

WEST FUND

England & Wales · Charity number 1152219

Details

Other names	Women in Engineering, Science and Technology - (WEST)
Status	Registered
Legal form	CIO
Registered	2013-05-29
Register	View on the Charity Commission register

Contact

Address	20 Glencoe Road Sheffield S2 2SR
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Website	www.westskills.org.uk

Activities

Objects: TO ADVANCE THE EDUCATION OF WOMEN AND GIRLS IN THE SUBJECTS OF SCIENCE, ENGINEERING, TECHNOLOGY, THE BUILT ENVIRONMENT AND WITH PARTICULAR FOCUS ON CRAFT AND TRADE SKILLS SO THAT THEY MAY PURSUE NON-TRADITIONAL CAREERS IN THESE SUBJECT AREAS THROUGH THE PROVISION OF AN ANNUAL BURSARY SCHEME TO SUPPORT AND PROMOTE PROJECTS AND ORGANISATIONS IN SOUTH YORKSHIRE THAT WORK TO ENCOURAGE WOMEN AND GIRLS INTO NON TRADITIONAL SUBJECTS AND CAREERS THROUGH OUTREACH AND LIAISON WORK.

Activities: Our activities include fundraising for the bursary scheme we offer to women studying or aiming to study in non-traditional areas for women. Bursaries are granted across Derbyshire, Nottinghamshire and Yorkshire. We also deliver outreach and support to organisations helping to promote STEM subjects and careers to girls and women in South yorkshire

Classification

- **How:** Makes Grants To Individuals, Provides Services
- **What:** Education/training
- **Who:** Other Defined Groups

Geography

- Barnsley
- Bradford City
- Derbyshire
- Leeds City
- North Yorkshire
- Nottinghamshire
- Rotherham
- Sheffield City

Finances

Period end	Income	Expenditure	Assets	Employees
2024-12-31	£16,885	£11,058	-	-
2023-12-31	£10,558	£6,868	-	-
2022-12-31	£6,101	£12,608	-	-
2021-12-31	£12,601	£6,373	-	-
2020-12-31	£30	£16,319	-	-

Trustees

Name	Role	Appointed
Alice Patricia Arnold		2025-05-25
Anna Childs		2022-03-16
Dr PAT MORTON		2013-03-25
ROSALIND WOLLEN		2013-03-25
Sajda Parveen		2014-10-08

WEST FUND

England & Wales - Charity number 1152219

Accounts



Annual Report 2024

Overview of WEST

There is a clear and longstanding under-representation of girls and women in engineering, science and technology subjects and careers. There is a greater under-representation of girls and women in non-traditional trades. WEST have run a bursary scheme for more than 10 years which aims to offer a little support and encouragement to girls and women who face financial hardship or other challenges near the start of their study or career. Funding for our bursaries comes from donations or special fundraising events. (Bursaries are available in spring for girls and women in Yorkshire, Derbyshire and Nottinghamshire).

Girls do not easily aspire to engineering subjects and non-traditional trades, so over the last 10 years we have developed resources that are trusted and creative. We deliver outreach to primary and secondary schools in our region, with the help of our female role models. Our funding for this work usually comes from grant applications but we are also commissioned based on our track record.



In 2024 we were commissioned by UKAN (UK Acoustics Network) to develop resources to promote Acoustic Careers in schools – with a focus on raising awareness of acoustics careers in schools at Primary and Secondary Schools.

Our Objectives: to introduce female role models in acoustics / sound related science and engineering careers to primary and secondary schools – to raise awareness of careers and of women working in related areas of acoustics – science / engineering / design and media; in primary to use sound in a simple and fun activity / activities linked to curriculum topics and to develop activities linked to careers awareness; to evaluate and get feedback.

We proposed two new outreach schemes as a pilot, one in 6 primary schools and the other in 6 secondary schools in Sheffield. The schemes were adapted from previously well-received WEST

STEM outreach projects but now focused on a new area - sound and acoustics careers resources and careers information.

We set up the scheme by recruiting female role models working in sound and acoustic careers (female only to counter a male dominated perspective of sound engineering and other acoustics careers that are physics-based). Our aim was to develop the view in all pupils that women and men can follow these careers. We also wanted to improve inclusivity by drawing on schools across Sheffield to diversify the background and cultures of groups who are under-represented in STEM including Sound and Acoustics.

The project was very successful and additional funding to share the knowledge we gained was promised for the following year.

Some Key points

Primary

- Careers events are not an everyday event in primary schools. This can make it harder to reach – schools are very busy and such events may be seen as ‘a nice thing to do’ but lack the time and space. WEST have a good record of delivering school events across Sheffield and this has helped us access primary schools.
- Sourcing appropriate resources that can engage pupils from a wide background and a young age is important. Too often we found activities were not inclusive or age appropriate and science-based activities were usually designed for already academic students. We needed simple, fun but ‘subject related’ activities with easy to obtain materials that could appeal to all in the group.
- Existing good acoustics / sound UK careers online video resources were hard to find. The majority seem to be aimed at a much higher age group – secondary or graduate - rather than our primary age Y5/Y6 (9-11). Some resources were dated or too complex. Those resources with women working in sound / acoustics were rare. Note: we did draw on <http://salfordacoustics.co.uk/careers> which was the most helpful.
- Sourcing female role models was initially difficult, mainly because of the specific requirement of sound / acoustics as part of the career. However, with support from UKAN, and thinking laterally and using contacts together with lots of persistence we found enough, and all were ‘fantastic’. The pupils really enjoyed hearing from the role models and there were some great questions from the pupils.
- There remains a need to widen recruitment of female role models in building acoustic design or more generally in acoustic materials design.
- The feedback from pupils, teachers and role models was very positive across all the schools we visited and all provided helpful feedback, advice and general comments.



Secondary

- Careers is part of the secondary curriculum but single specific events like we were doing with UKAN took a lot of persuasion. Secondary Schools are very busy places, and we had to use our contacts and our own knowledge of careers work to promote the events.
- We adapted our events to fit in with the school's needs so that we were able to join in with planned and already organized careers events where possible.
- The importance of the role models in our events cannot be overstated. The saying 'see it to be it' was constantly referred to in feedback. The human stories really make a difference.
- It is important to have a teacher there – not necessarily for keeping order but for other assistance e.g. helping to get the shy students to ask questions.



WEST Bursaries

We have again raised sufficient funds to provide small bursaries in support of women working and studying in non-traditional subjects and careers. We awarded 17 college / trade bursaries (across Yorkshire, Nottinghamshire and Derbyshire) and 5 Bursaries to Sheffield Hallam Engineering students (each student given £150) in 2024.



We would like to thank all our funders for helping WEST in our aims to advance the education and careers of women and girls in non-traditional subjects.

Finally, in 2024 we welcomed a new member to WEST: Alice Arnold, a Computer Studies Lecturer at Sheffield Hallam University joined us as a volunteer and hopefully to become a future Trustee.

Agreed by WEST Trustees

Dr Pat Morton	Chair of Trustees
Dr Ros Wollen	Trustee
Saj Parveen	Trustee
Anna Childs	Trustee
Alice Arnold	New Volunteer (Trainee Trustee)

Annual Report 2024 for Charity Commission Submission October 2024

www.westskills.org.uk



CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity Name WEST	No (if any) 1152219
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CC16a

Receipts and payments accounts

For the period from	Period start date 1.1.2024	To	Period end date 31.12.2024
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Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
GRANTS	6,345	-	-	6,345	10,000
INTEREST ON DEPOSIT ACCOUNT	232	-	-	232	287
FUNDRAISING / DONATIONS	10,308	-	-	10,308	271
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total (Gross income for AR)	16,885	-	-	16,885	10,558
A2 Asset and investment sales, (see table).					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	16,885	-	-	16,885	10,558
A3 Payments					
INSURANCE	325	-	-	325	305
BURSARIES	3,300	-	-	3,300	2,250
INTERNET AND WEBSITE	554	-	-	554	397
CATERING	-	-	-	-	60
PRINTING / PHOTO	925	-	-	925	133
CONSULTANTS OUTREACH	5,930	-	-	5,930	2,561
CONSULTANTS FILM	-	-	-	-	1,002
TRAVEL & EXPENSES	24	-	-	24	160
	-	-	-	-	-
Sub total	11,058	-	-	11,058	6,868
A4 Asset and investment purchases, (see table)					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total payments	11,058	-	-	11,058	6,868
Net of receipts/(payments)	5,827	-	-	5,827	3,690
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	-	-	-	-	-
Cash funds this year end	5,827	-	-	5,827	3,690

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	Current Account	15,986	-	-
	Savings Account	9,214	-	-
		-	-	-
	Total cash funds	25,200	-	-
	(agree balances with receipts and payments account(s))	Agreement Error	OK	OK
B2 Other monetary assets	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
B3 Investment assets	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
			-	-
			-	-
			-	-
			-	-
B4 Assets retained for the charity's own use	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
B5 Liabilities	Details	Fund to which liability relates	Amount due (optional)	When due (optional)
			-	
			-	
			-	
			-	
Signed by one or two trustees on behalf of all the trustees		Signature	Print Name	Date of approval
		P Morton R Wollen	P Morton R Wollen	

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Annual Report 2023

Overview

There is a clear and longstanding under-representation of girls and women in engineering, science and technology subjects and careers. There is a greater under-representation of girls and women in non-traditional trades. WEST have run a bursary scheme for more than 10 years which aims to offer a little support and encouragement to girls and women who face financial hardship or other challenges near the start of their study or career. Funding for our bursaries comes from donations or special fundraising events. (Bursaries are available in spring for girls and women in Yorkshire, Derbyshire and Nottinghamshire).

Girls do not easily aspire to engineering subjects and non-traditional trades, so over the last 10 years we have developed resources that are trusted. We deliver outreach to primary and secondary schools in our region and we draw on our role models. Our funding for this work usually comes from grant applications but we are sometimes commissioned on the basis of our track record. Our recent development work has been to create a series of non-traditional career videos of women working for use in schools and colleges – but also in the hope of appealing directly to young women and girls.

In 2023 we decided we needed to do more to promote WEST and our resources including our new online non-traditional career videos of women working. Our trustees take the role in promoting WEST online, but we do recruit volunteers to help when we can. This year we were fortunate to work with students from Sheffield Hallam University in a scheme offered within digital marketing and computer studies subject areas. We have also continued to deliver our STEM outreach across South Yorkshire schools with support from our local funders. We have again raised funds to provide bursaries to support women working and studying in non-traditional subjects and careers.

This year WEST was approached by a sixth former who wanted to help promote STEM subjects to girls and we were happy to develop new set of procedures for under 18 volunteers. The female sixth former co-delivered a session at a school with our career consultant. WEST has also continued to recruit female role models to support our outreach.

We would like to thank our funders for helping WEST in our aims to advance the education and careers of women and girls in non-traditional subjects.

Careers Video Teaching Event

We held an event to promote our new carers videos to teachers and received some very positive and helpful feedback.

“Fun and uplifting...affirming...excellent”



Liaison with Sheffield Hallam University (SHU) Students

We briefed a group of students about WEST and asked them for advice on how to reach young people on social media. They did research on our area of work and then produced a report for us including a SWOT analysis. They found that while we had some good content to promote we didn't have enough, and we didn't use the main platforms that young people use – Instagram and Tik Tok.

We then recruited an intern from SHU with help from the staff to assist us in taking forward a plan and to support us with our social media skills. This scheme supports students who cannot get a funded placement. The university pays the student and the charity provides the student with a project. The trustees all made progress on our various social media platforms including Instagram, Facebook, TikTok.

During my internship at WEST Trustees, I worked on creating a new Leaflet, Business card and Redesigning some presentations for the Trustees and attended the meeting of schools. I assisted with the development of social media campaigns, created an Instagram account, and conducted market research. I also had the opportunity to attend meetings and observe the inner workings of a successful and committed team. I brought marketing suggestions for the website and how to promote the charity through digital media. Overall, my internship was a valuable learning experience that allowed me to develop new skills and gain practical experience in the field of digital marketing. (SHU Intern, from her final report)

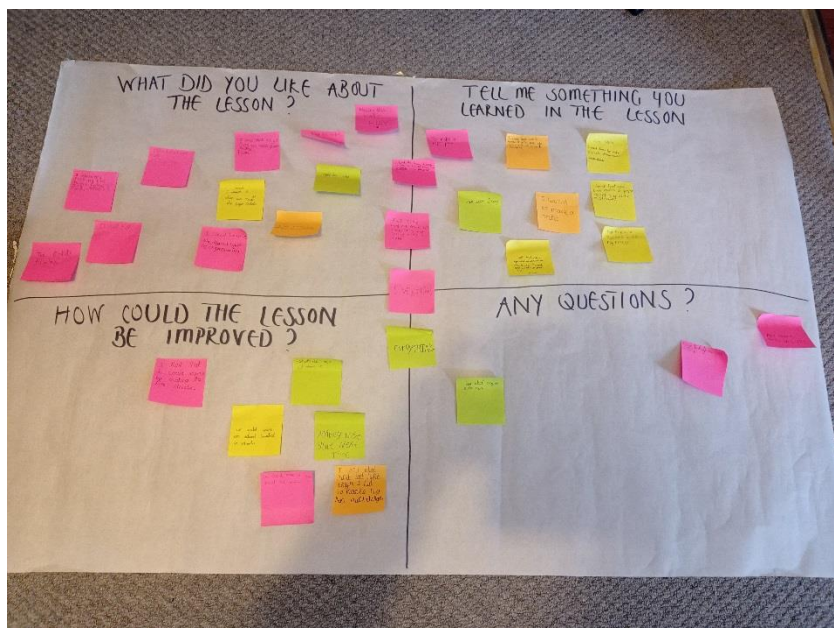
Bursaries

We awarded 15 small bursaries of £150 each to women engineering students at SHU and to women working / studying non-traditional trades in colleges across Yorkshire, Derbyshire and Nottinghamshire.

Outreach

We have found it takes longer than expected to arrange visits since the Covid pandemic – schools are still experiencing problems with Covid and we have found it harder to fix dates or have had to rearrange dates – when there is a Covid break out.

Teachers are very positive about our outreach and the benefit to the children – and the books are very much appreciated by teachers. We have been asked to go back to our schools the following year – and would like to do workshops for teachers so they can run things themselves. However we are aware that it is hard for teachers to find time to organise role models and activities – it is much easier to ask us to do it for them.



Gwenda's Garage and Women in Trades

Ros Wollen, as one of our original trustees was also one of the founders of Gwenda's Garage in Sheffield in the eighties and a play about the was performed in the Crucible at Sheffield in November 2023. You can find out more on our website.

<https://www.westskills.org.uk/gwendas-garage> WEST has had close links with Women Working in Trades across South Yorkshire for many years and we held an event in 2023 to

look back at the history of women in trades in Sheffield and to bring women now working in the trades. There was lots of debate between the now retired and current women working in trades.



Agreed by WEST Trustees

Dr Pat Morton Chair of Trustees

Dr Ros Wollen Trustee

Saj Parveen Trustee

Anna Childs Trustee

Annual Report 2023 for Charity Commission Submission October 2024

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CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity Name WEST	No (if any) 1152219
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CC16a

Receipts and payments accounts

For the period from	Period start date 01.01.2023	To	Period end date 31.12.2023
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Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
GRANTS	10,000	-	-	10,000	4,868
INTEREST ON DEPOSIT ACCOUNT	287	-	-	287	-
FUNDRAISING	271	-	-	271	1,233
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total (Gross income for AR)	10,558	-	-	10,558	6,101
A2 Asset and investment sales, (see table).					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	10,558	-	-	10,558	6,101
A3 Payments					
INSURANCE	305	-	-	305	280
BURSARIES	2,250	-	-	2,250	1,350
INTERNET AND WEBSITE	397	-	-	397	256
CATERING	60	-	-	60	56
PRINTING / PHOTO	133	-	-	133	1,254
CONSULTANTS OUTREACH	2,561	-	-	2,561	6,236
CONSULTANTS FILM	1,002	-	-	1,002	3,006
TRAVEL & EXPENSES	160	-	-	160	170
	-	-	-	-	-
Sub total	6,868	-	-	6,868	12,608
A4 Asset and investment purchases, (see table)					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total payments	6,868	-	-	6,868	12,608
Net of receipts/(payments)	3,690	-	-	3,690	- 6,507
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	-	-	-	-	-
Cash funds this year end	3,690	-	-	3,690	- 6,507

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	current account	3,690	-	-
	savings account	8,982	-	-
		-	-	-
	Total cash funds	12,672	-	-
	(agree balances with receipts and payments account(s))	Agreement Error	OK	OK

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B2 Other monetary assets		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-

Categories	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
B3 Investment assets			-	-
			-	-
			-	-
			-	-
			-	-

Categories	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
B4 Assets retained for the charity's own use			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-

Categories	Details	Fund to which liability relates	Amount due (optional)	When due (optional)
B5 Liabilities			-	
			-	
			-	
			-	
			-	

Signed by one or two trustees on behalf of all the trustees	Signature	Print Name	Date of approval
	P Morton R Wollen	P Morton R Wollen	7.10.2024 7.10.2024

WEST FUND

England & Wales - Charity number 1152219

Accounts



Annual Report 2022

Overview

2022 has seen WEST continue to work on our new careers video resource for outreach in schools and directly to young people – a new approach for the charity. We have continued to deliver STEM outreach across South Yorkshire and to provide bursaries to support women working and studying in non-traditional subjects and careers.

Anna Childs, our volunteer from 2021 has become a new Trustee, while Wendy Miller has stood down due to work pressures.

A small grant from the South Yorkshire Community Foundation (SYCF) enabled us to fund more outreach and to supply secondary schools with more of our Women in STEM posters.

WEST continued to work closely with local universities and colleges to ensure our approaches are shared and supported. WEST aims to ensure role models are supported by their own community. In this way we mainstream responsibility and encourage all to take part in making a difference. This approach is the best way for our small charity to ensure it makes a difference.

Bursaries

We want to provide a helping hand to female students already facing financial hardship or other challenges such as family caring duties or those who may be first in family to attend college or university. Bursaries are used to buy equipment or textbooks or travel expenses, sometimes the bursary funds driving lessons that can help the student find a good industry placement. Bursary winners are encouraged to become role models themselves and to get involved in our outreach work with schools.

The bursaries are run via an online application and reviewed by the trustees.

Eleven Bursaries of £150 each were awarded in 2022 to students in colleges and apprentices working and studying across Yorkshire and Nottinghamshire, in a range of non-traditional areas from vehicle maintenance, mechanics through to advanced engineering. Five

bursaries were awarded to engineering apprentices at the AMRC in South Yorkshire where the numbers of women entering at apprentice level continue to rise.

We were held our Filmnight fund raiser in April 2022 with the Eagle Huntress – a documentary from Mongolia about a young girl in a male dominated world of hunting with eagles. We used the filmnight to update our audience about what we have been doing during 2021 and to launch our Video project ideas.

Outreach

We continued our outreach activities to accompany our Yes We Can books (the two existing books are aimed at 5-7-year age group and 8-11-year age group.) The books include puzzles and activities based on real life South Yorkshire female role models from diverse backgrounds and with diverse STEM roles. They have been produced with the help of education professionals and illustrators. We focus on primary schools that are in areas of disadvantage and/or low employment/ progression to further and higher education. The books are supplied to schools and each child who attends the activity receives their own copy to take home and share with parents / carers / family. This helps to raise awareness of stereotypes with their own families and to raise career aspirations.

We design the activities to be appropriate for the age group they are to be delivered to; to be fun and imaginative; to be achievable in a classroom situation; and to provide the resources for teachers to continue the activities with more groups. The activities are delivered by our consultant with a female role model to mixed groups. (We believe it is just as important to show boys that girls can do these jobs).

In 2022 we continued to work with Amazon female role models in primary schools around Doncaster. Amazon provided an activity using Ozobots –mini-robots that must be guided around a map. This went down very well in the schools with girls and boys.



Evaluation of Ozobot workshops

My favourite part of the lesson was learning new tricks for the robot

I loved that the little guy is cute and I loved that he turned around

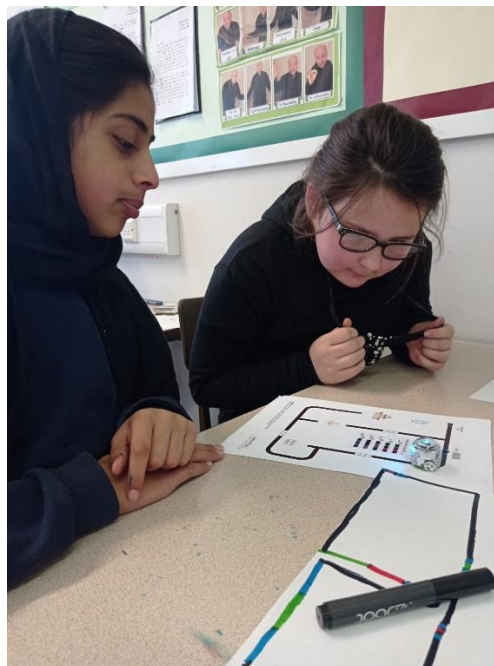
I loved how it moved and was so surprised, but the tricks look amazing

What I found interesting was all of the lesson. I loved everything about it and the workers were amazing.

I had an amazing time, I loved it all

I really liked this lesson because it was fascinating and I really liked it.

It was fun to use the Ozobot and to do the mission



Video /Film Project

WEST had started doing research on the availability of videos showing women working in non-traditional trades and discovered that the large majority were from the USA. We found a growing number of UK women from science and engineering academic professions on video, but virtually nil working in the trades or at apprentice level. So we discussed how we could approach this and provide a new and interesting resource. We wanted to broaden out beyond just construction. We wanted to be able to use social media to access young people directly and we wanted to maintain a route through careers advisers and teachers in schools.

We decided we would make some short videos with a filmmaker. We drew on people we knew in trades and sources and contacts who could help, and we briefed our experienced consultants to go out and see if they could find us some role models within our region. We also did research to find a suitable filmmaker.

We found suitable female role models in firefighting, painting and decorating, plumber and an electrical engineer, an aeronautical engineer, a scaffolder and a truck driver and continued to look for more...and found an arborist.

We also drew on our university contacts in Sheffield Hallam University to discuss the potential for working with digital marketing and associated degrees through a 'student project' and via internships.

This is to be a long-term project that we hope can widen career choices for girls and young women who want a practical 'hands on' job or career that is 'non-traditional' for women.



Dr Pat Morton

Chair of Trustees 10.10.2023



CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity Name WEST	No (if any) 1152219
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CC16a

Receipts and payments accounts

For the period from	Period start date 01.01.2022	To	Period end date 31.12.2022
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Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
grants	4,868	-	-	4,868	12,500
interest on deposit account	-	-	-	-	80
fundraising	1,233	-	-	1,233	21
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total (Gross income for AR)	6,101	-	-	6,101	12,601
A2 Asset and investment sales, (see table).					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	6,101	-	-	6,101	12,601
A3 Payments					
insurance	280	-	-	280	268
Bursaries	1,350	-	-	1,350	1,100
internet & website	256	-	-	256	211
catering	56	-	-	56	-
printing / photo	1,254	-	-	1,254	114
Consultants outreach	6,236	-	-	6,236	4,000
consultant film	3,006	-	-	3,006	-
travel & expenses	170	-	-	170	680
	-	-	-	-	-
Sub total	12,608	-	-	12,608	6,373
A4 Asset and investment purchases, (see table)					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total payments	12,608	-	-	12,608	6,373
Net of receipts/(payments)	- 6,507	-	-	- 6,507	6,228
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	13,444	-	-	13,444	-
Cash funds this year end	6,937	-	-	6,937	6,228

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	current account	6,937	-	-
	savings account	18,695	-	-
		-	-	-
	Total cash funds	25,632	-	-
	(agree balances with receipts and payments account(s))	Agreement Error	OK	OK
B2 Other monetary assets	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
B3 Investment assets	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
			-	-
			-	-
			-	-
			-	-
B4 Assets retained for the charity's own use	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
B5 Liabilities	Details	Fund to which liability relates	Amount due (optional)	When due (optional)
			-	
			-	
			-	
			-	
Signed by one or two trustees on behalf of all the trustees	Signature	Print Name	Date of approval	
		Pat Morton Ros Wollen	10.10.2023 10.10.2023	

WEST FUND

England & Wales - Charity number 1152219

Accounts



Annual Report 2021

Overview

The 'Yes We Can!' project funded by Arconic / Howmet (which started on 30 September 2019) continued during 2021 until 31 July 2021 (See Annual Report for 2020 for further detailed information).

During 2021 we were able to widen our outreach to Doncaster, after receiving funding from Amazon.

We also recruited a new volunteer in 2021 who is interested in being a new trustee. Anna Childs, now retiring, worked at Sheffield College as a Lecturer in Construction and Furniture Making and she has also been running women's courses for several years.

In 2021 as the other projects came to an end we began to develop applications to other funders across South Yorkshire in order to continue our outreach work and develop other related initiatives. We began to develop a new project in order to provide a source of female role models for schools / young women through the medium of quality short videos – a long term resource.

WEST continued to work closely with local universities and colleges to ensure our approaches are shared and supported. WEST aims to ensure role models are supported by their own community. In this way we mainstream responsibility and encourage all to take part in making a difference. This approach is the best way for our small charity to ensure it makes a difference.

Bursaries

We want to provide a helping hand to female students already facing financial hardship or other challenges such as family caring duties or those who may be first in family to attend college or university. Bursaries are used to buy equipment or textbooks or travel expenses, sometimes the bursary funds driving lessons that can help the student find a good industry placement. Bursary winners are encouraged to become role models themselves and to get involved in our outreach work with schools.

The bursaries are run via an online application and reviewed by the trustees.

Eleven Bursaries of £100 each were awarded in 2021 to students in colleges and apprentices working and studying across Yorkshire and Nottinghamshire, in a range of non-traditional areas from vehicle maintenance, through construction and plumbing to advanced engineering. Two bursaries were awarded to engineering apprentices at the AMRC in South Yorkshire where we are starting to see a rise in numbers of women entering at apprentice level. Three apprentices at Nottingham City Homes were successful – an employer that has built a strong commitment to increasing the number of women in its construction and engineering workforce.

We were unable to run our Filmnight event in 2021 but hoped to prepare for an event in spring 2022.

Outreach

We continued our outreach activities to accompany our Yes We Can books (the two existing books are aimed at 5-7-year age group and 8-11-year age group.) The books include puzzles and activities based on real life South Yorkshire female role models from diverse backgrounds and with diverse STEM roles. They have been produced with the help of education professionals and illustrators. We focus on primary schools that are in areas of disadvantage and/or low employment/ progression to further and higher education. The books are supplied to schools and each child who attends the activity receives their own copy to take home and share with parents / carers / family. This helps to raise awareness of stereotypes with their own families and to raise career aspirations.

We design the activities to be appropriate for the age group they are to be delivered to; to be fun and imaginative; to be achievable in a classroom situation; and to provide the resources for teachers to continue the activities with more groups. The activities are delivered by our consultant with a female role model to mixed groups. (We believe it is just as important to show boys that girls can do these jobs).

In November 2021 we received funding from Amazon in Doncaster (£12, 500) to develop and deliver outreach activities drawing on their female role models in Doncaster schools (delivery started in 2022). This funding also helped us to commence development of our video project.



COVID Impact on English Schools: 2021

The third national Covid lockdown commenced on 6 January 2021 and ran until March 2021. The ongoing disruption meant that we had periods when we were unable to deliver outreach. Beyond the lockdown however, we found that Covid continued to have an impact on our work and on our trustees, workers, volunteers and role models.

The response to enquiries from the project, as schools returned after lockdown, varied from school to school. Whilst most primary schools were comfortable with visitors, a few preferred to opt for our online offer –so we adapted, and we delivered the Yes We Can Books to the schools separately for the teachers to hand out. Secondary schools tended to prefer an online presentation – and we delivered the posters to schools for use by teachers. We will continue to adapt and deliver using both delivery routes. The activities do lend themselves to adaptation to online delivery.

Our evaluation found the response of the pupils (for Primary activities) was clearly much stronger with face to face events and activities together with meeting a role model in person rather than through online delivery. The posters for secondary worked well either way – face to face or online.





CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity Name WEST	No (if any) 1152219
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CC16a

Receipts and payments accounts

For the period from	Period start date 01.01.2021	To	Period end date 31.12.2021
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Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
Grants	12,500	-	-	12,500	-
Donations and Fundraising	80	-	-	80	30
Interest on deposit account	21	-	-	21	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total (Gross income for AR)	12,601	-	-	12,601	30
A2 Asset and investment sales, (see table).					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	12,601	-	-	12,601	30
A3 Payments					
Insurance	268	-	-	268	250
Bursaries	1,100	-	-	1,100	100
Internet/Website	211	-	-	211	150
Catering	-	-	-	-	-
Printing / Photography	114	-	-	114	1,166
Travel/ Expenses	680	-	-	680	156
Consultants	4,000	-	-	4,000	14,490
	-	-	-	-	-
	-	-	-	-	-
Sub total	6,373	-	-	6,373	16,312
A4 Asset and investment purchases, (see table)					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total payments	6,373	-	-	6,373	16,312
Net of receipts/(payments)	6,228	-	-	6,228	- 16,282
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	25,603	-	-	25,603	-
Cash funds this year end	31,831	-	-	31,831	- 16,282

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	Current Account	13,189	-	-
	Savings Account	18,642	-	-
		-	-	-
	Total cash funds	31,831	-	-
	(agree balances with receipts and payments account(s))	OK	OK	OK
B2 Other monetary assets	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
B3 Investment assets	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
			-	-
			-	-
			-	-
			-	-
B4 Assets retained for the charity's own use	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
B5 Liabilities	Details	Fund to which liability relates	Amount due (optional)	When due (optional)
			-	
			-	
			-	
			-	
Signed by one or two trustees on behalf of all the trustees	Signature	Print Name	Date of approval	
		Pat Morton Ros Wollen	17.10.22 17.10.22	

WEST FUND

England & Wales - Charity number 1152219

Accounts



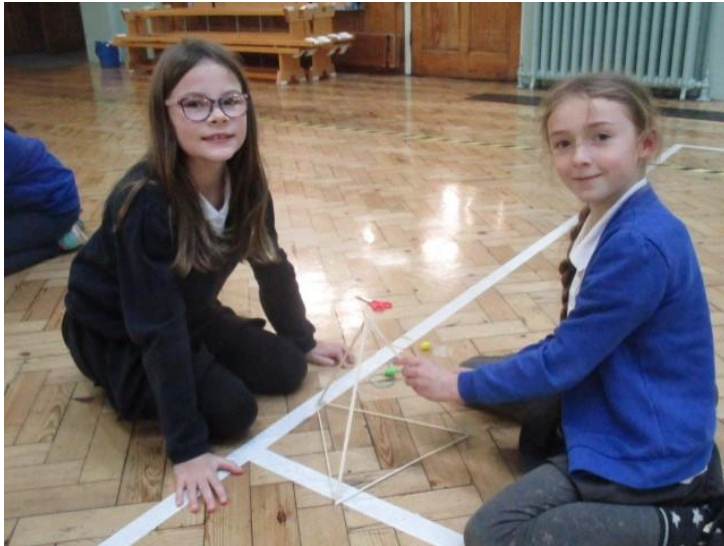
Annual Report 2020

Introduction and Background

WEST's main focus for 2020 was the 'Yes We Can!' project funded by Arconic / Howmat which started on 30 September 2019 and through 2020 (eventually running until 31 July 2021).

There is a clear and longstanding under-representation of girls and women in engineering and non-traditional trades and a high 'drop out' as girls struggle with a male dominated culture in UK as in many other countries. Currently (according to a WISE Campaign) in the UK there are fewer than 10% of women in skilled construction and engineering trades and less than 12% in professional engineering occupations. The WEST bursary scheme which has run for 9 years, endeavours to support and encourage girls and women who face financial hardship or other challenges to focus and aspire in their early career stages. Girls do not easily aspire to engineering and non-traditional trades and so our work with primary and secondary schools including the distribution of our 'Yes we Can' books that WEST produces, challenges the embedded stereotypes that girls face. The use of local real-life role models within the books and in classrooms helps to make the possibility for these choices in career to become reality.

There is a challenge to make engineering and allied careers interesting and relevant to young people. Engineering is often misunderstood and seen as dirty and boring by many young people. However if the same young people can gain experiences with activities that are engaging and relevant to them, alongside seeing people like themselves doing those interesting jobs - they are more likely to want to find out more.



Creating engaging, challenging activities that embed gender equality and diversity are essential if we are to challenge the status quo. In drawing together a local pool of female role models at the same time as drawing on local educational and STEM expertise we have started to build a successful model.

WEST works closely with local universities and colleges to ensure our approaches are shared and supported. For example: Sheffield Hallam University host our bursary awards evening and publicise our bursaries to students. WEST works closely with colleges, universities and employers to ensure role models are supported by their own community. In this way we mainstream responsibility and encourage all to take part in making a difference. This approach is the best way for our small charity to ensure it reaches the audience in needs to reach.

If engineering is to become a diverse community we need to make sure more girls and women progress through college onto university and into careers. Our scheme provides a helping hand for some of those who may experience what can be a lonely pathway.



Project Aims

Aim 1

To continue and develop our current scheme to award small bursaries to female engineering students who are in the beginning and middle of their studies to reward and encourage them to continue. We want to provide a helping hand to female students already facing financial hardship or other challenges such as family caring duties or those who may be first in family to attend university. Bursaries are used to buy equipment or textbooks or travel expenses, sometimes the bursary funds driving lessons that can help the student find a good industry placement. Bursary winners are encouraged to become role models themselves and to get involved in our outreach work with schools. Our sponsored bursaries have been running 4 years (via Sheffield Hallam University) and we have awarded more than 40 bursaries. The bursaries are run via an online application and considered by a panel of experts. The ARCONIC award winners are invited to our annual awards evening where we also award other bursary winners for WEST. The award evening is a special night where we share and promote their stories with a wide audience (over 100) and provide them with the opportunity to network with women further up the career ladder and with STEM employers and providers.



Aim 2.

To develop and produce new outreach activities to accompany our Yes We Can books (the two existing books are aimed at 5-7-year age group and 8-10-year age group.) The books include puzzles and activities based on real life South Yorkshire female role models from diverse backgrounds and with diverse STEM roles. They have been produced with the help of education professionals and illustrators. We focus on primary schools that are in areas of disadvantage and/or low employment/progression to further and higher education. The books are supplied to schools and each child who attends the activity receives their own copy to take home and share with parents / carers / family. This helps to raise awareness of stereotypes with their own families and to raise career aspirations.

We design the activities to be appropriate for the age group they are to be delivered to; to be fun and imaginative; to be achievable in a classroom situation; and to provide the resources for teachers to continue the activities with more groups. The activities are delivered by female role models to mixed groups. (We believe it is just as important to show boys that girls can do these jobs).

We work closely with local experts who offer knowledge of the region and have developed expertise in our approach. Our experts are professionals who have strong links with schools and are trusted to deliver effective and enjoyable outreach that is inclusive and diverse.



Aim 3.

To design and deliver a targeted careers poster campaign for secondary schools. Research tells us that images of women doing engineering and non-traditional trades are a positive stimulus towards considering a future career for (11-16-year-old girls) particularly when there are links for teachers and careers advisers to draw on. The posters provide signposts via a link to our own WEST website that depicts role model stories and further links to Women in STEM websites and support organisations. Introducing the posters into secondary schools is normally in conjunction with a visit from a female STEM role model. Any activities can be delivered to mixed year groups, assemblies, in career related lessons and maths / science lessons to raise awareness of careers and to challenge gender stereotypes.



COVID Impact on English Schools: 2020-2021

From 23rd March 2020 until September 2020 the majority of Schools across Sheffield were closed for most of the face to face teaching / and partially offering online lessons or delivered by teachers to children being home schooled. Children who had parents working in essential jobs were able to attend school some of the time. From September 2020 to December 2020 / January 2021 – February 2021 there were local lockdowns with some school closures. This disruption meant that we had long periods when we were unable to deliver the outreach – and initial deadlines for completion were extended. The response to enquiries from the project when schools returned varied from school to school. Whilst most primary schools were comfortable with visitors, a few preferred to opt for our online offer –so we adapted, and we delivered the Yes We Can Books to the schools separately for the teachers to hand out. Secondary schools tended to prefer an online presentation – and we delivered the posters to schools for use by teachers.

Both sets of activities lend themselves to adaptation to online delivery. However the response of the pupils (for Primary activities) was clearly much stronger with face to

face events meeting a role model rather than in online delivery (although one teacher did remark during the Zoom event that the pupils were excited to see a different person from their usual teacher!).

What we achieved

Our Experts managing the projects were Liz Kettle (who has worked with WEST for a number of years – delivering a wide range of outreach projects and who led on the design and production of our Yes We Can books) and Amy Cooke (a Careers Guidance Professional, having worked successfully with school pupils and staff at all levels in the region). The role models and the teachers feedback confirmed that Amy and Liz have been at the heart of our success.

I would love to continue to work with WEST next year and I'm happy to discuss the different ways this could be done. I'd like to take the opportunity to thank Amy Cooke for her excellent communication and enthusiasm for the project.

Activities – We recruited new role models via bursary winners, university students and through local contacts to add to existing role models. New activities were designed and adapted by our Experts, and some were introduced by the role models themselves. Short self-videos of some of the role models were added to a presentation about STEM and Careers to set the background for the online delivery.



Bursaries Awards Event 2019/20 & 2021 -10 Bursaries were awarded to engineering students in 2019 with presentations at our 2019 Filmnight at Sheffield Hallam University and we kicked off our photo shoot of our female role models for the poster project. Bursaries were postponed for 2020 due to Covid 19. Another 10 Bursaries have been awarded in 2021 to students in colleges and apprentices working and studying across Yorkshire and Nottinghamshire.

Primary Teacher Outreach – Responses

(See also separate report from Amy Cooke)

We ran events at 14 Primary schools – running events with pupils from Y1 all the way up to Y6 at targeted schools across Sheffield, regularly delivering sessions to more than one-year group – reaching approximately 820 pupils altogether.

Out of 14 schools we visited – 8 responded (57% response) to the survey – all 8 would recommend our Yes We Can books to other teachers. All who responded were satisfied or very satisfied with our Covid procedures.

It was well organised and met the needs of the Y5 class. It was great to have female role models delivering the activities, especially because the class have a male teacher and we have been unable to have other teachers in the class or to go out on visits due to Covid restrictions.

The event was very well resourced and planned with enough information provided prior to the date. Our children loved working with someone so knowledgeable

Well-organised. Happy to have visitors in school. Good communication. Great to have female role-models, especially in a girl-heavy class.

7 out of 8 schools definitely want us to come again and 1 would probably want us to come again.

We would love to work with you guys further during the next academic year

I feel that it is essential that female role models in engineering are able to come into schools

What they said about the Yes We Can Books

They are a great resource that the kids were enthusiastic about taking home They are well-published. The children enjoyed them

Lovely resources. The children really liked learning about the different characters that were being featured. Some children have gone on to research some of the more unusual jobs featured!

Good books- they have been popular with children in class during reading time.

They are informative and supported our learning

What the Role Models told us about their experience (5 responded to the survey out of 8 recruited for Primary Outreach)

I was pretty nervous on the First session but I feel that was partially due to the Covid situation and ensuring I understood and followed all of the schools guidelines (both sessions were attended in person) Both classes in both schools were great and really enjoyed the activities and I had a great time helping out and chatting to the kids.

The event was great, I really enjoyed being back in a school environment and the engagement and enthusiasm shown by the children. The event was live so really lovely to see their faces and see the rockets they built. I was a little nervous but Amy really put me at ease and the planning / communication was fantastic so I knew exactly what was happening. It was the most enjoyable morning

The events I attended were really rewarding. I was slightly nervous to begin with as my entire life has been primarily education-based but from the student's standpoint, however for these events I was the one stood at the front teaching and helping which was initially daunting. Things always ran smoothly; Amy ensured every session was thoroughly planned out and always filled the hour slot. I really enjoyed it, I have since signed up to be a STEM ambassador so I can continue participating in such events. I personally know the need for these sort of activities in primary and secondary schools, having not being exposed to this myself throughout my education, its really important to make children aware from a young age what STEM is if the gender disparity is to change in the future. I attended a 3 live school visits and have an online event planned for next week.

How did the role models think the children responded?

A few children were shocked at my job and what it entails and what I study, but they had plenty of questions which was great. It was really interesting to hear their presumptions and impressions of what a mechanical engineer is and does.

The children on the whole were overall excited, engaged and motivated. I think quiet at first but really came out of their shells once they started the activity. It was fantastic to see them afterwards using their rockets in the playground.

When I started talking about my university life / career I heard a lot of gasps. I believe its something they have never heard of before. Upon talking about my course, most kids hadn't heard of Aerospace Engineering before but some came

forward with similar interests in other engineering principles and it seemed like the kids were interested in STEM.

On my last visit a child raised their hand after I spoke and said “I am inspired” which is such a rewarding remark to hear. I think because aerospace engineering is quite a niche subject and with me being a female, the response is always a surprise or shock.

Of the 5 that responded 4 said they were likely or very likely to do more events.

...Now I know what it is about I will do some prep work that will support the day and Amy a bit more. She was brilliant – a real credit to the charity and so fantastic at getting the children engaged,

What did the pupils think?

At the end of each event we had an informal feedback session (unless we ran out of time)...



We gave out post-it -notes and asked for responses with 4 categories – they could do as many post-it-notes as they wanted to...(some examples)

1. Something you enjoyed

- I liked the lesson because it was a bit of power and exercise. Powerful
- I enjoyed learning about different jobs
- I enjoyed learning how you make a video game
- I enjoyed the quiz because it was fun
- I liked how Jess said how she does her job

- I liked how it gave courage to the girls
 - I enjoyed listening to the fact that you can do any job and don't let boys opinions stop you
2. Something you learned
- Today I learned what STEM stands for
 - I learned it takes loads of people to make a video game
 - I learned that girls can fix cars
 - I liked learning that whether you are a boy or a girl you can be ANYTHING
 - I learned that if you have done wrong you can try again
 - The lesson taught me to try and try
3. How would you improve the lesson?
- Have more time
 - Have more materials
 - I would like
 - I would change nothing. I enjoyed this lesson
 - Could we have more time on the Activity Books?
4. Any questions?
- Is there more roles than science, engineering and technology?
 - How many types of engineers are there?



Appendices

Questions for role models

1. Please tell us how you the event was for you (If this the first time you had done this...Were you nervous? Did things go to plan? Did you enjoy the event? Would you like to do more?)
2. How do you think the children responded to the event? (When telling them about yourself, your job/career and the activity)
3. Have you looked through the Yes we Can Books? What do you think?
4. If/ When you do this again is there anything you would like to change?
5. Were there any concerns relating to Covid?
6. Is there anything you would like to add about the project?
7. If we get further funding would you be willing to take part again?

Questions for Primary teachers

1. Please tell us any overall thoughts about the event – was it well organised and suitable? Did you have enough information in advance? Did you like to have a female role model?
2. Please tell us what you think of the Yes we Can Books. Would you recommend them to other teachers?
3. Is there anything you would like to add or change to the visit / event to improve it?
4. Would you like WEST to do this again at your school in the future?
5. Were there any concerns relating to Covid (if applicable)?If so please explain.
6. Anything else?

Facts and Figures and Milestones

Project Activity	Period delivered	Notes
1. Appointment of Experts as advisers and Consultant to make links with schools / teachers in target areas and manage liaison work with schools and role model training and activity development.	November 2019 to July 2021	<ol style="list-style-type: none"> Two consultants appointed to coordinate secondary and primary project (November 2019- February 2020) Liaison work ongoing throughout project with pause during Covid19 Lockdown periods (January 2020 – July 2021)
2. Set up and launch application process for ARCONIC engineering undergraduate bursaries in co-operation with Sheffield and Sheffield Hallam University.	October /November 2019	<ol style="list-style-type: none"> Completed and compiled list of 10 potential engineering role models (November 2019)
3. Assess bursary applications and review with panel of experts and then check references, inform winners.	November 2019	<ol style="list-style-type: none"> Complete (November 2019)
4. Plan, promote and deliver awards night including inspirational film celebrating role of women.	November 2019	<ol style="list-style-type: none"> Film – the Fight / awards to Arconic bursary winners. (November 2019) Photography for posters / postcards of role models begins on filmnight (November 2019)
5. Develop new outreach activities and recruit and train new role models.	Up to July 2021	<ol style="list-style-type: none"> Developed 6 new activities by November 2020 Recruited 8 new Primary Outreach role models and 5 Secondary role models (including videos and posters) by November 2020
6. Design and launch poster / activity campaign.	Up to February 2020	<ol style="list-style-type: none"> Posters launched November 2020 in 3 schools at students assembly / Options Day
7. Design feedback forms/ interview schedule for children and for teachers and collect data for evaluation.	Up to July 2021	<ol style="list-style-type: none"> Feedback designed and used with all schools during event with pupils – additional survey of schools after events for teachers and interview with role models. Up to July 2021
8. Delivery of the programme to targeted schools	By July 2021	<ol style="list-style-type: none"> Delivered programme to targeted schools – reduced number of primary schools due to Covid, but increased

(primary and secondary).		number of pupils reached at visited schools / some online delivery at secondary and primary because of Covid.
9. Follow up work with role models and employers to ensure continuation of role models beyond project.	By July 2021	1. Worked with all role models to encourage continuation. Some reluctant presently because of Covid, many would like to work with us again.
10. Evaluation report written and launched.	By July 2021	1. Complete by 31 July
Design and input on postcards / publicity / banners etc and website for WEST	Ongoing through project	1. Successful designs and promotion all the way through project

Milestone	Delivery Dates	Comments / amendments
1. Award 10 Bursaries to female engineering undergraduate students at the Annual WEST award and Filmnight	November 2019 and July 2021	2020 awards postponed because of Covid
2. Designed and Developed 5 new outreach activities ready for delivery in target primary schools along with 10 female role models trained to deliver activities. Poster for secondary schools designed and launched at a special event for teachers and careers advisers	Delivered in sections due to Covid – all complete - 13 role models and 6 New activities by July 2021	Posters launched November 2020; Outreach activities designed throughout project until July 2021.
3. Delivered outreach activities in 20 targeted primary schools and poster / activity in 10 targeted secondary schools. Received follow up feedback form schools including children and teachers	By July 2021	Delivered outreach to 14 Primary Schools. But we reached 820 pupils by delivering to multiple classes rather than in the original plan of 600 (delivery to one class at each of 20 schools). Due to Covid both parts of delivery in the project were delayed – and varied in style of delivery (some delivered online rather than face to

		face) to meet school requirements.
4. 75% of role models committed to continue being a role model through employer, institutions or STEM Ambassador scheme. Evaluation report complete and published and distributed to STEM Community (online or hard copy)	By end of July 2021	75% of role models would continue to act as role models...25% were reluctant either because of confidence or Covid. We will continue to work with role models – and add new ones via annual bursary scheme. Report published and distributed by 31 July – online.

Number of students to be impacted: 2000 – 820 primary and more than 2000 secondary

Number of teachers to be impacted 100 – More than 50 Primary and more than 100 secondary

Number of schools impacted 30 – 14 Primary and ? Secondary

Communication strategy

1. Our existing links, our local reputation and recommendations enabled WEST to reach many schools that otherwise may have been cautious during Covid restrictions. For the Primary project – once we started to deliver – teachers themselves were recommending us to other local schools and teachers. Our Expert delivering Primary Project is a Professional Careers Adviser and her expertise and contacts were very helpful for the project as a whole..
2. We utilised our links with local employers and the universities to find our role models and via other contacts. The annual bursary scheme also provided us with positive role models from diverse backgrounds and ethnicities.
3. Reaching schools and teachers via Social Media was important – our followers shared our messages / posts about the project which drew enquires to us and this also promotes the importance of tackling gender stereotypes in careers work with schools.
4. The Yes We Can Books are seen as a very valuable resource by teachers in Primary schools and by parents in the region. The postcards we produced to support the posters have become a useful tool in themselves, whilst the posters are becoming more well known in the region. We have had enquiries from beyond Sheffield to do more work in schools.



CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity Name	No (if any)
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CC16a

Receipts and payments accounts

For the period from	Period start date 01.01.2020	To	Period end date 31.12.2020
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Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
Grant	-	-	-	-	24,147
Legacy	-	-	-	-	15,803
Fundraising	30	-	-	30	1,482
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total (Gross income for AR)	30	-	-	30	41,432
A2 Asset and investment sales, (see table).					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	30	-	-	30	41,432
A3 Payments					
Insurance	250	-	-	250	240
Bursaries	100	-	-	100	2,100
Internet / Website	150	-	-	150	46
Catering	-	-	-	-	73
Printing / Photography	1,166	-	-	1,166	351
Travel / expenses	156	-	-	156	-
Consultants	14,490	-	-	14,490	-
	-	-	-	-	-
	-	-	-	-	-
Sub total	16,312	-	-	16,312	2,810
A4 Asset and investment purchases, (see table)					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total payments	16,312	-	-	16,312	2,810
Net of receipts/(payments)	- 16,282	-	-	- 16,282	38,622
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	-	-	-	-	-
Cash funds this year end	- 16,282	-	-	- 16,282	38,622

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	Current account	8,091	-	-
	Savings Account	17,512	-	-
		-	-	-
	Total cash funds	25,603	-	-

(agree balances with receipts and payments account(s))

Agreement Error

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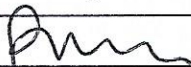
	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B2 Other monetary assets		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-

	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
B3 Investment assets			-	-
			-	-
			-	-
			-	-
			-	-

	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
B4 Assets retained for the charity's own use			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-

	Details	Fund to which liability relates	Amount due (optional)	When due (optional)
B5 Liabilities			-	
			-	
			-	
			-	
			-	

Signed by one or two trustees on behalf of all the trustees

Signature	Print Name	Date of approval
	PAT MORTON	27.10.2021