approximately 6,504 families.



- adapting the Peep Antenatal Programme Training ready for online delivery in 2021-22.

- registering 217 practitioners for the Peep City & Guilds Level 3 unit to quality assure the Peep Learning Together Programme.

- consulting with stakeholders on a replacement for the City & Guilds Level 3 unit, which was withdrawn by the provider in February 2021.

- fulfilling the Family Learning Scotland contract (Jan 2020 – Dec 2021) by training and supporting 237 practitioners to deliver the Peep Learning Together Programme.

- maintaining the infrastructure for the Peep Progression Pathway adult learning units.



- providing high quality early education and childcare for 87 children and their families at Little Peeple, a 44-place nursery for children aged six months to four years in Littlemore, Oxford.

- adapting our frontline delivery to families in less affluent areas of Oxfordshire to include online groups and one-to-one support, an interactive newsletter and social media posts.

- providing Dolly Parton's Imagination Library, which gifts a book per month to every registered child from birth to five. Total number of books delivered since the library began, 35,696; number of books delivered this year, 7,743.



- winning funding for a three-year project to develop, pilot and evaluate an intervention to help parents and practitioners to support STEM skills in very young children.

- providing educational consultancy to the CBeebies programmes, *The Baby Club* (*series 3*), *The Baby Club at Home* and *The Toddler Club at Home.*

- publication of *Play and Learn with your Baby* by DK, a book based on *The Baby Club* co-authored by Dr Sally Smith, CEO, Peeple.

- establishing a license agreement with Playgroup Victoria to distribute the Peep Learning Together Programme throughout Australia.

Playgroup Victoria



Trustees' annual report for the charity Peeple

The trustees have pleasure in presenting their report and financial statements of Peeple for the year ended 31 March 2021. They have been prepared in accordance with the provisions of the Charities Act 2011, the charity's governing document, the Statement of Recommended Practice "Accounting for Charities", the Companies Act 2006, the Charities and Trustee Investment (Scotland) Act 2005 and the Charities Accounts (Scotland) Regulations 2006 (as amended). Accordingly, the accounts consolidate the results of the charity with those of its subsidiary company, Peep Learning Limited (PLL).

1. Introduction

Babies' brains are shaped by interactions with those around them. The more sensitive, responsive, and dependable these interactions are, the better. Hearing lots of words, even words not yet understood, helps build a wide vocabulary. Opportunities to make friends and play, to enjoy books, stories, songs, and rhymes, all make a big difference to how well children do in school and beyond.

This report covers the extraordinary period between April 2020 and March 2021. There is no doubt that the Covid pandemic had a huge impact on all families and on the interactions that babies and young children experienced. Locking down and social distancing deprived families of contact with, and support from, relatives, friends, and neighbours. Professionals such as health visitors and social workers could only offer a skeleton service. Children's centres, family hubs, pre-schools and playgrounds were closed. While all families were affected, the evidence is now clear that the most disadvantaged were hardest hit.

Some impacts were immediate and obvious, such as the financial consequences for poorer families or the rise in anxiety and depression in parents*. Other impacts were more subtle, and it will take





years before their full extent is realised. The consequences will be far reaching; the benefits of healthy early development last more than a lifetime; they influence how we parent our own children.

So it is with renewed determination that we commit to helping create a society in which all parents get the support that they need in their crucial role in shaping their child's future.

We want to finish by acknowledging those, including our colleagues, friends, and families, who lost loved ones this year, as well as those who have done so much to care for and support others.

We would also like to recognise our staff for their commitment to Peeple whilst coping with the personal challenges created by the pandemic. Those that could adapted to remote working. They wrestled with new technologies and embraced the opportunities that they offered. They found innovative ways to train practitioners and to support families. They supported each other and their own families.

Meanwhile, the Little Peeple Nursery team worked incredibly hard to keep everyone as safe as possible while making sure that the children had a wonderful, happy, and stimulating time in their care. Thank you. An amazing amount was achieved, we learnt so much, and we look to the future with optimism and enthusiasm.

*We use the term 'parents' throughout this report to include anyone with parental responsibility for the children in their care.

Sally Smith

CEO

Mark Harris

Chair of trustees.



2. Our vision

Every family makes the most of day-to-day learning opportunities which improve children's outcomes and help narrow the gap in attainment.

3. Our mission

Peeple exists to help parents improve their children's life chances, particularly in less affluent areas, by making the most of everyday learning opportunities at home and in the community. We aim to narrow the gap in attainment by supporting parents in raising their babies and young children to reach their full potential.

We do this by developing interventions which support parents as their children's first educators, by training practitioners to work with families, and by supporting the implementation of our programmes. We also deliver services directly to families, including early education and childcare and help parents to gain qualifications which lead to further learning, volunteering or employment. In addition, we contribute to research and policy development in early years education



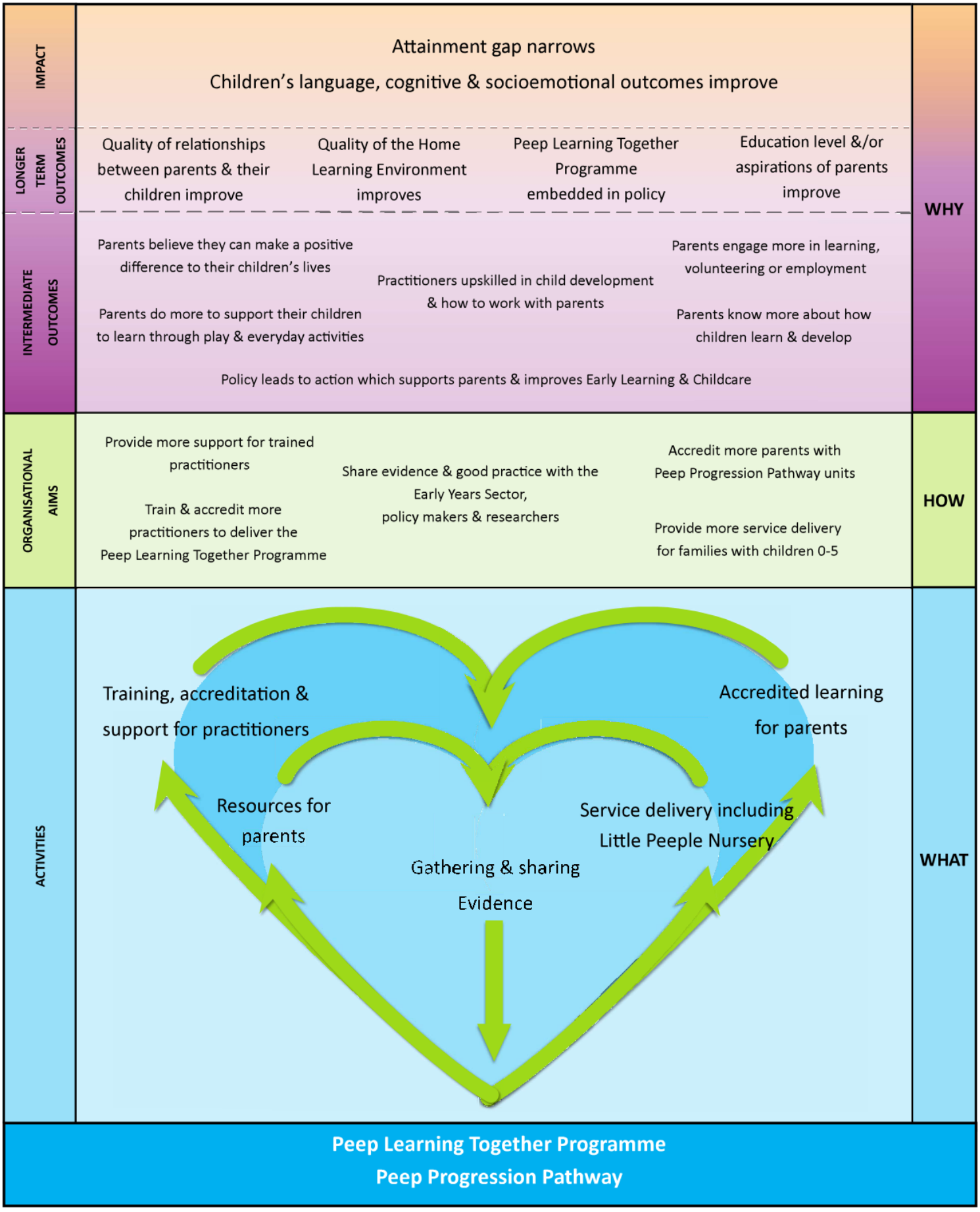
4. Our principles

- We believe that relationships are at the heart of learning.
- We believe in the potential of every parent, every carer and every child.
- We recognise parents and carers for what they already do, and help them to do more.
- We believe that lives can be transformed by building on everyday learning experiences.
- We recognise the importance of reflecting on the world through the eyes of others.

5. Why our work is needed

- Brains are built not born. Babies' brains are shaped by interactions with those around them. The more sensitive, responsive, and dependable these interactions are, the better.
- Relationships matter a lot! Relationships lay the foundations which help children become resilient when faced with adversity – and ready to learn to their full potential.
- There are class-based differences in children's outcomes by 22 months which are increased by age five and continue to widen into adulthood. As a group, children who start less well-off end up less healthy, less wealthy and with fewer advantages to pass on to their children.
- These inequalities develop very early. For example, significant differences in language between low- and high-socioeconomic status babies are measurable by 15 months of age.
- The single biggest predictor of social mobility for children from lower income backgrounds is vocabulary at age five – those with a wider vocabulary are more likely to do well.
- Another important influence over how well children do in school and beyond is the quality of the Home Learning Environment – the everyday things which parents do at home with their children such as singing, playing, talking, and sharing books and stories.
- Research has found that the quality of the Home Learning Environment is more important for intellectual and social development than parental occupation, education or income.
- Books are brilliant for brains. They help to increase vocabulary, stimulate the imagination and encourage empathy. Children who have a favourite book are more likely to become confident readers and writers when they grow up. One study found that children who had been read to regularly at age five were significantly less likely to be poor by the time they were 30.
- It helps when parents understand more about how their children develop and learn, and when they believe that *they* can make a positive difference in their children's lives.
- The benefits of healthy early development last a lifetime, and carry into the next generation, influencing how we parent our own children.
- The pandemic has affected all families, but the poorest families have been hardest hit.
- Early intervention is vital to give all children the best start in life but Government funding for early intervention and preventative services remains uncertain – many families continue to depend on services provided by third sector organisations, including those provided by Peeple.

6. Theory of Change



7. Our staff

Peeple had an average of 41 employees during 2020-21. The number working in early education and childcare roles remained steady at around 16, comprising a mix of part time and full-time positions and two apprentices. The local delivery team comprised 11 staff including a manager, co-ordinator, administrator, four practitioners and four part-time assistants. Of the other staff five, including managers, worked in the training team; five worked in Scotland promoting and supporting Peep Programmes, parent accreditation and the Family Learning Scotland project; and four worked in the back-office functions of senior management, finance, HR, IT and general admin. The total full-time equivalent staff in March 2021 was 25. All professional staff have significant skills and knowledge in the field.

8. Objects, aims and activities

The objects of the charity are for the public benefit: (1) to advance education, in particular (but not limited to) the early learning and development of children; and (2) to promote, commission, carry out and disseminate research in the field of early years and other education.

Aims 2020 – 2021

1: To increase the use of Peep programmes across the UK and internationally.
2: To improve and extend the Peep Progression Pathway throughout the UK.
3: To ensure our work is underpinned by appropriate research and evaluation.
4: To extend our role as a frontline service provider in Oxfordshire.
5: To deliver high quality early education and care via the Little Peeple Nursery.
6: To influence national debate and policy.

Activities

The activities of the charity are: practitioner training and implementation support for our programmes nationally; accreditation of parents' learning via the Peep Progression Pathway; commissioning and carrying out research and evaluation; delivery of the Peep Learning Together Programme and other services to parents, carers and young children in Oxfordshire; early education and childcare; influencing of national debate and policy; and the maintenance of good governance, management and infrastructure.



9. Achievements and performance (2020 - 2021)

The aims were agreed before the start of the pandemic. We used them as a touchstone throughout the year as the pandemic took hold, and as we adapted our activities out of necessity.

Aim 1: to increase the use of Peep programmes across the UK and internationally

- Peep Learning Together Programme Training two-day course converted for online delivery from September 2020.
- 64 Peep Learning Together Programme courses delivered online to practitioners from around the UK and Ireland.
- 542 practitioners trained to deliver the Peep Learning Together Programme, including 237 practitioners on the Family Learning Scotland Programme.
- Approximately 6,504 new families benefited from the Peep Learning Together Programme delivered in innovative ways using technology such as Zoom, WhatsApp and SWAY.
- Early Communication Matters one-day training course converted for online delivery from January 2021.
- 35 practitioners trained in Early Communication Matters.
- 217 practitioners registered for the Level 3 City & Guilds unit which quality assures the Peep Learning Together Programme and a consultation completed with stakeholders on its replacement (unit was withdrawn in February 2021).
- License Agreement signed with Playgroup Victoria to distribute the Peep Learning Together Programme throughout Australia.

"My son and I have only been doing Peep for a few weeks but my goodness what a difference it has made to our lives! All of the activities and suggestions have made a massive difference to his behaviour and improved our relationship."

Parent, South Ayrshire

"I felt apprehensive about doing the training online as Peep is an interactive programme, but I really enjoyed it and I felt more confident and at ease with the smaller group of people. Trainers did a great job delivering the training in these unusual circumstances."

Early Years Practitioner

"My child and I enjoyed being part of the Zoom family fun sessions. He became more confident in talking about numbers through the sessions and he really looked forward to coming to the sessions. It also benefited him as he was able to see his friends that he hadn't saw in a while."

Parent - Fife

Aim 2: to improve and extend the Peep Progression Pathway throughout the UK

The Peep Progression Pathway (accredited units for parents based on their participation in the Peep Learning Together Programme) was hard-hit by the pandemic. Understandably, practitioners had little capacity to deliver or assess adult learning units and parents had other priorities. We therefore focused on maintaining the infrastructure, and on adding to the resources, for the Pathway.

- We developed and piloted an online, self-directed learning course to replace the in-person Peep Progression Pathway Training for practitioners.
- We added to the supporting materials for each unit and developed additional guidance for practitioners and learners.
- 30 parents in Scotland and 12 parents in England were registered to achieve a Peep Progression Pathway adult learning unit.
- 32 parents in Scotland and 41, including 10 foster carers, in England achieved an award during this period.

"… when I get advice or new ideas from my Peep course, I tell my friends who are foster carers and through that, Peeple is supporting many people. I plant one little seed with all of them and it goes from there."

Foster carer



"I've learnt how these activities support and enhance [my child's] balance and co-ordination, problem solving, confidence and give him space to progress whilst having fun and experiencing supported risk taking. These all contribute towards supporting his development."

Parent

Aim 3: to ensure our work is underpinned by appropriate research and evaluation

Children's early STEM development grows from their natural curiosity and engagement in real-world experiences and play. These can be enhanced through interaction with adults who have the confidence to share the child's interest, and can be extended still further with relevant knowledge, vocabulary and ideas.

- This year, we were delighted to be granted funding (2021 – 2024) to create a new programme to support children's early STEM development. The project is funded by the Charity of Sir Richard Whittington, for which the Mercers' Company is corporate trustee, and is part of the Company's Early Years Special Initiative.





- The programme will be developed with combined expertise from Peeple, the University of Oxford, the Institute for Employment Studies, and Sheringham Nursery. Sheringham Nursery heads the East London Research School. The Research Schools Network is an initiative led by the Education Endowment Foundation to support the use of evidence to improve practice.
- The programme will be evaluated by the Institute for Employment Studies using a small-scale Randomised Controlled Trial.

Sheringham Nursery School and Children's Centre

THE MERCERS' COMPANY
Trustee to The Charity of Sir Richard Whittington

ies institute for employment studies

UNIVERSITY OF OXFORD

The East London Research School

Aim 4: to extend our role as a service provider in Oxfordshire

It has been a challenging year during which we had to flex our menu of services to comply with the changing regulations and guidance. However, we were determined to find ways to support our local families as they struggled to look after their babies and young children in the most difficult of circumstances. We were also able to invite families not living in Oxfordshire to some of our online Peep Learning Together sessions.

Online Peep sessions

"Thank you for keeping us going during lockdown"

- We delivered 106 Peep Learning Together groups online via Zoom. Some were closed sessions for invited families; others were advertised on social media for families anywhere.
- 127 families from Oxfordshire attended at least one group session and were offered individual support via phone calls or WhatsApp.
- 503 families attended at least one open group session.
- 10 families with English as an additional language received an intensive programme of support via video calls and WhatsApp.

"These sessions have helped give some structure and interactions in such difficult times. Thank you!"



"She loves just seeing other children and how they are reacting to various songs/stories. And also a window for me that there are others out there so to speak".

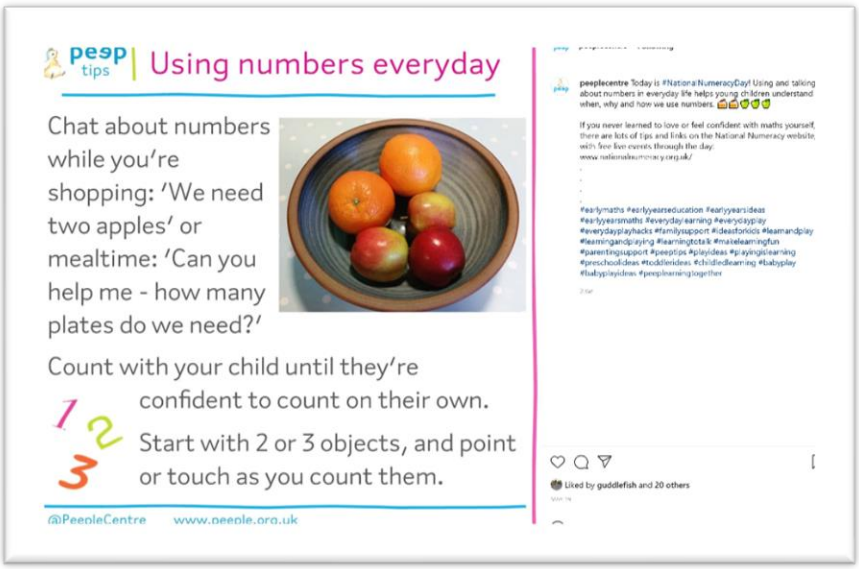
- 11 foster carers (and 7 Looked After children) attended an online course in *Supporting Babies' and Young Children's Heath & Physical Development.* 10 carers completed a Peep Progression Pathway unit (Level 2) based on their participation in the course.

"…there is a real camaraderie. As foster carers, you can't go into any standard group because you can't discuss the things you need to discuss, because of confidentiality. So these courses are a place to share experiences and learn as you do that. It opens your eyes. You don't realise how much teaching you're doing for [the child] in a normal day."

Foster Carer

Interactive Newsletters and social media posts

- 321 families in Oxfordshire received 13 interactive newsletters (with activities, information and a guide to local support).
- Practitioners and families anywhere used the tips and guidance posted on social media.



"I love the Peep Tips and find them a really valuable resource to engage with families, especially when we can't see them face to face."
Peep Leader, Somerset

"Large selection of online resources makes planning with no budget easy"
Equity and Excellence Lead Aberdeenshire

"The resources are clear and easy to understand and very useful for parents to continue learning at home after the session"
Family Support worker, Nottinghamshire

In-person sessions

- Seven outdoor Peep Learning Together sessions attended by 24 families.
- Four in-person Baby Peep Learning Together sessions attended by six families.

"The outdoor groups have been really popular, and we have seen the parents' confidence and participation grow. We have noticed more interactions and richer conversations happening between the parents/carers and babies and between each other. This is so important as lots of the babies were born during the lockdowns, so the families have been isolated."
Peep Practitioner



Imagination Library

The Imagination Library is a partnership between Peeple and the Dollywood Foundation. It gifts a book per month to every registered child from birth to five years of age living in the Leys, Littlemore, Rosehill and Berinsfield areas of Oxfordshire. This year we:

- increased the number of registered children from 605 to 666.
- delivered 7,743 books bringing the total number delivered to 35,696.



"…it's nice to receive books which I probably wouldn't buy myself, but my daughter really enjoys them and it's nice to see she learns new words from these books – 'cheese'- from Hickory Dickory Dock *and 'tractor'' from* Goodnight Digger.*"*

Parent

"The difference the books have made is that it has definitely opened us up to some different texts. My daughter really likes a book which is full of words from around the house and I wouldn't have bought that necessarily so it's been great to see her enjoying it and pointing to the pictures when she hears the words."

Parent

Growing Minds

- We continued to recruit families to the Growing Minds Project in the Littlemore and Berinsfield areas of Oxfordshire in partnership with Oxfordshire Community Foundation, Home-Start Oxford, Home-Start South Oxfordshire, Dolly Parton's Imagination Library, Registrars, local settings, and professionals. Growing Minds is an innovative collaboration which aims to narrow the attainment gap before school.

Aim 5: deliver high quality early education: Little Peeple Nursery

Little Peeple is a 44-place day nursery and pre-school for children aged six months to four years. It was built by Peeple in partnership with The Oxford Academy and Oxfordshire County Council and it opened in 2018.

- In 2020-2021 Little Peeple was attended by 87 different children.

- The setting closed on 20 March to all children except those of Key Workers and then to all families between April and 10 June 2020. We re-opened with reduced hours, but families were keen for their children to return and by September we were back almost to capacity.

- Staff and families adapted quickly to the Covid restrictions and the children just carried on as usual!



"We are so grateful for the wonderful start you have given her and the love of learning she is developing, we will miss you"
Parent



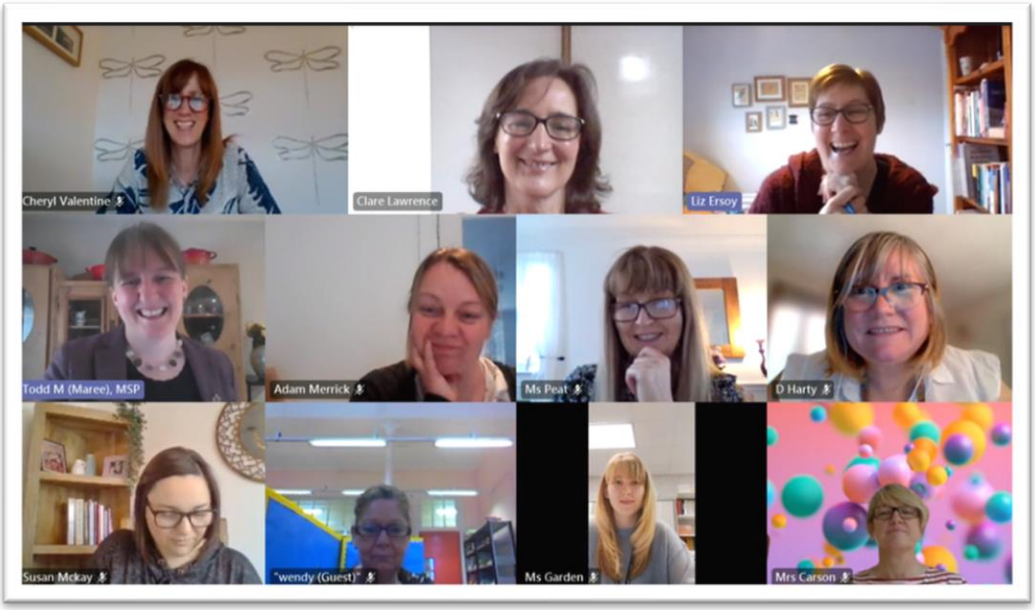
- We received a grant from Oxfordshire County Council towards a canopy which further enabled outdoor learning opportunities for the children and a comfortable space for families when they were not able to enter the building. The children were inspired by seeing the engineers at work!

"We would like to thank you very much for your effort and contribution to our son's education."
Parent

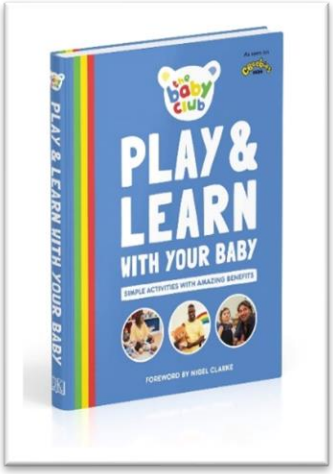
"Thank you for your smiles, your kindness and your praise, thank you for being such an important part of my story, thank you for being THE BEST NURSERY"
Child

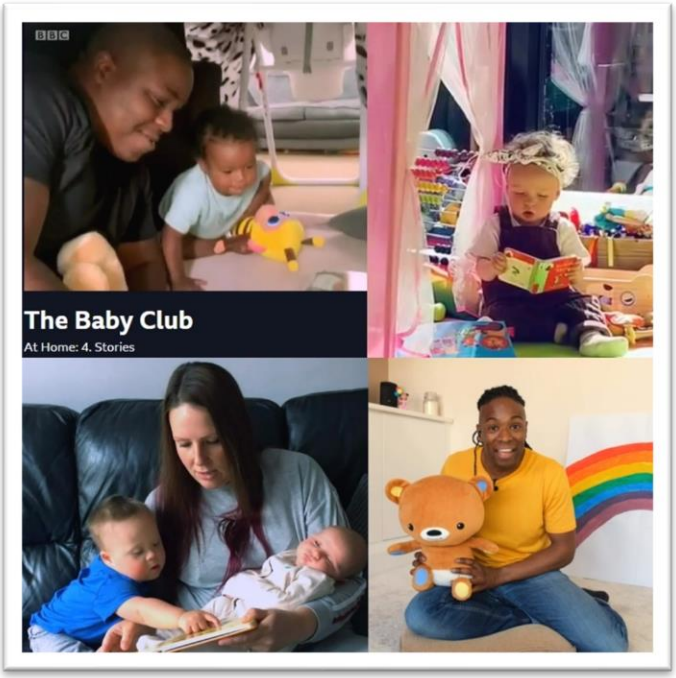
Aim 6: to contribute to national debate and policy

Maree Todd, MSP and Minister for Children and Young People joined a Peep Learning Together Programme training to find out more about the Family Learning Scotland project. The project is a contract with the Scottish Government to train and support 432 practitioners to deliver the Peep Learning Together Programme and the Peep Progression Pathway across all 32 local authorities.



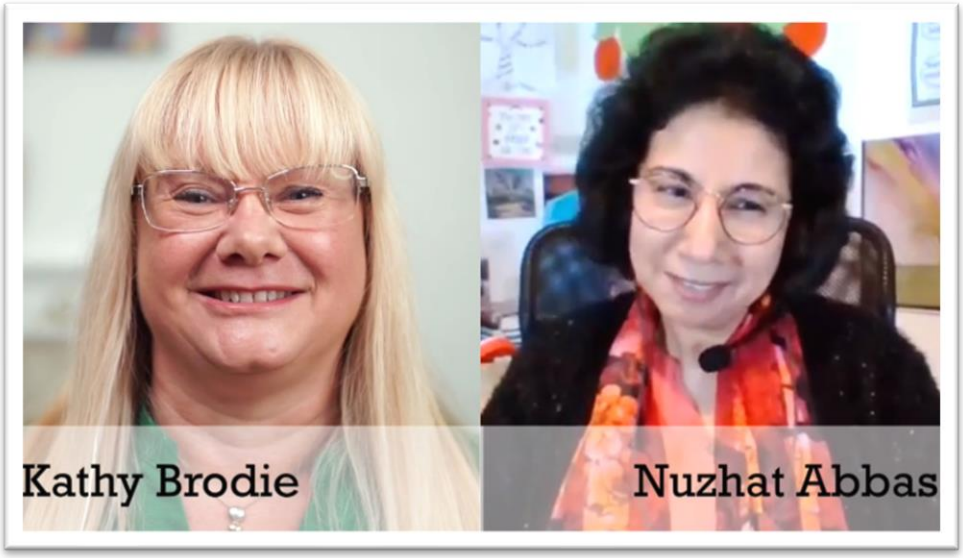
We provided educational consultation for the popular BBC CBeebies Programme, *The Baby Club (series 3)* and, in response to lockdown, *The Baby Club/Toddler Club at Home*. DK published *Play and Learn with your Baby,* a book based on *The Baby Club* co-authored by Dr Sally Smith, CEO, Peeple.





"The Baby Club has been invaluable over the past year. Our daughter watches the babies and their parents with absolute concentration, especially during lockdown when other social interaction has not been possible. It has given us inspiration for easy activities to do with her and reinforced that we can play and learn with her through even the most everyday tasks." ***Parent***

Our CEO, Sally Smith and Project Manager Helen Stroudley were interviewed by Kathy Brodie on Early Years TV to talk about the ORIM framework and using the Peep Learning Together Programme with babies. Peep Practitioner, Nuzhat Abbas also appeared and spoke about working with parents who come from diverse backgrounds.



During the year we have campaigned, alongside many other organisations, for Government to support families during the early years and the early learning and childcare sector, both of which have been low priority for Government funding.

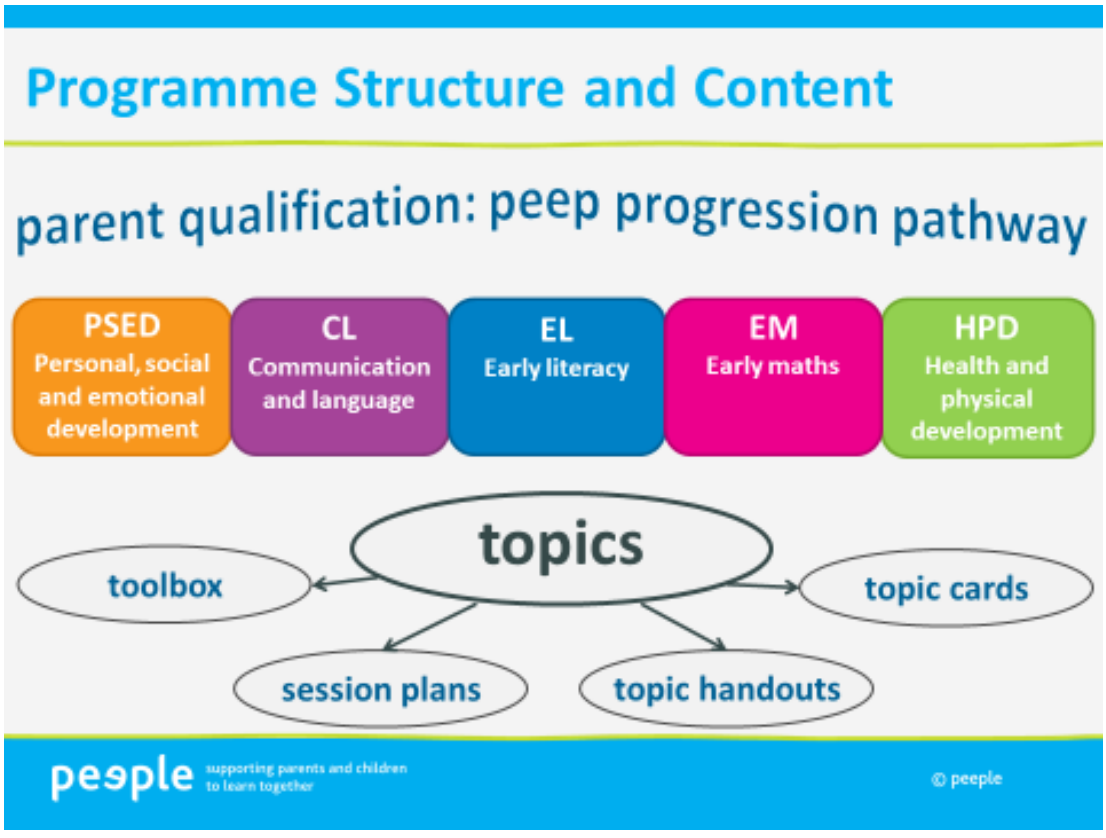


Peep Learning Together Programme

The Peep Learning Together Programme aims to improve the quality of relationships between parents/carers and their children, and the quality of the Home Learning Environment, because both are shown by research to help children to do well in school and beyond. The Programme can be used flexibly - in the home, in universal or targeted groups, in drop-in sessions, in nurseries and schools – wherever families spend time.

The Programme explains to parents about how babies and young children learn and develop, helping them build on what they are already doing at home to support their children's learning. It also promotes parental confidence, self-esteem and social support.

- The Programme is based around five strands of learning; 1) personal, social & emotional development; 2) communication & language; 3) early literacy; 4) early maths; and 5) health & physical development.
- In each strand there are 15 different topics. These are listed on the strand map (opposite).
- Practitioners use the topics to create sessions which are delivered to parents and children together. Each topic is aimed at one or more stages of development – babies, toddlers or pre-school. Each session includes discussion, songs and stories, as well as ideas and approaches for parents to adopt at home.
- Topics are supported by additional resources including session plans for practitioners, hand-outs for parents, and links to research and national frameworks (e.g. Early Years Foundation Stage and the Curriculum for Excellence).
- The Learning Together Programme includes the Peep Progression Pathway; credit-rated units for adults, completed as part of their participation in the Programme.



Strand Map - Peep Learning Together Programme

Strands

PSED	CL	EL	EM	HPD
Personal, Social and Emotional Development	Communication and Language	Early Literacy	Early Maths	Health and Physical Development

Sub-strands and topics

PSED – Personal, Social and Emotional Development

- **Personal and social development**
  - Knowing me, knowing you
  - Helping babies feel good about themselves
  - Helping children feel good about themselves
  - Becoming 'me'
  - The importance of names
  - The importance of relationships
- **Learning**
  - An introduction to ORIM
  - The importance of support and encouragement
- **Play**
  - Treasure baskets: babies making choices
  - How children play
  - Lots of ways to play and learn
  - Schemas: making the most of play patterns
- **Behaviour**
  - Making the most of routines
  - Helping children to understand and manage their feelings
  - Understanding and managing behaviour

CL – Communication and Language

- **Early communication**
  - The very first language
  - Early conversations
  - Finding a voice
  - Musical moments
- **Speaking and listening**
  - Making sense of sounds
  - Becoming a good listener
  - Becoming a talker
  - Talking and listening with children
  - Thinking and talking
- **Communication and language anywhere**
  - Play and language
  - Imaginative play with puppets
  - Things to do and talk about together
  - Musical interactions
  - Making the most of technology
  - Talking maths

EL – Early Literacy

- **Books and beyond**
  - Sharing books with babies
  - Sharing books with toddlers and young children
  - Making the most of favourite books and stories
  - Our world in books
  - Storytelling
  - Exploring stories through play
  - Home-made books
- **Reading**
  - Environmental print
  - Wonderful ways with words
  - Becoming a reader
- **Writing**
  - Mark making
  - Exploring writing through play
  - Becoming a writer
- **Early literacy everywhere**
  - Lots to read and write about
  - Literacy and technology

EM – Early Maths

- **Fun with maths**
  - Mathematical babies
  - Exploring early maths
  - Maths in everyday routines
  - Maths in books, toys and games
  - Maths in songs and rhymes
  - Mathematical adventures
- **Numbers & counting**
  - Exploring numbers
  - Number names
  - Toddler numbers
  - Let's count
  - Numbers, numbers everywhere
- **Maths everywhere**
  - A sense of order
  - Shapes and patterns everywhere
  - Sorting and matching
  - Exploring measures

HPD – Health and Physical Development

- **Healthy living**
  - Food for life
  - Exploring food
  - Making the most of food and mealtimes
  - Looking after 'me'
  - Exploring nature
- **Physical development**
  - Babies on the move
  - Exploring movement
  - Musical movements
  - Movement and language
  - Building a brain
- **Sensory development**
  - Early sensory experiences
  - Making sense of the world
  - Understanding our place in space
  - Developing balance and co-ordination

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10. Financial review

The gross income for the Group (comprising the charity and its trading subsidiary, Peep Learning Ltd) in 2020-21 was £941,269 (2019-20: £901,820). Total expenditure of the Group in the year 2020-21 was £876,318 (2019-20: £902,196) giving a surplus overall of £64,951. Peep Learning Ltd achieved a very small surplus of £1,135 (down from £81,168 in 2019-20) before making a donation to Peeple. Full financial statements are available as a separate document on request.

Peep Learning Limited delivered a much-reduced level of training in 2020-21 compared to previous years as we and our customers adjusted to the limitations of lockdown and moving everything online. The Little Peeple Nursery was closed for two months and staff placed on furlough. On the positive side, additional grant funding from charitable trusts was gratefully received to enable us to meet our core costs and support our services for families both during lockdown and on a continuing basis as we recover from the pandemic. As a precaution, the charity also made use of the government's Bounce Back Loan scheme to secure cashflow by borrowing £50k repayable over 10 years.

The charity's main expenditure is that of wages and salaries. Staff are recruited based on their specific skillsets to the various activities of the charity and according to the requirements of grants received and trading activities. Most employment contracts are permanent, and the majority are part time, with fixed term contracts being offered where appropriate to reflect the requirements of the activities and thereby maximising value for money.

The charity's subsidiary company, Peep Learning Ltd (PLL), develops and sells materials, training and consultancy to support other organisations to use the Peep Learning Together Programme and the Peep Progression Pathway in different parts of the country. The main two-day training (currently online) is known as the Peep Learning Together Programme Training. One-day trainings in the Peep Antenatal Programme, Early Communication Matters and Peep Progression Pathway continue to be offered. Profits are passed to the charity by donation at the discretion of the directors of PLL. In 2020-21 £1,000 was transferred by donation to the charity.

11. Future plans (2021 – 2024)

Aim 1: To train and accredit more practitioners to support more families with their young children's learning.

Aim 2: To provide more support for trained practitioners.

Aim 3: To accredit more parents with Peep Progression Pathway units.

Aim 4: To support more families in Oxfordshire.

Aim 5: To provide high quality early learning and childcare at the Little Peeple Nursery.

Aim 6: To develop new interventions.

Aim 7: To share evidence and good practice with the Early Years sector, policy makers and researchers.

Aim 8: To ensure good governance, management and infrastructure.

12. Reserves

The charity relies on human resources to deliver its programme, and the trustees are conscious of the need to ensure that there are sufficient reserves available to provide for those resources in times of low funding or whilst new grant applications are being made.

The trustees consider that the minimum level of reserves should be three months of fixed costs. On this basis, the level of readily accessible reserves should be in the region of £175,000. As at 31st March 2021 the total unrestricted reserves were £208,128 (31.3.20 = £ 140,538) which is a satisfactory result.

A finance meeting takes place before each full board meeting which reviews the level of reserves with these criteria in mind.

13. Risks

The trustees have reviewed the major risks to which the charity is exposed, and systems have been put in place to mitigate those risks. These are reviewed by the full board on a regular basis. Major risks considered in 2020-21 and steps taken include:

- reduced funding streams for the early years and family support sectors and inadequate funding levels for funded childcare places in the Little Peeple Nursery: all sources of funding are under pressure and whilst we have a good mix of funding from local government, national government and charitable trusts which spreads the risk, the income from our own independent trading via Peep Learning Ltd. continues to be vital to help us meet our costs.
- Loss of income to Little Peeple Nursery due to Covid forced closures: closure was avoided after the first two months of the Covid outbreak by taking all precautions to prevent the spread of Covid and reassure parents of steps taken to reduce risk of spread; use of Job Retention Scheme (furlough) when the Nursery was forced to close in April-May 2020 and to enable gradual increase in staffing until numbers were back to previous levels.



- reduced income from training as an immediate consequence of Covid and the knock-on effects of Covid on local authority budgets: we have developed a fundraising strategy to broaden our spectrum of donors and adapted our training to be delivered online to meet demand. By moving our training online in 2020-21 we were able to continue to trade and are positioned well to expand in 2021-22.
- inadequate cash flow: cash flow and liquidity are monitored monthly and particular attention paid to ensure larger projects stay within budget.
- price and credit risk are not considered to be major risks as the cost of materials is only a small element of our expenditure and we have a good credit record with the suppliers we use.

14. Structure, governance and management

The trustees (directors) who served Peeple during the year and subsequently were as follows:

David Bailey (Vice Chair)
Mark Harris (Chair)
Neil McClelland
Dr Helena Mitchell (resigned 15.10.20)
Nancy Stimson
Teresa Smith
Dr Alison Street
Professor Mary Wild (appointed 15.10.20)

New trustees are invited to join the board by the current trustees. Peeple's deed sets a maximum of 10 on the number of trustees who can serve at any one time. The organisation is governed by a Memorandum and Articles of Association which sets out rules governing meetings, trustee recruitment, powers and responsibilities of trustees.

Trustees are kept up to date by a detailed report from the Chief Executive Officer (CEO) on progress in achieving our strategic aims and objectives at each board meeting and by emails between meetings. Time is also set aside at board meetings to discuss strategy and update knowledge on governance and related matters. Trustees undertake on-line safeguarding training every three years or whenever guidelines change. Individual trustees take on responsibility for keeping the organisation up to date on specific areas e.g. governance and risk management.

New trustees are given full induction into their role as trustees, to the Peep Learning Together Programme, and to our work in Oxford and nationally. They are encouraged to visit our projects on a regular basis to see staff in action. They work with staff in committees (HR, Finance, Projects, Fundraising) to contribute their specific knowledge and expertise.

Governance and management

Day to day management is delegated by the trustees to the CEO. Dr Sally Smith is the current CEO. Trustees are responsible for the overall strategy of the organisation and the appointment of the CEO.

Responsibilities of the trustees/directors

Company law requires the trustees to prepare accounts for each financial year which give a true fair view of the state of the affairs of the company and of the surplus or deficit of the company for that period. In preparing those financial statements the trustees are required to:

- select suitable accounting policies and apply them consistently.
- make judgements and estimates that are reasonable and prudent.
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

The trustees confirm that:

- as far as each trustee is aware, there is no relevant audit information (needed by the auditors in connection with their report) of which the charity's auditors are unaware.
- each trustee has taken all the steps that they ought to have taken as a trustee in order to make themselves aware of any relevant audit information and to establish that the charity's auditors are aware of that information.

Solicitors, bankers and accountants

Solicitors:	Bates Wells Braithwaite LLP, London (charity and IPR matters)
	Freeths LLP, Oxford (property matters)
Bank:	Lloyds Bank, Headington, Oxford
Auditors:	Mercer Lewin Ltd, Chartered Accountants and Registered Auditors, 41 Cornmarket Street, Oxford, OX1 3HA

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

On behalf of the trustees/directors

Date:

26 November 2021

Mark Harris



REGISTERED COMPANY NUMBER: 07514469 (England and Wales)
REGISTERED CHARITY NUMBER: 1144975/SC044031

PEEPLE

AUDITED CONSOLIDATED FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 MARCH 2021

Mercer Lewin Ltd
Chartered Accountants and Registered Auditors
41 Cornmarket Street
Oxford
OX1 3HA

PEEPLE
INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF PEEPLE
YEAR ENDED 31 MARCH 2021

Opinion

We have audited the financial statements of Peeple for the year ended 31 March 2021 which comprise the group statement of financial activities (including income and expenditure account), the group and parent 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 Standards applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the charity's members, as a body, in accordance with section 144 of the Charities Act 2011 and regulations made under section 154 of that Act, and Regulation 10 of the Charities Accounts (Scotland) Regulations 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.

In our opinion the financial statements:

- give a true and fair view of the state of the group's and the parent charitable company's affairs as at 31 March 2021 and of the group's 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 Charities Act 2011, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006 (as amended).

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Annual Report, other than the financial statements and our Report of the Independent Auditors thereon.

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.

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 Charities Accounts (Scotland) Regulations 2006 (as amended) and the Charities Act 2011 requires us to report to you if, in our opinion:

- the information given in the trustees' report is inconsistent in any material respect with the financial statements; or
- adequate accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees
As explained more fully in the Statement of Trustees' Responsibilities, the trustees (who are also the directors of the charitable company 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 charitable company'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 charitable company or to cease operations, or have no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements
We have been appointed as auditors under Section 144 of the Charities Act 2011 and report in accordance with the Act and relevant regulations made or having effect thereunder.

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 auditorôs 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:

- We discussed the framework in which the company operates with senior management and in conjunction with our experience of the industry in which the company operates, sought to identify laws and regulations which are critical to the company's business. As a registered charity, the company is obliged to comply with regulations issued by The Charity Commission of England and Wales and the Office of the Scottish Charity Regulator. Compliance with those regulations, including the need to make reports to the commission/regulator, was reviewed.
- As part of routine audit procedures, the possibility of non-compliance with general laws (e.g. employment law, health and safety regulations) were considered and discussed with senior management, in response to the assessed risks in relation to these laws and regulations.
- The risks of fraud were discussed with senior management, including details of known instances. Our records of the company's systems and procedures was reviewed by the audit team (including the audit engagement partner) to identify possible areas where fraud might occur.

The above procedures were undertaken by the audit team as a whole, led by the audit engagement partner. In this way the audit engagement partner was able to obtain assurance the engagement team collectively had the appropriate competence and capabilities to identify or recognise non-compliance with laws and regulations and the possibility of irregularities arising from fraud.

To address the risk of fraud through management bias and override of controls, we:

- performed analytical procedures to identify any unusual or unexpected relationships;
- tested journal entries to identify unusual transactions;
- assessed whether judgements and assumptions made in determining the accounting estimates were indicative of potential bias; and
- investigated the rationale behind significant or unusual transactions.

In response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- agreeing financial statement disclosures to underlying supporting documentation;
- reading the minutes of meetings of those charged with governance; and
- enquiring of management as to actual and potential litigation and claims.

There are inherent limitations in our audit procedures described above. The more removed that laws and regulations are from financial transactions, the less likely it is that we would become aware of non-compliance.

Auditing standards also limit the audit procedures required to identify non-compliance with laws and regulations to enquiry of the Management Committee and other management and the inspection of regulatory and legal correspondence, if any.

Material misstatements that arise due to fraud can be harder to detect than those that arise from error as they may involve deliberate concealment or collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at www.frc.org.uk/auditorsresponsibilities. This description forms part of our Report of the Independent Auditors.

Use of our report

This report is made solely to the charitable company's trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. Our audit work has been undertaken so that we might state to the charitable company's trustees those matters we are required to state to them in an auditors' 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 charitable company and the charitable company's trustees as a body, for our audit work, for this report, or for the opinions we have formed.



for and on behalf of Mercer Lewin Ltd
Chartered Accountants and Registered Auditors
Eligible to act as an auditor in terms of Section 1212 of the Companies Act 2006
41 Cornmarket Street
Oxford
OX1 3HA

1 November 2021

PEEPLE
CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 MARCH 2021

	Note	Unrestricted funds £	Restricted funds £	Total funds 2021 £	Total funds 2020 £
INCOME					
Income from donations and legacies	5	374,761	128,800	503,561	339,424
Income from charitable activities					
Sales of publications and training	5.1	86,921	-	86,921	291,011
Nursery income	5.2	253,095	-	253,095	258,010
Government grant		68,578	-	68,578	-
Other income		29,114	-	29,114	13,375
Total income		812,469	128,800	941,269	901,820
EXPENDITURE					
Cost of generating funds - publications and training		12,384	-	12,384	60,320
Cost of generating funds - other		9,985	-	9,985	10,317
Charitable activities	6	704,731	132,123	836,854	815,810
Governance costs	7	17,094	-	17,094	15,749
Total expenditure		744,195	132,123	876,318	902,196
NET INCOME /(EXPENDITURE) AND NET MOVEMENT IN FUNDS FOR THE YEAR		68,274	(3,323)	64,951	(376)
Reconciliation of funds					
Total funds brought forward		427,934	-	427,934	428,310
Movement between funds to unrestricted		(3,323)	3,323	-	-
TOTAL FUNDS CARRIED FORWARD		492,885	-	492,885	427,934

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

The notes form part of these financial statements

PEEPLE
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT 31 MARCH 2021

		Note	Group 2021 £	Group 2020 £	Company 2021 £	Company 2020 £
FIXED ASSETS						
Tangible assets		10	307,209	303,136	304,519	300,088
Investments		11	-	-	66,514	66,514
	Total Fixed Assets		307,209	303,136	371,033	366,602
CURRENT ASSETS						
Stocks			9,792	11,396	-	-
Debtors and prepayments		12	223,720	105,718	76,229	65,328
Cash at bank and in hand			439,583	161,552	352,324	85,182
	Total Current Assets		673,095	278,666	428,553	150,510
CREDITORS: Amounts falling due within one year		13	442,419	153,868	310,344	91,692
NET CURRENT ASSETS			230,676	124,798	118,208	58,818
CREDITORS: Amounts falling due after more than one year			45,000	-	-	-
TOTAL ASSETS LESS LIABILITIES			492,885	427,934	489,241	425,419
RESERVES						
Restricted income funds		14	-	-	-	-
Restricted capital funds		14	-	-	-	-
Unrestricted funds	Designated property fund	15	284,758	287,395	284,758	287,395
	General funds		208,128	140,538	204,483	138,024
TOTAL CHARITY FUNDS			492,885	427,934	489,241	425,419

The trustees have prepared the group accounts in accordance with section 398 of the Companies Act 2006 and section 138 of the Charities Act 2011. These accounts are prepared in accordance with the special provisions of Part 15 of the Companies Act relating to small companies and constitute the annual accounts required by the Companies Act 2006.

Approved by the Trustees on:
14 October 2021

Mark Harris
Chair of Trustees

The notes form part of these financial statements

PEEPLE
CONSOLIDATED STATEMENT OF CASH FLOWS
FOR YEAR ENDED 31 MARCH 2021

	2021 £	2020 £
Cash flows from operating activities		
Net income	64,951	(376)
Adjustments for:		
Depreciation of tangible fixed assets	26,096	23,644
Interest payable and similar charges	-	-
Loss on disposal of tangible fixed assets	-	-
Accrued expenses	278,672	(1,814)
Changes in:		
Stock	1,604	2,295
Trade and other debtors	(118,002)	54,491
Trade and other creditors	54,879	(23,640)
Cash generated from operations	308,200	54,600
Interest paid	-	-
Net cash from operating activities	308,200	54,600
Cash flows from investing activities		
Purchase of tangible assets	(30,170)	(9,910)
Proceeds from sale of tangible assets	-	-
Net cash (used in) / from investing activities	(30,170)	(9,910)
Cash flows from financing activities		
Payments of finance lease liabilities	-	-
Net cash used in financing activities	-	-
Net increase in cash and cash equivalents	278,031	44,690
Cash and cash equivalents at beginning of year	161,552	116,862
Cash and cash equivalents at end of year	439,583	161,552

The notes form part of these financial statements

PEEPLE
NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2021

1. GENERAL INFORMATION

The charity is a private company limited by guarantee, registered in England and Wales. It is registered as a charity in both England and Wales and Scotland. The address of the registered office is The Peeple Centre, Littlemore, Oxford, Oxfordshire, OX4 6JZ, United Kingdom.

The charity's main purpose is that of a public benefit entity.

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 Charities Act 2011, Charities and Trustee Investment (Scotland) Act 2005 and the Charity Accounts (Scotland) Regulations 2006 (as amended).

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.

Basis of consolidation

The consolidated accounts include the accounts of the company (PEEPLE) and its subsidiary company (PEEP Learning Limited) on a line by line basis made up to 31 March 2021. A separate Statement of Financial Activities and Income and Expenditure Account for the charity has not been presented because the charity has taken advantage of the exemption afforded by section 408 of the Companies Act 2006. Intra-group turnover and profits are eliminated on consolidation.

Judgements and key sources of estimation uncertainty

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

Fund accounting

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

Designated funds are unrestricted funds earmarked by the trustees for particular future project or commitment.

Restricted funds are subjected to restrictions on their expenditure declared by the donor or through the terms of an appeal, and fall into one of two sub-classes: restricted income funds or endowment funds.

Incoming resources

All income is included in the statement of financial activities net of VAT where applicable and 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.
- legacy income is recognised when receipt is probable and entitlement is established.
- income from the pre school and nursery is recognised when the service is provided.

Accounting Policies (continued)

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.
- 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.

An increase in the carrying amount of an asset as a result of a revaluation, is recognised in other recognised gains and losses, unless it reverses a charge for impairment that has previously been recognised as expenditure within the statement of financial activities. A decrease in the carrying amount of an asset as a result of revaluation, is recognised in other recognised gains and losses, except to which it offsets any previous revaluation gain, in which case the loss is shown within other recognised gains and losses on the statement of financial activities.

Depreciation and Amortisation

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

Lease premium	-	20 years
Freehold property	-	4 years and 10 years
Fixtures, fittings & equipment	-	3 years

Amorisation of the leashold improvements is allocated on a pro-rata basis between the funds used for its purpose

Investments

Unlisted equity investments are initially recorded at cost, and subsequently measured at fair value. If fair value cannot be reliably measured, assets are measured at cost less impairment.

Listed investments are measured at fair value with changes in fair value being recognised in income or expenditure.

Impairment of fixed assets

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

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

Stocks

Stocks are valued at the lower of cost and net realisable value, after making due allowance for obsolete and slow moving items. Cost includes all costs of purchase, costs of conversion and other costs incurred in bringing the stock to its present location and condition.

Accounting Policies (continued)

Financial instruments

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

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

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

Debt instruments are subsequently measured at amortised cost.

Taxation

The company (PEEPLE) is a charitable institution with exemption from UK taxation under section 505 of the Income and Corporation Taxes Act 1988.
Its subsidiary (PEEP LEARNING LIMITED) is subject to UK Corporation Tax based on its profits after making a donation payment to the holding company .

Pensions

Pensions are provided on a defined contribution basis and aligned to those rates required by Auto Enrolment statutory requirements Individuals have the right to opt out. The contributions made for the year are treated as an expense and were £19,158 (2020: £17,533). The pension expense is allocated in line with the salaries to which they relate.

4. SURPLUS FOR THE YEAR

is stated after charging/(crediting):		2021 £	2020 £
Restricted funds and donations received		121,800	120,382
Restricted capital grant		-	-
Trustees and officers indemnity insurance		337	373
Restricted fund expenditure		121,800	120,382
Auditors remuneration	Audit of the financial statements	6,600	6,600
	Other services	1,800	1,800

The surplus dealt with in the financial statements of the parent company was £64,817 (2020: £1,545 deficit).

5. INCOME

INCOME FROM DONATIONS AND LEGACIES	Unrestricted Funds £	Restricted Funds £	Total Funds 2021 £	Total Funds 2020 £
Brotherhood of St Laurence	19,433	-	19,433	33,699
BBC Children in Need	-	8,812	8,812	4,406
Dulverton Trust	20,000	-	20,000	-
Edina Trust	35,156	-	35,156	22,336
Esmee Fairbairn Foundation	10,000	-	10,000	27,200
Hamilton Trust	20,000	-	20,000	-
Julia and Hans Rausing Trust	38,500	-	38,500	-
National Lottery	-	2,988	2,988	5,976
Oxfordshire Community Foundation	55,201	-	55,201	12,550
Oxfordshire County Council	3,794	7,000	10,794	1,851
Other grants	-	-	-	8,900
Playgroup Victoria	3,000	-	3,000	-
Scottish Government	151,876	110,000	261,876	160,000
Tambour Foundation	3,662	-	3,662	41,974
Donations and legacies	14,140	-	14,140	20,532
	374,761	128,800	503,561	339,424

5.1 SALES OF PUBLICATIONS AND TRAINING BETWEEN RELATED PARTIES

The total sales by Peep Learning Limited in the year were £86,921, of which £nil was to Peeple itself. Therefore, on consolidation, the sales of publications and training are £86,921 (2020: £291,011).

5.2 PRE SCHOOL AND NURSERY INCOME

The income represents funded places by Oxfordshire County Council and parent fees.

6. CHARITABLE EXPENDITURE

	Staff costs	Other costs	Allocation of support	Total 2021	Total 2020
	£	£	£	£	£
Early education projects	561,688	96,490	178,676	836,854	815,810
Support costs	133,174	45,502	(178,676)	-	-
	694,862	141,992	-	836,854	815,810
	(Note 8)	(Note 9)			

7. GOVERNANCE COSTS

	Unrestricted Funds	Restricted Funds	Total Funds 2021	Total Funds 2020
	£	£	£	£
Salary costs	8,480	-	8,480	8,210
Audit and related fees	6,690	-	6,690	6,900
Other	1,923	-	1,923	640
	17,094	-	17,094	15,749

8. STAFF COSTS

	2021	2020
	£	£
Wages and salaries	633,172	576,464
Social security costs	43,052	41,901
Other pension costs	18,637	17,027
	694,862	635,392

The average number of employees during the year was 41 (2020: 36). There were 29 (2020: 24) members of staff who were accruing benefits under defined contribution pension schemes.
No employees received remuneration for the year in excess of £60,000.
No remuneration was paid to any trustee during the year to 31 March 2021. Expenses of £nil were reimbursed (2020: £nil).

9. ANALYSIS OF OTHER COSTS - CHARITABLE EXPENDITURE

	2021	2020
	£	£
Project costs	53,947	78,630
Premises costs	4,838	13,210
Insurance	8,638	8,516
Printing, stationery, postage, telephone and office costs	31,260	32,120
Recruitment, courses and training	1,605	2,537
Motor, travel and subsistence	63	655
Professional fees	5,897	6,727
Fundraising	8,837	13,139
Bank and financial charges	812	1,240
Depreciation and (profit) / loss on sale of fixed assets	26,096	23,644
	141,992	180,418

10. TANGIBLE FIXED ASSETS

Group	Lease premium	Freehold property	Fixtures, Fittings & Equipment	Total
	£	£	£	£
Cost				
At 1 April 2020	309,311	84,809	53,787	447,907
Additions in year	13,010	-	17,159	30,170
Disposals	-	-	-	-
At 31 March 2021	322,321	84,809	70,946	478,077
Depreciation				
At 1 April 2020	21,916	84,809	38,047	144,771
Charge for the year	15,648	-	10,448	26,096
Adjust re disposals	-	-	-	-
At 31 March 2021	37,564	84,809	48,495	170,868
Net book value				
At 31 March 2021	284,758	-	22,451	307,209
At 31 March 2020	287,395	-	15,740	303,136

10. TANGIBLE FIXED ASSETS (continued)

Company	Lease premium £	Freehold property £	Fixtures, Fittings & Equipment £	Total £
Cost				
At 1 April 2020	309,311	23,201	37,268	369,780
Additions in year	13,010	-	15,961	28,971
Disposals	-	-	-	-
At 31 March 2021	322,321	23,201	53,229	398,752
Depreciation				
At 1 April 2020	21,916	23,201	24,576	69,692
Charge for the year	15,648	-	8,893	24,541
Adjust re disposals	-	-	-	-
At 31 March 2021	37,564	23,201	33,468	94,233
Net book value				
At 31 March 2021	284,758	-	19,761	304,519
At 31 March 2020	287,395	-	12,692	300,088

11. INVESTMENTS (all held in the UK)

Peeple owns 100% of the issued ordinary share capital of Peep Learning Ltd, a company incorporated in the UK. Its company number is 04089209 and its registered office is the same as Peeple.

The principal activity of Peep Learning Ltd is the sale and distribution of educational literature and associated training.

The book cost of £66,514 represents the net asset value of the company at the date of transfer on 1 April 2012. At 31 March 2021, the net asset value was £70,169 (2020: £69,029). The turnover for the year was £86,921 (2020: £291,466) and the net profit was £135 (2020: £1,168), after a donation to Peeple of £1,000 (2020: £80,000).

12. DEBTORS

	Group		Company	
	2021 £	2020 £	2021 £	2020 £
Trade debtors and grants receivable	155,879	95,440	10,039	49,937
Amount owing by group undertakings	-	-	-	7,554
Prepayments	1,975	5,774	324	3,333
Accrued income	65,366	4,004	65,366	4,004
Other debtors	500	500	500	500
	223,720	105,718	76,229	65,328

13. CREDITORS: Amounts falling due within one year

	Group		Company	
	2021	2020	2021	2020
	£	£	£	£
Trade creditors	16,835	29,778	15,330	22,184
Amount owed to group undertakings	-	-	70,650	-
Other creditors	7,136	6,989	1,277	6,347
Taxation and social security	39,657	16,982	12,879	-
Deferred income	336,162	66,459	172,882	34,602
Accruals	42,629	33,660	37,326	28,560
	442,419	153,868	310,344	91,692

Deferred income represents amounts received from grants and training sales in respect of subsequent trading periods. The reconciliation is as below:

Deferred income brought forward	66,459	53,905	34,602	34,027
Utilised in the year	(66,314)	(53,760)	(34,457)	(33,882)
New income	336,017	66,314	172,737	34,457
Deferred income carried forward	336,162	66,459	172,882	34,602

14. RESTRICTED FUNDS

Grants have been received to fund the administration costs of various aspects of project work. These grants were for similar purposes and so were aggregated together for accounts purposes.

	Revenue grants	Capital grants	Total Restricted funds
	£	£	£
Grants received during the year	121,800	7,000	128,800
Amounts expended	(132,123)	-	(132,123)
Movement on fund	(10,323)	7,000	(3,323)
Balance brought forward	-	-	-
Movement between funds to unrestricted	10,323	(7,000)	3,323
Balance carried forward	-	-	-

15. ANALYSIS OF NET ASSETS (between restricted and unrestricted funds)

	Unrestricted funds	Restricted funds	Total
	£	£	£
Tangible fixed assets	307,209	-	307,209
Net current assets	185,676	-	185,676
	492,885	-	492,885

The designated property fund (which forms part of the tangible fixed assets) relates to the payment of a lease premium and legal costs for the Little Peeple Nursery in 2018-19 which are subject to amortisation over 20 years which is the life of the lease. The amount in the fund as at the year end represents the remaining balance not yet amortised.

16. MEMBERS' LIABILITY

Peeple is limited by guarantee and does not have a share capital. The members have undertaken to contribute a sum, not exceeding £1, to the assets in the event of it being wound up.