

# THE LINACRE INSTITUTE

England & Wales · Charity number 1156821

## Details

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**Status** Registered

**Legal form** CIO

**Registered** 2014-04-28

**Register** [View on the Charity Commission register](#)

## Contact

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## Activities

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**Objects:** THE OBJECTS OF THE CIO ARE TO FURTHER THE EDUCATION OF CHILDREN IN NORTHERN ENGLAND WHO, IN PARTICULAR BUT NOT EXCLUSIVELY, ARE DISADVANTAGED AS A RESULT OF BEING A MEMBER OF A SOCIALLY AND ECONOMICALLY DEPRIVED COMMUNITY. THE CIO WILL DO THIS PRIMARILY BUT NOT EXCLUSIVELY BY MEANS OF RESIDENTIAL COURSES, OUT-OF-SCHOOL-HOURS TEACHING AND INDIVIDUAL MENTORING.

**Activities:** The Charity exists to help students at state comprehensives in northern England access leading universities, where they are currently very under-represented.

## Classification

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- **How:** Provides Services
- **What:** Education/training
- **Who:** Children/young People

## Geography

- Barnsley
- Bradford City
- City Of Wakefield
- Derbyshire
- Doncaster
- Leeds City
- North Tyneside
- Northumberland
- Rotherham
- Sheffield City

## Finances

Period end	Income	Expenditure	Assets	Employees
2024-12-31	£124,905	£131,884	-	-
2023-12-31	£133,779	£98,444	-	-
2022-12-31	£118,969	£88,497	-	-
2021-12-31	£121,374	£98,039	-	-
2020-12-31	£55,677	£49,642	-	-

## Trustees

Name	Role	Appointed
<b>Beth Amelia Reynaert</b>	Chair	2024-02-01
Henry Davies		2018-03-21
Jacqueline McRory		2026-01-28
James Clark		2026-01-28
Jennifer Upton		2022-12-01
LEWIS ATKINSON		2026-03-03
Matthew Gursky		2026-02-05
Robert Searle		2025-04-23

**THE LINACRE INSTITUTE**

England & Wales - Charity number 1156821

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# Accounts

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**The Linacre Institute**  
**Unaudited Financial Statements**  
**31 December 2024**

**HARRISON HOLT**  
Chartered Accountants  
High Park Farm  
Kirkbymoorside  
York  
YO62 7HS

# The Linacre Institute

## Financial Statements

Year ended 31 December 2024

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# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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The trustees present their report and the unaudited financial statements of the charity for the year ended 31 December 2024.

The financial statements have been prepared in accordance with the accounting policies set out in notes to the accounts and comply with the charity's governing document, the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland published in October 2019.

This is the fourth full year report since the change in reporting period (in 2021) which was aimed at improving the speed of reporting the outcomes and impact of the Linacre Reach Higher Programme.

#### Reference and administrative details

<b>Registered charity name</b>	The Linacre Institute
<b>Charity registration number</b>	01156821
<b>Principal office</b>	148 Rose Bowl Portland Crescent Leeds
<b>The trustees</b>	Helen Clapham Henry Davies Maddi Hoggatt Ali Jaffer (Resigned 1 February 2024) Nick Linfoot (Served 7 March 2024 to 19 December 2024) Max Retberg (Resigned 21 February 2025) Dr. Beth Reynaert (Appointed 1 February 2024) Jennifer Upton
<b>Director of the Institute</b>	Dr Matthew John
<b>Web site</b>	<a href="http://www.linacreinstitute.org">www.linacreinstitute.org</a>
<b>Bankers</b>	HSBC Bank plc Carmel House 49-63 Fargate Sheffield S1 2HD  The Co-Operative Bank Plc P O Box 250 Skelmersdale WN8 6WT
<b>Independent examiner</b>	Philip J H Holt FCA FCIA High Park Farm Kirkbymoorside York YO62 7HS

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Structure, governance and management

The Linacre Institute ("the Charity" or "the Institute") is constituted as a Charitable Incorporated Organisation using the Foundation Model and was registered with the Charity Commission on 28 April 2014. Its founding document is the constitution agreed on 22 January 2014, revised on 29 April 2014 and revised again on 18 May 2021.

Trustees are appointed via an open recruitment process and final decisions on any appointments are made by a majority vote of the current board of trustees. The Trustees are the sole members of the Charity and they have no liability to contribute to the assets in the event of an insolvent winding-up.

#### Foundation

The Institute was founded in January 2014 to help northern state students to reach the UK's most selective universities, where they are significantly under-represented. This was our eleventh year of operation, during which time, we have supported over 600 students giving them life-changing summer school experiences and personal mentoring.

Since 2019, we have sought to deliver an ambitious strategic plan, centred largely around rapidly accelerating numbers of students on our flagship Reach Higher Programme. We have always been conscious, however, that any growth in numbers should not be at the expense of its unique and very personalised programme, and that our work should remain both consistent with the aims and vision of the Charity established in 2014, and be substantiated by significant and demonstrable impact.

At Linacre, we believe that where you live should not determine who has access to the very best education. The 2024 State of the Nation report by the Social Mobility Commission, however, identified regional disparities and 'left behind people and places' as one of the main contributors to the complex problem of social mobility faced within the U.K at present. This is certainly supported by some of the university progression statistics for Yorkshire, where as little as 0.3% of the area's cohort progresses to Oxford or Cambridge (statistics for Wakefield).

#### Mission:

Our mission is to give state-school students in social mobility cold spots across Yorkshire the confidence to apply to our leading universities and the skills to thrive there. Our highly personalised and intensive Reach Higher Programme relies on the support of hundreds of wonderful individuals who contribute through sharing their expertise, giving up their time or donating to the programme. All these people make Reach Higher what it is: expert, long-term, personal, nurturing, and rooted in a community of academic curiosity.

Our founder, Paul Coupar-Hennessy, took just 14 students down to Trinity Hall College for the very first Stepping Stones residential summer school in 2014. In 2024, we offered 111 places to young people across South and West Yorkshire, our largest cohort since 2014. We are extremely proud of our track record of supporting bright but isolated students from regions where rates of progression to leading universities falls below the national average, and well below the leading schools in the state and independent schools sectors. Since our inception in 2014, we have now supported over 600 students on their journeys from A-level to University, 80% of these have progressed to a Russell Group University and 30% of all applicants have won a place of study at either Oxford or Cambridge. Our leading university destinations since 2014 are shown in table 1 below.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Structure, governance and management *(continued)*

**Table 1: Leading University destinations, 2014 - 2024**

University	Total Students, 2014 - 2024
Durham University	12%
University of Cambridge	10%
University of Sheffield	9%
University of Leeds	9%
University of York	7%
University of Newcastle	6.5%
University of Oxford	5%

As universities have come under increasing pressure to balance their cohorts and the diversity of their intake, outreach provision has become a saturated market. In spite of this, we firmly believe that what Linacre has to offer remains both hugely impactful and rare, and that these are both things that the Charity will strive to protect in any strategic vision going forward.

2024 was a pivotal moment for the Charity as we marked our tenth anniversary and the final year of our strategic plan 2019 - 2024. As we look ahead to our new strategic plan 2025 - 2028, we have identified the following four pillars:

#### **Breadth:**

We received a record number of applications for our Reach Higher Programme in 2024, and with numbers likely to increase year on year, it remains extremely important that we continue to offer places to the right students. This means continuing to identify academic potential above all else, but it also means identifying those facing the greatest barriers to accessing the very best education this country has to offer. We are, first and foremost, a social mobility charity, and we have been hugely successful at ensuring that those who most require support have the opportunity to study at the very best institutions in the country. This ambition remains at the heart of our new strategic plan, and we will continue to run a rigorous and competitive selection process and set ambitious widening participation targets.

Typically, our students come from northern state schools particularly in areas where rates progression to higher education and its leading institutions is below the national average and well below the leading schools in the state and independent sector. For example, the students on our 2024 programme met the following widening participation criteria:

**Table 2: Percentage of students meeting leading widening participation criteria, 2023 - 2025**

Reach Higher Year	Polar Q1 or Q2 Postcodes	First Generation Students	Free School Meals	16-19 Bursary	Young Carers
2023	65%	40%	14%	17%	2%
2024	44.14%	37.8%	14.41%	17.2%	2.7%
2025	53.90%	36.52%	15.60%	15.60%	5%

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Structure, governance and management *(continued)*

It is important to note that these categories are not exclusive and students may count across one or more of them. Applicants are given a widening participation 'score' during the selection process, which is a metric based on POLAR data, students' socio-economic background, and Index of Multiple Deprivation data. It identifies students who would normally be statistically unlikely to attend university and especially leading universities. The WP Score combines a student's POLAR quintile number with their IoMD number, each based on their postcode. From this, we subtract one point for each Widening Participation metric students have. For example, if a student had a POLAR number of 2, plus an IoMD score of 5, we would give them an initial score of 7; if the same student has been eligible for free school meals, the 16-19 bursary, and neither of their parents/carers attended university, we would subtract 3 points from their score for a final WP score of 4. This score is considered together with an academic assessment score to assess their suitability for the Programme. We aim to recruit at least 50% of applicants that meet our widening participation threshold.

Our Widening Participation questions are:

- Did your parent(s)/legal guardian(s) attend university?
- If yes, did they attend as a mature student? (i.e. they attended after a significant period of time out of full-time education);
- Have you ever been eligible for free school meals in the last six years?
- Have you ever been eligible for or are you in receipt of the 16-19 bursary or other discretionary payment?
- Have you ever spent any time in local authority care?
- Are you estranged (living apart) from your parent(s)/legal guardian(s)? (please note, this does NOT include living apart from ONE of your parents/legal guardians in the case of divorce or separation);
- Are you or have you ever been a young carer?

#### Depth:

Growth has inevitably meant a diversification of our student body and the types of institution our students are targeting. Everyone that was part of the very first iteration of the Reach Higher Programme in 2014, for example, applied to Oxbridge. Oxbridge applications will continue to be something we measure to ensure that capable students are targeting the most selective universities, but we are not an Oxbridge programme, and just over half of our students will target other highly selective universities across the country. We believe that nurturing genuine intellectual curiosity and developing key oracy skills enables students to thrive in any of the best universities across the country, and it will ensure that they contribute meaningfully to their intellectual communities at university and their professional communities as they begin their careers. What we want to ensure, above all else, is that as many students as possible progress to their first-choice university, wherever that may be.

Our mission has always been to give state-school students across Yorkshire and the North of England the confidence to apply to our leading universities and the skills to thrive there. In recent years, we have perhaps focused more on the 'access' end of this equation, but we are now looking to complement the growth of our Reach Higher Programme by extending the depth of the provision it offers; our 2025 cohort will be the first to continue with their Phone a Friend mentor sessions during their first year of university study, and, if successful, this extended provision will become a feature of all future programmes.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Structure, governance and management *(continued)*

##### Alumni:

At Linacre we recognise that our greatest asset is our network of alumni, which is both active in its support of the Charity and growing year on year as we extend numbers on the Programme. In his early narrative, our founder, Paul, used the phrase 'communities of intellectual curiosity' to describe the Programme. This phrase still goes a long way to understanding the deep and lasting bonds our beneficiaries form with one another during their time with Linacre, something we've subsequently coined the 'Linacre effect'. Every year, we receive emails from members of that community offering help and support to ensure that young people like them are able to benefit from the same experience. We will of course continue to monitor the percentage of alumni returning to help as staff or volunteers closely over the next three years, but, as many of these young people begin and progress into their own outstanding careers, we will set ambitious targets to fund student places on the Programme directly from alumni contributions.

##### Partnerships:

One significant contributing factor towards our success over recent years has been a number of key strategic partnerships. These have not only provided financial sustainability in the face of general financial uncertainty, but they have also enriched the Reach Higher Programme and the student experience of it. More recently, members of the alumni network have themselves been responsible for initiating partnerships between the Institute and their respective institutions, and we have formed exciting new partnerships in 2024 with John Snow College at Durham University and J A Kemp, an international patent attorney specialist. As well as setting ambitious targets to establish new partnerships over the next three years, it will be imperative to monitor the health of our existing relationships.

#### Trustee benefits and donations

##### Benefits and payments

No trustees or trustee family members received any benefit from a free place on our summer schools.

Besides the instances detailed below, all trustees gave of their time freely and no remuneration or expenses were paid in the year.

##### Donations from and payments to Trustees and related parties

As disclosed in Note 15, the total amount of donations made by the trustees during the year (whether they were trustees for the full year or otherwise) and their close family members totalled £1,536 (2024 - £634). No payments were made to Trustees in the current year.

##### Policy on reserves

The Institute's policy is to seek to maintain reserves at levels which the Trustees view as prudent in view of likely forthcoming costs and incoming funds. This is balanced with the desire quickly to apply as much as possible of the Institute's financial resources directly to activities for beneficiaries.

The 2024 financial year bought a £6,979 fall in the Institute's reserves.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Structure, governance and management *(continued)*

##### Anticipated risks

##### Safeguarding children

Our primary beneficiaries are under 18 when we start working with them and they are legally deemed to be children. As a result, we have a comprehensive Safeguarding Policy and Procedure to mitigate any risks and work with specialist advisors to constantly review and make improvements.

##### Objectives and activities

The charitable objects of The Linacre Institute ("the CIO"), as set out in the Charity Constitution, as amended 18 May 2021, were:

*'to further the education of children in northern England who, in particular but not exclusively, are disadvantaged as a result of being a member of a socially and economically deprived community. The CIO will do this primarily but not exclusively by means of residential courses, out-of-school-hours teaching and individual mentoring'.*

In setting our objectives and planning our activities our Trustees have close regard to the Charity Commission's general guidance on public benefit, and in particular to its public benefit guidance on advancing education.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Objectives and activities *(continued)*

##### Charitable activities

The charity works with a network of schools in northern England as detailed in the section below. Our flagship Reach Higher Programme remains our sole charitable purpose and the Charity has a fair and multi-dimensional process for selecting students to participate in its programme from these partner schools. Every student in the sixth form at those schools is given a chance to apply for our courses, which are widely publicised within the schools. Where possible, more than one assessor is involved in marking student applications and input from their schools was invited.

Whilst a relatively small proportion of the actual total costs are paid by partner schools, all benefits are provided totally free of charge to students, and every effort is made to assist students with travel costs and learning resources including the provision of relevant books and temporary laptops.

Research with partner schools has identified three key areas which the Reach Higher programme develops in our students:

**Breadth** - In an increasingly interconnected and rapidly changing world, having a broad knowledge base will be essential for tackling future challenges. Within subject disciplines, many university courses require a broader understanding of subject areas than the material covered in A-level syllabuses: by delving into additional material, students can better prepare themselves for the demands of higher education. Beyond their subjects, the Reach Higher programme prepares students for an interdisciplinary world beyond university where much of the most innovative research, and businesses, work across traditional subject boundaries.

**Depth** - It remains the case that subject-specific knowledge and skills form the bedrock of an academic education. The Reach Higher programme provides opportunities for students to delve deeper than their A-Level studies in small groups, led by subject experts. Students develop an understanding of the foundations of their subjects, with time given to exploration and discussion without the limitations often imposed in a tightly constrained school environment. By building depth of understanding students will be better prepared for university and better able to score highly in their examinations, as well as enhancing their critical thinking skills and ability to analyse complex problems.

**Communication** - One of the greatest disconnects between the assessment framework for sixth form students and the skills required for university (and beyond) is in the area of communication and collaboration. Whether this is academics presenting their findings to their peers or entrepreneurs pitching their ideas to investors, in the modern world the quality of your ideas means nothing without the means to communicate them. The Reach Higher programme develops students' communication skills in a wide variety of ways to prepare students to thrive at university and in the modern workplace.

By developing students in these three areas, the Reach Higher programme prepares our participants for entry into university and life beyond. In addition to developing these general skills, the Reach Higher programme also supports students directly with their applications to university by helping with UCAS applications and personal statements, as well as with entry test preparation and interview practice if applicable.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Objectives and activities *(continued)*

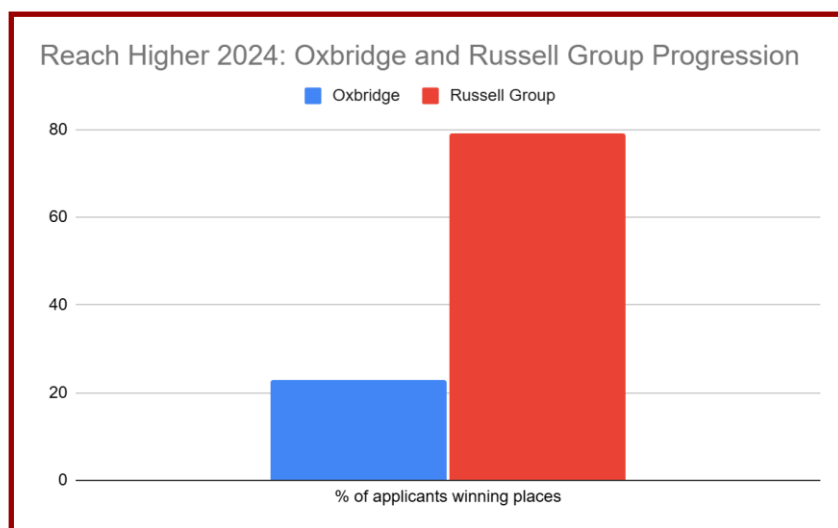
In 2024, we set objectives in the following three areas:

#### 1. Student Outcomes and Programme Quality

To ensure the quality of the Programme remains consistent despite the increase in numbers and that we are targeting the correct students (as above)

- 38% of students applied to Oxford or Cambridge.
- 60% of applicants received an offer from Oxford or Cambridge, with 24 students receiving offers and 15 of these ultimately winning places. This is our highest number of students to progress to Oxbridge from a single cohort since 2014 and is up from 12 in 2023.
- Our conversion of Oxbridge applications to offers outperformed the highest schools (60% of applicants received an offer).
- Our success rate in achieving Russell Group places is twice as high as the national average and in line with leading schools (79%).
- We more than tripled our admissions to Durham (6 students from RH23 achieved places, up to 21 students from RH24 achieving places).
- 80% of students progressed to their first-choice university.

**Chart 1: Oxbridge and Russell Group Progression from Reach Higher 2024 Students**



The full set of university destinations for the 2024 cohort can be found in table 6 below. We also engaged an independent educational consultant, Peter Sharp Education, to conduct quality assurance work at our annual Stepping Stones residential summer school in August 2024.

His report concluded that 'the overall quality of the sessions was excellent'. The report noted a number of reasons for this, but in particular that:

*'The academic challenge and level of discussion was very strong and will have prepared the students well for entry and study at a highly selective university. In addition, many tutors explicitly taught university skills such as how to approach a challenging lecture and how to take useful notes. There were also many opportunities for discussion of applications and courses, again benefiting from tutors who had been through this process themselves in the recent past. This was often skilfully handled by the tutors to avoid creating stress for the students, for example by discussing applications whilst creating their own sketchbooks in the Architecture sessions'*

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# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Objectives and activities *(continued)*

We will extend this quality assurance work to look specifically at Phone a Friend in 2025.

#### 2. Growth

This has been a consistent objective since returning to in-person activity in 2022 for the first time since the COVID19 pandemic.

With no participation from Leeds UTC, Barnsley College or Wath Academy in 2024, the number of schools dropped from 16 to 13, although student participation increased from 109 in 2023 to 111 in 2024.

#### 3. Sustainability

Whilst the Charity enjoyed its most successful year to date in terms of winning grants from trusts and foundations (£61,000), earned income (income from schools) as a percentage of total income fell to its lowest level at just 18%, and this will be a priority area for the future financial sustainability of the Charity to avoid an overreliance on grant income.

#### Achievements and performance

- **Impact for Beneficiaries (2024 student cohorts)**

There is a time lag between students attending Linacre's Reach Higher Programme in the summer of School Year 12 (2024) and university places being offered and accepted in Year 13 (2025). This report covers the offered places and gives an indication of the final university destinations of the 111 students that participated in the Reach Higher programme during Summer 2024.

- **Financial performance (January-December 2024)**

In terms of financial performance, it is important to recognise the financial year does not entirely match the summer school and personal tuition timetable which can continue into the next financial year i.e. 2025.

The information relating to income and expenditure reflects the performance of the charity in 2024 and is now comparable with the previous Annual Report & Accounts 2023, 2022 and 2021, which covered the full 12-month period, January - December in 2023, 2022 and 2021 respectively.

#### Activities for beneficiaries

This report includes information relating to both 2024 student cohorts.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Partner Schools

Partnering with secondary schools is a key aspect of how the Linacre Institute helps to raise aspirations and improve academic attainment. It is an essential part of the Charity's activities and builds strong long-term relationships with schools, students and local communities. Thanks to repeat funding from the Northern Consortium, we were able to retain Elliot Hudson College and Ralph Thoresby on the Programme in 2024. Please note that Leeds UTC were involved in the application process, but none of the 2024 applicants met the selection standard.

We are very grateful to the following partner schools, many of which have worked with us since 2014.

**Table 3: Partner Schools 2024**

<b>School</b>	<b>City</b>
Accord Sixth Form College	Wakefield
Brinsworth Academy	Rotherham
Elliott Hudson College	Leeds
Hall Cross Academy	Doncaster
Meadowhead School	Sheffield
New College Doncaster	Doncaster
Penistone Grammar	Sheffield
Ralph Thoresby	Leeds
Sir Thomas Wharton College	Doncaster
Thomas Rotherham College	Rotherham
Trinity Academy	Leeds
Wales High School	Rotherham
Wickersley College	Rotherham

**Table 4: Partner School Participation since 2014**

<b>SCHOOL</b>	<b>CITY</b>	<b>PREVIOUS PARTICIPATION</b>
Accord Sixth Form College	Wakefield	2014 - 2016, 2018 - 2024
Wales High School	Rotherham	2014 - 2024
Penistone Grammar	Sheffield	2018 - 2024
Hall Cross Academy	Doncaster	2014 - 2024
New College Doncaster	Doncaster	2019 - 2024
Barnsley College	Barnsley	2021 - 2022
Wickersley College	Rotherham	2020 - 2024
Brinsworth Academy	Rotherham	2020 - 2024
Thomas Rotherham College	Rotherham	2020 - 2024
Wath Academy	Rotherham	2020, 2022- 2023
Trinity Academy	Doncaster	2022 - 2024
Sir Thomas Wharton College	Doncaster	2022 - 2024
Elliott Hudson College	Leeds	2023 - 2024
Ralph Thoresby School	Leeds	2023 - 2024
Leeds UTC	Leeds	2023 - 2024

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Achievements and performance *(continued)*

##### Reach Higher Programme

Our flagship Reach Higher Programme is a highly personalised and intensive four-part programme which helps participating students form a "Community of Curiosity", where it is normal to apply to and reach world-class universities in the UK and beyond.

Reach Higher would normally consist of four core elements:

#### 1. **The Reach Higher Welcome Event and campus visits**

The Welcome Event is an in-person event held at The University of Leeds campus at the end of May. It allows participants to meet each other in their subject groupings at the beginning of the programme, talk with current undergraduate students and visit a leading Russell Group University.

In addition to the Welcome Event at the University of Leeds, the 2024 programme included a visit to Magdalen College, Oxford for the second consecutive year and a visit to John Snow College at Durham University for the very first time.

2. **Big Ideas**, - a five day online summer school, which is held in the first half of July, at the end of Year 12. It is aimed at stretching students' horizons intellectually by introducing them to ideas outside of the specified curriculum in their subject. For the first time since its inception, the 2024 event included an in-person workshop at the University of Leeds on the final day. We also launched our 'Big Ideas, Small Spaces' research project which requires students to conduct independent research and present their findings in the form of research posters. Selected finalists were given the opportunity to defend their posters at a research symposium during the residential summer school in Cambridge.
3. **Stepping Stones to World-Class Universities**, - a six-day residential summer school, held at St John's College, Cambridge, in the second half of August, between Year 12 and Year 13 and aimed at building confidence in every aspect of applications to leading universities with additional subject-specific teaching and support from leading teachers and mentors.
4. **Phone a Friend**, involving weekly online or telephone-based tuition from a subject expert, starting in or before September of Year 13.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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*(continued)*

#### Impact - 2024 Student Cohort

##### Welcome Event

On almost all metrics, the 2024 Welcome Event can be considered very successful. Initial percentages below indicate the proportion of those surveyed who agreed or strongly agreed with the statement put forward:

- **98.4%** of students enjoyed the Welcome Event and found it useful.
- **95.4%** felt the event provided enough information about Linacare and the Reach Higher programme.
- **92.2%** of students enjoyed the campus tour and felt it was worthwhile visiting a university site.
- **87.6%** enjoyed meeting their faculty and found the breakout sessions useful.
- **95.4%** enjoyed meeting Linacre staff and other students on the cohort (**64.1%** strongly agreed with this)
- **53.1%** felt more confident applying to a leading Russell Group University following the event (**40.6%** chose 'neutral', **4.7%** disagreed and did not feel more confident).

The latter category might be seen as a point of concern, but it needs to be viewed in its proper context: this is our first event of the programme and can in some senses be regarded as our initial data. As we can see from our Stepping Stones feedback, by the end of the summer programme, students generally feel more confident about studying at top universities and in applying to Oxford and Cambridge.

##### Durham University (John Snow College)

The Insight to Durham Day survey overview has two key insights:

- Firstly, almost all of our incoming students expect or want to go to university, which demonstrates that our core focus and major achievement must be which universities students apply to and attend.
- The Insight to Durham Day is very effective at communicating what Durham University is like, what its collegiate system means, building confidence in application writing, and changing perspectives on whether Durham is a place our students can study at.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Achievements and performance *(continued)*

In this sense, the Insight to Durham Day should be considered very successful in its current iteration. It didn't shift perspectives on university attendance simply because most students already hold that expectation or desire; it did shift the metrics we want to change, which is understanding of top universities, as well as students picturing themselves at and applying to said universities.

In terms of qualitative feedback, several events are repeatedly mentioned as positives, with the personal statement workshop, accommodation tour, and societies tasters being most frequently mentioned. In terms of requested improvement, the most common requests are to see more of Durham and the university itself, as well as to have a better understanding of different classrooms and how specific subjects might be taught. Essentially, our students want to see more of the university (more colleges, more subjects, more facilities) as well as more of Durham itself as a location. This might be challenging given time and resources constraints and given our primary connection is with John Snow College rather than the broader collegiate university but should be explored.

#### Big Ideas

Feedback among those surveyed is very positive across most categories. For example, **97.7%** of respondents felt academic tutors were informative and helpful, and **93.1%** found it easy to communicate with Linacre staff. **89.5%** of those surveyed enjoyed Big Ideas and found it useful; **82.6%** agreed that the number of academic sessions on their timetable was just right and 82.5% felt the academic sessions were pitched at the right level.

Other categories of feedback were less positive, though far from negative overall. For example, **69.8%** of survey respondents enjoyed and found the 'Big Ideas, Small Spaces' assignment useful, but the number who **strongly agreed** was low compared to the other categories surveyed: **23.3%**. Similarly, while **72.4%** of those surveyed felt better prepared for university study after Big Ideas, only **20.9%** **strongly agreed** that was the case. Both 'Big Ideas, Small Spaces' and university preparedness categories have large proportions of **neutral responses**: **19.8%** for 'Big Ideas, Small Spaces' and **23.3%** for university preparedness. When combined with those who either disagreed or disagreed strongly about these two categories, we see that **28%** of respondents did not respond positively to the 'Big Ideas, Small Spaces' session, and that **25.6%** of students surveyed did not feel better prepared for university study after attending Big Ideas. These metrics suggest there is room for improvement on both fronts and given part of our core mission is to give students the skills to thrive at top universities, the university preparedness score is something we should be especially mindful of.

A large number of students surveyed responded positively to the online element of Big Ideas. For example, several students noted this made the programme more accessible to a wider variety of students, and several remarked that the online programme worked well, including as an introduction to their fellow students ahead of the Cambridge summer school. However, on the accessibility front one student felt that "... for those who are neurodivergent and consequently have a lot of issues with concentration (online is) not the best experience". A few more students identified the issue of concentration without mentioning neurodivergence:

- "I think the online sessions were quite tiring and required long periods of concentration so I feel like if there were a few longer gaps in the timetable it may have helped."
- "For me, I would have preferred a more even split of online and in person, even if it was group zoom meetings at Leeds University, as at home I often found focusing quite difficult."
- "I would prefer to do sessions like this in person as I find it hard to concentrate when doing online work, but I think the concept of Big Ideas is definitely a good one and something useful for us."

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Achievements and performance *(continued)*

Further engagement with approaches to online learning and accessibility in the student experience might be useful, including through Advance HE's webinar series on 'Using the Essential Frameworks for Enhancing Student Success'. We might recommend our tutors attend relevant sessions or pass supplementary material along to them during the planning stage of Big Ideas 2025. We should also examine our timetable for break opportunities.

Some students noted the flexibility of Big Ideas' online elements as a real strength, including positively noting how this enabled a variety of tutors and academics to take part while giving students the opportunity to exercise their independence:

- "I think the online element is fantastic. It gives a sense of independence and a level of control over what you do. I would definitely keep this element".
- "The online lectures better allows people from around the country to give talks, and doesn't require long journey for anybody, and I think this greatly improves it, I wouldn't want to have to travel elsewhere every day as I sometimes have to travel far for Linacre and have other arrangements"
- "I really enjoyed the online element. It allowed me to feel like I was learning in an independent way and manage my own time but still have the support and guidance of the teachers- from my understanding university style learning is similar to this."
- "... the online school worked really well to provide the range of educators and sessions, and so the breadth of learning and it would be much more difficult to have such a variety of courses in a singular location in person".
- "The online feature is good as it makes the sessions easily accessible. The variety of teachers and their expertise is directly due to the online portion meaning they can attend".
- "The online element is useful in letting more tutors access it allowing for a better quality of lecture, but I feel a higher number of in person hours would be useful for more interactive sessions".

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Achievements and performance *(continued)*

##### Stepping Stones

Feedback for Stepping Stones is extremely positive, indicating its position as the clear highlight of our offering. Table 5 below provides percentages which indicate the proportion of those surveyed who agreed or strongly agreed with the statement put forward:

**Table 5: Feedback for Stepping Stones 2024**

<b>Statement</b>	<b>% of students agreeing or strongly agreeing</b>
I enjoyed Stepping Stones and found it useful	99%
The academic sessions were pitched at the right level	91%
I felt challenged in my academic sessions	97%
The academic tutors were informative and helpful	97%
I enjoyed the non-academic activities and found them fun	99%
I found it easy to make friends/meet new people	91%
I found my mentor check-ins useful	82%
I feel better prepared for university study after Stepping Stones	98%
I am more likely to apply to Cambridge or Oxford after completing the residential**	67%
I feel that my confidence has improved overall	83%
I feel more confident academically following the Stepping Stones Summer School	87%
I found it easy to communicate with Linacre staff and teachers	100%

\*\*in this category, 18% of survey respondents choose another option: "I was going to apply anyway."

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Achievements and performance *(continued)*

##### 'Phone a Friend' Online Tuition

For the first time, we've distributed a student feedback form to tutees on the Phone a Friend scheme. The feedback is extremely positive:

**100%** of respondents confirmed they had enough Phone a Friend sessions.

**100%** of respondents **strongly agreed** their tutor was engaging and friendly.

**81.8%** of respondents **strongly agreed** their tutor provided useful information about university applications and their subject area; **18.2%** of respondents agreed with the same statement.

**90.9%** of respondents **strongly agreed** and **agreed** that their sessions were easy to organise; **9.1%** of respondents **disagreed**.

**81.8%** of respondents **strongly agreed** that their sessions developed their communication skills; **9.1%** **agreed** with the same statement. **9.1%** of respondents chose **neutral**.

**72.7%** of respondents **strongly agreed** that their sessions developed their intellectual curiosity; another **18.2%** **agreed** with the same statement, while **9.1%** chose **neutral**.

**90.9%** of respondents **strongly agreed** that their experience with the Reach Higher Programme as a whole made them feel better prepared for university. **9.1%** **agreed** with the same statement.

We will change the final question in future so that it reads 'leading university', which is an important distinction. As noted earlier in the report, we expect to pose this question at each stage of the programme in future. In terms of qualitative feedback, responses were once again extremely positive. Several students described their Phone a Friend as "helpful", "useful" and "enjoyable". Several students praised the quality of the personal statement support and interview practice. Here are some example comments which praise further specific aspects of the support provided.

- "The sessions were all really interesting and I found the selection of the sessions (personal statement, interviews, critical thinking) really useful and done at the right time. I think I've really benefitted from doing it and I feel much more confident about university."
- "I really enjoyed these sessions and thought they were very useful in preparing me for a variety of things to come."
- "I found it very beneficial doing mock interviews over zoom with my tutor because I'm a very socially anxious person and these helped me get past that and feel much less nervous about doing a face-to-face interview for a university."

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Achievements and performance *(continued)*

##### Here's what some of our students have said about the 2024 Programme:

*"Just a huge thank you to every member of staff involved in this programme. You all worked incredibly hard and that couldn't have been any more obvious. Not only did you make the experience fantastic in terms of academia, but in a social way... you never stopped being positive and you created the best experience possible for me and everybody else." - 2024 student*

*"I just want to say thank you for the amazing summer school and the programme itself. And also for all the priceless information and experience you gave us, it will be extremely useful for my future and career." - 2024 student*

*"Thank you so much for everything. It's been such a good experience that I know I will carry with me forever and none of it would have been possible without the Linacre staff so thank you." - 2024 student*

##### External partner quotes:

*"The University of Leeds is proud to support the Linacre Institute and its outstanding work to widen access to higher education for talented students from under represented backgrounds. Their dedication to academic excellence and student support aligns with our mission to promote opportunity and diversity, and we are proud to partner with a charity that is working hard to inspire and empower the next generation of scholars."*

The University of Leeds

*"The Reach Higher programme has allowed students from our sixth form to gather vital hands-on experience in higher education. The programme has equipped my students with the skills needed to be successful in their UCAS application to prestigious universities and enabled them to feel empowered that they can go on and be successful. The programme has also allowed them to meet like-minded individuals and meet friends from all over the county, giving them the opportunity to develop a fantastic network."*

Jen Thomas, Director of Sixth Form, Ralph Thoresby School, Leeds

*"From a student's perspective, Linacre provides an excellent opportunity to be supported in aiming high through support with personal statements, entrance exams and interviews. Where students are applying particularly for Oxford or Cambridge, it is unlikely that any state schools will have the capacity to be able to provide much one-to-one support that will help students to navigate the challenge of the Oxbridge process."*

*The summer schools are an opportunity to make new like-minded friends. They are also an amazing opportunity for students to step outside their comfort zone and see something of what the bigger, wider world has to offer."*

*As a result of the programme, our students are more assured and confident and are more likely to aim high. The programme helps to dispel myths about some of the most competitive universities in the country."*

Debra Rostern, Assistant Head of Post-16, Penistone Grammar School, Sheffield

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Achievements and performance *(continued)*

**Table 6: University applications and progression data for Reach Higher 2024**

Please note that Russell Group universities are italicised:

<b>Universities</b>	<b>Number</b>
<i>Durham University</i>	21
<i>University of Leeds</i>	12
<i>University of Cambridge</i>	10
<i>University of Manchester</i>	7
<i>University of Sheffield</i>	6
<i>University of Oxford</i>	5
<i>University of York</i>	5
<i>University of Liverpool</i>	4
<i>Newcastle University</i>	4
<i>University of Bristol</i>	3
<i>University of Nottingham</i>	3
<i>University College London</i>	3
University of Bath	3
Lancaster University	2
<i>University of Edinburgh</i>	1
<i>University of Exeter</i>	1
<i>King's College, London</i>	1
<i>University of Southampton</i>	1
<i>University of Warwick</i>	1
Huddersfield University	1
Leeds Beckett University	1
Loughborough University	1
Sheffield Hallam University	1
University of Aberdeen	1
University of Hull	1
University of St Andrews	1
Herriot Watt University	1
Unknown (no school data available)	2
Resitting Year 12	1
Gap Year (applying in 2026)	7
Total	111

#### Final student destinations by university benchmark

	2024 Number	2024 %	2023 Number	2023 %
Oxbridge	15	14	12	11
Russell Group	88	80	73	68
Other	23	21	35	32
Total	111	100	100	100

Please note that, in the above totals, 'Oxbridge' is also counted within the total number of Russell Group places because Oxford and Cambridge both form part of this group of twenty four universities.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2024

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#### Financial review

During the period, the Charity received donations amounting to £100,540 (2023 - £118,881). In addition, the Charity generated £24,000 (2023 - £14,500) from participating schools.

The total expenditure on fundraising was £8,201 (2023 - £10,592) and charitable activities amounted to £114,331 (2023 - £79,574) with governance and other resources expensed totalled £9,352 (2023 - £8,278) during the year.

The total reserves at the year end stand at £117,610 (2023 - £124,589). The total fixed assets of the charity amounted to £257 (2023 - £499).

The trustees' annual report was approved on 28 October 2025 and signed on behalf of the board of trustees by:

**DR. BETH REYNAERT**  
Trustee

# The Linacre Institute

## Independent Examiner's Report to the Trustees of The Linacre Institute

Year ended 31 December 2024

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I report to the trustees on my examination of the financial statements of The Linacre Institute ('the charity') for the year ended 31 December 2024.

### Responsibilities and basis of report

As the trustees of the charity you are responsible for the preparation of the financial statements in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the charity's financial statements carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

### Independent examiner's statement

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

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the financial statements do not accord with those records; or
3. the financial statements do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

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

**PHILIP J H HOLT FCA FCIA**  
Independent Examiner

High Park Farm  
Kirkbymoorside  
York  
YO62 7HS

28 October 2025

# The Linacre Institute

## Statement of Financial Activities

Year ended 31 December 2024

		2024		2023	
	Note	Unrestricted funds £	Restricted funds £	Total funds £	Total funds £
<b>Income and endowments</b>					
Donations and legacies	4	78,040	22,500	100,540	118,881
Charitable activities	5	24,000	–	24,000	14,500
Investment income	6	365	–	365	398
<b>Total income</b>		<u>102,405</u>	<u>22,500</u>	<u>124,905</u>	<u>133,779</u>
<b>Expenditure</b>					
Expenditure on raising funds:					
Costs of raising donations and legacies	7	8,201	–	8,201	10,592
Expenditure on charitable activities	8,9	95,683	28,000	123,683	87,852
<b>Total expenditure</b>		<u>103,884</u>	<u>28,000</u>	<u>131,884</u>	<u>98,444</u>
<b>Net (expenditure)/income and net movement in funds</b>		<u>(1,479)</u>	<u>(5,500)</u>	<u>(6,979)</u>	<u>35,335</u>
<b>Reconciliation of funds</b>					
Total funds brought forward		103,089	21,500	124,589	89,254
<b>Total funds carried forward</b>		<u>101,610</u>	<u>16,000</u>	<u>117,610</u>	<u>124,589</u>

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

The notes on pages 23 to 34 form part of these financial statements.

# The Linacre Institute

## Statement of Financial Position

31 December 2024

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	Note	2024 £	2023 £
<b>Fixed assets</b>			
Tangible fixed assets	15	257	499
<b>Current assets</b>			
Debtors	16	–	163
Cash at bank and in hand		122,316	127,425
		<u>122,316</u>	<u>127,588</u>
<b>Creditors: amounts falling due within one year</b>	17	<u>4,963</u>	<u>3,498</u>
<b>Net current assets</b>		<u>117,353</u>	<u>124,090</u>
<b>Total assets less current liabilities</b>		<u>117,610</u>	<u>124,589</u>
<b>Net assets</b>		<u>117,610</u>	<u>124,589</u>
<b>Funds of the charity</b>			
Restricted funds		16,000	21,500
Unrestricted funds		<u>101,610</u>	<u>103,089</u>
<b>Total charity funds</b>	19	<u>117,610</u>	<u>124,589</u>

These financial statements were approved by the board of trustees and authorised for issue on 28 October 2025, and are signed on behalf of the board by:

**DR. BETH REYNAERT**

Trustee

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The notes on pages 23 to 34 form part of these financial statements.

# The Linacre Institute

## Notes to the Financial Statements

Year ended 31 December 2024

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### 1. General information

The Linacre Institute is a public benefit entity and is registered as a Charitable Incorporated Organisation in England. The address of the principal office is 15 Queen Square, Leeds, LS2 8AJ.

### 2. Statement of compliance

The charity constitutes a public benefit entity as defined by FRS 102. The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland issued in October 2019, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), the Charities Act 2011 and UK Generally Accepted Accounting Practice.

The financial statements have been prepared to give a 'true and fair' view and have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a 'true and fair view'. This departure has involved following the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland issued in October 2019 rather than the Accounting and Reporting by Charities: Statement of Recommended Practice effective from 1 April 2005 which has since been withdrawn.

### 3. Accounting policies

#### Basis of preparation

The financial statements are prepared on a going concern basis under the historical cost convention. The financial statements are presented in sterling which is the functional currency of the charity and rounded to the nearest £1.

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

#### Going concern

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

#### Disclosure exemptions

The charity does not include a cash flow statement on the grounds that it is applying the Charities SORP (FRS 102) for smaller charities.

#### Changes in accounting estimates

No changes to accounting estimates have occurred in the reporting period.

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2024

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#### 3. Accounting policies *(continued)*

##### **Judgements and key sources of estimation uncertainty**

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

The Charity makes estimates and assumptions concerning the future. The resulting accounting estimates and assumptions will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities, within the next financial year, are the levels of future funding and expenditure on charitable activities.

##### **Income tax**

As a charity, The Linacre Institute is exempt from tax on income and gains falling within the available tax exemptions to the extent that these are applied to its charitable objects. No tax charges have arisen in the charity.

##### **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.

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2024

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#### 3. Accounting policies *(continued)*

##### Incoming resources

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

- income from donations or grants is recognised when there is evidence of entitlement to the gift, receipt is probable and its amount can be measured reliably.
- legacy income is recognised when receipt is probable and entitlement is established.
- income from donated goods is measured at the fair value of the goods unless this is impractical to measure reliably, in which case the value is derived from the cost to the donor or the estimated resale value. Donated facilities and services are recognised in the accounts when received if the value can be reliably measured. No amounts are included for the contribution of general volunteers.
- income from contracts for the supply of services is recognised with the delivery of the contracted service. This is classified as unrestricted funds unless there is a contractual requirement for it to be spent on a particular purpose and returned if unspent, in which case it may be regarded as restricted.

##### Resources expended

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

- expenditure on raising funds includes the costs of all fundraising activities, events, non-charitable trading activities, and the sale of donated goods.
- expenditure on charitable activities includes all costs incurred by a charity in undertaking activities that further its charitable aims for the benefit of its beneficiaries, including those support costs and costs relating to the governance of the charity apportioned to charitable activities.
- other expenditure includes all expenditure that is neither related to raising funds for the charity nor part of its expenditure on charitable activities.

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

##### Tangible assets

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

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2024

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#### 3. Accounting policies *(continued)*

##### Tangible assets *(continued)*

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

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

Equipment - 33% straight line

##### Impairment of fixed assets

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

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

For impairment testing of goodwill, the goodwill acquired in a business combination is, from the acquisition date, allocated to each of the cash-generating units that are expected to benefit from the synergies of the combination, irrespective of whether other assets or liabilities of the charity are assigned to those units.

##### Financial instruments

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

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

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

##### Defined contribution plans

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

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2024

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#### 3. Accounting policies *(continued)*

##### Defined contribution plans *(continued)*

When contributions are not expected to be settled wholly within 12 months of the end of the reporting date in which the employees render the related service, the liability is measured on a discounted present value basis. The unwinding of the discount is recognised as an expense in the period in which it arises.

#### 4. Donations and legacies

	Unrestricted Funds £	Restricted Funds £	Total Funds 2024 £
<b>Donations</b>			
Donations from individuals (including Gift Aid)	19,991	–	19,991
Donations from companies	10,049	–	10,049
Donations from Trusts and Foundations	48,000	22,500	70,500
	<u>78,040</u>	<u>22,500</u>	<u>100,540</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
<b>Donations</b>			
Donations from individuals (including Gift Aid)	20,781	–	20,781
Donations from companies	5,600	–	5,600
Donations from Trusts and Foundations	50,000	42,500	92,500
	<u>76,381</u>	<u>42,500</u>	<u>118,881</u>

#### 5. Charitable activities

	Unrestricted Funds £	Total Funds 2024 £	Unrestricted Funds £	Total Funds 2023 £
Fees from schools	<u>24,000</u>	<u>24,000</u>	<u>14,500</u>	<u>14,500</u>

#### 6. Investment income

	Unrestricted Funds £	Total Funds 2024 £	Unrestricted Funds £	Total Funds 2023 £
Bank interest receivable	<u>365</u>	<u>365</u>	<u>398</u>	<u>398</u>

#### 7. Costs of raising donations and legacies

	Unrestricted Funds £	Total Funds 2024 £	Unrestricted Funds £	Total Funds 2023 £
Costs of raising donations and legacies	<u>8,201</u>	<u>8,201</u>	<u>10,592</u>	<u>10,592</u>

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# The Linacre Institute

## Notes to the Financial Statements *(continued)*

Year ended 31 December 2024

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### 8. Expenditure on charitable activities by fund type

	Unrestricted Funds £	Restricted Funds £	Total Funds 2024 £
Education	62,414	28,000	90,414
Support costs	33,269	–	33,269
	<u>95,683</u>	<u>28,000</u>	<u>123,683</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
Education	44,024	22,000	66,024
Support costs	18,473	3,355	21,828
	<u>62,497</u>	<u>25,355</u>	<u>87,852</u>

### 9. Expenditure on charitable activities by activity type

	Activities undertaken directly £	Support costs £	Total funds 2024 £	Total fund 2023 £
Education	90,414	23,917	114,331	79,574
Governance costs	–	9,352	9,352	8,278
	<u>90,414</u>	<u>33,269</u>	<u>123,683</u>	<u>87,852</u>

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

Year ended 31 December 2024

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### 10. Analysis of support costs

	Education	Governance	Total 2024	Total 2023
	£	£	£	£
Staff costs	8,467	5,120	13,587	11,516
Premises	192	192	384	393
Communications and IT	200	199	399	545
General office	673	614	1,287	1,065
Finance costs	54	–	54	62
Insurance	173	173	346	324
Depreciation	–	242	242	162
Alumni and professional fees	7,269	–	7,269	630
Recruitment fees	1,668	–	1,668	350
Staff training	453	439	892	225
Travel and subsistence	182	183	365	27
Advertising and marketing	–	–	–	583
Accountancy	4,586	2,190	6,776	5,846
Penalties for late filing	–	–	–	100
	<u>23,917</u>	<u>9,352</u>	<u>33,269</u>	<u>21,828</u>

### 11. Net (expenditure)/income

Net (expenditure)/income is stated after charging/(crediting):

	2024	2023
	£	£
Depreciation of tangible fixed assets	<u>242</u>	<u>242</u>

### 12. Independent examination fees

	2024	2023
	£	£
Fees payable to the independent examiner for:		
Independent examination of the financial statements	690	660
Other financial services	<u>1,500</u>	<u>1,500</u>
	<u>2,190</u>	<u>2,160</u>

### 13. Staff costs

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

	2024	2023
	£	£
Wages and salaries	67,661	55,782
Social security costs	5,676	4,351
Employer contributions to pension plans	<u>1,258</u>	<u>1,081</u>
	<u>74,595</u>	<u>61,214</u>

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# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2024

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#### 13. Staff costs *(continued)*

The average head count of employees during the year was 3 (2023: 3). The average number of full-time equivalent employees during the year is analysed as follows:

	<b>2024</b>	2023
	<b>No.</b>	No.
Charitable activities	1.4	1.1
Support activities	0.3	0.3
Fundraising	0.4	0.3
	<u>2.1</u>	<u>1.7</u>

No employee received employee benefits of more than £60,000 during the year (2023: Nil).

#### 14. Trustee remuneration and expenses

During the current and previous year, no remuneration or other benefits from employment with the charity or a related entity were received by the trustees.

The trustees did not claim or receive any reimbursed expenses during the current or prior period.

#### 15. Tangible fixed assets

	<b>Equipment</b>
	<b>£</b>
<b>Cost</b>	
<b>At 1 January 2024 and 31 December 2024</b>	<u>1,318</u>
<b>Depreciation</b>	
At 1 January 2024	819
Charge for the year	242
<b>At 31 December 2024</b>	<u>1,061</u>
<b>Carrying amount</b>	
<b>At 31 December 2024</b>	<u>257</u>
At 31 December 2023	<u>499</u>

#### 16. Debtors

	<b>2024</b>	2023
	<b>£</b>	£
Prepayments and accrued income	<u>—</u>	<u>163</u>

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2024

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#### 17. Creditors: amounts falling due within one year

	<b>2024</b>	2023
	£	£
Trade creditors	430	–
Accruals and deferred income	2,186	2,181
Social security and other taxes	2,127	1,148
Other creditors	220	169
	<u>4,963</u>	<u>3,498</u>

#### 18. Pensions and other post retirement benefits

##### Defined contribution plans

The amount recognised in income or expenditure as an expense in relation to defined contribution plans was £1,258 (2023: £1,081).

#### 19. Analysis of charitable funds

##### Unrestricted funds

	At 1 January 2024 £	Income £	Expenditure £	<b>At 31 December 2024 £</b>
General funds	<u>103,089</u>	<u>102,405</u>	<u>(103,884)</u>	<u>101,610</u>

	At 1 January 2023 £	Income £	Expenditure £	At 31 December 2023 £
General funds	<u>84,899</u>	<u>91,279</u>	<u>(73,089)</u>	<u>103,089</u>

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2024

#### 19. Analysis of charitable funds *(continued)*

##### Restricted funds

	At 1 January 2024 £	Income £	Expenditure £	At 31 December 2024 £
Laptop Fund	1,000	–	–	1,000
Reach Higher Programme Fund	20,500	–	(20,500)	–
West Yorkshire Reach Higher Programme Fund	–	22,500	(7,500)	15,000
Schools and Programme Co-ordination Fund	–	–	–	–
Stepping Stones Project	–	–	–	–
Travel Fund	–	–	–	–
	<u>21,500</u>	<u>22,500</u>	<u>(28,000)</u>	<u>16,000</u>
	At 1 January 2023 £	Income £	Expenditure £	At 31 December 2023 £
Laptop Fund	1,000	–	–	1,000
Reach Higher Programme Fund	–	20,500	–	20,500
West Yorkshire Reach Higher Programme Fund	–	–	–	–
Schools and Programme Co-ordination Fund	3,355	–	(3,355)	–
Stepping Stones Project	–	20,000	(20,000)	–
Travel Fund	–	2,000	(2,000)	–
	<u>4,355</u>	<u>42,500</u>	<u>(25,355)</u>	<u>21,500</u>

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2024

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#### 19. Analysis of charitable funds *(continued)*

The restricted funds are for the following purposes:

**Laptop Fund:** The Laptop Fund was established by Leeds Building Society Foundation to acquire laptops for pupils who had completed the Reach Higher programme and who needed new laptops.

**Reach Higher Programme Fund:** The Reach Higher Programme Fund was established by established by the Trustees to hold restricted funds from various donors to support the programme.

**West Yorkshire Reach Higher Programme Fund:** The West Yorkshire Reach Higher Programme Fund was established by established by the Trustees to hold restricted funds from various donors to support the programme and to expand pupil numbers from West Yorkshire.

**Schools and Programme Co-ordination Fund:** The Schools and Programme Co-ordination Fund was established by The Fore to cover the appointment and payroll costs for a should and programme co-ordinator.

**Expansion Project Fund:** The Expansion Project Fund was established by the Liz and Terry Bramall Foundation to expand pupil numbers from South and West Yorkshire.

**Stepping Stones Project Fund:** The Stepping Stones Project Fund was established by The Northern Consortium to expand pupil numbers from West Yorkshire.

**Travel Fund:** The Expansion Project Fund was established by The Freshgate Trust Foundation to cover travel costs of pupils on the Reach Higher project.

#### 20. Analysis of net assets between funds

	Unrestricted Funds £	Restricted Funds £	Total Funds 2024 £
Tangible fixed assets	257	–	257
Current assets	106,316	16,000	122,316
Creditors less than 1 year	(4,963)	–	(4,963)
<b>Net assets</b>	<u>101,610</u>	<u>16,000</u>	<u>117,610</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
Tangible fixed assets	499	–	499
Current assets	106,088	21,500	127,588
Creditors less than 1 year	(3,498)	–	(3,498)
<b>Net assets</b>	<u>103,089</u>	<u>21,500</u>	<u>124,589</u>

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# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2024

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#### 21. Related parties

Donations were received from two from trustees totalling £1,536 (2023 two trustee - £634). None of the trustee were paid (2023 One - £200) for fees as a Tutor. No other related party transactions occurred in the current or previous year.

**THE LINACRE INSTITUTE**

England & Wales - Charity number 1156821

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# Accounts

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**The Linacre Institute**  
**Unaudited Financial Statements**  
**31 December 2023**

**HARRISON HOLT**  
Chartered Accountants  
High Park Farm  
Kirkbymoorside  
York  
YO62 7HS

# The Linacre Institute

## Financial Statements

Year ended 31 December 2023

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Statement of financial position	<b>21</b>
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# The Linacre Institute

## Trustees' Annual Report

### Year ended 31 December 2023

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The trustees present their report and the unaudited financial statements of the charity for the year ended 31 December 2023.

The financial statements have been prepared in accordance with the accounting policies set out in notes to the accounts and comply with the charity's governing document, the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland published in October 2019.

This is the third full year report since the change in reporting period which was aimed at improving the speed of reporting the outcomes and impact of the Linacre Reach Higher Programme.

#### Reference and administrative details

<b>Registered charity name</b>	The Linacre Institute
<b>Charity registration number</b>	01156821
<b>Principal office</b>	148 Rose Bowl Portland Crescent Leeds LS1 3HB

#### The trustees

Jessica Asato	(Resigned 31 December 2023)
Helen Clapham	(Appointed 24 May 2023)
Henry Davies	
Pippa Dodgshon	(Resigned 3 March 2023)
Maddi Hoggatt	
Ali Jaffer	(Resigned 1 February 2024)
Nick Linfoot	(Appointed 7 March 2024)
Max Retberg	(Appointed 12 January 2023)
Beth Reynaert	(Appointed 1 February 2024)
Jennifer Upton	

**Web site** [www.linacreinstitute.org](http://www.linacreinstitute.org)

**Banker** HSBC Bank plc  
Carmel House  
49-63 Fargate  
Sheffield  
S1 2HD

**Independent examiner** Philip J H Holt FCA FCIA  
High Park Farm  
Kirkbymoorside  
York  
YO62 7HS

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Structure, governance and management

The Linacre Institute ("the Charity" or "the Institute") is constituted as a Charitable Incorporated Organisation using the Foundation Model and was registered with the Charity Commission on 28 April 2014. Its founding document is the constitution agreed on 22 January 2014, revised on 29 April 2014 and revised again on 18 May 2021.

Trustees are appointed via an open recruitment process and final decisions on any appointments are made by a majority vote of the current board of trustees. The Trustees are the sole members of the Charity and they have no liability to contribute to the assets in the event of an insolvent winding-up.

#### Foundation

The Linacre Institute is a small educational charity based in the North of England. It was founded in 2014 and has now supported over 500 students on their journeys from A-Level to university. Our mission is to give Northern state-school students the confidence to apply to our leading universities and the skills to thrive there. Our Reach Higher Programme relies on the support of hundreds of wonderful individuals who contribute through sharing their expertise, giving up their time or donating to the programme. All these people make Reach Higher what it is: expert, long-term, personal, nurturing, and rooted in a community of academic curiosity.

#### Mission

- To grow friendly communities of intellectual curiosity for sparky but potentially isolated sixth former at state schools across the North of England.
- To allow aspirations to grow in those communities.
- To give these students the same chance of getting to selective universities and courses as those at the UK's best-performing schools.
- To do that by providing support from expert staff chosen by personal recommendation. That support will be warm, human, personalised, subject-specific and lasting.

Our flagship Reach Higher Programme remains our sole charitable purpose. Research with partner schools has identified three key areas which the Reach Higher programme develops in our students:

#### Breadth

In an increasingly interconnected and rapidly changing world, having a broad knowledge base will be essential for tackling future challenges. Within subject disciplines, many university courses require a broader understanding of subject areas than the material covered in A-level syllabuses: by delving into additional material, students can better prepare themselves for the demands of higher education. Beyond their subjects, the Reach Higher programme prepares students for an interdisciplinary world beyond university where much of the most innovative research and businesses, work across traditional subject boundaries.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Structure, governance and management *(continued)*

##### Depth

It remains the case that subject-specific knowledge and skills form the bedrock of an academic education. The Reach Higher programme provides opportunities for students to delve deeper than their A-Level studies in small groups, led by subject experts. Students develop an understanding of the foundations of their subjects, with time given to exploration and discussion without the limitations often imposed in a tightly constrained school environment. By building depth of understanding students will be better prepared for university and better able to score highly in their examinations, as well as enhancing their critical thinking skills and ability to analyse complex problems.

##### Communication

One of the greatest disconnects between the assessment framework for sixth form students and the skills required for university (and beyond) is in the area of communication and collaboration. Whether this is academics presenting their findings to their peers or entrepreneurs pitching their ideas to investors, in the modern world the quality of your ideas means nothing without the means to communicate them. The Reach Higher programme develops students' communication skills in a wide variety of ways to prepare students to thrive at university and in the modern workplace.

By developing students in these three areas, the Reach Higher programme prepares our participants for entry into university and life beyond. In addition to developing these general skills, the Reach Higher programme also supports students directly with their applications to university by helping with UCAS applications and personal statements, as well as with entry test preparation and interview practice if applicable.

#### Trustee benefits and donations

##### Benefits and payments

No trustees or trustee family members received any benefit from a free place on our summer schools.

Besides the instances detailed below, all trustees gave of their time freely and no remuneration or expenses were paid in the year.

##### Donations from and payments to Trustees and related parties

As disclosed in Note 15, the total amount of donations made by the trustees during the year (whether they were trustees for the full year or otherwise) and their close family members totalled £258 (2022 - £232). No payments were made to Trustees in the current or previous year.

##### Policy on reserves

The Institute's policy is to seek to maintain reserves at levels which the Trustees view as prudent in view of likely forthcoming costs and incoming funds. This is balanced with the desire quickly to apply as much as possible of the Institute's financial resources directly to activities for beneficiaries.

The 2023 financial year brought a £35,335 increase in the Institute's reserves.

##### Anticipated risks

##### Safeguarding children

Our primary beneficiaries are under 18 when we start working with them and they are legally deemed to be children. As a result we have a comprehensive Safeguarding Policy and Procedure to mitigate any risks and work with specialist advisors to constantly review and make improvements.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Objectives and activities

The charitable objects of The Linacre Institute ("the CIO"), as set out in the Charity Constitution, as amended 18 May 2021, were:

*'to further the education of children in northern England who, in particular but not exclusively, are disadvantaged as a result of being a member of a socially and economically deprived community. The CIO will do this primarily but not exclusively by means of residential courses, out-of-school-hours teaching and individual mentoring'.*

In setting our objectives and planning our activities our Trustees have close regard to the Charity Commission's general guidance on public benefit, and in particular to its public benefit guidance on advancing education.

#### Charitable activities

The charity works with a network of schools in northern England as detailed in the previous sections of this report. The charity has a fair and multi-dimensional process for selecting students to participate in its Reach Higher programme from these partner schools. Every student in the sixth form at those schools is given a chance to apply for our courses, which are widely publicised within the schools. Where possible, more than one assessor is involved in marking student applications and input from their schools was invited.

Whilst a relatively small proportion of the actual total costs are paid by partner schools, all benefits are provided totally free of charge to students and every effort is made to assist students with travel costs and learning resources including the provision of relevant books and temporary laptops.

#### Objectives in 2023

##### 1. Maintain our previous success with the Partner Schools and Reach Higher programme

This has been a consistent objective since returning to in-person activity in 2022 for the first time since the COVID19 pandemic.

- The number of schools remained consistent, with 15 schools participating in 2023.
- Student participation increased from 100 in 2022 to 108 in 2023.

After the success of our partnership in 2022, the Higher Education Progression Partnership South Yorkshire (HeppSY) was hugely decisive again in maintaining the participation of schools across the following areas of South Yorkshire: Rotherham, Sheffield, Doncaster and Barnsley.

Projections for growth were met in 2023, by maintaining the number of partner schools and increasing the number of students to 108.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

Year ended 31 December 2023

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### Objectives and activities *(continued)*

#### **2. Ensure the quality of the Programme remains consistent despite the increase in numbers and that we are targeting the correct students**

- 41% of students applied to Oxford or Cambridge;
- 34% of applicants received an offer from Oxford or Cambridge, with 15 students receiving offers, and 12 of these ultimately winning places;
- 86% won offers from a Russell Group University;
- 68% of students won a place at a Russell Group University.

Due to the academic focus of the Reach Higher Programme, our applicants complete a rigorous selection process before joining the Programme. The process seeks to identify academic potential, motivation, and intellectual curiosity which will help students make the most of our Programme and thrive when applying to and studying at leading universities. The application process includes a logical thinking test, a written assessment, personal statement-style questions, and teacher feedback. When offering places, this selection information is then considered with key widening participation criteria (see 'beneficiaries' below).

#### **3. Expand the Reach Higher Programme into West Yorkshire**

Our traditional school base has always been in the ex-mining communities in South Yorkshire; in Sheffield, Rotherham, Doncaster and Barnsley. In 2023, we received funds from the Northern Consortium which allowed us to offer 20 funded places to three schools in Leeds and Wakefield for the first time. We added three new partner schools from West Yorkshire (Leeds) as a result:

- Elliot Hudson College,
- Ralph Thoresby
- Leeds UTC.

We were also able to offer more places at one of our existing partner schools in Wakefield, Accord Academy.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

Year ended 31 December 2023

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### Objectives and activities *(continued)*

#### Partner School Satisfaction

*'We have found the Linacre programme extremely beneficial. Elliott Hudson College is a Post 16 Free School that opened in September 2015 with a student population of 1300 in Year 12 and Year 13 from 70 feeder schools. Our context is one where 25% of our students live in areas ranked in the bottom decile nationally using the Index of Multiple Deprivation, with 60% of students living in areas ranked in the bottom 40% nationally and 15% of our cohort are in receipt of FSM's. And so, this programme has truly been life changing for these students.'*

*'By engaging with the programme, our students have been exposed to experiences they would never have been able to take advantage of. The week-long summer school at The University of Cambridge gave them the chance to network with peers and academics and immerse themselves in an environment that sits far outside that of which they would have any experience. The difference we saw in these students compared to the college cohort has been striking; the combination of the experiences from the online provision (Big Ideas), the summer school (Stepping Stones) and the ongoing mentoring has meant that students have built confidence and have been able to develop and evidence a much wider range of skills and knowledge. Their university applications were strengthened as a result and the Reach Higher programme has placed them on a more equal footing to applicants from more selective schools and affluent backgrounds'*

#### **Leanne Cork**

Student Destinations Manager- Higher Education, Elliott Hudson College, Leeds

The trustees are confident that access to its charitable activities are not unreasonably or unfairly restricted, and every effort is made to encourage and assist students from disadvantaged backgrounds so that they can benefit from this experience.

#### **Public Benefit**

Activities undertaken for the public benefit in pursuit of the Institute's charitable objects during 2023 included:

- Visiting schools in northern England to provide information about elite universities and to encourage students to fulfil their academic potential.
- Running summer schools for able students at schools in areas that rank low in England for progression to leading universities.
- Providing on-going tutoring and support for those students.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Objectives and activities *(continued)*

##### Beneficiaries

The Institute's principal beneficiaries are students and, in particular, those who participate in its programmes (as described earlier in this report). More recently, our work has focused specifically on the geographical region of Yorkshire, and its ex-mining and manufacturing communities. In its 2024 State of the Nation report, the Social Mobility Commission identified regional disparities and 'left behind people and places' as one of four overlapping challenges which provides a framework for understanding the complex problem of social mobility faced within the U.K at present<sup>1</sup>. More specifically, the report identifies, former mining areas, such as Barnsley and Wakefield, together with manufacturing areas such as Kirklees, as having significantly less favourable outcomes, and this is certainly supported by some of the university progression statistics for Yorkshire, where as little as 0.3% of the area's cohort progresses to Oxford or Cambridge (statistics for Wakefield).

Typically our students come from northern state schools particularly in areas where less than 15% of Higher Education entrants reach the 30 most competitive universities in the UK. This compares to a national average of 22% rising to over 50% in the best performing schools and regions, predominantly in the South East. The students on the 2023 programme met the following widening participation criteria:

- 40% are first generation students
- 14% have been or are currently in receipt of Free School Meals
- 17% have been or are currently in receipt of the 16 -19 bursary
- 65% live in Polar Q1 or Q2 postcodes
- 2 of our students are also young carers.

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<sup>1</sup> Social Mobility Commission, State of the Nation 2024: Local to National Mapping Opportunities for All, (2024), p.9.

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# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Achievements and performance

##### Annual Report & Accounts 2023

The Annual Report & Accounts 2023 covers the period 1 January to 31 December 2023. This is the third full year report since the change in reporting period, initiated in 2021, which was aimed at improving the speed of reporting the outcomes and impact of the Linacre Reach Higher Programme.

- **Impact for Beneficiaries (2023 student cohorts)**

There is a time lag between students attending Linacre's Reach Higher Programme in the summer of School Year 12 (2023) and university places being offered and accepted in Year 13 (2024). This report covers the offered places and gives an indication of the final university destinations of the 109 students that participated in the Reach Higher programme during Summer 2023.

- **Financial performance (January-December 2023)**

In terms of financial performance it is important to recognise the financial year does not entirely match the summer school and personal tuition timetable which can continue into the next financial year i.e. 2024.

The information relating to income and expenditure reflects the performance of the charity in 2023, and is now comparable with the previous Annual Report & Accounts 2022 and 2021, which covered the full 12 month period, January - December in 2022 and 2021 respectively.

#### Activities for beneficiaries

This report includes information relating to both 2023 student cohorts.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Achievements and performance *(continued)*

##### Partner Schools

Partnering with secondary schools is a key aspect of how the Linacre Institute helps to raise aspirations and improve academic attainment. It is an essential part of the Charity's activities and builds strong long-term relationships with schools, students and local communities. Partner schools remained consistent at 15 in 2023, thanks to funding from the Northern Consortium we were able to maintain partner school numbers at this level in 2023 by bringing on three new partner schools in West Yorkshire.

We are very grateful to the following partner schools, many of which have worked with us since 2014.

<b>School</b>	<b>City</b>
Accord Sixth Form College	Wakefield
Brinsworth Academy	Rotherham
Elliott Hudson College	Leeds
Hall Cross Academy	Doncaster
Leeds UTC	Leeds
Meadowhead School	Sheffield
New College Doncaster	Doncaster
Penistone Grammar	Sheffield
Ralph Thoresby	Leeds
Sir Thomas Wharton College	Doncaster
Thomas Rotherham College	Rotherham
Trinity Academy	Leeds
Wales High School	Rotherham
Wath Academy	Rotherham
Wickersley College	Rotherham

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Achievements and performance *(continued)*

##### Reach Higher Programme

Our flagship Reach Higher Programme is a highly personalised and intensive four-part programme which helps participating students form a "Community of Curiosity", where it is normal to apply to and reach world-class universities in the UK and beyond.

Reach Higher would normally consist of four core elements:

- **The Reach Higher Welcome Event and campus visits** - this is an in-person event held at The University of Leeds campus at the end of May. It allows participants to meet each other in their subject groupings at the beginning of the programme, talk with current undergraduate students and visit a leading Russell Group University.
- **Big Ideas**, - a five day online summer school, which is held in the first half of July, at the end of Year 12. It is aimed at stretching students' horizons intellectually by introducing them to ideas outside of the specified curriculum in their subject
- **Stepping Stones to World-Class Universities**, - a five-day residential at Trinity Hall, Cambridge, held in the second half of August, between Year 12 and Year 13 and aimed at building confidence in every aspect of applications to leading universities with additional subject-specific teaching and support from leading teachers and mentors.
- **Phone a Friend**, involving weekly online or telephone-based tuition from a subject expert, starting in or before September of Year 13.

In addition to the Welcome Event at the University of Leeds, the 2023 programme included a visit to Magdalen College, Oxford for the very first time. Given our historic partnership with the University of Cambridge, we are looking to develop our partnership with Oxford in the coming years. In 2023, 24 Reach Higher students applied to The University of Oxford in comparison to 19 to the University of Cambridge.

This first phase of the Programme, where students get the opportunity to visit a highly selective university campus, is a continually expanding element and we hope to add a visit to Durham University next year since Durham ranks amongst the most popular university destinations amongst our Reach Higher cohorts historically.

##### Impact - 2023 Student Cohort

The Reach Higher Welcome Event was held at The University of Leeds for the second consecutive year. The day gives our students an opportunity to meet their subject specialisms for the very first time ahead of the summer activities. It also provides them with an opportunity to visit a leading Russell Group university and speak with current undergraduate students.

- 98.4% of students enjoyed the Welcome Event and found it useful.
- 92.2% of students enjoyed the campus tour and felt it was worthwhile visiting a university campus.
- 75% of students said that they felt more confident applying to a leading Russell Group University following the event.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Achievements and performance *(continued)*

##### Big Ideas Online - 10th -14th July

The first formal part of the Reach Higher programme is Big Ideas, held in mid-July. This online programme consists of a number of workshops which aim to stretch the students' knowledge and understanding beyond the A-Level syllabus. The sessions are multidisciplinary in nature, exposing students to some of the most cutting edge and innovative ideas across a range of fields. Although students indicate their current subject focus and are each given an individual timetable, the programme is designed to develop breadth, so a medic may be learning about the design of experiments, or an architecture student learning about archaeoastronomy, for example:

The workshops are delivered as online seminars by experts in their field and encourage students to engage in discussion and contribute to the experience. Students are challenged to think on their feet about a wide range of ideas they have not encountered before and work together with peers on the programme who they may or may not know from school. This begins to break down barriers between the students and develop their skills in discussing new ideas which will be developed further during the Stepping Stones residential.

In 2023, we ran 79 workshops, seminars and masterclasses over five days. Programme highlights included alumna, Kia Lindley's Forensic Psychology workshop (which returned for the third consecutive year); Professor Kevin Walsh's (Astronomer in Residence at Westminster School) sessions on Dark Matter and Archeo-astronomy; and our very own Salma Ali's Decolonial Approaches to the Biosciences session. Nine Linacre alumni returned to Reach Higher to run sessions, and we also ran new sessions in collaboration with our new partner law firm, J A Kemp and The National Holocaust Centre. Next year, we will host the teaching team from the National Holocaust Centre at the University of Leeds as part of a student conference on the final day.

Another new addition to the Big Ideas programme in 2023 was our Big Ideas: Small Spaces project, which required students to submit an independent academic research poster. Students carried out individual research into a complex or important idea in their subject of interest and created an academic poster to present that subject to their peers. Students choose their own topic, based on the criteria that the topic must be based on a 'Big Idea', that is a topic which:

- has a wide reach across traditional subject divides,
- involves concepts and/or knowledge which is beyond their A level syllabus,
- is important due to its impact on the way we understand the world or the way we live our lives.

Examples from previous cohorts include: *How perpetual motion machines break physics; The interaction of genes with our environment; and How were women of the Trojan war truly perceived?*

Those research posters chosen as finalists are printed and presented by students at the Stepping Stones residential in the summer.

- 90% of students said that they enjoyed Big Ideas and found it useful. No students disagreed with this statement.
  - 97% of students strongly agreed or agreed that their Big Ideas tutors were informative and helpful. Again, no students disagreed with this statement.
  - 78% of students strongly agreed or agreed with the statement: 'I feel more prepared for university after Big Ideas'.
  - 86% of students strongly agreed or agreed that the format of the summer school worked well online.
- Only three of the students who submitted their form would have preferred in-person learning.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Achievements and performance *(continued)*

##### Stepping Stones to World-Class Universities, 17th - 27th August 2023

The Stepping Stones residential in Trinity Hall College, Cambridge is at the heart of the Reach Higher programme. Students spend four days studying with subject experts, going deeply into their subjects and enjoying a range of activities around the city.

The central part of students' time in Cambridge will be working with their tutor in small groups. These tutorials are discursive environments and students will be expected to contribute to discussions about new ideas in their subjects. The exact programme will vary, but it will commonly involve the tutor presenting some new idea or aspect of the subject, students having time to work on the material and discussions where students share their answers and ideas. Students will be challenged on their answers and encouraged to develop both their thinking and their oracy whilst being scrutinised in a supportive but rigorous manner. Students will also learn to respond to each other's ideas and become comfortable with the style of academic debate they will encounter at university.

The content and style of delivery of the tutorials will be led by the tutors. For university subjects which are taught at school this will usually involve going in to subjects in more depth and learning new content beyond the A level syllabus. For 'new' subjects, for example medicine, law and engineering, the tutorial programme will give the students a thorough understanding of what studying the subject involves at university and an introduction to some of the key content and ideas of that subject.

Where students are applying for subjects where some universities have entry tests or additional qualifications (e.g. STEP), the tutorial sessions will not be explicitly targeted at these tests, but they will develop the relevant skills needed for students to excel in these assessments.

Having carried out the individual research project as part of the Big Ideas programme, students in Stepping Stones will be challenged to work collaboratively on a project which will often include a presentation from their team to the rest of the group. The nature of this project will vary between subjects but will include the students managing their time effectively, apportioning work between team members and delivering the results of the project to their peers.

As well as the subject-specific sessions, there will be an opportunity for student finalists to spend time presenting their posters from Big Ideas to their peers. This provides an opportunity for students to share their successes and explain their passions to those who are studying different subjects.

In such an intense residential programme, it is important that students are supported and able to develop effective and positive work habits. Students are placed into cross-subject mentor groups and spend time at the end of each day reflecting on what they have learnt, what they have found challenging and how they have met that challenge. The Stepping Stones programme is a taste of life at the most challenging academic institutions and through the mentoring process students are given the knowledge and skills to look after themselves and be resilient in such environments. One of the strengths of our summer residential programme is that it is coordinated and run by our alumni, who return as Mentors, each with their own experience of the Reach Higher Programme and each representing a diverse range of leading university destinations amongst our historic student body. We could not wish for better advocates for the Charity or more suitable role models for our young people. This year we were joined by Ben Higginbottom as Lead Programme Assistant (Durham University, Linacre 2020), Georgia Mason (University of Cambridge, Linacre 2017), Matthew Gursky (University of Cambridge, Linacre 2019), Aimee Bond (Newcastle University, Linacre 2020), and James Clark (University of York, Linacre 2019).

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### **Achievements and performance *(continued)***

These Reach Higher alumni were instrumental in delivering a summer school that ensured the safeguarding of each and every student above all else, and it meant that, whilst the summer school was challenging academically, everyone felt safe and able to contribute in their own way. This was wholeheartedly reflected in the feedback as follows:

- 99% of students reported that 'enjoyed Stepping Stones and found it useful';
- 93% said that they felt sufficiently challenged by their academic sessions;
- 96% said that they found it easy to make friends and meet new people;
- 95% said that they feel better prepared for university study following the Stepping Stones, residential;
- 77% said that they feel more confident academically following the Stepping Stones, residential.

#### **'Phone a Friend' Online Tuition, September 2023 - January 2024**

As the UCAS deadline approaches (whether early application or not), students are paired with a specialist tutor who will guide them through their application in detail.

Tutors will help students understand the nuances in applying for their subjects. They will guide them through choosing the universities to apply to, supporting students in understanding the differences between course options and universities. Through these discussions students will be supported to make the right choices for higher education and university life.

For those taking entry tests, specialist support will be in place to help these students prepare. This may include subject-specific support in aspects of the course they may not have covered, or may struggle with. Advice on practising questions and past papers will be available. For those students facing interviews, phone-a-friend tutors will support students in preparing for these.

Tutors will support students through the application process including reviewing personal statements at all stages from first drafting to final checking. After the group work and extension material of the earlier sessions this highly individual support ensures students are in the best place to gain places at their target universities.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Achievements and performance *(continued)*

#### Here's what some of our students have said about the 2023 Programme:

"Just a massive thankyou to all the Linacre staff for making this experience truly wonderful. I know that there's so much planning that goes in to make things like this happen and I am so so grateful for all the staff and mentors who have made this possible. The whole programme as a whole has been amazing and the memories I have made will last a lifetime."

"The whole experience has been amazing, meeting a group of people who think and work in a similar way to me has been incredible. All the cohort have been amazing and it genuinely has been an incredible experience that students deserve to enjoy for years to come."

"I enjoyed my sessions because I learned essay writing skills that {are} not taught in my course curriculum and will prepare me for university style teaching and work. My tutor was also an extremely kind and interesting person who made the learning both fun and informative."

'Thankyou for making it such an enjoyable and useful experience, the whole programme exceeded my expectations'

'The concept of mentor groups and social activities really improved my confidence as I became more sociable and confident in talking to people I don't know. Also, I overcame my fear of eating in front of people and I have made friends I will continue to keep in touch with due to shared interests and motivating goals so I am extremely grateful for this precious opportunity'.

#### **2023 Student Case Study - Ciara - From Wickersley School and Sports College to St John's College Oxford.**

1) Tell us a little bit about yourself: school, interests and hobbies, fun facts!

*I studied at the small sixth form attached to my secondary school, Wickersley School and Sports College, completing A-Levels in English Literature, History, and Spanish. Interests wise, I adore classic literature and poetry, particularly that of James Joyce, W.B. Yeats and the Romantic poets (Byron, Shelley etc). I also enjoy studying languages: I am a fluent Spanish speaker and recently have tasked myself of learning the language of my ancestors, Gaeilge (Irish)!*

2) How did you feel about applying to a highly selective university before and after the Reach Higher Programme? Did the programme influence your decision or change your attitude at all?

*I have always been an ambitious, curious person, and since I can remember, I had always dreamed about attending either Oxford or Cambridge. Naturally, I carried this aspiration with me throughout my educational journey and had my mind set on applying to either one, eventually settling on Oxford. However, at the beginning of the application process, anxiety set in and I began to have severe doubts about my ability to even get an interview, never mind the offer I ended up receiving. I strongly believe that it was the Linacre Institute, particularly my experience at their summer school and the guidance I received as part of the Phone a Friend scheme, which renewed my self confidence and encouraged me to commit myself fully to the application process, yielding amazing results. This may sound a little cliché, but it really did help me make my dream come true!*

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Achievements and performance *(continued)*

3) What are you going to study at university and why?

*Law with Spanish Law!*

*Once again, I have had my heart set on a career in Law for a long time, and, in combination with my fascination for linguistic and cultural studies, find myself intrigued by the way in which law interacts with the culture, language and history of a particular group of people, and thus varies so significantly across national boundaries. By studying the law not just of this country, but of a country which adopts an alternative legal system to ours, I hope to satisfy this area of interest by drawing connections and comparisons between the two States, whilst also indulging in my passion for the Spanish language.*

4) How has the Reach Higher programme helped you in relation to your chosen subject?

*The Reach Higher programme has helped me in more ways than I could ever describe! Upon enrolling in the programme, I had little acquaintance with Law as a subject, having never studied it before, nor known anyone who had. However, the lectures provided in the online summer school, and classes provided during my time at Cambridge, presented me with a wealth of immersive experiences and fascinating ideas which allowed me to explore the Law as a concept, rather than just a set of rules: something that can be debated and interpreted in a myriad of different ways, and has evolved throughout time. In particular, the opportunity to participate in a mock trial really opened my eyes to the idea that to understand and apply the law effectively requires more than memory: it is a question of situational, and in some cases, linguistic analysis, as well as the ability to construct and evaluate arguments.*

5) Do you feel more confident academically as a result of the Reach Higher Programme? If, so why?

*Absolutely! Being exposed to such complex ideas and big questions has allowed for my critical thinking skills to flourish. Rather than merely accepting what I hear or read, I find myself more inclined to embark on my own research and form my own opinions, and, when debating, to look for potential flaws in arguments that are incongruous with the facts rather than just asserting the superiority of my opinion.*

6) Tell us about your university offers/success stories!!

*After a gruelling application process, I received an offer to study Law with Spanish Law at St John's College, University of Oxford! This certainly came as a surprise to me, as despite all the preparation, I found the interview process to be quite daunting and challenging, and came out the other side with little to no confidence in my performance. However, reflecting on this, I realise that I was perhaps being far too self-critical, and obviously must have been able to showcase at least some of the passion and potential which I know I have in abundance to the interviewers, who thankfully recognised this and offered me a place. Having fulfilled the requirements of my offer, I am due to start my undergraduate studies at Oxford in October of this year!*

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Achievements and performance *(continued)*

7) How has the Reach Higher Programme helped you in this journey? *I firmly believe that I have the Linacre Institute to thank wholeheartedly for allowing me to unlock and utilise said potential towards securing an offer to study at the University of Oxford. From helping me to completely overhaul my personal statement when I had hit a brick wall, to weekly interview preparation sessions via Phone a Friend, my tutor made sure I was 110% prepared for all aspects of the application process by developing my critical thinking skills, acquainting me with the interview format, and providing much-needed support and encouragement when my self-confidence began to dwindle.*

8) What's your favourite memory from your time with Linacre?

*Too many to count! I really enjoyed punting, particularly as me and my friends spent the whole time freaking out every time the boat so much as rocked. It was terrifying at the time but extremely funny to look back on!*

9) Would you recommend the Reach Higher Programme to other young people? If so, why? *100% yes! As I have said, the Reach Higher Programme worked wonders on my confidence, provided me with much-needed insight into my chosen subject, and helped nurture my intellectual curiosity, all while allowing me to have fun and make friends along the way! To me, there is no better option for those looking to apply to a selective university than this!* The quality of the 2023 Reach Higher remained high and consistent with the exceptional track record established by the Charity since 2014. Oxbridge applications remained consistent in 2023, despite the rise in student numbers, with 43 applications made to these universities (19 Cambridge/ 24 Oxford). 15 students received offers and 12 of these won places.

Given the academic focus of the Reach Higher Programme, one of its Key Performance Indicators (KPIs) evaluates students reporting significantly improved academic confidence: in 2023, 92% of participants said that they felt sufficiently challenged by their academic sessions and 80% reported significantly improved academic confidence as a result of our intervention with them. In addition, 90% of participants reported that they now feel more confident about applying to a highly competitive university as a result of the Reach Higher Programme.

#### University offers

The 2023 student cohort were highly successful in winning places at leading universities.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Achievements and performance *(continued)*

##### Final student destinations

Universities	Number
University of Cambridge	5
University of Oxford	7
University of Birmingham	2
University of Bristol	1
Durham University	6
University of Edinburgh	2
University of Exeter	1
King's College, London	2
University of Leeds	15
University of Liverpool	1
London School of Economics & Political Science	1
University of Manchester	4
Newcastle University	10
University of Nottingham	4
University of Sheffield	6
University College London	1
University of Warwick	2
University of York	3
Bangor University	1
Escape Studios (London)	1
Huddersfield University	1
Lancaster University	4
Leeds Beckett University	3
Lincoln University	2
Sheffield Hallam University	2
Stanford University	1
Swansea University	1
University of Bath	1
University of Chester	1
University of Derby	1
University of Hull	1
University of Leicester	3
University of St Andrews	1
York St John's	1
Unknown (no school data available)	1
Resitting Year 12	3
Gap Year (applying in 2025)	4
Other	2
Total	108

##### Final student destinations by university benchmark

	2023		2022	
	Number	2023 %	Number	2022 %
Oxbridge	12	11	7	7
Russell Group	73	68	71	71
Other	35	32	29	29
Total	108	100	100	100

Please note that, in the above totals, 'Oxbridge' is also counted within the total number of Russell Group places because Oxford and Cambridge both form part of this group of twenty four universities.

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# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2023

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#### Financial review

During the period, the Charity received donations amounting to £118,881 (2022 - £98,909). In addition, the generated £14,500 (2022 - £20,000) participating schools.

The total expenditure on fundraising was £10,592 (2022 - £9,005) and charitable activities amounted to £79,574 (2022 - £70,526) with governance and other resources expensed totalled £8,278 (2022 - £8,966) during the year.

The total reserves at the year end stand at £124,589 (2022 - £89,254). The total fixed assets of the charity amounted to £499 (2022 - £741).

The trustees' annual report was approved on 11 October 2024 and signed on behalf of the board of trustees by:

**MAX RETBERG**  
Trustee

# The Linacre Institute

## Independent Examiner's Report to the Trustees of The Linacre Institute

Year ended 31 December 2023

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I report to the trustees on my examination of the financial statements of The Linacre Institute ('the charity') for the year ended 31 December 2023.

### Responsibilities and basis of report

As the trustees of the charity you are responsible for the preparation of the financial statements in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the charity's financial statements carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

### Independent examiner's statement

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

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the financial statements do not accord with those records; or
3. the financial statements do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

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

**PHILIP J H HOLT FCA FCIA**

Independent Examiner

High Park Farm  
Kirkbymoorside  
York  
YO62 7HS

22 October 2024

# The Linacre Institute

## Statement of Financial Activities

Year ended 31 December 2023

			<b>2023</b>		2022
	Note	Unrestricted funds £	Restricted funds £	Total funds £	Total funds £
<b>Income and endowments</b>					
Donations and legacies	4	76,381	42,500	118,881	98,909
Charitable activities	5	14,500	–	14,500	20,000
Investment income	6	398	–	398	60
<b>Total income</b>		<u>91,279</u>	<u>42,500</u>	<u>133,779</u>	<u>118,969</u>
<b>Expenditure</b>					
Expenditure on raising funds:					
Costs of raising donations and legacies	7	10,592	–	10,592	9,005
Expenditure on charitable activities	8,9	62,497	25,355	87,852	79,492
<b>Total expenditure</b>		<u>73,089</u>	<u>25,355</u>	<u>98,444</u>	<u>88,497</u>
<b>Net income and net movement in funds</b>		<u>18,190</u>	<u>17,145</u>	<u>35,335</u>	<u>30,472</u>
<b>Reconciliation of funds</b>					
Total funds brought forward		84,899	4,355	89,254	58,782
<b>Total funds carried forward</b>		<u>103,089</u>	<u>21,500</u>	<u>124,589</u>	<u>89,254</u>

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

The notes on pages 22 to 32 form part of these financial statements.

# The Linacre Institute

## Statement of Financial Position

31 December 2023

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	Note	2023 £	2022 £
<b>Fixed assets</b>			
Tangible fixed assets	15	499	741
<b>Current assets</b>			
Debtors	16	163	93
Cash at bank and in hand		127,425	91,766
		<u>127,588</u>	<u>91,859</u>
<b>Creditors: amounts falling due within one year</b>	17	<u>3,498</u>	<u>3,346</u>
<b>Net current assets</b>		<u>124,090</u>	<u>88,513</u>
<b>Total assets less current liabilities</b>		<u>124,589</u>	<u>89,254</u>
<b>Net assets</b>		<u>124,589</u>	<u>89,254</u>
<b>Funds of the charity</b>			
Restricted funds		21,500	4,355
Unrestricted funds		<u>103,089</u>	<u>84,899</u>
<b>Total charity funds</b>	19	<u>124,589</u>	<u>89,254</u>

These financial statements were approved by the board of trustees and authorised for issue on 11 October 2024, and are signed on behalf of the board by:

**Max Retberg**  
Trustee

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The notes on pages 22 to 32 form part of these financial statements.

# The Linacre Institute

## Notes to the Financial Statements

Year ended 31 December 2023

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### 1. General information

The Linacre Institute is a public benefit entity and is registered as a Charitable Incorporated Organisation in England. The address of the principal office is 15 Queen Square, Leeds, LS2 8AJ.

### 2. Statement of compliance

The charity constitutes a public benefit entity as defined by FRS 102. The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland issued in October 2019, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), the Charities Act 2011 and UK Generally Accepted Accounting Practice.

The financial statements have been prepared to give a 'true and fair' view and have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a 'true and fair view'. This departure has involved following the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland issued in October 2019 rather than the Accounting and Reporting by Charities: Statement of Recommended Practice effective from 1 April 2005 which has since been withdrawn.

### 3. Accounting policies

#### Basis of preparation

The financial statements are prepared on a going concern basis under the historical cost convention. The financial statements are presented in sterling which is the functional currency of the charity and rounded to the nearest £1.

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

#### Going concern

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

#### Disclosure exemptions

The charity does not include a cash flow statement on the grounds that it is applying the Charities SORP (FRS 102) for smaller charities.

#### Changes in accounting estimates

No changes to accounting estimates have occurred in the reporting period.

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2023

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#### 3. Accounting policies *(continued)*

##### **Judgements and key sources of estimation uncertainty**

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

The Charity makes estimates and assumptions concerning the future. The resulting accounting estimates and assumptions will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities, within the next financial year, are the levels of future funding and expenditure on charitable activities.

##### **Income tax**

As a charity, The Linacre Institute is exempt from tax on income and gains falling within the available tax exemptions to the extent that these are applied to its charitable objects. No tax charges have arisen in the charity.

##### **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.

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2023

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#### 3. Accounting policies *(continued)*

##### Incoming resources

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

- income from donations or grants is recognised when there is evidence of entitlement to the gift, receipt is probable and its amount can be measured reliably.
- legacy income is recognised when receipt is probable and entitlement is established.
- income from donated goods is measured at the fair value of the goods unless this is impractical to measure reliably, in which case the value is derived from the cost to the donor or the estimated resale value. Donated facilities and services are recognised in the accounts when received if the value can be reliably measured. No amounts are included for the contribution of general volunteers.
- income from contracts for the supply of services is recognised with the delivery of the contracted service. This is classified as unrestricted funds unless there is a contractual requirement for it to be spent on a particular purpose and returned if unspent, in which case it may be regarded as restricted.

##### Resources expended

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

- expenditure on raising funds includes the costs of all fundraising activities, events, non-charitable trading activities, and the sale of donated goods.
- expenditure on charitable activities includes all costs incurred by a charity in undertaking activities that further its charitable aims for the benefit of its beneficiaries, including those support costs and costs relating to the governance of the charity apportioned to charitable activities.
- other expenditure includes all expenditure that is neither related to raising funds for the charity nor part of its expenditure on charitable activities.

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

##### Tangible assets

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

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2023

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#### 3. Accounting policies *(continued)*

##### Tangible assets *(continued)*

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

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

Equipment - 33% straight line

##### Impairment of fixed assets

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

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

For impairment testing of goodwill, the goodwill acquired in a business combination is, from the acquisition date, allocated to each of the cash-generating units that are expected to benefit from the synergies of the combination, irrespective of whether other assets or liabilities of the charity are assigned to those units.

##### Financial instruments

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

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

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

##### Defined contribution plans

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

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2023

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#### 3. Accounting policies *(continued)*

##### Defined contribution plans *(continued)*

When contributions are not expected to be settled wholly within 12 months of the end of the reporting date in which the employees render the related service, the liability is measured on a discounted present value basis. The unwinding of the discount is recognised as an expense in the period in which it arises.

#### 4. Donations and legacies

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
<b>Donations</b>			
Donations from individuals (including Gift Aid)	20,781	–	20,781
Donations from companies	5,600	–	5,600
Donations from Trusts and Foundations	50,000	42,500	92,500
	<u>76,381</u>	<u>42,500</u>	<u>118,881</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2022 £
<b>Donations</b>			
Donations from individuals (including Gift Aid)	18,259	–	18,259
Donations from companies	10,650	–	10,650
Donations from Trusts and Foundations	40,000	30,000	70,000
	<u>68,909</u>	<u>30,000</u>	<u>98,909</u>

#### 5. Charitable activities

	Unrestricted Funds £	Total Funds 2023 £	Unrestricted Funds £	Total Funds 2022 £
Fees from schools	<u>14,500</u>	<u>14,500</u>	<u>20,000</u>	<u>20,000</u>

#### 6. Investment income

	Unrestricted Funds £	Total Funds 2023 £	Unrestricted Funds £	Total Funds 2022 £
Bank interest receivable	<u>398</u>	<u>398</u>	<u>60</u>	<u>60</u>

#### 7. Costs of raising donations and legacies

	Unrestricted Funds £	Total Funds 2023 £	Unrestricted Funds £	Total Funds 2022 £
Costs of raising donations and legacies	<u>10,592</u>	<u>10,592</u>	<u>9,005</u>	<u>9,005</u>

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# The Linacre Institute

## Notes to the Financial Statements *(continued)*

Year ended 31 December 2023

### 8. Expenditure on charitable activities by fund type

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
Education	44,024	22,000	66,024
Support costs	18,473	3,355	21,828
	<u>62,497</u>	<u>25,355</u>	<u>87,852</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2022 £
Education	13,108	46,785	59,893
Support costs	19,599	–	19,599
	<u>32,707</u>	<u>46,785</u>	<u>79,492</u>

### 9. Expenditure on charitable activities by activity type

	Activities undertaken directly £	Support costs £	Total funds 2023 £	Total fund 2022 £
Education	66,024	13,550	79,574	70,526
Governance costs	–	8,278	8,278	8,966
	<u>66,024</u>	<u>21,828</u>	<u>87,852</u>	<u>79,492</u>

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2023

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#### 10. Analysis of support costs

	Education £	Governance £	Total 2023 £	Total 2022 £
Staff costs	7,040	4,476	11,516	9,747
Premises	196	197	393	439
Communications and IT	292	253	545	502
General office	533	532	1,065	699
Finance costs	62	–	62	23
Insurance	162	162	324	396
Depreciation	82	80	162	281
Alumni and professional fees	630	–	630	–
Recruitment fees	350	–	350	–
Staff training	112	113	225	324
Travel and subsistence	14	13	27	246
Advertising and marketing	291	292	583	936
Accountancy	3,686	2,160	5,846	6,006
Penalties for late filing	100	–	100	–
	<u>13,550</u>	<u>8,278</u>	<u>21,828</u>	<u>19,599</u>

#### 11. Net income

Net income is stated after charging/(crediting):

	2023 £	2022 £
Depreciation of tangible fixed assets	<u>242</u>	<u>351</u>

#### 12. Independent examination fees

	2023 £	2022 £
Fees payable to the independent examiner for:		
Independent examination of the financial statements	660	600
Other financial services	<u>1,500</u>	<u>2,000</u>
	<u>2,160</u>	<u>2,600</u>

#### 13. Staff costs

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

	2023 £	2022 £
Wages and salaries	55,782	47,190
Social security costs	4,351	3,517
Employer contributions to pension plans	<u>1,081</u>	<u>1,192</u>
	<u>61,214</u>	<u>51,899</u>

The average head count of employees during the year was Nil (2022: 2).

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# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2023

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#### 13. Staff costs *(continued)*

No employee received employee benefits of more than £60,000 during the year (2022: Nil).

#### 14. Trustee remuneration and expenses

During the current and previous year, no remuneration or other benefits from employment with the charity or a related entity were received by the trustees.

The trustees did not claim or receive any reimbursed expenses during the current or prior period.

#### 15. Tangible fixed assets

	<b>Equipment</b>
	<b>£</b>
<b>Cost</b>	
<b>At 1 January 2023 and 31 December 2023</b>	1,318
<b>Depreciation</b>	
At 1 January 2023	577
Charge for the year	242
<b>At 31 December 2023</b>	819
<b>Carrying amount</b>	
<b>At 31 December 2023</b>	499
At 31 December 2022	741

#### 16. Debtors

	<b>2023</b>	<b>2022</b>
	<b>£</b>	<b>£</b>
Prepayments and accrued income	163	93

#### 17. Creditors: amounts falling due within one year

	<b>2023</b>	<b>2022</b>
	<b>£</b>	<b>£</b>
Accruals and deferred income	2,181	2,784
Social security and other taxes	1,148	440
Other creditors	169	122
	<u>3,498</u>	<u>3,346</u>

#### 18. Pensions and other post retirement benefits

##### Defined contribution plans

The amount recognised in income or expenditure as an expense in relation to defined contribution plans was £1,081 (2022: £1,192).

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2023

#### 19. Analysis of charitable funds

##### Unrestricted funds

	At 1 January 2023 £	Income £	Expenditure £	At 31 December 2023 £
General funds	84,899	91,279	(73,089)	103,089

	At 1 January 2022 £	Income £	Expenditure £	At 31 December 2022 £
General funds	37,642	88,969	(41,712)	84,899

##### Restricted funds

	At 1 January 2023 £	Income £	Expenditure £	At 31 December 2023 £
Big Ideas Fund	–	–	–	–
Laptop Fund	1,000	–	–	1,000
Reach Higher Programme Fund	–	20,500	–	20,500
Schools and Programme Co-ordination Fund	3,355	–	(3,355)	–
Expansion Project Fund	–	–	–	–
Stepping Stones Project	–	20,000	(20,000)	–
Travel Fund	–	2,000	(2,000)	–
	<u>4,355</u>	<u>42,500</u>	<u>(25,355)</u>	<u>21,500</u>

	At 1 January 2022 £	Income £	Expenditure £	At 31 December 2022 £
Big Ideas Fund	140	–	(140)	–
Laptop Fund	1,000	–	–	1,000
Reach Higher Programme Fund	10,000	15,000	(25,000)	–
Schools and Programme Co-ordination Fund	10,000	5,000	(11,645)	3,355
Expansion Project Fund	–	10,000	(10,000)	–
Stepping Stones Project	–	–	–	–
Travel Fund	–	–	–	–
	<u>21,140</u>	<u>30,000</u>	<u>(46,785)</u>	<u>4,355</u>

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2023

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#### 19. Analysis of charitable funds *(continued)*

The restricted funds are for the following purposes:

**Big Ideas Fund:** The Big Ideas Fund was established by the Sidney Black Community Fund to support the costs of teachers for the Big Ideas online summer school, formerly held at The Westminster School.

**Laptop Fund:** The Laptop Fund was established by Leeds Building Society Foundation to acquire laptops for pupils who had completed the Reach Higher programme and who needed new laptops.

**Pupil Engagement Fund:** The Pupil Engagement Fund was established by the Access and Accelerate Foundation to increase pupil uptake in the Reach Higher programme.

**Reach Higher Programme Fund:** The Reach Higher Programme Fund was established by established by the Trustees to hold restricted funds from various donors to support the programme.

**Schools and Programme Co-ordination Fund:** The Schools and Programme Co-ordination Fund was established by The Fore to cover the appointment and payroll costs for a should and programme co-ordinator.

**Expansion Project Fund:** The Expansion Project Fund was established by the Liz and Terry Bramall Foundation to expand pupil numbers from South and West Yorkshire.

**Stepping Stones Project Fund:** The Stepping Stones Project Fund was established by The Northern Consortium to expand pupil numbers from West Yorkshire.

**Travel Fund:** The Expansion Project Fund was established by The Freshgate Trust Foundation to cover travel costs of pupils on the Reach Higher project.

#### 20. Analysis of net assets between funds

	Unrestricted Funds £	Restricted Funds £	Total Funds 2023 £
Tangible fixed assets	499	–	499
Current assets	106,088	21,500	127,588
Creditors less than 1 year	(3,498)	–	(3,498)
<b>Net assets</b>	<u>103,089</u>	<u>21,500</u>	<u>124,589</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2022 £
Tangible fixed assets	741	–	741
Current assets	87,504	4,355	91,859
Creditors less than 1 year	(3,346)	–	(3,346)
<b>Net assets</b>	<u>84,899</u>	<u>4,355</u>	<u>89,254</u>

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# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2023

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#### 21. Related parties

Donations were received from two from trustees totalling £634 (2022 one trustee - £258). One trustee was paid £200 (2022 - £nil) for fees as a Tutor. No other related party transactions occurred in the current or previous year.

**THE LINACRE INSTITUTE**

England & Wales - Charity number 1156821

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# Accounts

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**The Linacre Institute**  
**Unaudited Financial Statements**  
**31 December 2022**

**HARRISON HOLT**  
Chartered Accountants  
High Park Farm  
Kirkbymoorside  
York  
YO62 7HS

# The Linacre Institute

## Financial Statements

Year ended 31 December 2022

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# The Linacre Institute

## Trustees' Annual Report

### Year ended 31 December 2022

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The trustees present their report and the unaudited financial statements of the charity for the year ended 31 December 2022.

The Trustees present their report and the independently examined financial statements of the charity for the year ended 31 December 2022. The Trustees have adopted the provisions of the Statement of Recommended Practice (SORP) "Accounting and Reporting by Charities" in preparing the annual report and financial statements of the charity.

The financial statements have been prepared in accordance with the accounting policies set out in notes to the accounts and comply with the charity's governing document, the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland published in October 2019.

This is the second full year report since the change in reporting period which was aimed at improving the speed of reporting the outcomes and impact of the Linacre Reach Higher Programme.

#### Reference and administrative details

<b>Registered charity name</b>	The Linacre Institute	
<b>Charity registration number</b>	01156821	
<b>Principal office</b>	15 Queen Square Leeds LS2 8AJ	
<b>The trustees</b>	Jessica Asato Helen Clapham Henry Davies Pippa Dodgshon Maddi Hoggatt Ali Jaffer Richard Kowenicki Max Retberg Jennifer Upton	(Appointed 24 May 2023) (Retired 3 March 2023) (Appointed 1 December 2022)  (Appointed 12 January 2023) (Appointed 1 December 2022)
<b>Web site</b>	<a href="http://www.linacreinstitute.org">www.linacreinstitute.org</a>	
<b>Banker</b>	HSBC Bank plc Carmel House 49-63 Fargate Sheffield S1 2HD	
<b>Independent examiner</b>	Philip J H Holt FCA FCIA High Park Farm Kirkbymoorside York YO62 7HS	

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2022

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#### Structure, governance and management

The Linacre Institute ("the Charity" or "the Institute") is constituted as a Charitable Incorporated Organisation using the Foundation Model and was registered with the Charity Commission on 28 April 2014. Its founding document is the constitution agreed on 22 January 2014, revised on 29 April 2014 and revised again on 18 May 2021.

Trustees are appointed via an open recruitment process and final decisions on any appointments are made by a majority vote of the current board of trustees. The Trustees are the sole members of the Charity and they have no liability to contribute to the assets in the event of an insolvent winding-up.

#### Foundation

The Institute was founded in January 2014 to help northern state students to reach the UK's most selective universities where they are significantly under-represented. This was the Institute's ninth year of operation, during which time, the Charity has supported nearly 400 students giving them life-changing summer school experiences and personal mentoring.

#### Mission

- To grow friendly communities of intellectual curiosity for sparky but potentially isolated sixth former at state schools across the north of England.
- To allow aspirations to grow in those communities.
- To give these students the same chance of getting to selective universities and courses as those at the UK's best-performing schools.
- To do that by providing support from expert staff. That support will be warm, human, personalised, subject-specific and lasting.

#### Trustee benefits and donations

##### Benefits and payments

No trustees or trustee family members received any benefit from a free place on our summer schools.

Besides the instances detailed below, all trustees gave of their time freely and no remuneration or expenses were paid in the year.

##### Donations from and payments to Trustees and related parties

As disclosed in Note 21, the total amount of donations made by the trustees during the year (whether they were trustees for the full year or otherwise) and their close family members totalled £232 (2021 - £258). No payments were made to Trustees in the current or previous year.

##### Policy on reserves

The Institute's policy is to seek to maintain reserves at levels which the Trustees view as prudent in view of likely forthcoming costs and incoming funds. This is balanced with the desire quickly to apply as much as possible of the Institute's financial resources directly to activities for beneficiaries.

The Trustees consider that the unrestricted, free reserves of the Charity should be around 3 months of operating costs, which equates to around £22,000. During the year, the total reserves of the Charity increased by £30,472 (2021 - £23,335) to £89,254 (2021 - £58,782). At the year end, the unrestricted free reserves amounted to £84,158 (2021 - £58,329), which represents around 11.5 months of operations (2021 - 7 months). The Trustees are considering ways of reducing the unrestricted reserves to the level set in their policy and expect that the forthcoming year will reduce the reserves.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2022

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#### Anticipated risks

##### Safeguarding children

Our primary beneficiaries are under 18 when we start working with them and they are legally deemed to be children. As a result, we have a comprehensive Safeguarding Policy and Procedure to mitigate any risks and work with specialist advisors to constantly review and make improvements.

##### Objectives and activities

The charitable objects of The Linacre Institute ("the CIO"), as set out in the Charity Constitution, as amended 18 May 2021, were:

- *to further the education of children in northern England who, in particular but not exclusively, are disadvantaged as a result of being a member of a socially and economically deprived community. The CIO will do this primarily but not exclusively by means of residential courses, out-of-school-hours teaching and individual mentoring.*

In setting our objectives and planning our activities our Trustees have close regard to the Charity Commission's general guidance on public benefit, and in particular to its public benefit guidance on advancing education.

##### Charitable activities

The charity works with a network of schools in northern England as detailed in the previous sections of this report.

The charity has a fair and multi-dimensional process for selecting students to participate in its Reach Higher programme from these partner schools. Every student in the sixth form at those schools is given a chance to apply for our courses, which are widely publicised within the schools. Where possible, more than one interviewer was involved in assessing student applications and input from their schools was invited.

Whilst a relatively small proportion of the actual total costs are paid by partner schools, all benefits are provided totally free of charge to students and every effort is made to assist students with travel costs and learning resources including the provision of relevant books and temporary laptops.

##### Objectives in 2022

#### 1. Maintain our previous success with the Partner Schools and Reach Higher programme

This objective has been broadly met despite all the challenges of the past two years with the COVID19 pandemic: -

- The number of schools increased from 10 in 2021 to 15 in 2022.
- Student participation increased from 84 in 2021 to 100 in 2022.

After the success of our partnership in 2021, the Higher Education Progression Partnership South Yorkshire (HeppSY) was hugely decisive again in extending the participation of schools across the following areas of South Yorkshire: Rotherham, Sheffield, Doncaster and Barnsley.

Projections for growth were met in 2022, by increasing the number of partner schools to 15 and the number of students to 100.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

Year ended 31 December 2022

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### **2. Ensure the quality of the Programme remains consistent despite the increase in numbers and that we are targeting the correct students**

- 33% of our students won offers from Oxbridge,
- 85% won offers from a Russell Group University
- 59% of these students were from POLAR Q 1 and Q 2 postcodes, representing some of the lowest rates of progression to higher education in the country, and 48% were the first in their family to attend university.

### **3. Return to in-person activity following the transition of the Programme online during the COVID19 pandemic**

- We added a Welcome Event at the University of Leeds to our -in-person offering for the very first time.
- This was our first residential summer school at Trinity Hall College since 2019, and the largest by quite some distance.

The trustees are confident that access to its charitable activities are not unreasonably or unfairly restricted and every effort is made to ensure that every effort is made to encourage and assist students from disadvantaged backgrounds so that they can benefit from this experience.

#### **Public Benefit**

Activities undertaken for the public benefit in pursuit of the Institute's charitable objects during 2022 included:

- Visiting schools in northern England to provide information about elite universities and to encourage students to fulfil their academic potential.
- Running summer schools for able students at schools in areas that rank low in England for progression to leading universities.
- Providing on-going tutoring and support for those students.
- Providing training for teachers on how best to support students aiming for elite universities.

#### **Beneficiaries**

The Institute's principal beneficiaries are students and, in particular, those who participate in its programmes (as described earlier in this report).

Typically, our students come from northern state schools particularly in areas where less than 15% of Higher Education entrants reach the 30 most competitive universities in the UK. This compares to a national average of 22% rising to over 50% in the best performing schools and regions, predominantly in the South East.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2022

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#### Achievements and performance

##### Annual Report & Accounts 2022

The Annual Report & Accounts 2022 covers the period 1 January to 31 December 2022. This is the second full year report since the change in reporting period, initiated in 2021, which was aimed at improving the speed of reporting the outcomes and impact of the Linacre Reach Higher Programme.

- **Impact for Beneficiaries (2021 student cohorts)**

There is a time lag between students attending Linacre's Reach Higher Programme in the summer of School Year 12 (2022) and university places being offered and accepted in Year 13 (2023). This report covers the offered places and gives an indication of the final university destinations of the 100 students that participated in the Reach Higher programme during Summer 2022.

- **Financial performance (January-December 2022)**

In terms of financial performance, it is important to recognise the financial year does not entirely match the summer school and personal tuition timetable which can continue into the next financial year i.e. 2023.

The information relating to income and expenditure reflects the performance of the charity in 2022, and is now comparable with the previous Annual Report & Accounts 2021, which covered the full 12-month period, January 2021 - December 2021.

#### Activities for beneficiaries

This report includes information relating to the 2021, cohort who went onto destinations in autumn 2022, and the 2022 cohort who went onto destinations in autumn 2023.

#### Partner Schools

Partnering with secondary schools is a key aspect of how the Linacre Institute helps to raise aspirations and improve academic attainment. It is an essential part of the Charity's activities and builds strong long-term relationships with schools, students and local communities. Partner schools increased again to 15 in 2022, due to a strong relationship with the Higher Education Progression Partnership in South Yorkshire (HeppSY) that enabled us to attract students from additional schools across South Yorkshire. We are very grateful to the following partner schools, many of which have worked with us since 2014.

<b>School</b>	<b>City</b>
Ossett Accord Sixth Form College	Wakefield
Wales High School	Rotherham
Penistone Grammar	Sheffield
Hall Cross Academy	Doncaster
Burnside College	Wallsend
New College Doncaster	Doncaster
Wickersley College	Rotherham
Brinsworth Academy	Rotherham
Thomas Rotherham College	Rotherham
Wath Academy	Rotherham
Meadowhead School	Sheffield
Trinity Academy	Leeds
Sir Thomas Wharton College	Doncaster
Ridgewood School	Doncaster
Barnsley College	Barnsley

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2022

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#### Reach Higher Programme

Our flagship Reach Higher Programme is a highly personalised and intensive four-part programme which helps participating students form a "Community of Curiosity", where it is normal to apply to and reach world-class universities in the UK and beyond.

Reach Higher would normally consist of four core elements:

- **The Reach Higher Welcome Event** - this is an in-person event held at The University of Leeds campus at the end of May. It allows participants to meet each other in their subject groupings at the beginning of the programme, talk with current undergraduate students and visit a leading Russell Group University.
- **Big Ideas**, - a five-day online summer school, which is held in the first half of July, at the end of Year 12. It is aimed at stretching students' horizons intellectually by introducing them to ideas outside of the specified curriculum in their subject.
- **Stepping Stones to World-Class Universities**, - a five-day residential at Trinity Hall, Cambridge, held in the second half of August, between Year 12 and Year 13 and aimed at building confidence in every aspect of applications to leading universities with additional subject-specific teaching and support from leading teachers and mentors.
- **Phone a Friend**, involving weekly online or telephone-based tuition from a subject expert, starting in or before September of Year 13.

The Reach Higher Programme 2022 returned to in-person activity for the first time since 2019. In addition to the annual residential summer school at Trinity Hall College, Cambridge, in August, the Programme included an in-person Welcome Event at the University of Leeds campus for the very first time. This gave students the opportunity to look around a leading Russell Group University and meet current students studying there. The 2022 programme also retained some of the online elements which had proven so beneficial during the COVID19 pandemic, particularly for the Big Ideas event block, which was held exclusively online. We also added an online Autumn Programme for the very first time this year, which included workshops on interview skills and personal statements across the various subject disciplines. It is likely that this hybrid format will characterise future programmes.

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2022

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#### Achievements and performance *(continued)*

##### Impact - 2022 Student Cohort

We were successful in returning to in-person activity for the first time since 2019 and we welcomed back many of our expert teachers and tutors to support the residential summer school in August. The return to in-person delivery clearly had a positive impact on the students. For example, following the in-person Welcome Event in May;

- 83% reported that they found it beneficial to visit a university campus'
- 72% stated that they were more confident in applying to a leading Russell Group university as a result.

Oxbridge applications and offers also saw a rise in 2022 as a result of the return of the residential summer school in Cambridge, with 43% of the cohort applying to either Oxford or Cambridge, compared to just 30% in 2021. 14 students received offers.

Despite the challenges of returning to in-person activity, the quality of the 2022 Reach Higher remained high and consistent with the exceptional track record established by the Charity since 2014. Given the academic focus of the Reach Higher Programme, one of its Key Performance Indicators (KPIs) evaluates students reporting significantly improved academic confidence: in 2022, 92% of participants said that they felt sufficiently challenged by their academic sessions and 80% reported significantly improved academic confidence as a result of our intervention with them.

Participants on the 2022 Reach Higher Programme also reported on the following statements:

- 98% said that they now 'know more about what university might entail' than previously.
- 95% said that they 'feel more confident that a university education is right for them and that they are capable of succeeding there'.
- 91% reported that they 'feel more confident about applying to a highly competitive university' as a result of the Reach Higher Programme.
- 98% reported that intellectual curiosity was valued and nurtured by the Linacre Institute.
- 87% said that they are 'now more intellectually curious' and 85% reported that they 'recognise and value intellectual curiosity more in themselves and in others' as a result of our intervention with them.

In addition to the formal evaluation, we produced a number of case studies from our 2022 cohort:

*"I have an offer from the University of Cambridge to study English! I felt that my chances of successfully applying were very low before the Reach Higher programme, as I had little support and awareness about the application process. However, I felt incredibly supported after the programme and much more confident about my application. The Cambridge residential expanded my skills and introduced me to new literature. I made equally ambitious friends and was given the most amazing tutor, Imogen, without whom I'm sure I couldn't have been so successful in my application. Through the programme, I reached a depth of engagement with my subject that the school curriculum did not allow for." - Anisa Y*

*"I'm holding an offer to study medicine at the University of Sunderland. The Reach Higher programme provided support for the entire application process, from interview prep to UCAT prep, and was also a great tool for personal development by forcing me to challenge myself. It was also reassuring that I was able to work with really smart people, which gave me confidence that I could compete for places in medical schools!" - Oliver H*

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2022

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#### Achievements and performance *(continued)*

*"I have received an offer from the University of Cambridge to study History of Art at St. John's College. The Reach Higher Programme has helped me exceed my academic comfort zone. I was able to gain knowledge about my chosen subject which I otherwise wouldn't have been exposed to, given History of Art is taught in almost no schools. I would recommend the Reach Higher programme to any young person who wants to push themselves to apply and attend highly selective universities, but doesn't feel like they have the super curricular knowledge to achieve this." - Eve O*

*"I've had so many opportunities and advice from the Linacre Institute. I believe they've been a main factor in my Durham university application being successful. The programme gave me so many transferable skills and made me into a much more well-rounded student. I would definitely recommend the Reach Higher programme to everyone. It was such an enriching experience not only academically, but personally, as the people I have met along the way are amazing." - Abigail L*

*"I have an offer to study English Language and Literature at Oxford! I was initially worried I would be underprepared for Oxford's application process, however the Reach Higher Programme helped massively to bridge this gap. The opportunity to frequently discuss literature in a more academic way was really helpful and I am already seeing its influence in my A level work. I also feel the programme improved my confidence around my own ideas and developed my analytical skills in relation to new texts." - Sophie M*

*"I am holding an offer to study Computer Science at Caius College at the University of Cambridge. I had always been worried about the social side of university and meeting new people, but the programme has really helped with my confidence in this regard. Meeting people who are as passionate about their subject has made me excited to have those social experiences again in the future" - Cameron F*

#### University offers

The 2022 student cohort were highly successful in attracting offers from leading universities, as shown below:

	2022 Number offered	2022 Number applied	2022 Success rate %
Oxbridge	14	43	33%
Russell Group	85	92	92%

# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2022

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#### Achievements and performance *(continued)*

##### Final student destinations

University	Number
Newcastle University	8
University of Sheffield	8
Durham University	7
University of Leeds	6
University of York	6
University of Cambridge	4
University of Nottingham	4
University of Warwick	4
King's College, London	3
Lancaster University	3
University of Edinburgh	3
University of Oxford	3
Resitting A levels	3
Nottingham Trent University	2
Sheffield Hallam	2
University of Birmingham	2
University of Exeter	2
University Lincoln	2
University of Manchester	2
University of Sunderland	2
Awaiting results	2
Aberystwyth University	1
City, University of London	1
Huddersfield University	1
Loughborough University	1
Northumbria University	1
Queen Mary University	1
St Andrews	1
University of Bristol	1
University of Law	1
University of Plymouth	1
University of Stirling	1
University of Westminster	1
Gap Year (applying in 2024)	5
Other	5
Total	<u>100</u>

##### Final student destinations by university benchmark

Out of 100 (2021 – 84) students, their eventual destinations were as follows:

	2022 Number	2022 %	2021 Number	2021 %
Oxbridge	7	7%	5	6%
Russell Group	64	64%	68	81%
Other	29	29%	11	13%
Total	<u>100</u>	<u>100%</u>	<u>84</u>	<u>100%</u>

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# The Linacre Institute

## Trustees' Annual Report *(continued)*

### Year ended 31 December 2022

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#### Financial review

During the period, the Charity received donations amounting to £98,909 (2021 - £95,671). In addition, the generated £20,000 (2021 - £25,700) participating schools.

The total expenditure on fundraising was £9,005 (2021 - £13,886) and charitable activities amounted to £70,526 (2021 - £70,251) with governance and other resources expensed totalled £8,966 (2021 - £13,902) during the year.

The total reserves at the year end stand at £89,254 (2021 - £58,782). The total fixed assets of the charity amounted to £741 (2021 - £453).

#### Prior year adjustment

During the year, the Trustees identified a number of errors in the prior financial statements relating to the recording and reporting of Restricted Income and Restricted Expenditure on a number of Restricted Funds.

The overall effect of this was to recognise £21,140 as being the Restricted Funds that should have been reported as at 31 December 2021. Note 21 explains this in further detail and Note 19 provides a summary of the restatements.

The trustees' annual report was approved on 20 October 2023 and signed on behalf of the board of trustees by:

**ALI JAFFER**  
Trustee

# The Linacre Institute

## Independent Examiner's Report to the Trustees of The Linacre Institute

Year ended 31 December 2022

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I report to the trustees on my examination of the financial statements of The Linacre Institute ('the charity') for the year ended 31 December 2022.

### Responsibilities and basis of report

As the trustees of the charity you are responsible for the preparation of the financial statements in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the charity's financial statements carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

### Independent examiner's statement

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

1. accounting records were not kept in respect of the charity as required by section 130 of the Act; or
2. the financial statements do not accord with those records; or
3. the financial statements do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

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

**PHILIP J H HOLT FCA FCIA**  
Independent Examiner

High Park Farm  
Kirkbymoorside  
York  
YO62 7HS

20 October 2023

# The Linacre Institute

## Statement of Financial Activities

Year ended 31 December 2022

		2022		2021	
	Note	Unrestricted funds £	Restricted funds £	Total funds £	Total funds £
<b>Income and endowments</b>					
Donations and legacies	4	68,909	30,000	98,909	95,671
Charitable activities	5	20,000	–	20,000	25,700
Investment income	6	60	–	60	3
<b>Total income</b>		<u>88,969</u>	<u>30,000</u>	<u>118,969</u>	<u>121,374</u>
<b>Expenditure</b>					
Expenditure on raising funds:					
Costs of raising donations and legacies	7	9,005	–	9,005	13,886
Expenditure on charitable activities	8,9	32,707	46,785	79,492	84,153
<b>Total expenditure</b>		<u>41,712</u>	<u>46,785</u>	<u>88,497</u>	<u>98,039</u>
<b>Net income and net movement in funds</b>		<u>47,257</u>	<u>(16,785)</u>	<u>30,472</u>	<u>23,335</u>
<b>Reconciliation of funds</b>					
Total funds brought forward as previously reported		58,782	–	58,782	35,447
Prior year adjustment		(21,140)	21,140	–	–
Total funds brought forward as restated		<u>37,642</u>	<u>21,140</u>	<u>58,782</u>	<u>35,447</u>
<b>Total funds carried forward</b>		<u>84,899</u>	<u>4,355</u>	<u>89,254</u>	<u>58,782</u>

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

The notes on pages 14 to 25 form part of these financial statements.

# The Linacre Institute

## Statement of Financial Position

31 December 2022

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		<b>2022</b>	2021
	<b>Note</b>	<b>£</b>	<b>(restated)</b>
			<b>£</b>
<b>Fixed assets</b>			
Tangible fixed assets	<b>15</b>	741	453
<b>Current assets</b>			
Debtors	<b>16</b>	93	203
Cash at bank and in hand		91,766	59,743
		<u>91,859</u>	<u>59,946</u>
<b>Creditors: amounts falling due within one year</b>	<b>17</b>	<u>3,346</u>	<u>1,617</u>
<b>Net current assets</b>		<u>88,513</u>	<u>58,329</u>
<b>Total assets less current liabilities</b>		<u>89,254</u>	<u>58,782</u>
<b>Net assets</b>		<u>89,254</u>	<u>58,782</u>
<b>Funds of the charity</b>			
Restricted funds		4,355	21,140
Unrestricted funds		84,899	37,642
<b>Total charity funds</b>	<b>19</b>	<u>89,254</u>	<u>58,782</u>

These financial statements were approved by the board of trustees and authorised for issue on 20 October 2023, and are signed on behalf of the board by:

**ALI JAFFER**  
Trustee

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The notes on pages 14 to 25 form part of these financial statements.

# The Linacre Institute

## Notes to the Financial Statements

Year ended 31 December 2022

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### 1. General information

The Linacre Institute is a public benefit entity and is registered as a Charitable Incorporated Organisation in England. The address of the principal office is 15 Queen Square, Leeds, LS2 8AJ.

### 2. Statement of compliance

The charity constitutes a public benefit entity as defined by FRS 102. The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland issued in October 2019, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), the Charities Act 2011 and UK Generally Accepted Accounting Practice.

The financial statements have been prepared to give a 'true and fair' view and have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a 'true and fair view'. This departure has involved following the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland issued in October 2019 rather than the Accounting and Reporting by Charities: Statement of Recommended Practice effective from 1 April 2005 which has since been withdrawn.

### 3. Accounting policies

#### Basis of preparation

The financial statements are prepared on a going concern basis under the historical cost convention. The financial statements are presented in sterling which is the functional currency of the charity and rounded to the nearest £1.

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

#### Going concern

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

#### Disclosure exemptions

The charity does not include a cash flow statement on the grounds that it is applying the Charities SORP (FRS 102) for smaller charities.

#### Changes in accounting estimates

No changes to accounting estimates have occurred in the reporting period.

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2022

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#### 3. Accounting policies *(continued)*

##### **Judgements and key sources of estimation uncertainty**

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

The Charity makes estimates and assumptions concerning the future. The resulting accounting estimates and assumptions will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities, within the next financial year, are the levels of future funding and expenditure on charitable activities.

##### **Income tax**

As a charity, The Linacre Institute is exempt from tax on income and gains falling within the available tax exemptions to the extent that these are applied to its charitable objects. No tax charges have arisen in the charity.

##### **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.

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2022

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#### 3. Accounting policies *(continued)*

##### Incoming resources

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

- income from donations or grants is recognised when there is evidence of entitlement to the gift, receipt is probable, and its amount can be measured reliably.
- legacy income is recognised when receipt is probable, and entitlement is established.
- income from donated goods is measured at the fair value of the goods unless this is impractical to measure reliably, in which case the value is derived from the cost to the donor or the estimated resale value. Donated facilities and services are recognised in the accounts when received if the value can be reliably measured. No amounts are included for the contribution of general volunteers.
- income from contracts for the supply of services is recognised with the delivery of the contracted service. This is classified as unrestricted funds unless there is a contractual requirement for it to be spent on a particular purpose and returned if unspent, in which case it may be regarded as restricted.

##### Resources expended

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

- expenditure on raising funds includes the costs of all fundraising activities, events, non-charitable trading activities, and the sale of donated goods.
- expenditure on charitable activities includes all costs incurred by a charity in undertaking activities that further its charitable aims for the benefit of its beneficiaries, including those support costs and costs relating to the governance of the charity apportioned to charitable activities.
- other expenditure includes all expenditure that is neither related to raising funds for the charity nor part of its expenditure on charitable activities.

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

##### Tangible assets

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

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2022

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#### 3. Accounting policies *(continued)*

##### Tangible assets *(continued)*

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

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

Equipment - 33% straight line

##### Impairment of fixed assets

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

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

For impairment testing of goodwill, the goodwill acquired in a business combination is, from the acquisition date, allocated to each of the cash-generating units that are expected to benefit from the synergies of the combination, irrespective of whether other assets or liabilities of the charity are assigned to those units.

##### Financial instruments

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

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

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

##### Defined contribution plans

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

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2022

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#### 3. Accounting policies *(continued)*

##### Defined contribution plans *(continued)*

When contributions are not expected to be settled wholly within 12 months of the end of the reporting date in which the employees render the related service, the liability is measured on a discounted present value basis. The unwinding of the discount is recognised as an expense in the period in which it arises.

#### 4. Donations and legacies

	Unrestricted Funds	Restricted Funds	Total Funds 2022
	£	£	£
<b>Donations</b>			
Donations from individuals (including Gift Aid)	18,259	–	18,259
Donations from companies	10,650	–	10,650
Donations from Trusts and Foundations	40,000	30,000	70,000
	<u>68,909</u>	<u>30,000</u>	<u>98,909</u>
	Unrestricted Funds	Restricted Funds	Total Funds 2021
	£	£	<i>(restated)</i> £
<b>Donations</b>			
Donations from individuals (including Gift Aid)	34,071	–	34,071
Donations from companies	10,600	–	10,600
Donations from Trusts and Foundations	10,000	41,000	51,000
	<u>54,671</u>	<u>41,000</u>	<u>95,671</u>

#### 5. Charitable activities

	Unrestricted Funds	Total Funds 2022	Unrestricted Funds	Total Funds 2021
	£	£	£	<i>(restated)</i> £
Fees from schools	<u>20,000</u>	<u>20,000</u>	<u>25,700</u>	<u>25,700</u>

#### 6. Investment income

	Unrestricted Funds	Total Funds 2022	Unrestricted Funds	Total Funds 2021
	£	£	£	<i>(restated)</i> £
Bank interest receivable	<u>60</u>	<u>60</u>	<u>3</u>	<u>3</u>

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# The Linacre Institute

## Notes to the Financial Statements *(continued)*

Year ended 31 December 2022

### 7. Costs of raising donations and legacies

	Unrestricted Funds	<b>Total Funds 2022</b>	Unrestricted Funds	Total Funds 2021 <i>(restated)</i>
	£	£	£	£
Costs of raising donations and legacies	9,005	9,005	13,886	13,886

### 8. Expenditure on charitable activities by fund type

	Unrestricted Funds	Restricted Funds	<b>Total Funds 2022</b>
	£	£	£
Education	13,108	46,785	59,893
Support costs	19,599	–	19,599
	<u>32,707</u>	<u>46,785</u>	<u>79,492</u>

	Unrestricted Funds	Restricted Funds	Total Funds 2021 <i>(restated)</i>
	£	£	£
Education	8,223	20,360	28,583
Support costs	55,570	–	55,570
	<u>63,793</u>	<u>20,360</u>	<u>84,153</u>

### 9. Expenditure on charitable activities by activity type

	Activities undertaken directly	Support costs	<b>Total funds 2022</b>	Total fund 2021 <i>(restated)</i>
	£	£	£	£
Education	59,893	10,633	70,526	70,251
Governance costs	–	8,966	8,966	13,902
	<u>59,893</u>	<u>19,599</u>	<u>79,492</u>	<u>84,153</u>

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

Year ended 31 December 2022

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### 10. Analysis of support costs

	Education	Governance	Total 2022	Total 2021 <i>(restated)</i>
	£	£	£	£
Staff costs	4,336	5,411	9,747	46,672
Premises	329	110	439	2,036
Communications and IT	377	125	502	793
General office	524	175	699	1,025
Finance costs	23	–	23	6
Insurance	297	99	396	525
Depreciation	211	70	281	272
Legal and professional fees	–	–	–	164
Staff training	243	81	324	–
Travel and subsistence	184	62	246	30
Advertising and marketing	703	233	936	1,185
Accountancy	3,406	2,600	6,006	2,862
	<u>10,633</u>	<u>8,966</u>	<u>19,599</u>	<u>55,570</u>

### 11. Net income

Net income is stated after charging/(crediting):

	2022	2021 <i>(restated)</i>
	£	£
Depreciation of tangible fixed assets	<u>351</u>	<u>226</u>

### 12. Independent examination fees

	2022	2021 <i>(restated)</i>
	£	£
Fees payable to the independent examiner for:		
Independent examination of the financial statements	600	–
Other financial services	<u>2,000</u>	<u>–</u>
	<u>2,600</u>	<u>–</u>

In the previous period, the Independent Examiner provided his services as a volunteer and accordingly had waived any fees in the previous year.

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2022

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#### 13. Staff costs

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

	<b>2022</b>	2021 <i>(restated)</i>
	£	£
Wages and salaries	47,190	57,911
Social security costs	3,517	5,555
Employer contributions to pension plans	1,192	2,387
	<u>51,899</u>	<u>65,853</u>

The average head count of employees during the year was 2 (2021: 2).

No employee received employee benefits of more than £60,000 during the year (2021: Nil).

#### 14. Trustee remuneration and expenses

During the current and previous year, no remuneration or other benefits from employment with the charity or a related entity were received by the trustees.

The trustees did not claim or receive any reimbursed expenses during the current or prior period.

#### 15. Tangible fixed assets

	<b>Equipment</b>
	£
<b>Cost</b>	
At 1 January 2022 (as restated)	679
Additions	639
<b>At 31 December 2022</b>	<u>1,318</u>
<b>Depreciation</b>	
At 1 January 2022	226
Charge for the year	351
<b>At 31 December 2022</b>	<u>577</u>
<b>Carrying amount</b>	
<b>At 31 December 2022</b>	<u>741</u>
At 31 December 2021	<u>453</u>

#### 16. Debtors

	<b>2022</b>	2021 <i>(restated)</i>
	£	£
Prepayments and accrued income	<u>93</u>	<u>203</u>

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2022

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#### 17. Creditors: amounts falling due within one year

	<b>2022</b>	2021 <i>(restated)</i>
	£	£
Accruals and deferred income	2,784	355
Social security and other taxes	440	1,262
Other creditors	122	–
	<u>3,346</u>	<u>1,617</u>

#### 18. Pensions and other post retirement benefits

##### Defined contribution plans

The amount recognised in income or expenditure as an expense in relation to defined contribution plans was £1,192 (2021: £2,387).

#### 19. Analysis of charitable funds

##### Unrestricted funds

	At 1 January 2022 <i>(as previously reported)</i> £	Income	Expenditure	Prior year adjustments	<b>At 31 December 2022</b> £
General funds	<u>58,782</u>	<u>88,969</u>	<u>(41,712)</u>	<u>(21,140)</u>	<u>84,899</u>

	At 1 January 2021 <i>(as previously reported)</i> £	Income	Expenditure	Prior year adjustments	At 31 December 2021  <i>(restated)</i> £
General funds	<u>35,447</u>	<u>80,374</u>	<u>(77,679)</u>	<u>(500)</u>	<u>37,642</u>

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2022

#### 19. Analysis of charitable funds *(continued)*

##### Restricted funds

	At 1 January 2022 <i>(as previously reported)</i>	Income	Expenditure	Prior year adjustments	At 31 December 2022
	£	£	£	£	£
Big Ideas Fund	–	–	(140)	140	–
Laptop Fund	–	–	–	1,000	1,000
Pupil Engagement Fund	–	–	–	–	–
Reach Higher Programme Fund	–	15,000	(25,000)	10,000	–
Schools and Programme Co- ordination Fund	–	5,000	(11,645)	10,000	3,355
Expansion Project Fund	–	10,000	(10,000)	–	–
	–	<u>30,000</u>	<u>(46,785)</u>	<u>21,140</u>	<u>4,355</u>

	At 1 January 2021 <i>(as previously reported)</i>	Income	Expenditure	Prior year adjustments	At 31 December 2021  <i>(restated)</i>
	£	£	£	£	£
Big Ideas Fund	–	–	(360)	500	140
Laptop Fund	–	1,000	–	–	1,000
Pupil Engagement Fund	–	10,000	(10,000)	–	–
Reach Higher Programme Fund	–	20,000	(10,000)	–	10,000
Schools and Programme Co- ordination Fund	–	10,000	–	–	10,000
Expansion Project Fund	–	–	–	–	–
	–	<u>41,000</u>	<u>(20,360)</u>	<u>500</u>	<u>21,140</u>

# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2022

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#### 19. Analysis of charitable funds *(continued)*

The restricted funds are for the following purposes:

**Big Ideas Fund:** The Big Ideas Fund was established by the Sidney Black Community Fund to support the costs of teachers for the Big Ideas online summer school, formerly held at The Westminster School.

**Laptop Fund:** The Laptop Fund was established by Leeds Building Society Foundation to acquire laptops for pupils who had completed the Reach Higher programme and who needed new laptops.

**Pupil Engagement Fund:** The Pupil Engagement Fund was established by the Access and Accelerate Foundation to increase pupil uptake in the Reach Higher programme.

**Reach Higher Programme Fund:** The Reach Higher Programme Fund was established by established by the Trustees to hold restricted funds from various donors to support the programme.

**Schools and Programme Co-ordination Fund:** The Schools and Programme Co-ordination Fund was established by The Fore to cover the appointment and payroll costs for a should and programme co-ordinator.

**Expansion Project Fund:** The Expansion Project Fund was established by the Liz and Terry Bramall Foundation to expand pupil numbers from South and West Yorkshire.

#### 20. Analysis of net assets between funds

	Unrestricted Funds £	Restricted Funds £	Total Funds 2022 £
Tangible fixed assets	741	–	741
Current assets	87,504	4,355	91,859
Creditors less than 1 year	(3,346)	–	(3,346)
<b>Net assets</b>	<u>84,899</u>	<u>4,355</u>	<u>89,254</u>

	Unrestricted Funds £	Restricted Funds £	Total Funds 2021 £
Tangible fixed assets	453	–	453
Current assets	38,806	21,140	59,946
Creditors less than 1 year	(1,617)	–	(1,617)
<b>Net assets</b>	<u>37,642</u>	<u>21,140</u>	<u>58,782</u>

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# The Linacre Institute

## Notes to the Financial Statements *(continued)*

### Year ended 31 December 2022

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#### 21. Prior year adjustments

During the year, the Trustees identified a number of errors in the prior financial statements relating to the recording and reporting of Restricted Income and Restricted Expenditure on a number of Restricted Funds.

The overall effect of this was to recognise £21,140 as being the Restricted Funds that should have been reported as at 31 December 2021. A prior period adjustment has been made to restate all of the Restricted Funds. In the prior year, restricted income amounted to £41,000 and restricted expenditure amounted to £20,360 and there should have been an opening balance at 1 January 2021 of £500 on the Big Ideas Fund. Note 19 restates the Restricted Fund summary for the year ended 31 December 2021.

#### 22. Related parties

Donations were received from one from trustees totalling £232 (2021 one trustee - £258). No other related party transactions occurred in the current or previous year.

**THE LINACRE INSTITUTE**

England & Wales - Charity number 1156821

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# Accounts

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Registered Charity No. 1156821  
15 Queen Square  
Leeds  
LS2 8AJ

## Annual Report and Accounts 2021

01 January to 31 December 2021

# REPORT OF THE TRUSTEES

For 01 January - 31 December 2021

## Foundation

The Institute was founded in January 2014 to help northern state students to reach the UK's most selective universities where they are significantly under-represented.

This was the Institute's eighth year of operation during which time, the charity has supported nearly 300 students giving them life-changing summer school experiences and personal mentoring.

## Mission

- To grow friendly communities of intellectual curiosity for sparky but potentially isolated sixth formers at state schools across the north of England.
- To allow aspirations to grow in those communities.
- To give these students the same chance of getting to selective universities and courses as those at the UK's best-performing schools.
- To do that by providing support from expert staff chosen by personal recommendation. That support will be warm, human, personalised, subject-specific and lasting.

## Objectives in 2021

### 1. Maintain our previous success with the Partner Schools and Reach Higher programme

This objective has been broadly met despite all the challenges of the past two years with the COVID19 pandemic:-

- The number of schools increased from 10 in 2020 to 11 in 2021.
- Student participation increased from 61 in 2020 to 84 in 2021.

The collaboration with the Higher Education Progression Partnership South Yorkshire (HeppSY) was a major benefit in extending participation of schools in the Rotherham area during 2021.

In 2022 it is anticipated that growth will continue as the number of schools is projected to rise to 15 with 100 students participating in the summer school programmes.

### 2. Develop a 5 year Strategy

A new strategy was approved by the Board of Trustees in May 2020 and sets out ambitious growth targets in terms of both the number of schools and students over the next five years.

## Annual Report & Accounts 2021

The Annual Report & Accounts 2021 cover the period 01 January to 31 December 2021. This is the first full year report since the change in reporting period which was aimed at improving the speed of reporting the outcomes and impact of the Linacre Reach Higher Programme.

- **Impact for Beneficiaries (2021 student cohorts)**

There is a time lag between students attending Linacre's Reach Higher Programme in the summer of School Year 12 (2021) and university places being offered and accepted in Year 13 (2022).

This report covers the offered places and gives an indication of the final university destinations of the 86 students that participated in the Reach Higher programme during Summer 2021.

- **Financial performance (January-December 2021)**

In terms of financial performance, it is important to recognise the financial year does not entirely match the summer school and personal tuition cycle which continues into the next financial year i.e. 2022.

The information relating to income and expenditure reflects the performance of the charity in 2021 but is not comparable with the previous Annual Report & Accounts, which only covered a 9 month period from April 2020 to December 2020.

## Activities for beneficiaries

### Partner Schools

Partnering with secondary schools is a key aspect of how the Linacre Institute helps to raise aspirations and improve academic attainment. It is an essential part of the charity's activities and builds strong long-term relationships with schools, students and local communities.

We are very grateful to these partner schools, many of which have worked with us since 2014.

### Reach Higher Programme

Our flagship Reach Higher Programme is a highly personalised and intensive three-part programme which helps participating students form a "Community of Curiosity", where it is normal to apply to and reach world-class universities in the UK and beyond.

Reach Higher would normally consist of three core elements:

**Big Ideas**, a six-day residential at Westminster School, in London, which is held in the first half of July, at the end of Year 12. It is aimed at stretching students' horizons both intellectually and outside the classroom and includes workshops in places such as Parliament, the National Physical Laboratory, the Foreign Office and the Globe Theatre.

**Stepping Stones to World-Class Universities**, a ten-day residential at Trinity Hall, Cambridge, held in the second half of August, between Year 12 and Year 13 and aimed at building confidence in every aspect of applications to leading universities with additional subject-specific teaching and support from leading teachers and mentors.

**Phone a Friend**, involving fortnightly online tuition from a subject expert, starting in or before September of Year 13.

The Reach Higher Programme 2021 was delivered online, as it had been in 2020, due to the restrictions imposed by the COVID-19 pandemic. The Reach Higher programme was redesigned this year so that both summer schools were delivered. The personal tuition part of our programme was also delivered by our own bank of tutors and teachers without having to revert to using an external third-party organisation.

## Impact – 2021 Student Cohort

The COVID-19 restrictions remained in force during the summer of 2021 and it was still not permissible to run residential summer schools. To provide students with valuable learning opportunities at a critical time in their education, the charity redesigned its summer schools and created an innovative and inspiring virtual programme. This required investment in a new Resource Bank and in the technology for extensive video conferencing events. The virtual common room was further developed to enhance the student experience.

We were successful in redesigning a full programme of two online summer schools (Big Ideas and Stepping Stones) and students had access to expert teaching and professional advice from specialist subjects ranging from biochemistry and physics to law and medicine.

Despite the restrictions, a record 84 students participated and feedback remained positive with **98%** saying they were 'more likely' or 'much more likely' to apply to highly selective universities after our presentations to them.

### Partner Schools

The impact of COVID19 was unprecedented and extremely difficult for the charity, its partner schools and universities, but it was also encouraging to see an even greater demand for participating in the Linacre Reach Higher Programme.

Partner Schools increased again to 11 as we had established a strong relationship with the Higher Education Progression Partnership in South Yorkshire (HeppSY) that enabled us to attract students from additional schools in Rotherham.

<b>Partner Schools</b>	<b>Location</b>
Hall Cross Academy	Doncaster, South Yorkshire
Wales High School	Kiveton Park, South Yorkshire
New College	Doncaster, South Yorkshire
Penistone Grammar School	Barnsley, South Yorkshire
Accord Sixth Form Ossett	Ossett, West Yorkshire
Thomas Rotherham	Rotherham, South Yorkshire
Burnside College	Wallsend, North Tyneside
Wickersley School	Rotherham, South Yorkshire
Brinsworth Academy	Rotherham, South Yorkshire
Barnsley College	Barnsley, South Yorkshire
Sheffield College	Sheffield, South Yorkshire

## University Offers

The 2021 student cohort were highly successful in attracting offers from leading universities.

<b>Benchmark</b>	<b>Number</b>	<b>%</b>
Sutton Trust	73	87
Oxbridge	6	7
Other	5	6

## Final student destinations

Sheffield	16
York	12
Durham	7
Newcastle	6
Cambridge	4
Leeds	4
LSE	3
Warwick	2
Manchester	2
Edinburgh	2
Lancaster	2
Liverpool	2
Exeter	2
Sheffield Hallam	2
Oxford	1
St Andrews	1
Imperial	1
Bath	1
Birmingham	1
Queens Belfast	1
Kings College London	1
Northern Royal College of Music	1
Nottingham Trent	1
The University of Surrey	1
The University of Southampton	1
Wakefield College	1
Unknown	3
Gap Year / Resit A-levels	3
<b>Total</b>	<b>84</b>

## Final student destinations by university benchmark

Benchmark	Number	%
Sutton Trust	68	81.0
Oxbridge	5	6.0
Other	8	9.5
Gap Year / Res	3	3.5
<b>Total</b>	<b>84</b>	

## Student experience (survey feedback)

- 100% said they felt more confident approaching academic interviews
- 92% said they felt more confident working on advanced problems or discussions in their subject
- 95% said the teaching was stretching
- 90% said they felt more challenged than they do in school
- 100% said that the week had a positive impact on them
- 83% said they would rather have done a face-to-face summer school, given the opportunity.

### What our students said:

“The teaching was brilliant. You could tell that the teachers truly loved their subject which made them more enthusiastic and enjoyable to listen to.”

“I think this is the first time that I've been able to do university level work and it provided me with an opportunity to work on problems that are well out of the realm of my A-Level course.”

“The most important thing I took away from the week were the stories of the people who delivered the sessions and their university and career advice. I realise now that there are so many opportunities available and the future is more exciting than worrying. Whilst the summer school hasn't changed my plans, it has made me more confident in my existing choices.”

“Big Ideas immensely widened what felt possible to me. All of a sudden, universities that I never thought would be a consideration for me felt attainable. Whilst the subject matter was challenging, it only seemed to enhance my love of my subject, and I am only more excited to study it at University. The challenge was also softened by the teaching, which was guided enough to clearly introduce me to new topics, but in a way that allowed me to stretch myself and form my own conclusions.”

“The staff have supported me immensely, giving quality advice, feedback and tutoring that were tailored to my own needs. Also, I now feel connected to a network of kind and selfless people that I can reach out to if I'm in need of guidance in the future. Linacre has raised my

confidence both academically and on a personal level, but also acted as a spur, pushing me to ambitions that I now realise are realistic and within my reach. Thank you!”

## Anticipated risks

### Safeguarding children

Our primary beneficiaries are under 18 when we start working with them and they are legally deemed to be children. As a result we have a comprehensive Safeguarding Policy and Procedure to mitigate any risks and work with specialist advisors to constantly review and make improvements.

All of our 2021 students were surveyed and 100% agreed that the programme had a positive impact on them.

### Finances

The charity operated effectively and returned a surplus on its operating account to December 2021.

Cash reserves remain positive and the charity closed 2021 with sufficient funds for further expansion of the Reach Higher programme in 2022.

## Further information required under Charities Act 2011

### Objects

The agreed charitable objects of the Institute are

*To further the education of children in northern England who, in particular but not exclusively, are disadvantaged as a result of being a member of a socially and economically deprived community.*

*We do this primarily but not exclusively by means of residential courses, out-of-school hours teaching and individual mentoring.*

In setting our objectives and planning our activities our Trustees have close regard to the Charity Commission's general guidance on public benefit, and in particular to its public benefit guidance on advancing education.

### Charity trustees

As at 31 December 2021, the Charity Trustees were:

Ali Jaffer (Chair, appointed 1 Dec 2019)

Jessica Asato (11 Mar 2019)

Henry Davies (21 Mar 2018)

Pippa Dodgshon (7 May 2015)

Richard Kowenicki (22 Jan 2014)

### Structure, governance and management

The Charity is constituted as a Charitable Incorporated Organisation. Its founding document is the constitution agreed on 22 January 2014 and revised on 29 April 2014.

Trustees are appointed via an open recruitment process and final decisions on any appointments are made by a majority vote of the current board of trustees.

### Charitable activities

The charity works with a network of schools in northern England as detailed in the previous sections of this report.

The charity has a fair and multi-dimensional process for selecting students to participate in its Reach Higher programme from these partner schools. Every student in the sixth form at those schools is given a chance to apply for our courses, which are widely publicised within the schools. Where possible, more than one interviewer was involved in assessing student applications and input from their schools was invited.

Whilst a relatively small proportion of the actual total costs are paid by partner schools, all benefits are provided totally free of charge to students and every effort is made to assist students with travel costs and learning resources including the provision of relevant books and temporary laptops.

The trustees are confident that access to its charitable activities are not unreasonably or unfairly restricted and every effort is made to ensure that every effort is made to encourage and assist students from disadvantaged backgrounds so that they can benefit from this experience.

#### Public Benefit

Activities undertaken for the public benefit in pursuit of the Institute's charitable objects during 2021 included:

- Visiting schools in northern England to provide information about elite universities and to encourage students to fulfil their academic potential.
- Running summer schools for able students at schools in areas that rank low in England for progression to leading universities.
- Providing on-going tutoring and support for those students.
- Providing training for teachers on how best to support students aiming for elite universities.

#### Beneficiaries

The Institute's principal beneficiaries are students and, in particular, those who participate in its programmes (as described earlier in this report).

In 2021, 58% of Linacre student home postcodes were in POLAR4 Quintiles 1 and 2.

## Trustee benefits and donations

### Benefits and payments

No trustees or trustee family members received any benefit from a free place on our summer schools.

Besides the instances detailed below, all trustees gave of their time freely and no remuneration or expenses were paid in the year.

### Donations from and payments to Trustees and related parties

As disclosed in Note 15 to the Accounts, the total amount of donations made by the trustees during the 2021 financial year (whether they were trustees for the full year or otherwise) and their close family members totalled £258.

No payments were made to Trustees.

### Policy on reserves

The Institute's policy is to seek to maintain reserves at levels which the Trustees view as prudent in view of likely forthcoming costs and incoming monies. This is balanced with the desire quickly to apply as much as possible of the Institute's financial resources directly to activities for beneficiaries.

The 2021 financial year brought a £23,335 increase in the Institute's reserves.

The charity's funds are all unrestricted.

It holds no investments.

Signed (Ali Jaffer (Chair))

*AJaffer*

**The Trustees of the Linacre Institute**

# The Linacre Institute

## Statement of Financial Activities

For the year ended 31 December 2021

	Notes	2021 £	9 months to 31 Dec 2020 £
<b>Incoming resources</b>	3 & 4		
Donations and grants		95,671	46,465
Funds raised for charitable activities		25,700	9,200
Investment income		3	12
<b>Total</b>		<u>121,374</u>	<u>55,677</u>
<b>Resources expended</b>	5		
Cost of raising funds		13,886	12,753
Charitable activities	6	70,251	30,627
Core costs		13,902	6,262
<b>Total</b>		<u>98,039</u>	<u>49,642</u>
Net incoming / (outgoing) resources		<u>23,335</u>	<u>6,035</u>
Net movement in funds		23,335	6,035
Reconciliation of funds:			
Total funds brought forward		35,447	29,412
Total funds carried forward		<u>58,782</u>	<u>35,447</u>

# The Linacre Institute

## Balance Sheet

as at 31 December 2021

	Notes	2021 £	9 months to 31 Dec 2020 £
Fixed assets			
Computer equipment	11	453	-
Current assets			
Debtors	12	203	94
Cash at bank and in hand	14	59,743	36,229
Total current assets		<u>59,946</u>	<u>36,323</u>
Creditors: amounts falling due within one year	13	(1,617)	(876)
Net current assets		<u>58,329</u>	<u>35,447</u>
Total assets less current liabilities		58,782	35,447
Net assets		<u>58,782</u>	<u>35,447</u>
Funds of the Charity			
Unrestricted funds		58,782	35,447
Total funds		<u>58,782</u>	<u>35,447</u>

# The Linacre Institute

## Statement of Financial Activities

For the year ended 31 December 2021

Note

### **1 Basis of preparation**

#### **1.1 Basis of accounting**

These accounts have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant notes to these accounts.

The accounts have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) issued on 16 July 2014, and with the Charities Act 2011.

The accounts present a true and fair view and the accounting policies adopted are those outlined in note 2.

#### **1.2 Going concern**

The accounts have been drawn up on the basis that the Charity is a going concern. There are sufficient reserves to enable the Charity to continue with its activities for the coming year and the trustees continue to work to raise additional funds.

#### **1.3 Changes to accounting estimates**

No changes to accounting estimates have occurred in the reporting period.

### **2 Accounting policies**

#### **2.1 Income**

Recognition of income -

Income is included in the Statement of Financial Activities (SoFA) when:

- the charity becomes entitled to the resources;
- it is more likely than not that the trustees will receive the resources; and
- the monetary value can be measured with sufficient reliability.

Offsetting -

There has been no offsetting of assets and liabilities, or income and expenses, unless required or permitted by the FRS 102 SORP.

Grants and donations -

Grants and donations are only included in the SoFA when the general income recognition criteria are met (5.10 to 5.12 FRS 102 SORP).

# The Linacre Institute

## Statement of Financial Activities

For the year ended 31 December 2021

### **2.1 Income (continued)**

#### Tax reclaims on donations and gifts -

Gift Aid receivable is included in income when there is a valid declaration from the donor. Any Gift Aid amount recovered on a donation is considered to be part of that gift and is treated as an addition to the same fund as the initial donation unless the donor has specified otherwise.

#### Contractual income and performance related grants -

This is only included in the SoFA once the charity has provided the related services or met the performance related conditions.

#### Donated services and facilities -

Donated services and facilities are not included in the SoFA. Donated services and facilities are consumed immediately and therefore have no impact on the funds carried forward. Any donated services and facilities are described in note 4 to the accounts.

#### Support costs -

Support costs are written off when incurred.

#### Volunteer help -

The value of any voluntary help received is not included in the accounts but is described in note 4 to the accounts.

### **2.2 Expenditure and liabilities**

#### Liability recognition –

Liabilities are recognised where it is more likely than not that there is a legal or constructive obligation committing the charity to pay out resources and the amount of the obligation can be measured with reasonable certainty.

#### Core costs –

Governance costs comprise all costs involving public accountability of the charity and its compliance with regulation and good practice. Support costs include central functions and have been allocated between raising funds, governance and charitable activities on a basis consistent with the use of resources.

#### Deferred income –

No material item of deferred income has been included in the accounts.

#### Creditors –

Creditors are measured at settlement amounts.

# The Linacre Institute

## Statement of Financial Activities

For the year ended 31 December 2021

### 2.3 Assets

Tangible fixed assets -

Tangible fixed assets are measured at cost less accumulative depreciation. Depreciation is provided on all tangible fixed assets at rates calculated to write off the cost, less estimated residual value, of each asset evenly over its expected useful life, as follows:

- Computer equipment – over three years

Debtors and accrued income –

Debtors and accrued income are measured at the cash amount expected to be received.

### 3 Analysis of income

	2021	9 months to
	£	31 Dec 2020
		£
Donations and grants:		
Donations (including gift aid)	44,671	30,066
General grants provided by other charities	51,000	16,400
Total	<u>95,671</u>	<u>46,466</u>
Charitable activities:		
Fees paid by participating schools	<u>25,700</u>	<u>9,200</u>
Total	<u>25,700</u>	<u>9,200</u>
Investment income:		
Interest earned on deposit account	<u>3</u>	<u>12</u>
Total	<u>3</u>	<u>12</u>
Total income	<u>121,374</u>	<u>55,677</u>

# The Linacre Institute

## Statement of Financial Activities

For the year ended 31 December 2021

### 4 Donated facilities and services

The Charity relies on a number of volunteers to provide some teaching, administration support and fundraising. Although these services are of significant benefit to the Charity, no value has been attributed to them for accounting purposes.

### 5 Allocation of central costs

<b>Cost Type</b>	<b>Total allocated</b>	<b>Charitable activities</b>	<b>Raising funds</b>	<b>Core costs</b>
Employee costs	58,184	34,910	11,636	11,638
Staff pension costs	2,387	1,432	477	478
Consultants' fees	136	81	27	28
Insurance	437	262	87	88
Advertising and marketing	987	592	197	198
IT	2,137	1,281	427	429
Office rent	1,695	1,016	338	341
Office administration costs	3,243	1,945	648	650
Travel	24	14	4	6
Depreciation	226	135	45	46
	<u>69,456</u>	<u>41,668</u>	<u>13,886</u>	<u>13,902</u>

Central costs are apportioned on the basis of time spent by permanent staff on activities within the different administrative areas of the Trust.

# The Linacre Institute

## Statement of Financial Activities

For the year ended 31 December 2021

### 6 Analysis of charitable expenditure

		2021	9 months to 31 Dec 2020
		£	£
Expenditure on charitable activities:	Programme development and co-ordination	1,437	3,933
	Educational trips	1,005	-
	Selection interviewer fees	717	365
	Summer school staff fees	3,275	720
	Teacher and tutor fees	18,410	6,690
	DBS and safeguarding	3,100	84
	Other programme costs	639	69
		<u>28,583</u>	<u>11,861</u>
	Allocated core costs	41,668	18,766
		<u>70,251</u>	<u>30,627</u>

#### Analysis of charitable expenditure by programme event

Reach Higher Programme:			
	Big Ideas Summer School	4,425	-
	Cambridge Stepping Stones	11,378	10,893
	Phone-a-Friend	4,850	884
	Other direct costs	7,930	84
	Total expenditure on charitable activities	<u>28,583</u>	<u>11,861</u>

As described in the Report of the Trustees, the delivery of the Charity's "Reach Higher" programme is at the core of its activities. Expenditure on charitable activities is, accordingly, analysed to reflect this.

The total salary costs, including employer pension contributions, amounting to £60,571 (9 months to 31 Dec 2020: £20,321) have been allocated 60% (2020: 60%) to charitable activities, 20% (2020: 20%) to raising funds and 20% (2020: 20%) to governance.

# The Linacre Institute

## Statement of Financial Activities

For the year ended 31 December 2021

### **7 Support costs**

Central costs are apportioned on the basis of time spent by employed staff on activities with the trust. Core costs of £13,902 (9 months to 31 Dec 2020: £6,262) include allocation for governance costs.

Support costs attributable to charitable activities have been included in that category. All other costs, such as rent, have been allocated 20% each to fundraising and governance and 60% to charitable activities.

### **8 Fees for examination of the accounts and other tax and legal work**

No amounts have been paid to the Independent Examiner for the scrutiny of the accounts (2020: £Nil)

All tax and legal advice has been provided on a pro bono basis.

### **9 Paid employees**

During the period under review there were two employees: The Executive Director, full time, and Programmes Director, part time.

# The Linacre Institute

## Statement of Financial Activities

For the year ended 31 December 2021

### 10 Staff costs

	2021	9 months to 31 Dec 2020
	£	£
Salaries and wages	57,911	18,669
Employers' insurance	273	-
Pension costs (defined contribution scheme)	2,387	1,652
	<u>60,571</u>	<u>20,321</u>

The Charity fulfils its obligations to provide a pension scheme for its employee by making contributions into personal pension plans as required under auto-enrolment pension regulations.

### 11 Tangible fixed assets

<b>Cost</b>	£
At 1 January 2021	-
Additions	679
At 31 December 2021	<u>679</u>
<b>Depreciation</b>	
At 1 January 2021	-
Charge for the year	226
At 31 December 2021	<u>226</u>
<b>Net book value</b>	
At 31 December 2021	<u>453</u>
At 31 December 2020	<u>-</u>

### 12 Debtors

Analysis of debtors	2021	9 months to 31 Dec 2020
	£	£
Other accrued income	203	94
Total	<u>203</u>	<u>94</u>

# The Linacre Institute

## Statement of Financial Activities

For the year ended 31 December 2021

### 13 Creditors and accruals falling due within one year

	2021	9 months to 31 Dec 2020
Analysis of creditors	£	£
Accruals and deferred income	355	294
PAYE and National Insurance	1,262	581
Total	<u>1,617</u>	<u>875</u>

### 14 Cash at bank and in hand

	2021	9 months to 31 Dec 2020
	£	£
Cash at bank	59,743	36,229
Total	<u>59,743</u>	<u>36,229</u>

### 15 Related party transactions and trustees' expenses and remuneration

Donations from trustees and related family members were £258 in 2021 (9 months to 31 Dec 2020: £983).

No other related party transactions occurred.

No trustees were paid.

**Independent examiner's report on the accounts to the trustees of The Linacre Institute  
Registered Charity No. 1156821**

I report to the trustees on my examination of the accounts of The Linacre Institute ("the Institute") for the year ended 31 December 2021.

**Responsibilities and basis of report**

As the charity trustees of the Institute you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

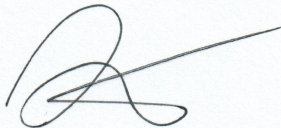
I report in respect of my examination of the Institute's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

**Independent examiner's statement**

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination which gives me cause to believe that in any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

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



31/10/2022

**Andrew Clements CA  
Institute of Chartered Accountants of Scotland**

**20 Granby Road  
Edinburgh  
EH16 5NL**

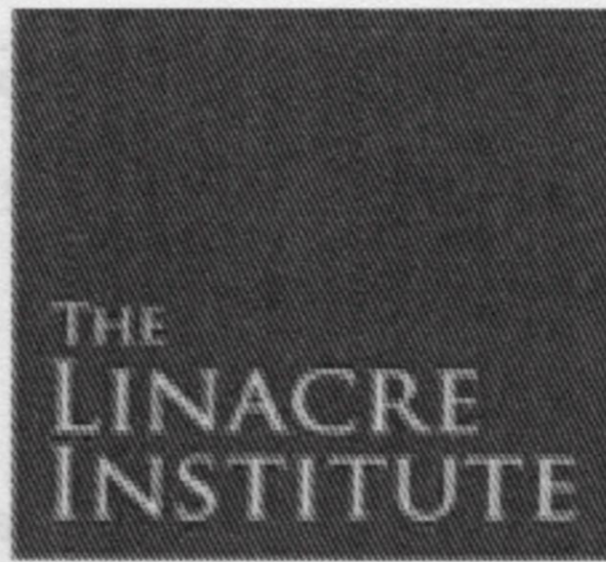
**THE LINACRE INSTITUTE**

England & Wales - Charity number 1156821

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# Accounts

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Registered Charity No. 1156821  
15 Queen Square  
Leeds  
LS2 8AJ

## Annual Report and Accounts 2020

9 months from 01 April to 31 December 2020

# REPORT OF THE TRUSTEES

For 9 months 01 April - 31 December 2020

## Foundation

The Institute was founded in January 2014 to help northern state students to reach the UK's most selective universities where they are significantly under-represented.

This was the Institute's seventh year of operation during which time, the charity has supported over 200 students giving them life-changing summer school experiences and personal mentoring.

## Mission

- To grow friendly communities of intellectual curiosity for sparky but potentially isolated sixth formers at state schools across the North of England.
- To allow aspirations to grow in those communities.
- To give these students the same chance of getting to selective universities and courses as those at the UK's best-performing schools.
- To do that by providing support from expert staff chosen by personal recommendation. That support will be warm, human, personalised, subject-specific and lasting.

## Objectives in 2020

### 1. Maintain our previous success with the Partner Schools and Reach Higher programme

This objective has been broadly met despite all the challenges of the past two years with the COVID19 pandemic:-

- The number of schools increased from 8 in 2019 to 10 in 2020.
- Student participation increase increased from 31 in 2019 to 61 in 2020.

The collaboration with the Higher Educational Progression Partnership South Yorkshire (HeppSY) was a major benefit in extending participation in the Rotherham area during 2020.

In 2021 growth has continued as the number of schools increased again to 13 with 86 students participating in the summer school programmes, even though they remained restricted to online- only due to COVID19 restrictions.

### 2. Develop a 5 year Strategy

A new strategy was approved by the Board of Trustees in May 2020 and sets out ambitious growth targets in terms of both the number of schools and students over the next five years.

## Annual Report & Accounts 2020 (nine months only)

The previous Annual Report & Accounts 2019/20 covered the period 01 April 2019 to 31 March 2020. To improve the speed of reporting the outcomes and impact of the Linacre reach Higher Programme, the trustees approved change of financial year from the previous April-March reporting period to a standard calendar year, January to December.

The Annual Report & Accounts 2020 is therefore a transitional report as it represents just the nine months of April-December 2020. There will be an overlap in reporting as follows:-

- **Impact for Beneficiaries (2019 and 2020 student cohorts)**

There is a time lag between students attending Linacre's Reach Higher Programme in the summer of School Year 12 (2019) and university places being offered in Year 13 (2020).

This report covers the final university destinations of the 31 students that participated in the Reach Higher programme during Summer 2019.

There is also an update on the 61 students that participated in the Summer 2020 programme, which occurred under the restrictions of the COVID19 pandemic. These students will commence their university courses from October 2021 onwards and whilst every effort has been made to report on final university destinations, there are still some students that have not yet provided that information.

- **Financial performance (April-December 2020)**

In terms of financial performance it is important to recognise the change of financial year and this report only covers the nine months' period 01 April to 31 December 2020.

The information relating to income and expenditure is therefore not entirely comparable with annual reports from previous years as due to the mismatch in the month-by-month flows of income and expenditure i.e. in general terms, donations are generally received relatively evenly throughout the year but expenditure relating to summer schools, occurs mainly in August and September with the mentoring costs all being incurred during October-December.

Going forward, financial reporting will be on a full calendar year basis i.e. 01 January to 31 December and the Annual Report will include student cohort data for the previous year.

## Activities for beneficiaries

This report includes information relating to both 2019 and 2020 student cohorts.

### Partner Schools

Partnering with secondary schools is a key aspect of how the Linacre Institute helps to raise aspirations and improve academic attainment. It is an essential part of the charity's activities and builds strong long-term relationships with schools, students and local communities.

We are very grateful to these partner schools, many of which have worked with us since 2014.

### Reach Higher Programme

Our flagship Reach Higher Programme is a highly personalised and intensive three-part programme which helps participating students form a "Community of Curiosity", where it is normal to apply to and reach world-class universities in the UK and beyond.

Reach Higher normally consists of three core elements:

**Big Ideas**, a six-day residential at Westminster School, in London, which is held in the first half of July, at the end of Year 12. It is aimed at stretching students' horizons both intellectually and outside the classroom and includes workshops in places such as Parliament, the National Physical Laboratory, the Foreign Office and the Globe Theatre.

**Stepping Stones to World-Class Universities**, a ten-day residential at Trinity Hall, Cambridge, held in the second half of August, between Year 12 and Year 13 and aimed at building confidence in every aspect of applications to leading universities with additional subject-specific teaching and support from leading teachers and mentors.

**Phone a Friend**, involving fortnightly online or telephone-based tuition from a subject expert, starting in or before September of Year 13.

The Reach Higher Programme 2019 was delivered as noted above but the COVID19 pandemic in 2020 had to be simplified and changed to an online programme as explained later in this report.

## Impact – 2019 Student Cohort

In 2019, Linacre was able to provide residential summer schools as part of the Reach Higher programme and worked with 7 partner schools and 31 students. This was the largest number of students that had been through the programme since it started in 2014.

### Partner Schools

Working with Partner Schools is a key element of the Linacre approach and these long-term relationships help to improve aspirations and attainment levels in those schools as well as providing life-enhancing experiences for selected students.

Partner Schools	Location
Hall Cross Academy	Doncaster South Yorkshire
Wales High School	Kiveton Park, South Yorkshire
New College	Doncaster, South Yorkshire
Penistone Grammar School	Barnsley, South Yorkshire
Accord Sixth Form Ossett	Ossett, West Yorkshire
Burnside College	Wallsend, North Tyneside
Netherthorpe School	Staveley, North Derbyshire

### University Offers

The 2019 student cohort achieved offers from leading universities far in excess of that expected from “non-Linacre” students with similar backgrounds and A-level results.

Benchmark	Number	%
Sutton Trust	30	96.8%
Linacre 12	20	64.5%
Oxbridge	6	19.4%
Other / overseas	1	3.2%
<b>Total</b>	<b>31</b>	

Sutton Trust - A nationally recognised benchmark for the 30 most selective universities

Linacre 12 – a measure of the 12 most highly selective universities over the past decade, based on the average A Level grades of entrants including Cambridge, Oxford, Imperial College, LSE, Durham, St Andrews, UCL, Warwick, Bristol, Edinburgh, Bath, Glasgow.

### Final student destinations

Every student applied to and received offers for places at highly selective universities. Almost two-thirds of our students received offers from the 12 most competitive universities in the UK including almost 20% that accepted places at Oxbridge.

Universities	Number	%
Durham	7	22.6%
Cambridge	5	16.1%
Warwick	3	9.7%
Sheffield	2	6.5%
Newcastle	2	6.5%
York	1	3.2%
Leeds	1	3.2%
Oxford	1	3.2%
Nottingham	1	3.2%
Edinburgh	1	3.2%
Imperial	1	3.2%
Lancaster	1	3.2%
Bristol	1	3.2%
UCL	1	3.2%
Exeter	1	3.2%
Leicester	1	3.2%
Genova	1	3.2%
<b>Total</b>	<b>31</b>	

#### Student experience and feedback

##### Student experience (survey feedback)

- 100% enjoyed the week in Cambridge
- 100% thought that the teaching was stretching
- 100% felt more challenged than they do in school
- 100% said that the week had a significant positive impact on them.
- 95% felt more confident about applying to leading universities
- 91% felt more confident in general
- 77% felt that they had found out about a wider range of options in life

#### What our students said:

##### *Big Ideas*

"I loved the trip, the other candidates were really nice and the lessons were a perfect mix of challenging and inspiring. My ambitions are now firmly set on applying to higher universities."

"I found the trip very stimulating, as it pushed my knowledge and problem solving skills far harder than I ever have been in school."

"I thoroughly enjoyed the London residential. I found the teaching challenged me but not the point where it was intimidating. It helped to enrich the love of my subject and I came back feeling energised and even more convinced that I want to study English Literature at university. I was a little nervous at the start of the week to meet new people, however I quickly found that the other candidates were really lovely and like-minded people. Before

the residential, I wasn't considering top universities such as Oxbridge, as I did not think that I would be capable of applying successfully. However, with encouragement from tutors, I now realise that this is a possibility for me. I also found that the opportunities that I had during the week were incredible, as they opened my mind to a range of possibilities and were truly inspirational."

"It's been such an intensive week. Best part of it were lessons, where uni teachers stimulated us to stretch our minds and think out of the box. Also I had the opportunity to visit London, going to the parliament, to conferences and exhibitions and even at the parliament."

"The London residential was an amazing opportunity and I'm irrevocably grateful to all the staff that have worked to make it happen. The lessons were academically challenging and engaging, providing an insight into specific industries as well as examining our own perceptions of them. I was able to talk to people with similar ambitions and passions which has boosted my confidence and inspired me to apply to leading universities. Thank you to all the staff for such an amazing experience."

#### *Stepping Stones*

"I thoroughly enjoyed the Cambridge experience. I entered into this programme with very little confidence and have left with an enhanced motivation and every faith in myself restored. I hadn't originally planned on making an Oxbridge application, but because I enjoyed the programme so much I now intend to do so. I found the practice interviews the most useful as this is the area of the application that concerned me the most and I now feel more prepared for academic interviews. I met a lot of interesting and fascinating people that I have made close bonds with over the two trips whom I hope to stay in touch with. Overall, I believe this programme is extremely effective and I am very grateful to have taken part in it."

"I really enjoyed the Cambridge residential. I found that the teaching was excellent as it built upon the work that I did in Westminster and transformed the way I think about my subject. The teaching I received was tailored to my needs and I am certain will greatly enhance my grades as I enter Year 13. I feel that I am very privileged to have had the opportunity to be taught by such inspiring and accomplished people. Being in such prestigious surroundings was almost surreal and this only added to the experience. It was also great being with others who are equally passionate and interested in their subjects as I am. As well as the academic support that I received, I feel that another really valuable aspect of the programme for me has been how the residential has started to equip me with some of the other skills that I will need to thrive at university. Before the Linacre programme, I did not believe that I was capable of applying to competitive universities such as Oxbridge, however I have been encouraged and inspired to do so. I am in awe of the opportunity that I have been given and I would strongly recommend it to others."

"I had such an amazing week. The teaching was excellent and very stretching. I made some great friends with other candidates. I am now very motivated to get into oxford and can't wait to start uni life. I now feel like getting into a top university, like oxford, is now quite

likely and no longer just a fantasy. Overall I had the best summer, I wish I could do it every year."

"The tailored work on admissions tests and essay was invaluable in aiding my confidence in this new style of assessment. One to one tutoring provided an insight into the level of understanding into my subject that I will receive at university. Overall the experience was incredible and I have gained skills and friends for life!"

## Impact – 2020 Student Cohort

The restrictions applied during to the COVID19 pandemic since March 2020 meant that it was not permissible for the charity to run residential summer schools in 2020. To provide students with valuable learning opportunities at a critical time in their education, the charity redesigned its summer schools and created an innovative and inspiring virtual programme. This required investment in a new Resource Bank and in the technology for extensive video conferencing events. A virtual common room was also developed to enhance the student experience.

Due to the challenges faced by schools, students and the charity and its supporters, only one virtual summer school could be provided and not the normal two. The content was tailored around the subject interests of the students in what was a hybrid of that typically used in both Big Ideas and Stepping Stones summer schools. Students had access to expert teaching and professional advice from specialist subjects such as law and medicine.

The pandemic also meant that many of the teachers and tutors that we would have normally expected to work with were just not available due to extra-ordinary demands on their time, COVID19 restrictions and requirements of self-isolation. The charity was also grateful to Zero Gravity, who helped us provide tutors for students during this very difficult period.

Despite COVID19 restrictions, a record 10 schools and 61 students participated and feedback remained positive with 71% saying they were 'more likely' or 'much more likely' to apply to highly selective universities after our presentations to them.

### Partner Schools

The impact of COVID19 was unprecedented and extremely difficult for the charity, its partner schools and universities, but it was also encouraging to see an even greater demand for participating in the Linacre Reach Higher Programme.

Partner Schools increased again to 10 as we had established a strong relationship with the Higher Education Progression Partnership in South Yorkshire (HeppSY) that enabled us to attract students from additional schools in Rotherham.

<b>Partner Schools</b>	<b>Location</b>
Hall Cross Academy	Doncaster, South Yorkshire
Wales High School	Kiveton Park, South Yorkshire
New College	Doncaster, South Yorkshire
Penistone Grammar School	Barnsley, South Yorkshire
Accord Sixth Form Ossett	Ossett, West Yorkshire
Thomas Rotherham	Rotherham, South Yorkshire
Burnside College	Wallsend, North Tyneside
Wickersley School	Rotherham, South Yorkshire
Brinsworth Academy	Rotherham, South Yorkshire
Wath Academy	Rotherham, South Yorkshire

## University Offers

The 2020 student cohort were highly successful in attracting offers from leading universities.

Benchmark	Number	%
Sutton Trust	56	91.8%
Linacre 12	37	60.7%
Oxbridge	16	26.2%
Other	5	8.2%
<b>Total</b>	<b>61</b>	

## Final student destinations

Universities	Number	%
Cambridge	10	16.4%
Sheffield	8	13.1%
Durham	7	11.5%
Leeds	5	8.2%
Oxford	4	6.6%
Manchester	4	6.6%
Gap Year	4	6.6%
Newcastle	3	4.9%
St Andrews	2	3.2%
UCL	2	3.2%
York	2	3.2%
Birmingham	2	3.2%
Unknown (no school data available)	2	3.2%
Bath	1	1.6%
Edinburgh	1	1.6%
London Institute of Finance and Banking	1	1.6%
Leeds Beckett	1	1.6%
Sheffield Hallam	1	1.6%
Resitting A levels	1	1.6%
<b>Total</b>	<b>61</b>	

The table above shows two students where schools had not been able to provide the university destinations at the time of writing this report.

## Final student destinations by university benchmark

Benchmark	Number	%
Sutton Trust	51	83.4%
Linacre 12	27	44.3%
Oxbridge*	14	22.9%
Other	6	9.8%
Gap Year	4	6.6%
<b>Total</b>	<b>61</b>	

\* Two further students met the grades for their Cambridge offers, but accepted places at other universities.

## Student experience (survey feedback)

- 94% felt more confident in approaching interviews
- 88% felt more confident in working on advanced problems or debates
- 100% agreed that the teaching was good
- 94% found the week academically stretching
- 79% enjoyed the week
- 85% felt in a stronger place to reach a selective university
- 87% would have preferred a face-to-face summer school, given the opportunity

### What our students said:

"I really enjoyed all of the summer school and working through maths that I've never really seen at school has been really helpful and has made me much more confident about admissions tests and interviews."

"Although not what I originally thought it would be, the summer school was challenging and allowed me to consider complex debates in my field in a more perceptive way. The summer school changed my mind for some things, and confirmed other ideas, so was very useful in boosting my confidence for an Oxbridge application. The support was excellent, and if there were technical difficulties, then it was resolved. Ultimately, a difficult but enjoyable week."

"This was a great summer school one which I found very beneficial to help with admission assessment and interviews"

"The summer school was one of the best experiences of my life even if it was online, as I felt like it was the first step into medical school and really enjoyed the teaching and the teachers and the extension topics. I felt my area of interest widen and I still research the topics we did."

"Well organised... Helped me learn about different aspects of biology and definitely increased my interest and curiosity."

"Really enjoyed the week, found it very encouraging and informative - also made me want to apply for Oxbridge."

"The week has been very useful and also helped to get me back into the swing of things"

"I really enjoyed the extension topics and being able to look at history in a unique way, that I wouldn't have been able to do otherwise."

"Helped a lot with admissions tests, my critical thinking and my overall knowledge of the subject."

"Overall a fantastic opportunity which I believe has increased my confidence."

## Anticipated risks

### Safeguarding children

Our primary beneficiaries are under 18 when we start working with them and they are legally deemed to be children. As a result we have a comprehensive Safeguarding Policy and Procedure to mitigate any risks and work with specialist advisors to constantly review and make improvements.

All of our 2019 students were surveyed and 100% agreed that they had enjoyed the experience. 100% also reported that they felt safe on the residentials.

### Finances

The charity operated effectively in 2019-20 and returned a small surplus on its operating account to March 2020. This continued in the nine months of 2020 (April-December) and is covered by the financial statements in this report.

Cash reserves remain positive and the charity closed 2020 with sufficient funds for further expansion of the Reach Higher programme in 2021.

## Further information required under Charities Act 2011

### Objects

The agreed charitable objects of the Institute are

*To further the education of children in northern England who, in particular but not exclusively, are disadvantaged as a result of being a member of a socially and economically deprived community.*

*We do this primarily but not exclusively by means of residential courses, out-of-school hours teaching and individual mentoring.*

In setting our objectives and planning our activities our Trustees have close regard to the Charity Commission's general guidance on public benefit, and in particular to its public benefit guidance on advancing education.

### Charity trustees

As at 31 December 2020, the Charity Trustees were:

Ali Jaffer (Chair, appointed 1 Dec 2019)

Jessica Asato (11 Mar 2019)

Henry Davies (21 Mar 2018)

Pippa Dodgshon (7 May 2015)

Richard Kowenicki (22 Jan 2014)

### Structure, governance and management

The Charity is constituted as a Charitable Incorporated Organisation. Its founding document is the constitution agreed on 22 January 2014 and revised on 29 April 2014.

Trustees are appointed via an open recruitment process and final decisions on any appointments are made by a majority vote of the current board of trustees.

### Charitable activities

The charity works with a network of schools in northern England as detailed in the previous sections of this report.

The charity has a fair and multi-dimensional process for selecting students to participate in its Reach Higher programme from these partner schools. Every student in the sixth-form at those schools is given chance to apply for our courses, which are widely publicised within the schools. Where possible, more than one interviewer was involved in assessing student applications and input from their schools was invited.

Whilst relatively small proportion of the actual total costs are paid by partner schools, all benefits are provided totally free of charge to students and every effort is made to assist students with travel costs and learning resources including the provision of relevant books and temporary laptops.

The trustees are confident that access to its charitable activities are not unreasonably or unfairly restricted and every effort is made to ensure that every effort is made to encourage and assist students from disadvantaged backgrounds so that they can benefit of this experience.

## Public Benefit

Activities undertaken for the public benefit in pursuit of the Institute's charitable objects during 2020 included:

- Visiting schools in northern England to provide information about elite universities and to encourage students to fulfil their academic potential.
- Running summer schools for able students at schools in areas that are in the bottom 20% in England for progression to leading universities.
- Providing on-going tutoring and support for those students.
- Providing training for teachers on how best to support students aiming for elite universities.

## Beneficiaries

The Institute's principal beneficiaries are students and, in particular, those who participate in its programmes (as described earlier in this report).

Typically our students come from northern state schools particularly in areas where less than 15% of Higher Education entrants reach the 30 most competitive universities in the UK. This compares to a national average of 22% rising to over 50% in the best performing schools and regions, predominantly in the South East.

## Validation and Impact Research

In late 2019, the trustees commissioned an independent UCAS Strobe report which measured the value the charity adds in terms of the students' education. The report compared the university destinations of our students (2014-19) with those of others who look like them in background and GCSE attainment.

It concluded that our students were nine times more likely to apply to our 12 most selective universities. And, compared with similar applicants, they were almost four times as likely to win an offer and take up a place at one of those institutions.

The importance of measuring and tracking impact is recognised as being of important not just for the charity, but for our donors, supporters, partner schools, participating students and other stakeholders. It is also essential for building future relationships with organisations that are prepared to invest in ground-breaking projects that can genuinely improve higher educational outcomes and improve social mobility.

Further research has now been commissioned with the University of Sheffield to explore the impact of the Linacre Reach Higher Programme on the aspirations and attainment levels in our partner schools compared to those that have not yet been able to join our network.

## Trustee benefits and donations

### Benefits and payments

No trustees or trustee family members received any benefit from a free place on our summer schools.

Besides the instances detailed below, all trustees gave of their time freely and no remuneration or expenses were paid in the year.

### Donations from and payments to Trustees and related parties

As disclosed in Note 14 to the Accounts, the total amount of donations made by the trustees during the 2020 financial year (whether they were trustees for the full year or otherwise) and their close family members totalled £983

No payments were made to Trustees.

### Policy on reserves

The Institute's policy is to seek to maintain reserves at levels which the Trustees view as prudent in view of likely forthcoming costs and incoming monies. This is balanced with the desire quickly to apply as much as possible of the Institute's financial resources directly to activities for beneficiaries.

The 2020 financial year brought a £6,035 increase in the Institute's reserves.

The charity's funds are all unrestricted.

It holds no investments.

Signed ( Chair)



**The Trustees of the Linacre Institute**

# The Linacre Institute

## Statement of Financial Activities

for the 9 months ending 31 December 2020

	Notes	31/12/20	31/3/20
		£	£
Incoming resources	3 & 4		
Donations and grants		46,466	47,186
Funds raised for charitable activities		9,200	13,000
Investment income		12	34
Total		<u>55,677</u>	<u>60,220</u>
Resources expended	5		
Cost of raising funds		12,753	1,700
Charitable activities	6	30,627	44,933
Core costs		6,262	12,248
Total		<u>49,642</u>	<u>58,881</u>
Net incoming / (outgoing) resources		<u>6,035</u>	<u>1,339</u>
Net movement in funds		6,035	1,339
Reconciliation of funds:			
Total funds brought forward		29,412	28,073
Total funds carried forward		<u>35,447</u>	<u>29,412</u>

# The Linacre Institute

Balance Sheet

as at 31 December 2020

	Notes	31/12/20	31/3/20
		£	£
<b>Current assets</b>			
Debtors	11	94	1,757
Cash at bank and in hand	13	36,229	35,100
<b>Total current assets</b>		<u>36,323</u>	<u>36,857</u>
Creditors: amounts falling due within one year	12	(876)	(7,445)
<b>Net current assets</b>		<u>35,447</u>	<u>29,412</u>
<b>Total assets less current liabilities</b>		<u>35,447</u>	<u>29,412</u>
<b>Net assets</b>		<u>35,447</u>	<u>29,412</u>
<b>Funds of the Charity</b>			
Unrestricted funds		35,447	29,412
<b>Total funds</b>		<u>35,447</u>	<u>29,412</u>

# The Linacre Institute

## Statement of Financial Activities

for the 9 months to 31 December 2020

### Note

#### 1 Basis of preparation

##### 1.1 Basis of accounting

These accounts have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant notes to these accounts.

The accounts have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) issued on 16 July 2014, and with the Charities Act 2011.

The accounts present a true and fair view and the accounting policies adopted are those outlined in note 2.

##### 1.2 Going concern

The accounts have been drawn up on the basis that the Charity is a going concern. There are sufficient reserves to enable the Charity to continue with its activities for the coming year and the trustees continue to work to raise additional funds.

##### 1.3 Changes to accounting estimates

No changes to accounting estimates have occurred in the reporting period.

#### 2 Accounting policies

##### 2.1 Income

###### Recognition of income -

Income is included in the Statement of Financial Activities (SoFA) when:

- the charity becomes entitled to the resources;
- it is more likely than not that the trustees will receive the resources; and
- the monetary value can be measured with sufficient reliability.

###### Offsetting -

There has been no offsetting of assets and liabilities, or income and expenses, unless required or permitted by the FRS 102 SORP.

###### Grants and donations -

Grants and donations are only included in the SoFA when the general income recognition criteria are met (5.10 to 5.12 FRS 102 SORP).

# The Linacre Institute

Statement of Financial Activities  
for the 9 months to 31 December 2020

## 3 Analysis of income

		31/12/20	31/03/20
		£	£
<b>Donations and grants:</b>			
	Donations (including gift aid)	30,066	39,757
	General grants provided by other charities	16,400	7,429
	<b>Total</b>	<u>46,466</u>	<u>47,186</u>
<b>Charitable activities:</b>			
	Fees paid by participating schools	9,200	13,000
	<b>Total</b>	<u>9,200</u>	<u>13,000</u>
<b>Investment income:</b>			
	Interest earned on deposit account	12	34
	<b>Total</b>	<u>12</u>	<u>34</u>
	<b>Total income</b>	<u>55,677</u>	<u>60,220</u>

## 4 Donated facilities and services

Trinity Hall, Cambridge University, hosts one of the summer schools and does not charge the Charity. It provides accommodation and meals for the students and tutors. These donated services and facilities have not been recognised in the accounts.

The Charity relies on a number of volunteers to provide some teaching, administration support and fundraising. Although these services are of significant benefit to the Charity, no value has been attributed to them for accounting purposes.

# The Linacre Institute

Statement of Financial Activities  
for the 9 months to 31 December 2020

## 2 Accounting policies

### 2.1 Income (continued)

#### Tax reclaims on donations and gifts -

Gift Aid receivable is included in income when there is a valid declaration from the donor.

Any Gift Aid amount recovered on a donation is considered to be part of that gift and is treated as an addition to the same fund as the initial donation unless the donor has specified otherwise.

#### Contractual income and performance related grants -

This is only included in the SoFA once the charity has provided the related services or met the performance related conditions.

#### Donated services and facilities -

Donated services and facilities are not included in the SoFA. Donated services and facilities are consumed immediately and therefore have no impact on the funds carried forward. Any donated services and facilities are described in note 4 to the accounts.

#### Support costs -

The charity has incurred expenditure on support costs.

#### Volunteer help -

The value of any voluntary help received is not included in the accounts but is described in note 4 to the accounts.

### 2.2 Expenditure and liabilities

#### Liability recognition –

Liabilities are recognised where it is more likely than not that there is a legal or constructive obligation committing the charity to pay out resources and the amount of the obligation can be measured with reasonable certainty.

#### Core costs –

Governance costs comprise all costs involving public accountability of the charity and its compliance with regulation and good practice.

Support costs include central functions and have been allocated between raising funds, governance and charitable activities on a basis consistent with the use of resources.

#### Deferred income –

No material item of deferred income has been included in the accounts.

#### Creditors –

Creditors are measured at settlement amounts.

### 2.3 Assets

#### Debtors and accrued income –

Debtors and accrued income are measured at the cash amount expected to be received.

# The Linacre Institute

Statement of Financial Activities  
for the 9 months to 31 December 2020

## 5 Allocation of central costs

Cost Type	Total allocated	Charitable activities	Raising funds	Core costs
Employee costs	18,669	11,201	3,733	3,735
Staff pension costs	1,652	991	330	331
Consultants' fees	11,603	3,061	7,520	1,022
Insurance	343	206	68	69
Advertising and marketing	1,961	1,176	392	393
IT	630	378	126	126
Office rent	2,482	1,489	496	497
Office administration costs	441	264	88	89
Travel	-	-	-	-
	<b>37,781</b>	<b>18,766</b>	<b>12,753</b>	<b>6,262</b>

Central costs are apportioned on the basis of time spent by permanent staff on activities within the different administrative areas of the Trust.

# The Linacre Institute

Statement of Financial Activities  
for the 9 months to 31 December 2020

## 6 Analysis of charitable expenditure

		31/12/20	31/03/20
		£	£
Expenditure on charitable activities:	Programme accommodation and food	-	3,886
	Programme development and co-ordination	3,933	2,754
	Educational trips	-	361
	Travel	-	5,305
	Selection interviewer fees	365	5,649
	Summer school staff fees	720	-
	Teacher and tutor fees	6,690	8,850
	DBS and safeguarding	84	573
	Other programme costs	69	518
		<u>11,861</u>	<u>27,895</u>
	Allocated core costs	18,766	17,038
		<u>30,627</u>	<u>44,933</u>

### Analysis of charitable expenditure by programme event

Partner Schools programme	-	263
Reach Higher Programme:		
Big Ideas Summer School	-	8,711
Cambridge Stepping Stones	10,893	11,528
Phone-a-Friend	884	4,150
Other direct costs	84	3,243
	<u>11,861</u>	<u>27,895</u>

# The Linacre Institute

Statement of Financial Activities  
for the 9 months to 31 December 2020

As described in the Report of the Trustees, the delivery of the Charity's "Reach Higher" programme is at the core of its activities. Expenditure on charitable activities is, accordingly, analysed to reflect this.

The Director's total salary costs, including employer pension contributions, amounting to £20,321 (March 2020: £25,225) have been allocated 60% (March 2020: 60%) to charitable activities, 20% (March 2020: 20%) to raising funds and 20% (March 2020: 20%) to governance.

## 7 Support costs

Governance costs of £6,262 (March 2020: £5,550) have been allocated 25% to fundraising and 75% to charitable activities, reflecting the time spent by the director.

Support costs attributable to charitable activities have been included in that category. All other costs, such as rent, have been allocated 20% each to fundraising and governance and 60% to charitable activities.

## 8 Fees for examination of the accounts and other tax and legal work

No amounts have been paid to the Independent Examiner for the scrutiny of the accounts (Dec 2020: £Nil).

All tax and legal advice has been provided on a pro bono basis.

## 9 Paid employees

During the period under review Mr Paul Coupar-Hennessy, the Institute's founder, was employed as Executive Director. He was the Institute's sole employee.

# The Linacre Institute

Statement of Financial Activities  
for the 9 months to 31 December 2020

## 10 Staff costs

	31/12/20	31/03/20
	£	£
Salaries and wages	18,669	21,799
Pension costs (defined contribution scheme)	1,652	3,426
	<u>20,643</u>	<u>25,225</u>

The Charity fulfils its obligations to provide a pension scheme for its employee by making contributions into Mr Coupar-Hennessy's personal pension plan which are at least matched by him.

## 11 Debtors

	31/12/20	31/03/20
	£	£
Gift Aid recoverable	-	1,710
Other accrued income	94	47
Total	<u>94</u>	<u>1,757</u>

## 12 Creditors and accruals falling due within one year

	31/12/20	31/03/20
	£	£
Accruals and deferred income	294	7,200
PAYE and National Insurance	581	245
Total	<u>875</u>	<u>7,445</u>

## 13 Cash at bank and in hand

	31/12/20	31/03/20
	£	£
Cash at bank	36,229	35,100
Total	<u>36,229</u>	<u>35,100</u>

## The Linacre Institute

Statement of Financial Activities  
for the 9 months to 31 December 2020

14 Related party transactions and trustees' expenses and remuneration

Donations from trustees and related family members was £983 in 2020.

No other related party transactions occurred.

No trustees were paid.

**Independent examiner's report on the accounts to the trustees of The Linacre Institute  
Registered Charity No. 1156821**

I report to the trustees on my examination of the accounts of The Linacre Institute ("the Institute") for the 9 months ended 31 December 2020.

**Responsibilities and basis of report**

As the charity trustees of the Institute you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

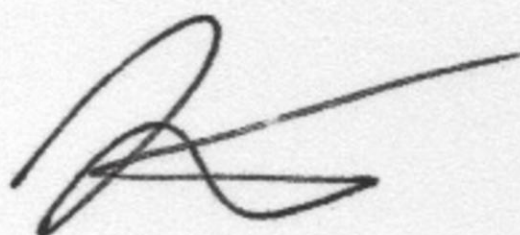
I report in respect of my examination of the Institute's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

**Independent examiner's statement**

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination which gives me cause to believe that in any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

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



08/10/2021

**Andrew Clements CA  
Institute of Chartered Accountants of Scotland**

**20 Granby Road  
Edinburgh  
EH16 5NL**