SCHOOLREADERS

England & Wales · Charity number 1159157

Details

Status	Registered
Legal form	CIO
Registered	2014-11-11
Register	View on the Charity Commission register

Contact

Address	Schoolreaders Bedford Heights Brickhill Drive Bedford MK41 7PH
Phone	01234 924222
Email	enquiries@schoolreaders.org
Website	http://www.schoolreaders.org/

Activities

Objects: TO ADVANCE EDUCATION IN THE UK BY PROVIDING AND ASSISTING THE PROVISION OF LITERACY SUPPORT IN SUCH WAYS AS THE CHARITY TRUSTEES THINK FIT, INCLUDING THE PROVISION OF VOLUNTEERS TO UK PRIMARY SCHOOLS TO LISTEN TO PUPILS READ AND ENCOURAGE THEIR READING SKILLS.

Activities: To advance education in the UK by providing and assisting the provision of literacy support in such ways as the charity trustees think fit, including the provision of volunteers to UK primary schools to listen to pupils read and encourage their reading skills.

Classification

- **How:** Provides Human Resources, Provides Services, Provides Advocacy/advice/information, Other Charitable Activities
- **What:** Education/training
- **Who:** Children/young People, The General Public/mankind

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Geography

- Throughout England And Wales

Finances

Period end	Income	Expenditure	Assets	Employees
2025-08-31	£940,435	£1,168,453	£1,086,141	29
2024-08-31	£1,664,046	£994,929	£1,314,159	23
2023-08-31	£747,414	£737,777	£645,042	20
2022-08-31	£564,836	£524,495	£635,405	15
2021-08-31	£544,873	£364,573	£595,064	10

Trustees

Name	Role	Appointed
Jane Elizabeth Whitbread	Chair	2014-09-09
Alice Veryan Garnett		2021-10-08
Amrutha Shankara		2026-01-20
Kirstin Rebecca Whitehead		2025-01-28
Nicholas Patrick Froy		2022-08-10
Rory Buchanan LANDMAN		2021-02-12
Shannan Stevenson		2018-10-17

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SCHOOLREADERS

England & Wales - Charity number 1159157

Accounts

Schoolreaders
improving literacy • increasing life chances







Schoolreaders

Annual Report and Accounts 2025

www.schoolreaders.org

Schoolreaders CIO, Registered charity in England and Wales, number 1159157

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I love reading with Mrs H because she always listens really carefully and makes me feel proud of my reading."
Schoolreaders Partner School Pupil, Staffordshire

Reference and Administrative Information

Charity name:
Schoolreaders

Registered Charity number:
1159157

Patrons:
Kate Adie, Gyles Brandreth

Trustees:
Jane Whitbread – Chair
Lucinda Copeman – resigned 28/2/25
Nicholas Froy – reappointed 10/8/25
Alice Garnett – reappointed 8/10/24
Rory Landman – reappointed 12/2/24
Amrutha Shankara – appointed 20/1/26
Shannan Stevenson – Vice Chair – reappointed 17/10/24
Kirstin Whitehead – appointed 28/1/25

Registered Office:
Bedford Heights, Brickhill Drive, Bedford MK41 7PH

Auditors:
Mercer & Hole, The Pinnacle, 170 Midsummer Boulevard, Milton Keynes MK9 1BP

Bankers:
Barclays PLC, Level 27, 1 Churchill Place, London E14 5HP
CAF Bank Ltd, 25 Kings Hill Avenue, West Malling, Kent ME19 4JQ
Barclays Investment Solutions Ltd, 1 Churchill Place, Canary Wharf, London E14 5HP

Governing document:
Charitable Incorporated Organisation (CIO) - Foundation Registered 11 November 2014

Chair's Report

2024/5 has been an important year for the charity. Once again, we significantly increased the number of children we provide with essential reading support, ending the year with more than 35,000 children per week receiving one-to-one reading sessions from one of our Schoolreaders volunteers. This represents an increase of 30% more children over the previous year. Our unique, scalable, and cost-effective model is highly sought after by primary schools. We now have a Schoolreaders volunteer in one in ten primary schools in England, and at least twice that number of schools are requesting a Schoolreaders volunteer. We are the leading in-school charity supporter of children's literacy in primary schools.

A major factor in our growth has been the generous funding we received from The October Club in 2023/4.This lump sum of £650,000, to be spent across three years, has to date enabled Schoolreaders to expand into the north of England and reach a further 9,000 children needing extra reading support, demonstrating the direct impact of additional funding. (Please note this donation has visually skewed our accounts).

Why are Schoolreaders volunteers needed?

We believe that all children deserve the opportunity to learn to read well. Without this basic life-skill an individual's life chances are severely diminished. Reading is the cornerstone to learning, education and a life of opportunity. Doors are closed at an early age if a child does not learn to read well, and sadly this is the case for the one in four children who leave primary school not reading to the expected standard[1].

Why is this such a large number? Many children do not receive help with reading at home. The reasons include: deprivation, illiterate parents/carers (one in six adults in England are functionally illiterate[2]), English not being a first language or spoken in the home, or limited home resources. These children can fall significantly behind their peers and the gap is often too great to catch up in regular schooltime. The relatively simple intervention of an adult dedicating consistent regular time to supporting an individual child's reading, in-school, for whatever length of time is required, is sufficient to turn this around.

A Schoolreaders volunteer plays **a unique role** in developing a child's reading ability and, importantly, their love of reading. Our volunteers are not teachers or school staff and are not parents or carers; they are therefore in the unique position of being a trusted adult in the school setting who has chosen to come in every week to sit with a child one-to-one to help them with their reading skills. Children find this relationship extremely rewarding and valuable. Our volunteers are able to build excellent long-term relationships with the children they support and become a valued part of the school community.

Poor adult literacy is a major contributing factor in many of society's challenges such as homelessness, unemployment, poverty, mental and physical health, and crime. 57% of prisoners in England have a reading age of an 11-year-old or younger.

1. GOV.UK statistics: Key Stage 2 attainment, academic year 2024/25
2. National Literacy Trust: Adult Literacy Rates in the UK, England 2024

Through addressing poor literacy amongst primary school children, on a large scale, Schoolreaders aims to make a long-term societal difference.

We remain a provision free to schools so that all children can have the opportunity to access this vital support to become good readers.

2024/25 headline facts[3]

- Schoolreaders is the largest in-school child literacy charity in the country, supporting more than 35,000 children in over 1,700 schools with vital one-to-one reading support every week.
- We could support many more children; more than a quarter of primary schools are requesting our volunteers.
- More than 1 million one-to-one in-school reading sessions were provided during the year.
- Annual impact research again demonstrated excellent results: 94% of schools reported the positive impact on children's reading confidence, 83% on reading fluency, 82% on reading enjoyment.
- Schools reporting on progress over 3 terms confirmed that 100% of children showed reading age increases above the expected level of progress.
- We continue to reach the most disadvantaged children - 43% of children supported are eligible for Free School Meals compared with the national figure of 26%.
- The high ratio of volunteers to staff (130:1) is exceptionally cost-effective, costing just £40 per child to provide weekly reading support for an academic year.
- Bespoke mapping technology ensures that volunteers are matched to the best-fit schools with the children with the greatest need, and maximises volunteer retention.
- 95% of our volunteers state their wish to continue their volunteering into the next academic year.
- 99.8% of our partner schools would recommend Schoolreaders to another school.
- 98% of schools reported that Schoolreaders volunteers enhanced the overall reading culture of the school.
- 99.2% of our volunteers would recommend volunteering with Schoolreaders.

3. Annual Survey in partnership with Institute for Research in Education at the University of Bedfordshire, 2025 - see p.14 for more details



Prioritising disadvantaged children

The child literacy gap is greatest amongst those children who are already disadvantaged. For this reason Schoolreaders prioritises reaching these children with extra reading support. This takes more time and therefore costs more but is proving to be achievable.

Schoolreaders Volunteers

Our Schoolreaders volunteers remain the heart of the charity and we value them extremely highly. We have a strong stewardship and training plan for our volunteers and the annual feedback from them is excellent. Interestingly, 51% of Schoolreaders volunteers have former in-school experience including ex-Head Teachers, Teachers, Teaching Assistants or Governors[4].

It is a very positive endorsement of the Schoolreaders model that it is recognised and supported by so many education professionals. Our volunteers themselves find it extremely rewarding, seeing the difference that they are able to make to a child's reading ability and enjoyment.

Collaborations

We actively seek collaboration with other organisations to drive efficiencies and provide support. This year included becoming a founder member of the Fair Education Alliance's Literacy Link initiative, which is bringing together leading organisations in the literacy field to address child illiteracy from different angles.

We continued to work alongside and collaborate with other charities, local community groups, holiday clubs and sports teams to increase reach to the most disadvantaged children and to support other initiatives designed to enhance children's literacy. Our partnerships with literary festivals around the country once again enabled us to provide children from our partner schools with access to children's literature and authors.

Finance and resource

We maintained our core income this year, whilst also benefitting from the previous year's three-year lump sum from The October Club. This large award does skew the accounts visually. We are extremely grateful to our donors, many of whom have loyally supported our work over several years, enabling our growth.

Income for the year was £940,435 (2024 £1,664,046 of which £653,189 was the 3-year lump sum from The October Club) and expenditure was £1,168,453, of which £205,434 was The October Club funding expenditure (2024 £994,929).

We ended the year holding free reserves representing 7.0 months of budgeted operating costs for 2025/26, which is in line with our reserves policy of between 6 to 9 months' operating costs.

4. Annual Survey in partnership with Institute for Research in Education at the University of Bedfordshire, 2025

Thank you

Changing the life chances of thousands of children through Schoolreaders is only possible thanks to the many, many people who support the work in different ways. Whether a Schoolreaders volunteer, a partner school, a patron, a county ambassador volunteer, a donor of funding or services, a staff member, a special adviser or a trustee, you are all essential partners in this work and without you it simply couldn't be done. A very sincere and heartfelt thank you to you all for being a part of this vital work, equipping children for a brighter future.

The Future

Now in its twelfth year, Schoolreaders is in a strong and resilient position, with a proven model. It is in great demand by schools. It is well positioned to continue forging ahead in reducing child illiteracy and the inequality which that brings. There is so much more to be done, which can happen if the resourcing is there. We remain on track to meet our mid-term goal of supporting 50,000 children per week in two years' time.

2026 has been designated the 'National Year of Reading' by the Government in response to the fact that reading enjoyment amongst children is at its lowest level for at least twenty years. We attended the launch of the initiative at 10 Downing Street and, as the largest in-school child literacy charity, we are a Lead Delivery Partner. The increased awareness created by the campaign will enable Schoolreaders to continue to grow even further in reaching disadvantaged children.



Our long-term objective is to have a significant national impact on rates of child illiteracy. We have the ambition, and the model, to create social change, where volunteering in a local school, supporting the most disadvantaged children's reading, becomes an embedded part of the nation's cultural norm.

Jane Whitbread

Jane Whitbread
Chair of Trustees, March 2026

> The Philip and Marjorie Robinson Charitable Trust are proud to support the inspiring work Schoolreaders do to tackle the decline in children's reading skills. Every child deserves the gift of reading, and we wish Schoolreaders success in delivering 1.5million sessions in schools this National Year of Reading. Their energy, hard work and dedication is impressive."
> *Nicki Bolton, Trustee, Philip and Marjorie Robinson Charitable Trust*

The trustees present their report with the financial statements of the charity for the year ended 31st August 2025.

The trustees have adopted the provisions and exemptions of the second edition of the Statement of Recommended Practice (SORP) 'Accounting and Reporting by Charities' issued in October 2019. The reference and administrative details on page 3 form part of this report.

Objectives and Activities

Our vision is that every child should have the chance to learn to read well. 1 in 4 children in England leave primary school not reading to the expected standard, limiting their access to secondary education and future opportunities[5].

The disadvantage gap is stark: 38% of disadvantaged children[6] (more than 1 in 3) do not meet expected reading levels. 1 in 6 children receiving Free School Meals do not own a single book[7], and most lack opportunities for one-to-one reading with an adult at home - an essential factor in developing literacy. Only 10% of disadvantaged children who leave primary school reading below the expected standard will go on to achieve passes in GCSE English and Maths[8].

Leaving secondary school with poor reading skills affects employment, earnings potential and physical and mental health, and increases the risk of poverty, homelessness and involvement in crime. 57% of prisoners in England read at the level of an 11-year-old or below[9], and 1 in 6 adults in the UK struggle with basic reading tasks such as filling out a form or reading a medicine bottle or WhatsApp message[10].

Reading for pleasure is the strongest predictor of a child's future success, yet enjoyment of reading is at a twenty year low[11]. **Evidence shows that early one-to-one support delivers the greatest gains in reading,** and government guidance recommends starting these interventions as early as possible[12] .

> One boy of 8 was very reluctant to come out to read. There was no eye contact, and no response to my comments or questions. He read so quietly I could hardly hear him. I decided that praise for the slightest thing he did was probably a way to deal with it and now after 3 months he's reading loudly and with confidence, with eye contact and big smiles!"
> *Schoolreaders Volunteer, Liverpool*

5. GOV.UK statistics: Key Stage 2 attainment, academic year 2024/25
6. Disadvantaged children are defined as those who face barriers to success, often (but not only) due to their socio-economic background. Our Deprivation Strategy prioritises primary schools in the top 20% of deprived areas and/or those with over 25% of pupils on free school meals.
7. National Literacy Trust: Children and young people's book ownership in 2025, 18/11/25
8. GOV.UK: Ofsted: Now the whole school is reading – supporting struggling readers in secondary school, 31/10/22
9. Shannon Trust: Learning to read in prison – time to invest in peer led programmes, 29/03/22
10. National Literacy Trust: Adult Literacy Rates in the UK England 2024
11. National Literacy Trust: Children and young people's reading 2025, updated 12/06/25
12. GOV.UK: Research Evidence on Reading for Pleasure, May 2012

Meeting the need

For over a decade, Schoolreaders has placed trained volunteers in primary schools to provide children with weekly one-to-one reading support.

Volunteers work face-to-face in school: a method that 99% of partner schools consider the most effective[13]. It is a bespoke and flexible model to suit every child's needs. Our volunteers' minimum one-year commitment enables schools to tailor support to each child.

Schoolreaders is the largest in-school reading support charity in England with one quarter of primary schools registered i.e. requesting volunteers. By July 2025 over 35,000 children in more than 1,700 schools were receiving weekly one-to-one reading support - a 30% increase on the previous year.



Volunteers are interviewed and matched to their 'best fit' local school using our bespoke mapping system, prioritising those with the highest need. We provide volunteers with mandatory safeguarding training and reading support best practice, and all partner schools provide their own training and undertake enhanced DBS (Disclosure and Barring Service) clearance prior to volunteers starting in school. Our model is simple, impactful, cost-effective, and scalable. The service is free of charge to ensure all children can benefit.

> The Schoolreaders volunteers have made a significant difference to our pupils' reading confidence and fluency. Their consistent, friendly presence is a real asset to our school. Many of our reluctant readers now look forward to reading thanks to the encouragement and patience of the volunteers. Their support is invaluable. The one-to-one attention that volunteers give allows pupils to progress at their own pace, helping us meet individual reading needs more effectively.
> *St Joseph's Catholic Primary School, Christchurch*

13. Annual Survey in partnership with Institute for Research in Education at the University of Bedfordshire, 2021

Why is Schoolreaders Unique?

Our volunteers play a unique role

As a trusted adult, who is not a parent or teacher, our volunteers are able to develop a personalised and supportive relationship in school, making children feel valued and increasing their motivation to read. Our trained volunteers commit to a minimum of one year and their time benefits not only a child's reading ability and enjoyment, but their confidence and self-esteem too. This is a special role in a child's life.

Schools have autonomy

We give schools flexibility to select the children to be supported based on individual needs and circumstances. This year 83.8% of schools prioritised children who had not read at home recently, 80.7% selected pupils who were reading below the expected standard, and 72.6% identified children experiencing difficulties with early reading acquisition[14].

We prioritise the most disadvantaged

There are proven links between poverty and poor literacy. As a response, our Deprivation Strategy prioritises primary schools in the top 20% of deprived areas and/or those with over 25% of pupils on Free School Meals. 43% of children supported by Schoolreaders are eligible for Free School Meals compared with the national figure of 26%[15].

Our impact is proven

Robust annual research with The Institute for Research in Education at the University of Bedfordshire consistently shows that the Schoolreaders intervention is highly effective.

Our service is free to schools

Schoolreaders provides support at no cost, ensuring that every child has the opportunity to access vital reading help, regardless of their school's financial status.

Our model is underpinned by technology

Our bespoke, interactive mapping system enables our team to view real-time data on our partner schools, helping to match volunteers to schools for maximum impact. Volunteers also use our bespoke e-learning platform, which includes mandatory safeguarding training and resources, to support their role and enhance their time spent with children.

We are extremely cost-effective

The Schoolreaders model is simple, proven and cost-effective. With 130 volunteers for every staff member that recruits, trains and supports them, every £1 is highly leveraged. Volunteers give an average of 2.7 hours per week (beyond the minimum commitment of just one hour) and typically stay well beyond the initial minimum commitment of one year. Volunteer retention is strong - 79% of volunteers choose to continue beyond their initial one-year commitment.

14. Annual Survey in partnership with Institute for Research in Education at the University of Bedfordshire, 2025
15. Annual Survey in partnership with Institute for Research in Education at the University of Bedfordshire, 2025

2024/25
Achievement and Performance

We started the year celebrating our 10th anniversary with a reception at the House of Commons, attended by our Patron Gyles Brandreth who read out a message from Her Majesty The Queen.

We ended the 2024/25 year supporting more than 35,000 children with weekly one-to-one reading support - a 30% uplift on 2023/4.



Since its inception in 2013, the Schoolreaders model has been proven and continues to be honed. It is incredibly simple, and everyone wins – the children benefit from consistent, regular additional reading support from a trusted adult, schools benefit from our trained volunteers spending time one-to-one with the children, and volunteers benefit from being part of their local community and an increased sense of value, purpose and wellbeing. Demand from schools for our services is high and growing. With 2026 being the National Year of Reading, we are ready to expand to reach as many children as our funding allows.

Operational achievements versus objectives this year:

Objective	Status & Highlights
Safeguarding as top priority	✓ **Achieved:** Safeguarding embedded across all policies; standing agenda item at all Trustee and SMT meetings.
Successful CEO transition	✓ **Achieved:** Sally Wrampling joined as CEO in October 2024, transition has been smooth and successful. Jane Whitbread remains as Chair of Trustees.
35,300 children receiving weekly reading support	✓ **Exceeded:** 35,800 children supported weekly by July 2025, with 51% of active schools in areas of high deprivation.
Improve impact measurement	✓ **Achieved:** Robust annual research among 457 schools and 1,472 volunteers with University of Bedfordshire. Positive results and new questions added.
Improve efficiency and robustness	✓ **Achieved:** New IT managed service; 7 new automations saving 840+ admin hours; new volunteer check-in process.
Monitor the literacy landscape	✓ **Achieved:** Attended 10 Downing Street launch, named as Lead Strategic Partner in National Year of Reading; active in Fair Education Alliance and Literacy Link.
Further develop fundraising resilience	✓ **Achieved:** Secured increased support and new multi-year grants, including first £100,000 three-year award (from The Julia Rausing Trust). Provided excellent bespoke reporting, including to regional funders.
Advance Equality, Diversity & Inclusion	✓ **Achieved:** Trustee working group formed; cross-functional EDI group established.

Key Facts From 2024/25

30%
more children supported than last year

1 in 4
primary schools in England have requested Schoolreaders volunteers

Prioritising disadvantaged children
43%
of the pupils supported by volunteers are eligible for Free School Meals compared with the national figure of 26%

1 million
one-to-one reading sessions were delivered in the 2024/25 academic year

98%
of schools say Schoolreaders volunteers enhance the reading culture of their school

51%
of Schoolreaders volunteers have former in-school experience including as ex-Head Teachers, Deputy Head Teachers, Teachers, Teaching Assistants or Governors

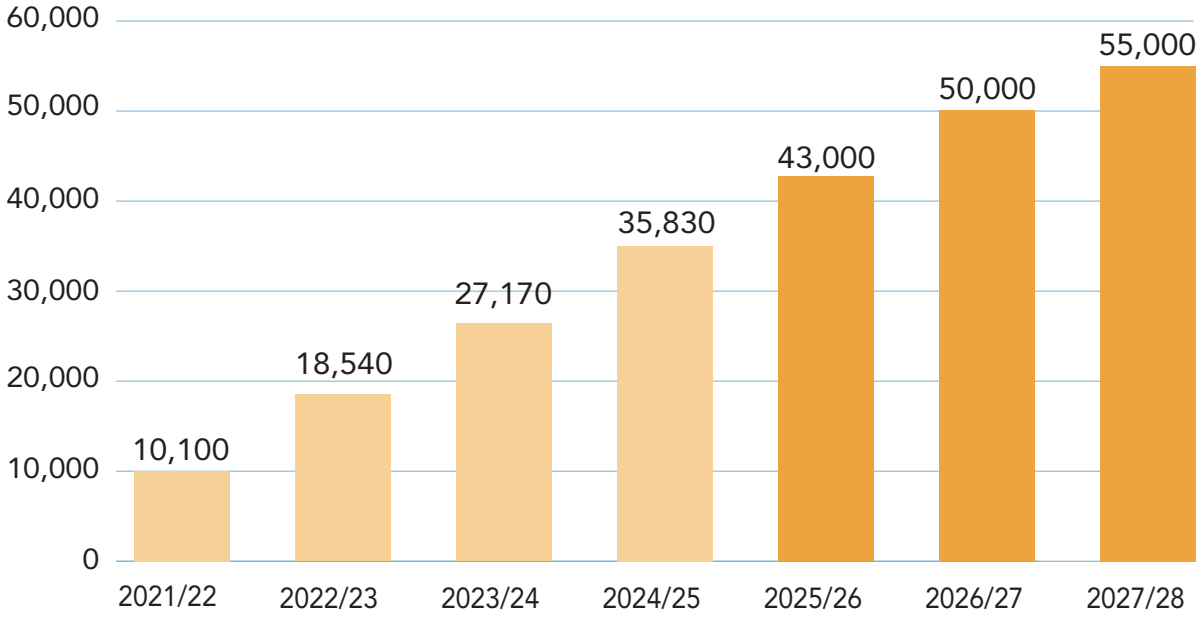
On average Schoolreaders volunteers spend
2.7
hours per week in school supporting children



99%
of our volunteers would recommend becoming a Schoolreaders volunteer

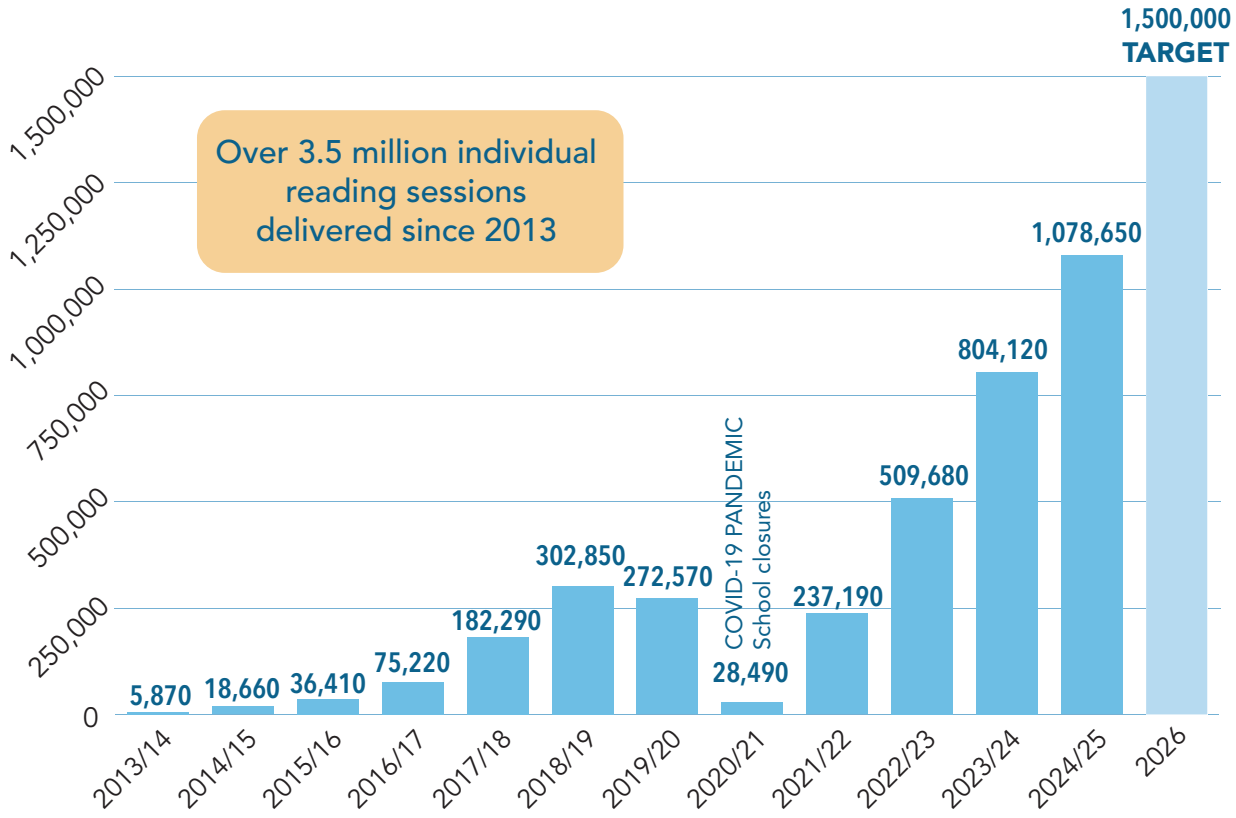
More than
3.5 million
reading sessions delivered since 2013

Growth in number of children receiving weekly one-to-one reading support with aims to 2027/28



Reading sessions delivered

Number of one-to-one reading sessions 2013 - 2026



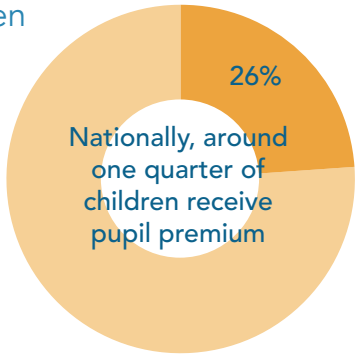
2024/25 - Impact and Outcomes

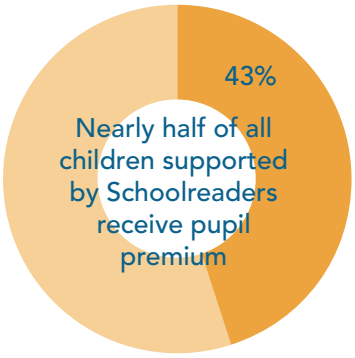
Schoolreaders has partnered with the University of Bedfordshire's Institute for Research in Education for seven years to undertake annual impact research. The 2024/25 study, involving a robust sample of 457 schools and 1,472 volunteers, again showed strong positive outcomes, highlighting the programme's value. The survey also offered deeper insights into school needs and volunteer engagement, helping to further strengthen the model.

2024/25 Results (from 457 schools) have shown:

Prioritising the Most Disadvantaged Children

- Supporting children with the greatest need remains central to Schoolreaders mission, and this year's findings show that our targeted approach is having real impact. Our continued focus on schools in areas of higher deprivation is reflected in the end-of-year data.

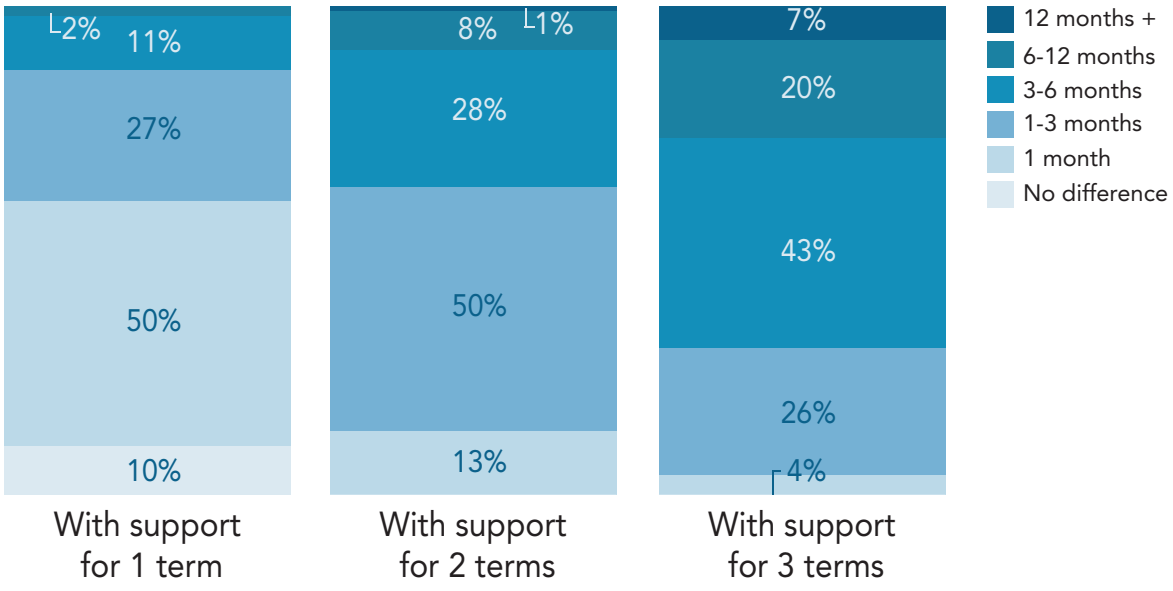




Reading Age Improvement

- Our 2024/25 research measured children's reading age progress after one, two, and three terms of volunteer support.
- Support from Schoolreaders volunteers was shown specifically to increase the reading age of children.
- Schools reported that 100% of children improved their reading age as a result of the volunteer support when the child was supported for two terms or three terms.

Incremental reading age improvement above the expected level of progress when support is given for different lengths of time



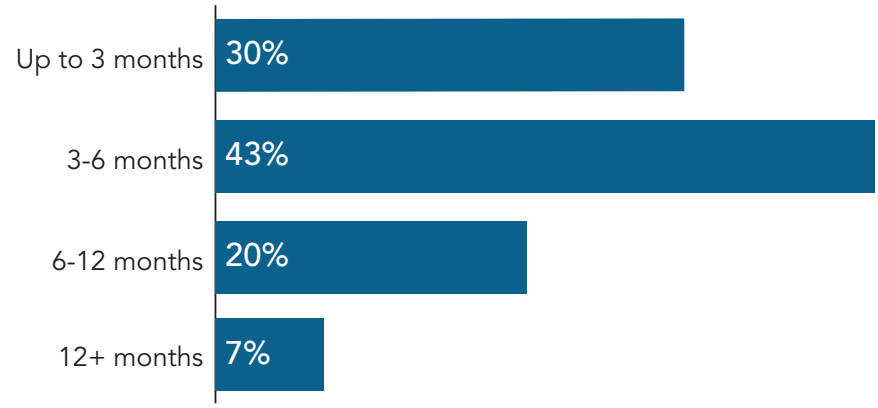
Reading Age Improvement contd.

Schools used the flexibility of the Schoolreaders provision to tailor the support to each individual child's needs. Of the schools who reported reading age improvement over three terms children's reading age increased as shown here (right):

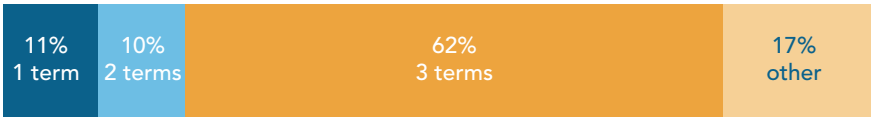
School feedback continues to emphasise how important it is for children to work with a reading volunteer who can commit consistently over one year or more. 62% of schools confirmed their pupils benefit from weekly sessions throughout the full academic year, while 38% receive support for varying lengths of time based on individual needs.

Incremental reading age improvement

Incremental reading age improvement above the expected level of progress when reading support is provided by a Schoolreaders volunteer over three terms



For how long is each child supported?



Other positive impact on children's reading performance:

94% of children gained in reading confidence



70% improved their overall confidence

83% of children showed improvement in reading fluency



82% increased their enjoyment of reading



Additional Benefits to Children

Schools report that the impact of Schoolreaders volunteers extends well beyond reading progress. Children show increased self-esteem, greater confidence, and improved social and relationship-building skills as a result of regular one-to-one support. Volunteers are consistently recognised as positive role models, offering stability and encouragement: something particularly valuable for pupils who may not receive this kind of focused adult attention elsewhere. The voluntary nature of the role also helps create a distinctive and trusted relationship, different from interactions with teaching staff, which many children respond to especially well.

79%
of schools highlighted the strong role-modelling impact of volunteers

79%
noted improvements in children's ability to build relationships

69%
observed boosts in children's self-esteem

Reading Culture

The vast majority of schools (98%) report that Schoolreaders volunteers make a significant contribution to strengthening their overall school reading culture.

Four key themes emerged from this year's feedback:

- volunteers inspire a love of reading and reading for pleasure;
- they act as positive role models who elevate the importance of reading across the school;
- their regular support helps build children's confidence, fluency and access to learning; and
- they foster meaningful relationships that connect the school community.

Together, these contributions help create a more supportive and engaging reading environment for all pupils.

> It is lovely to have adults in school promoting reading who are not staff members. Our children have really benefitted from having non-staff adults in school who value reading and inspire our pupils to love books and reading too."
> *St Benedict's Junior School, Glastonbury*



2024/25 Volunteer Facts and Impact (from 1,472 volunteer respondents)

Schoolreaders volunteers are central to our mission of improving children's literacy and future opportunities. We support volunteers throughout their journey with mandatory training modules and ongoing guidance by phone and email.

To maintain engagement, volunteers can join regular online forums, attend in-person county events, and connect through our active private Facebook community.

Our end-of-year survey shows consistently high volunteer satisfaction, with volunteers expressing strong enjoyment, commitment, and loyalty - demonstrating the strength of the Schoolreaders experience.

RECOMMENDATION RATE

99.2%
would recommend becoming a Schoolreaders volunteer

VOLUNTEER SATISFACTION

87%
rated their school placement as excellent or good

VOLUNTEER ENGAGEMENT

95%
intend to continue volunteering with Schoolreaders in 2025/26

TIME COMMITMENT:

Volunteers spent an average of

2.7 hours

per week with children, a substantial contribution that, alongside a minimum one-year commitment, provides schools with a reliable source of high-quality reading support

MOTIVATIONS

85%
felt they were making a meaningful difference to children's lives, while 73% reported an increased sense of purpose and personal fulfilment

> I absolutely love my time at the school. I get very attached to the children and really want to help them learn to read. I get on well with the teacher and TA and they really seem to appreciate my help. The school has a number who come in with little or no English and it's really rewarding to help them and see them progress."
> *Schoolreaders Volunteer, Cheltenham*



Cost-efficiency and Value of the Schoolreaders Model

The Schoolreaders model continues to offer exceptional value due to the very high proportion of volunteers within the organisation. For every staff member there are 130 volunteers, ensuring that each £1 invested is highly leveraged and directly contributes to frontline impact.

In 2024/25 the cost of providing a full year of weekly one-to-one reading support was just £40 per child, representing outstanding value for an intervention that can profoundly influence literacy development during the primary years and beyond.

If volunteer time were monetised at the National Living Wage for 2024/25, the total value of their contribution would be at least £3.5 million, with the cumulative value of volunteer hours since Schoolreaders began in 2013 now approaching £11.5 million.

> It has been our first time being involved with Schoolreaders and it has been a very positive experience. The impact on the children has been great and our volunteer has been so professional and competent at all times. She has been punctual and reliable. It has been a pleasure to have her in our school."
> *St Margaret Clitherow RC Primary School, London*

2024/25 - Our Funders and Supporters

Every contribution to Schoolreaders plays a vital role in helping us deliver our work, and we extend our sincere thanks to everyone who has supported us this year. Whether you have given a regular monthly gift, taken part in or donated to a fundraising event, pledged a legacy, offered corporate support or sponsorship, or backed the charity through a grant, your generosity has had a real impact. Each supporter and funding partner enables us to reach more children with the literacy help they need, and on behalf of every child who has strengthened their reading skills this year, we offer our heartfelt thanks.

While we are unable to list every donor individually, we would like to acknowledge the following supporters for the significant contribution they have made in 2024/25:

Partners and Organisations

Kindred, Maths Circle, Moonlight Publishing, Simons Developments, Stamptastic, The October Club, Tritax Big Box REIT plc, What on Earth! Magazine, World of Books, and Members of our Founding Circle.

> We are proud to support Schoolreaders in their mission of delivering reading sessions to children all over England. This long-standing partnership aligns and plays an integral part in the mission of our 5-year social impact strategy. We aim to reach and impact the lives of 250,000 young people in areas where we manage and develop assets, enhancing employability skills and building the future workforce of our clients."
> *Jennie Colville, ESG Director, Tritax Big Box.*

Charitable Trusts 2024/25

Buffini Chao Foundation

The Eveson Trust

The Dulverton Trust

Garfield Weston Foundation

The Harpur Trust

Jack Lane Charitable Trust

J Reginald Corah Foundation Fund

The Julia Rausing Trust

The Stockwell/Cliffe Charitable Trust

Suffolk Community Foundation

> The Julia Rausing Trust is really pleased to support Schoolreaders – they have an extensive network of volunteers who are able to provide effective, low-cost reading interventions in primary schools across the country."
> *Daniel Chapman, The Julia Rausing Trust*

> The Girdlers' Company Charitable Trust has been delighted to support the hugely important work of Schoolreaders through our member-led grant programme. The work of the charity directly aligns with a beneficial outcome we seek to achieve with our funding, the improvement of literacy, which in turn influences the life chances of the children supported."
> *Sarah Bennett, Girdlers' Company*

Individuals

We are grateful to the many individuals who have shown remarkable generosity throughout the year, including members of our 100 Club. Their ongoing commitment is especially appreciated, and we deeply value this continued support.



Our Theory of Change

The problem

1 in 4 children in England fail to reach the expected standard of reading by age 11 (more for disadvantaged children), with lifelong negative consequences.

What we do

Through trained, local volunteers we provide free, consistent, in-person reading support to the children who need it most.

Our Deprivation Strategy prioritises schools within the 20% areas of highest deprivation and/or where over 25% of pupils receive Free School Meals

How we deliver

Schools register and request reading volunteers

We recruit volunteers from the local community who can commit at least one hour a week for a minimum of one year

Applicants are interviewed and using our live mapping system are matched to their 'best fit' school, following our Deprivation Strategy

We provide training and the school undertakes an enhanced DBS check on each volunteer

Volunteers provide weekly one-to-one reading sessions in the school setting, for as long as the child needs support

We put schools in control of how the volunteers are deployed, ensuring the children most in need of support are reached

We robustly measure impact to ensure we are making a real difference

The outcomes: empowering children through improved literacy and transforming individuals, families and communities

More than half of our reading volunteers have former in-school experience

FOR CHILDREN:

- Increased reading fluency (83%) and confidence (94%)*
- Incremental improvements in reading age for 100% of children, 42% by 3 months+ and 27% by 6 months+*
- Greater enjoyment of reading (82%)*
- Consistent relationship with uniquely-placed, positive role model
- Better equipped to fully access secondary education
- Increased life chances

FOR SCHOOLS:

- Trained, consistent, committed volunteers
- Additional reading support, free of charge
- 98% of schools report an improved whole-school reading culture*

FOR VOLUNTEERS:

- In-person engagement with their local community
- Reading with others has been proven to reduce stress and feelings of isolation
- An increased sense of purpose and value (73%)*
- Positivity from making a difference to the lives of others (85%)*

We rely entirely on voluntary income to deliver our services, which are provided free of charge to schools. Every £1 invested is highly leveraged, with 130 volunteers for every staff member. It costs just £40 per child to provide reading support for a whole year.

* Independent 2025 research in partnership with the Institute for Research in Education at the University of Bedford



2025/26 Plans

Schoolreaders is the largest in-school literacy charity in the country, and demand from schools for our services shows no sign of slowing. Following a year of strong growth, with a 30% increase in the number of children supported, we will continue our expansion in a strategic way. We aim to be supporting 43,000 children one-to-one every week by the end of the 2025-26 academic year, focusing on the most disadvantaged children. The National Year of Reading 2026 provides an excellent platform to work in partnership with schools, volunteers, funders, and supporters.

Generous funding from The October Club to expand our work across the North of England over a three-year period comes to an end in December 2026, so finalising the plan to continue our work in the most deprived areas of the North of England is a priority.



He makes reading fun and exciting! He always listens to us, helps us when we're stuck, and asks really cool questions that make us think. He believes in us and makes us feel proud of what we can do."
Schoolreaders Partner School Pupil, Nottinghamshire

Retain safeguarding as the key priority

- All volunteers to attain enhanced DBS clearance before starting reading in school and undertake mandatory safeguarding training
- Undertake an external review of safeguarding in practice, making recommendations to the leadership team
- Safeguarding to remain a fixed item at every Trustee and Senior Management meeting
- Education and Safeguarding Advisory Group to meet termly

To provide 43,000 children with weekly reading support by August 2026, with a focus on those that need support the most

- Maximise opportunities afforded by the National Year of Reading to recruit volunteers and schools, focusing on areas with high levels of deprivation
- To be active in 13% (1 in 8) of primary schools in England by August 2026
- Maintain retention rate of 79% and retain volunteers for longer through improved support and stewardship

Develop longer term plan to support more children, including in the North of England

- Agree plan to continue and expand our work across the North of England once The October Club 3-year funding ends in December 2026
- Develop and agree 3-5 year plan and budget

Improve the efficiency and robustness of the Charity

- Review current work practices and identify efficiencies, including implementing automations and integrations where appropriate

Ensure financial resilience for 2025/26 and beyond

- To raise an income of £1,163,000 (plus £205,000 funding brought forward from The October Club award in 2023/24) and have budgeted expenditure of £1,306,000
- Ensure all our funding bids are 'best in class', and that supporters are stewarded to a very high standard

Monitor and respond to developments in the education and literacy charity landscape

- Work in partnership with the National Literacy Trust and others during the National Year of Reading 2026, including delivering Schoolreaders pledge of 1.5 million face-to-face reading sessions for children
- Retain membership of literacy and other organisations, including the Fair Education Alliance and Literacy Link, and look for helpful collaborations

Further improve measurement of the impact of the Schoolreaders provision

- Develop our end of year surveys with schools and volunteers in partnership with the Institute for Research in Education at the University of Bedfordshire
- Work with select partner schools to further refine individual reading age data over the 2025/26 academic year

> She is patient, she waits for us to read and she never says "hurry up"!"
> *Schoolreaders Partner School Pupil, Cheshire*



Fundraising Statement



Schoolreaders is very grateful for the generosity shown by all our supporters. Every donation and grant helps us progress towards our vision of ensuring that every child has the opportunity to read well. To sustain and expand our work, we aim to secure steady and reliable funding through a broad mix of fundraising activities that engage individuals, communities and external organisations.

Charitable trusts and corporate foundations continue to make a significant contribution to our annual income. We take a thoughtful and ethical approach to both applying for and managing these grants. Before approaching a grant-making body, we carry out appropriate due diligence to ensure eligibility and alignment with their priorities. Our applications are honest, accurate, and reflective of our work, and when successful, we fulfil all reporting requirements and provide tailored updates that demonstrate the tangible impact of their support.

We also receive invaluable support from individuals, corporate partners and community groups who host or take part in fundraising activities, make donations, or choose to leave a gift in their Will. Our relationships with companies continue to be an important source of income, delivered through multi-year partnerships, Charity of the Year programmes, sponsorship opportunities, employee fundraising and cause related marketing. When appropriate, we also run direct mail campaigns and public appeals, always in full compliance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

As part of our commitment to fundraising best practice, Schoolreaders is registered with the Fundraising Regulator. We uphold its Fundraising Promise, and our fundraising team adheres to the Code of Fundraising Practice. Alongside this, we operate our own thorough compliance processes and training to ensure that all fundraising is legal, transparent and respectful. We also ensure that our fundraising approach reflects our organisational values:

- **Integrity:** We treat all supporters with the utmost respect, honesty and integrity. We never apply undue pressure to make a donation and do not solicit or accept donations from vulnerable individuals. Our approach follows the Chartered Institute of Fundraising's guidance on treating people fairly.
- **Inclusive:** We strive to make our fundraising and communications accessible and welcoming to all. Our Equality, Diversity and Inclusion (EDI) charter outlines how we support everyone who wishes to contribute in a way that suits them.
- **Trusted:** We honour our supporters' preferences on how their personal information is used, and we strictly follow all legislation relating to responsible fundraising and data protection.
- **Inspiring:** We clearly demonstrate how donors' support directly strengthens children's literacy across the country.

We welcome all feedback on our work, and our complaints policy ensures that any concerns are handled constructively, impartially and with care. We are pleased to report that no complaints were received during this financial year.

Legal and Governance Information

Public benefit

The trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit and have complied with the Charities Act 2011 in determining the activities planned by the charity.

1. The objectives of the charity are clear: to advance education by providing and assisting the provision of literacy support in such ways as the charity trustees think fit, including the provision of volunteers to primary schools to listen to pupils read and encourage their reading skills.

2. All aims and activities undertaken are intended to further Schoolreaders' charitable objectives.

3. The people who receive support are entitled to do so according to the criteria set out in the charity's objectives. All of Schoolreaders' work is focused on its target beneficiaries: children.

Structure, Governance and Management

Organisation structure

The charity is governed by a Board of Trustees who normally meet six times per year and attend an annual strategic planning meeting with the Senior Management Team. The trustees are responsible for ensuring that the charity is well-managed and operates in line with its objectives, legal obligations, and its budget. When necessary the trustees seek advice and support from the charity's professional advisers. A trustee can hold office for a period of three years and may be re-appointed if they remain appropriately qualified for the role.

There is a Senior Management Team of five, led by the CEO, who manage and run the charity on a daily basis including the roles of: schools liaison, education, fundraising, volunteer management, marketing and PR, finance, design, IT and HR. There are a number of specialist advisors and sub-committees supporting the operation.

The charity is very volunteer-weighted and benefits from volunteer support ranging from trustee and advisory roles to executive involvement, county-centric planning and operations, and of course our Schoolreaders reading volunteers, without whose commitment and time none of the operation would happen.

Key Management Personnel

The Board considers that the CEO and Senior Management Team are responsible for directing and operating the charity on a day-to-day basis. Salary and remuneration of key personnel are reviewed annually in line with industry benchmarking.

Recruitment and Appointment of new Trustees

The identification of potential new trustees is carried out by the Board, the aim being to appoint those with the appropriate expertise and experience to contribute effectively to the strategy and governance of the charity. New trustees are appointed in line with the Safer Recruitment process and are thoroughly briefed on the history of the charity, the responsibilities of the trustees, current objectives, future plans, and the charity's day-to-day management.

> All volunteers have been amazing and have had a significant impact on the reading fluency of pupils who do not read at home. All pupils are desperate to have the chance to read with them. All volunteers are enthusiastic and are keen to give the school extra time."
> *Whittaker Moss Primary School, Rochdale*

Risk Management

The trustees have identified and assessed the principal risks to which the charity may be exposed and are satisfied that there are strategies and procedures in place to monitor and mitigate these risks as far as possible.

A risk register and map are maintained, measuring the weight and likelihood of a risk occurring. This is reviewed regularly by the Senior Management Team and trustees, and by exception should the risk environment change significantly.

The principal risks that have been identified and assessed regularly are:

- **Governance and management** - this considers risks associated with strategic direction, management and performance including the skills and training of the trustees.
- **Operational** - this looks at the risks inherent in the charity's activities, including external factors that might affect the recruitment and management of volunteers and schools. The priority in this area is the safeguarding of children.
- **Financial** - this includes risks regarding budgetary control, fundraising, expenditure, cashflow and reserves.
- **Laws and regulations** - this looks at the risks associated with compliance and non-compliance with external laws and regulations, including government policies, and internal regulations and policies.
- **External** - this looks at the risks associated with changes outside the control of the charity including environmental and economic changes.

Financial Review

Financial summary

This year shows a planned deficit following the exceptional one-off fundraising event delivered in 2023/24 by The October Club, which generated over £650,000 to be spent over three years to expand our services in the North of England. As such there was a net decrease in funds for the year of £228,018 (2024 £669,117 increase), of which £205,434 was the Year 2 drawdown of funds raised by The October Club. Income for the year was £940,435 (2024 £1,664,046). Total expenditure for the period was £1,168,453 (2024 £994,929). At the end of the financial year unrestricted reserves are £647,033 (2024 £691,531). Of these, free reserves are £638,766 (2024 £687,220).

Donated Services

Schoolreaders has benefited greatly from the kindness and generosity of many people and organisations who have given their time, expertise and wisdom across a variety of disciplines and areas of operation, allowing the organisation to thrive. We are extremely grateful to each and every one.

This year the combined value of all our volunteers' time, at every level of the organisation, is estimated at well over £3.5 million (on an equivalent National Living Wage basis).

Investments

The charity's investment policy has been developed to ensure reserves are invested prudently in highly liquid investments with minimum risk to capital value and with optimal return. Cash balances are only deposited with institutions with a rating of A- or above and all investment decisions comply with the charity's overall corporate ethical policy.

Reserves Policy

The trustees keep the reserves policy for the charity under review in light of its growth, future plans and financial risks. The reserves target is to maintain free reserves at between 6 and 9 months' average budgeted core operating costs. These reserves include only realised, unrestricted reserves and therefore exclude restricted or other designated funds or grants pledged but not yet received. Free reserves at 31st August 2025 were equivalent to 7.0 months' average expected operating costs for the forthcoming year. The trustees consider the current level of reserves as prudent and sufficient given the charity's growth, strategic plans and the current economic climate.

Statement of Trustees' Responsibilities

The trustees are responsible for preparing the Report of the Trustees and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice.

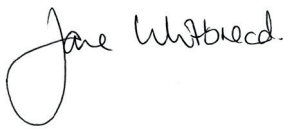
The law applicable to charities in England and Wales, the Charities Act 2011 and Charity (Accounts and Reports) Regulations 2008, and the provisions of the trust deed require the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charity for that period. In preparing those financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charity SORP;
- make judgements and estimates that are reasonable and prudent;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue to operate.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charity's website.

ON BEHALF OF THE BOARD:



Jane Whitbread – Chair of Trustees
Date: 24th March 2026

Independent Auditors Report

Opinion

We have audited the financial statements of Schoolreaders for the year ended 31 August 2025 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102; The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 August 2025 and of its incoming resources and application of resources for the period then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

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

Conclusions relating to going concern

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

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

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

Other information

The other information comprises the information included in the Trustees' Annual Report set out on pages 4 to 28, other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the annual report.

Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements, or our knowledge obtained in the course of the audit or otherwise appears to be materially misstated.

If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Charities (Accounts and Reports) Regulations 2008 requires us to report to you if, in our opinion:

- the information given in the Trustees' Annual Report is inconsistent in any material respect with the financial statements; or
- the charity has not kept sufficient and proper accounting records; or
- the charity's financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees for the financial statements

As explained more fully in the Statement of Trustees' Responsibilities set out on page 28, the trustees are responsible for the preparation of the financial statements which give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

We have been appointed as auditor under section 144 of the Charities Act 2011 and report in accordance with regulations made under section 154 of that Act.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The specific procedures for this engagement and the extent to which these are capable of detecting irregularities, including fraud, are detailed below.

Explanation as to what extent the audit was considered capable of detecting irregularities, including fraud

We gained an understanding of the legal and regulatory framework applicable to the company and the industry in which it operates and considered the risk of acts by the company that were contrary to applicable laws and regulations, including fraud. These included, but were not limited to, the Charities Act 2011, Charities SORP 2019 and tax legislation.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements and the financial report (including the risk of override of controls) and determined that the principal risks were related to posting inappropriate entries including journals to overstate revenue or understate expenditure and management bias in accounting estimates.

Audit procedures performed by the engagement team included:

- discussions with management, including considerations of known or suspected instances of non-compliance with laws and regulations and fraud;
- gaining an understanding of management's controls designed to prevent and detect irregularities; and
- identifying and testing journal entries.

Owing to the inherent limitations of an audit, there is an unavoidable risk that we may not have detected some material misstatements in the financial statements, even though we have properly planned and performed our audit in accordance with auditing standards. For example, the further removed non-compliance with laws and regulations (irregularities) is from the events and transactions reflected in the financial statements, the less likely the inherently limited procedures required by auditing standards would identify it. In addition, as with any audit, there remained a higher risk of non-detection of irregularities, as these may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal controls. We are not responsible for preventing non-compliance and cannot be expected to detect non-compliance with all laws and regulations.

A further description of our responsibilities is available on the Financial Reporting Council's website at: https:// www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charity's trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. Our audit work has been undertaken so that we might state to the charity's trustees those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's trustees as a body, for our audit work, for this report, or for the opinions we have formed.



Steve Robinson FCA
Senior Statutory Auditor
For and on behalf of Mercer & Hole LLP
Chartered Accountants and Statutory Auditors
The Pinnacle, 170 Midsummer Boulevard, Milton Keynes, MK9 1BP

Date: 31st March 2026

Statement of Financial Activities
For the year ended 31 August 2025

	Note	2025 Unrestricted £	2025 Restricted £	**Year ended 2025 Total Funds £**	Year ended 2024 Total Funds £
Income					
Grants & donations	2	556,844	288,500	**845,344**	840,641
Fundraising events	2	17,005	100	**17,105**	764,232
Gift Aid	2	10,239	-	**10,239**	21,656
Income from other trading activities	3	2,382	-	**2,382**	2,638
Other income	3	1,000	-	**1,000**	250
Interest income	4	64,365	-	**64,365**	34,629
Total income		651,835	288,600	**940,435**	1,664,046
Expenditure					
Raising funds	5	128,242	66,748	**194,990**	175,862
Charitable activities	6	568,091	405,372	**973,463**	819,067
Total expenditure		696,333	472,120	**1,168,453**	994,929
Net income and net movement in funds for the year		(44,498)	(183,520)	**(228,018)**	669,117
Reconciliation of Funds					
Total funds brought forward		691,531	622,628	**1,314,159**	645,042
Total funds carried forward		647,033	439,108	**1,086,141**	1,314,159

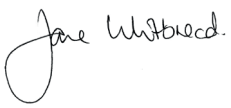
Comparative Statement of Financial Activities
For the year ended 31 August 2024

	Note	2024 Unrestricted £	2024 Restricted £	**Year ended 2024 Total Funds £**
Income				
Grants & donations	2	589,241	251,400	**840,641**
Fundraising events	2	63,657	700,575	**764,232**
Gift Aid		21,656	-	**21,656**
Income from other trading activities	3	2,638	-	**2,638**
Other income	3	250	-	**250**
Interest income	4	34,629	-	**34,629**
Total income		712,071	951,975	**1,664,046**
Expenditure				
Raising funds	5	165,341	10,521	**175,862**
Charitable activities	6	434,293	384,774	**819,067**
Total expenditure		599,634	395,295	**994,929**
Net income and net movement in funds for the year		112,437	556,680	**669,117**
Reconciliation of Funds				
Total funds brought forward		579,094	65,948	**645,042**
Total funds carried forward		691,531	622,628	**1,314,159**

Balance Sheet
At 31 August 2025

	Note	2025 Unrestricted £	2025 Restricted £	**2025 Total Funds £**	2024 Total Funds £
Fixed Assets					
Tangible Fixed Assets	12	7,332	-	**7,332**	4,311
Current Assets					
Stock		935	-	**935**	1,657
Debtors	13	44,601	4,000	**48,601**	44,457
Current asset investments	14	553,076	335,108	**888,184**	1,126,630
Cash at bank and in hand	14	78,496	100,000	**178,496**	178,929
		677,108	439,108	**1,116,216**	1,351,673
Creditors					
Amounts falling due within one year	15	37,407	-	**37,407**	41,825
Net Current Assets		639,701	439,108	**1,078,809**	1,309,848
Total Assets less Current Liabilities		647,033	439,108	**1,086,141**	1,314,159
Net Assets		647,033	439,108	**1,086,141**	1,314,159
Funds					
Unrestricted funds	16	647,033	-	**647,033**	691,531
Restricted funds	16	-	439,108	**439,108**	622,628
Total Funds		647,033	439,108	**1,086,141**	1,314,159

The financial statements were approved by the Board of Trustees on 24th March 2026 and were signed on its behalf by:



Jane Whitbread – Chair of Trustees

The notes at pages 37 to 48 form part of these accounts. The comparative breakdown of prior year fund balances for the Statement of Financial Activity and the Balance Sheet is given in note 16.

Cashflow Statement
For The Year Ended 31 August 2025

	Note	£	2025 £	£	2024 £
Net movement in funds			**(228,018)**		669,117
Adjustment for:					
Depreciation		4,542		4,881	
Investment income		(64,364)		(34,629)	
			(59,823)		(29,748)
Decrease/(Increase) in stock		722		1,465	
Decrease/(Increase) in debtors		(4,144)		(26,782)	
Increase/(Decrease) in creditors		(4,418)		(1,744)	
			(7,840)		(27,061)
Net cash from operating income			**(295,681)**		612,308
Investing activities					
Purchase of Fixed Assets		(7,563)		(3,422)	
Disposal of Fixed Assets		-		6,202	
Investment income		64,364		34,629	
Purchase of investments		(241,965)		(726,618)	
Sale of investments		480,412		120,018	
			295,248		(569,191)
Net change in cash and cash equivalents			**(433)**		(43,117)
Cash and cash equivalents at start of year			**178,929**		135,812
Cash and cash equivalents at the end of year	14		**178,496**		178,929

1. Accounting Policies

Basis of Preparation

The financial statements have been prepared under the historical cost convention in accordance with the Statement of Recommended Practice. The charity meets the definition of a public benefit entity under FRS 102.

Statement of Compliance

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (second edition - October 2019) (effective 1 January 2019) – (Charities SORP (FRS 102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Charities Act 2011).

Going Concern

The accounts have been prepared on a going concern basis. This year shows a planned deficit following the exceptional, one-off fundraising event delivered in 2023/24 by The October Club, which generated over £650,000 to be spent over three years to expand our services in the North of England. Of the £228,018 deficit made in the year, £205,434 relates to the second year of costs of service delivery funded by The October Club award and held in reserves. As such, the Trustees have a reasonable expectation that the Charity has adequate resources to continue in operational existence for the foreseeable future. For this reason, they continue to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the accounting policies.

Income

All income, including grant income receivable in future accounting periods, is included on the Statement of Financial Activities when the charity is entitled to the income, it is probable that it will be received, and the amount can be quantified with reasonable accuracy.

Expenditure and allocation and apportionment of costs

Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Fundraising costs are those costs attributable to generating income for the charity. The costs of charitable activities comprise all costs incurred in the pursuit of the charitable objectives of the charity. Support costs are those costs which do not relate to a single activity and have been apportioned between fundraising costs and charitable activities on a basis consistent with the use of resources.

Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees. Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Gifts in kind
Donated goods received to give away are recognised in income and expenses at fair value.

Fixed Assets and Depreciation
Tangible fixed assets are stated at cost, less accumulated depreciation. Items with a unit cost below £500 are written off through the Statement of Financial Activities unless a number of items bought together with a unit cost below that value exceed £500 in total. Depreciation is calculated on a monthly basis so as to write off the unit cost of an asset, less its estimated residual value, on a straight-line basis over the useful economic life of that asset as follows:

- Office furniture and equipment 33%.

Stock
Stock is valued at the lower of cost and net realisable value.

Debtors
Debtors are recognised at their settlement amount, less any provisions for non-recoverability. Prepayments are valued at the amount prepaid. They are discounted to the present value of the future cash receipt where such discounting is material.

Current asset investments
Current asset investments represent liquid investments with a maturity date of less than 24 months at the balance sheet date.

Cash at bank and in hand
Cash at bank and in hand represents such accounts and instruments that are available on demand.

Taxation
The charity is exempt from corporation tax on its charitable activities.

Liabilities & creditors
Liabilities & creditors are recognised when the entity has an obligation to transfer economic benefits as a result of past transactions or events.

Pension costs
The Charity contributes to a defined pension contribution scheme for the benefit of its employees. Contributions are recognised in the financial statements when due.

Key accounting estimates and areas of judgement
In the application of the Charity's accounting policies, management is required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

2. Voluntary Income

Voluntary Income

	Unrestricted Funds	Restricted Funds	**Year ended 31.08.25 Total Funds**	Year ended 31.08.24 Total Funds
	£	£	**£**	£
Grants	427,729	238,100	**665,829**	564,997
Donations	129,114	50,400	**179,514**	275,644
Legacies	-	-	**-**	-
Gift Aid	10,239	-	**10,239**	21,656
Grants & donations	567,083	288,500	**855,583**	862,297
Fundraising events	17,005	100	**17,105**	764,232
	584,089	288,600	**872,689**	1,626,529

Fundraising events income in the prior year includes one-off event income from The October Club amounting to £653,189, to be spent over three years. £176,577 was spent in the prior year and the balance has been retained, pending expenditure in years 2 and 3.
£205,434 was drawn from The October Club restricted reserves in the current year to fund year 2 expenditure against this award.

Grants received, included in the above, are as follows:

	Unrestricted Funds	Restricted Funds	**Year ended 31.08.25 Total Funds**	Year ended 31.08.24 Total Funds
	£	£	**£**	£
Buffini Chao Foundation	25,000	-	**25,000**	25,000
The Eveson Trust	-	15,000	**15,000**	10,000
Garfield Weston Foundation	60,000		**60,000**	-
J Reginald Corah Foundation Fund	-	1,200	**1,200**	1,200
Jack Lane Charitable Trust	-	1,200	**1,200**	-
Suffolk Community Foundation	-	2,800	**2,800**	-
The Dulverton Trust	40,000	-	**40,000**	25,000
The Harpur Trust	-	4,000	**4,000**	-
The Julia Rausing Trust	-	100,000	**100,000**	-
The Stockwell / Cliffe Charitable Trust	-	1,000	**1,000**	-
Other	302,729	112,900	**415,629**	503,797
	427,729	238,100	**665,829**	564,997

3. Income From Other Trading Activities

	Unrestricted Funds	Restricted Funds	**Year ended 31.08.25 Total Funds**	Year ended 31.08.24 Total Funds
	£	£	**£**	£
Sales of Christmas cards	2,382	-	**2,382**	2,638
Other	1,000	-	**1,000**	250
Total	3,382	-	**3,382**	2,888

4. Investment Income

The Charity's investment income of £64,365 (2024 £34,629) arises from money held in interest bearing deposit accounts and investments in short-dated government securities and other cash equivalents. These investments include the remaining approximately 2 years of the 3-year award funding from The October Club, raised in October 2023. Years 2 and 3 of this funding has been invested to optimise investment income pending being used to fund relevant costs in those years.

5. Raising Funds

	Unrestricted Funds	Restricted Funds	**Year ended 31.08.25 Total Funds**	Year ended 31.08.24 Total Funds
	£	£	**£**	£
Research, preparation and stewarding of funding applications; monitoring; events and reporting	128,242	66,748	**194,990**	175,862

6. Charitable Activities

	Unrestricted Funds	Restricted Funds	**Year ended 31.08.25 Total Funds**	Year ended 31.08.24 Total Funds
	£	£	**£**	£
Provision of Schoolreaders service:				
Service delivery	268,526	280,296	**548,822**	415,397
Service management	128,565	51,727	**180,292**	174,326
Financial management	32,938	1,571	**34,509**	8,758
Office and other staff costs	96,496	31,960	**128,456**	137,875
Printing & marketing	3,749	23,570	**27,319**	24,543
Computer & database costs	27,040	9,248	**36,288**	43,568
Governance costs:				
Financial management	7,279	7,000	**14,279**	11,134
Insurance	3,498	-	**3,498**	3,466
	568,091	405,372	**973,463**	819,067

Service delivery costs have increased due to the appointment of a full-time salaried CEO in the year. Additional staff were also employed in order to consolidate current service delivery and financial management commitments – particularly a full year of The October Club funded commitments – and to support future growth plans.

7. Expenditure Analysis

	Raising funds	Schoolreaders service	Support	Governance	**Total**
	£	£	£		**£**
Service delivery	113,823	496,204	52,618		**662,645**
Service management	37,535	126,192	54,100		**217,827**
Financial management	-	1,571	32,938	14,279	**48,788**
Office and other staff costs	18,946	98,173	30,283		**147,402**
Printing & marketing	23,622	27,319	-		**50,941**
Computer & database costs	1,064	36,288	-		**37,352**
Events & other fundraising costs	-		-	-	**-**
Investment management	-	-	-	-	**-**
Insurance	-		-	3,498	**3,498**
	194,990	785,747	169,939	17,777	**1,168,453**
Support costs		169,939	(169,939)		**-**
Governance costs		17,777		(17,777)	**-**
Total expenditure	194,990	973,463	-	-	**1,168,453**

8. Net Income

Net income is stated after charging:

	Year ended 31.08.25	Year ended 31.08.24
	£	£
Depreciation	**4,542**	4,881
Auditor's remuneration	**11,340**	10,800
	15,882	15,681

9. Staff Costs

The average number of employees in the year was 29 (2024 - 23).
1 employee had emoluments in excess of £60,000 (2024 - none).
Total employment benefits of key management personnel were £219,584 (2024 - £111,914).
Total staff costs paid in the year are as follows (2024 - £562,648):

	Year ended 31.08.25	Year ended 31.08.24
	£	£
Gross salaries	**727,626**	517,953
Social Security costs	**59,660**	33,518
Pension contributions	**16,993**	11,177
	804,279	562,648

Key management personnel costs increased during the period due to a full year of salaried Senior Management Team of 5 members (2024 – 3 salaried members), including the first paid CEO. Staff numbers also increased in the year following recruitment to fulfil additional service delivery commitments.

10. Trustees' Remuneration and Benefits

There were no trustees' remuneration or other benefits for the year ended 31 August 2025 (2024 £Nil). Trustees' expenses amounting to £Nil were paid during the year ended 31 August 2025 (2024 £Nil).

11. Auditor's Remunerations

The auditor's remuneration constituted an audit fee of £11,340 (2024 £10,800).

12. Tangible Assets

	2025	2024
	£	£
Cost		
At 1 September	**17,151**	25,953
Additions	**7,563**	3,422
Disposals	**-**	(12,224)
At 31 August	**24,714**	17,151
Depreciation		
At 1 September	**12,840**	13,982
Disposals	**-**	(6,023)
Charge for the year	**4,542**	4,881
At 31 August	**17,382**	12,840
Carrying Amount		
At 1st September	**4,311**	11,971
At 31st August	**7,332**	4,311

13. Debtors

			Year ended 31.08.25	Year ended 31.08.24
	Unrestricted Funds	Restricted Funds	Total Funds	Total Funds
	£	£	£	£
Debtors	9,632	-	**9,632**	17,349
Prepayments	24,969	-	**24,969**	20,308
Accrued income	10,000	4,000	**14,000**	6,800
Total Debtors	44,601	4,000	**48,601**	44,457

14. Cash and Asset Investments

	2025	2024
	£	£
Current asset Investments	**888,184**	1,126,630
Cash at Bank	**178,496**	178,929
Total Cash Assets	**1,066,697**	1,305,559

The reduction of cash and asset investments from £1,305,559 to £1,066,697 is mainly accounted for by a drawdown to fund year 2 costs related to The October Club 3-year award (see note 4)

15. Creditors: amounts falling due within one year

			Year ended 31.08.25	Year ended 31.08.24
	Unrestricted Funds	Restricted Funds	**Total Funds**	Total Funds
	£	£	**£**	£
Creditors and accruals	37,407	-	**37,407**	41,825

16. Movement In Funds

	At 31.08.24	Income	Expenditure	**At 31.08.25**
	£	£	£	**£**
Unrestricted funds				
General fund	691,531	651,835	(696,333)	**647,033**
Restricted funds				
Total	622,628	288,600	(472,120)	**439,108**
TOTAL FUNDS	1,314,159	940,435	(1,168,453)	**1,086,141**

16. Movement In Funds contd.

	At 31.08.23	Income	Expenditure	At 31.08.24
	£	£	£	£
Unrestricted funds				
General fund	579,094	712,071	(599,634)	691,531
Restricted funds				
Total	65,948	951,975	(395,295)	622,628
TOTAL FUNDS	645,042	1,664,046	(994,929)	1,314,159

Net movement in funds, included in the above, is as follows:

	Balance at 31.08.24	Income	Expenditure	**Balance at 31.08.25**
	£	£	£	**£**
Unrestricted funds	691,531	651,835	(696,333)	**647,033**
Restricted funds				
Bedfordshire*	-	13,000	(9,000)	**4,000**
House of Commons event**	10,000	-	(10,000)	**-**
Newark*	10,000	10,000	(10,000)	**10,000**
Operations Coordinator***		5,000	(5,000)	
Other Counties*	117,622	160,600	(232,686)	**45,536**
The October Club****	485,006	-	(205,434)	**279,572**
The Julia Rausing Trust *****	-	100,000	-	**100,000**
Total restricted funds	622,628	288,600	(472,120)	**439,108**
TOTAL FUNDS	1,314,159	940,435	(1,168,453)	**1,086,141**

Restricted fund analysis

* Fundraising for Schoolreaders operations in specific counties/geographical areas

** Funds towards Schoolreaders 10th anniversary event at the House of Commons, October 2024

*** Restricted to the funding of Operations Coordinator posts

**** Funds received from The October Club event, held in October 2023, to enable Schoolreaders to expand its service into Northern counties over a three-year period

***** Restricted to Schoolreaders core costs

17. Analysis Of Net Assets Between Funds

	Unrestricted Funds	Restricted Funds	**Total 2025**	Total 2024
	£	£	**£**	£
Tangible Fixed Assets	7,332	-	**7,332**	4,311
Investments	553,076	335,108	**888,184**	1,126,630
Current Assets	124,032	104,000	**228,032**	225,043
Current Liabilities	(37,407)	-	**(37,407)**	(41,825)
Total	647,033	439,108	**1,086,141**	1,314,159

18. Related Party Transactions

Donations without conditions received from related parties in the year totalled £36,790 (2024 £38,058).

19. Financial Commitments

Financial commitments at 31 August 2025 amounted to £14,603 (2024 £16,537).

Schoolreaders

improving literacy • increasing life chances



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www.schoolreaders.org

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Schoolreaders

2024 Annual Report

Report of the Trustees and Audited Financial Statements
for the year ended 31 August 2024 for Schoolreaders CIO

www.schoolreaders.org
Registered Charity: 1159157

EXCSoFA

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For the year ended 31st August 2024

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Reference and Administrative Details

Charity name:
Schoolreaders

Registered Charity Number:
1159157

Registered Office:
Bedford Heights, Brickhill Drive, Bedford, MK41 7PH

Patrons:
Gyles Brandreth, Kate Adie

Trustees:
Jane Whitbread - Chair
Steven Bryan - resigned 12/6/24
Lucinda Copeman - resigned 28/2/25
Nicholas Froy
Alice Garnett - reappointed 8/10/24
Rory Landman - reappointed 12/2/24
Shannan Stevenson - Vice Chair - reappointed 17/10/24
Kirstin Whitehead - appointed 28/1/25

Auditors:
Mercer and Hole, The Pinnacle, 170 Midsummer Boulevard, Milton Keynes, MK9 1BP

Bankers:
Barclays, Level 27, 1 Churchill Place, London, E14 5HP
CAF Bank Ltd, 25 Kings Hill Avenue, West Malling, Kent, ME19 4JQ
Barclays Investment Solutions Ltd, 1 Churchill Place, Canary Wharf, London E14 5HP

Governing document:
Charitable Incorporated Organisation (CIO) - Foundation Registered 11 November 2014

Chair's Report

This report marks the culmination of 10 years of Schoolreaders since its foundation in 2013. It has been a year of continued growth, some good fortune and an opportunity to look back and celebrate, as well as to look forward and rebase our thinking and strategy for the future. We have had the opportunity to thank the many people and groups who have been instrumental in getting the charity to where it is today - the largest in-school child literacy charity in the country. We ended our tenth year supporting more than 27,000 children each week with a one-to-one reading support session. This is a 46% increase on the previous year.

Over the past ten years we have honed our model and proved its impact. Our provision is simple and scalable and in great demand by primary schools across the country - one in six have requested Schoolreaders volunteers.

The demand is there because so many children do not have the level of reading skills necessary to access their education fully, in part due to a lack of opportunity for one-to-one reading support from an adult at home. As a result 1 in 4 children are leaving primary school not reading to the expected standard[1]. At this stage of education, aged 11 years, these children's futures are compromised as, without reading ability, their access to learning at secondary school and beyond is reduced. Reading is the gateway to learning and all children deserve the opportunity to be able to learn to read well.

A Unique Role

Schoolreaders volunteers play a unique role in developing a child's reading ability and, importantly, their love of reading. Our volunteers are not teachers or school staff and are not parents or carers – they are in the unique position of being an adult who has chosen to come in every week to sit with the child one-to-one to help them with their reading skills and instil in them the enjoyment of reading. Children find this relationship extremely rewarding and valuable. Our volunteers are able to build excellent long-term relationships with the children they support and become a valued part of the school community.

Schoolreaders volunteers commit to a minimum of a year's volunteering, meaning they have the time and ability to help children who have fallen behind to catch up and develop certain aspects of reading. For example, recent research[2] has shown that they are particularly useful at helping to develop children's comprehension.

We remain a free provision for schools so that all children can have the opportunity to access this vital support.

1. Gov.uk Statistics: Key Stage 2, academic year 2023/24, 12/12/2024
2. Annual Survey in partnership with Institute for Research in Education at the University of Bedfordshire, 2024

2023/24 Headline Facts[3]

Schoolreaders is the largest in-school reading support charity in the country, supporting children in every county in England

Demand for our reading support remains high with one in six primary schools in England having requested a Schoolreaders volunteer

At year end, more than 27,000 children across 1,345 schools were receiving weekly reading support

More than 800,000 one-to-one in-school reading sessions were provided during the year

Our strategy of reaching the most disadvantaged children continued - 45% of children supported were on pupil premium versus the national figure of 24%

Of the 2,195 new volunteers matched to schools this year, 54% were placed in the most deprived areas

Schools reporting on reading age improvement over three terms noted that 100% of children improved their reading age above the expected level of progress

Annual impact research once again demonstrated excellent results: 94% of schools reported the positive impact on children's reading confidence, 86% on reading enjoyment and 83% on reading fluency as well as additional benefits such as improving the child's self-esteem

The high ratio of volunteers to staff (130:1) provides exceptional cost-effectiveness. It costs just £40 per child to provide weekly reading support for a whole academic year

Our unique, bespoke mapping technology underpins our model of ensuring that volunteers are matched to the best fit school and the schools with the greatest need

99.8% of our partner schools would recommend Schoolreaders to another school

99.7% of our volunteers would recommend Schoolreaders to another potential volunteer

99% of schools reported that Schoolreaders volunteers enhanced the reading culture of the school

Prioritising disadvantaged children

It is more costly and time-consuming to reach the most disadvantaged children, however this is the key priority as these children need the support the most. This is demonstrated by the sad statistic that only 10% of disadvantaged children who leave primary school not reading to the expected level, will achieve a Pass at GCSE in English and Maths[4]. We were successful in placing over half of our new volunteers this year in the most deprived areas.

3. Annual Survey in partnership with Institute for Research in Education at the University of Bedfordshire, 2024 - see p.15 for more details
4. Gov.uk Ofsted publication 'Now the whole school is reading': supporting struggling readers in secondary school', 31/10/22

The impact of not reading properly when leaving primary school means that these children are more likely to join the ranks of the 6.6 million adults in England who are classified as 'functionally illiterate'[5]. These lives are negatively impacted daily by being challenged by simple tasks such as reading a text message, reading a medicine packet or filling in a job application form, with reading road signs proving difficult, if not impossible. Poor adult literacy is a major contributing factor in many of society's other challenges such as homelessness, unemployment, poverty, mental and physical health, and crime. 57% of prisoners in England have a reading age of an 11-year-old or younger[6].

Schoolreaders Volunteers

Our Schoolreaders volunteers are the heart of the charity - without them we would have no provision and we value them extremely highly. We have a clear stewardship and training plan for our volunteers and the annual feedback from them is excellent. In our end of year survey 96% of volunteers stated that they wished to continue.

Our volunteer retention is very high year to year. 99.7% of the 1,382 volunteers in our 2024 research said that they would recommend becoming a Schoolreaders volunteer. This is extremely important, not just to ensure that our volunteers' experience is good, but also because there is a smaller pool of potential volunteers in the general population due to the current cost-of-living, time pressures and changing work patterns.



53% of Schoolreaders volunteers have former in-school experience, with 22% being ex-Head Teachers or teachers. It is a wonderful endorsement that the value of the Schoolreaders scheme is recognised and supported by so many qualified education professionals.

Collaborations

We collaborate with other organisations to drive efficiencies and provide support. Our partnerships with literary festivals around the country once again enabled us to provide children from our partner schools with free tickets, giving them the opportunity to attend and enjoy hearing children's authors reading stories, and talking about their books.

5. National Literacy Trust, 'Adult Literacy Rates in the UK' England 2024
6. Shannon Trust, 'Learning to read in prison – time to invest in peer led programmes', 29/3/22

We continued working alongside local community groups and sports teams to increase our reach to the most disadvantaged children, building on existing networks; and a number of our volunteers supported children's reading through the school holidays through our collaborations with local holiday clubs.

Finance, resource and development

Our growth in income this year has enabled a substantial increase in reach and number of children supported. There is a direct correlation. Our income rose sharply this year as we had the good fortune to be chosen as the annual charity for The October Club. This group of philanthropic financiers chooses one charity per year for whom they raise a significant, transformative fund. This income was received this year but will be spent over the next three years and has enabled us to expand rapidly into the north of England.

We also secured a BBC Radio 4 charity appeal slot, which was delivered by our Patron Gyles Brandreth and proved very successful.

Income for the year was £1,664,046 (2023 £747,414) of which £653,189 was from The October Club and expenditure was £994,929 (2023 £737,777).

We held free reserves representing 7.7 months of budgeted operating costs for 2024/25, which is in line with our reserves policy of between 6 to 9 months' operating costs.

Our aim is to further develop a sustainable funding base to drive growth, as requests for our services from primary schools are increasing. With this in mind, this year we launched two new funding groups: the Founding Circle and the 100 Club. We are particularly aware that we need to develop additional support from the corporate sector and that we are too young a charity to have benefitted from any significant legacy support to date.

We are extremely grateful to The October Club and to our other donors who have loyally supported us over several years, enabling our growth.

Thank you

We have only been able to have such an extraordinarily positive 10th year and grow our support to over 27,000 children per week, due to the help of so many kind and generous people partnering with Schoolreaders in many ways, whether by volunteering their time, providing pro bono services and/or giving financial support.

Our staff team have worked extremely hard this year to make the most of our 10th year. We have had several events and initiatives which culminated in our 10th anniversary event held at The House of Commons on October 15th. Our staff are proud to be a part of the charity, improving the fortunes of so many children, and they strive to be 'best in class' in all they do.

Our committed and supportive Patrons, Gyles Brandreth and Kate Adie, have contributed their time and care to promoting and supporting us, which has resulted in more volunteers and more financial support.

The Future

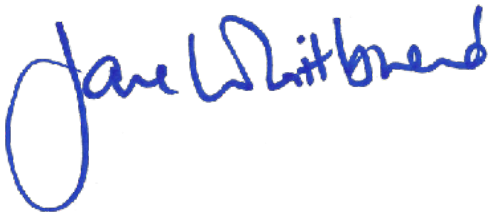
We are ambitious due to the further pressing need for our provision and we believe that, with the funding to support the work, we will be able to virtually double our reach in the next three years to 50,000 children supported weekly. Our simple, scalable, proven, efficient model is highly cost-effective, meaning that we can reach a very high number of children relative to our funding. Every £1 invested with the charity is leveraged severalfold due to the high volunteer-to-staff ratio.

On a personal note, I would like to acknowledge and thank everyone who has played a part in developing this charity over the past ten years. It has been an extraordinary and highly rewarding journey. When I started the charity ten years ago I was aware of the need, but not of the extent of it, and it has been remarkable to have become the largest in-school child literacy charity in this time. More than 95,000 children have been



supported over the last decade. This has only been possible thanks to so many people giving their time, expertise and support, and I am enormously grateful.

The charity is now at a stage with a proven model, loyal supporters, an incredible army of able Schoolreaders volunteers and a committed staff team and robust structure to move into its next phase. In October 2024 our new CEO took up post, Sally Wrampling, who comes with excellent experience and ability to take the reins. I shall remain as Chair of Trustees.



Jane Whitbread
Chair of Trustees, April 2025

> Our Trustees believe that Schoolreaders is an exceptional organisation. Our Foundation supports charities that help to raise the life chances of young children, especially those from disadvantaged backgrounds. Learning to read and becoming literate are key to a child's development and future success. Schoolreaders is turning children's lives around by giving them the gift of literacy.
>
> - Anabel Knight, Chairman, Bernard Sunley Foundation

The trustees present their report with the financial statements of the charity for the year ended 31st August 2024. The trustees have adopted the provisions and exemptions of the second edition of the Statement of Recommended Practice (SORP) 'Accounting and Reporting by Charities' issued in October 2019. The reference and administrative details on page 1 form part of this report.

Objectives and Activities

Our vision is that every child should be given the opportunity to learn to read well. One in four children are leaving primary school in England not reading to the expected level[7]. Children who cannot read properly on entering secondary school cannot access their education properly and are likely to be disadvantaged for life. Only 10% of disadvantaged (pupil premium) children that leave primary school reading below the expected standard achieve a GCSE pass (grade four) in English and Maths[8]. Without reading skills, a child is denied the gateway to learning and life opportunities are diminished.

One reason behind poor literacy among many primary-aged children is the lack of opportunity for one-to-one reading support from an adult at home. Reasons include both parents working full-time, parents not speaking English as their first language, or having poor reading ability themselves. A recent study by the National Literacy Trust[9] found that just one in three children say they enjoy reading and only one in five report reading daily. A child growing up in a world without books quickly becomes an adult who cannot read a bus timetable or fill in a job application form.

For more than a decade Schoolreaders has been placing volunteers into primary schools to support children with their reading. Volunteers are assessed, interviewed, trained and provided with support for this role. The service is free of charge in order to ensure that this vital reading support is available to all children.

The demand for Schoolreaders volunteers is high and growing: one in six primary schools in England have registered with Schoolreaders requesting our volunteers, with requests for up to 25 reading volunteers from individual schools. We have seen a 33% increase in partner school numbers over the past 12 months. Schoolreaders is supporting more children face-to-face every week than any other in-school literacy charity. By the end of the school year (July 2024), over 27,000 children across the nation were receiving an individual reading support session every week (2023 18,540), across

7. Gov.uk Statistics: Key Stage 2, academic year 2023/24, 12/12/2024
8. Gov.uk Ofsted publication 'Now the whole school is reading': supporting struggling readers in secondary school', 31/10/22
9. National Literacy Trust, 'Children and Young People's Reading in 2024', published in November 2024

more than 1,345 primary schools – 8% of all primary schools in England. This figure continues to grow, and currently (as of March 2025) we are providing support to over 30,000 children each week.

Face-to-face volunteering

Our partner schools have confirmed that their overwhelming preference is for face-to-face in-school volunteers. They report that the physical presence in school is important in helping the volunteer to develop a relationship and trust with the children. Our volunteers play a unique role in schools, not as a teacher, but as another trusted adult who wants to spend time with the children, providing an opportunity to support a child's reading in a new way. They are committed to helping develop reading fluency, comprehension and importantly, reading enjoyment.

The fact that our volunteers commit to a minimum of a year is also highly valued by schools as the school educational professionals have the flexibility to allocate the Schoolreaders resource appropriately for each child. It is not a 'one size fits all' for each child's reading support needs.

Volunteers are recruited from the local community, are interviewed and assessed, and undertake an on-boarding programme. We use bespoke mapping systems with real time primary school data to improve the speed and quality of matching volunteers with their local schools, focusing on the most disadvantaged schools. All new volunteers complete mandatory Schoolreaders safeguarding guidance training, best practice reading support training, and specialist tutorials in supporting children's reading at Key Stage 1 and Key Stage 2, which include additional resources such as phonics training. All partner schools agree to provide volunteers with their school's safeguarding training and undertake the enhanced DBS clearance for the volunteers prior to the volunteers starting in school. The schools also provide reading support guidance and training according to the particular children that the volunteer will be supporting.



We continue to support both our partner schools and our volunteers as their partnership progresses with termly communications, volunteer support forums, newsletters, mediation if necessary, and any ad hoc needs.

What sets Schoolreaders apart?

Our evidence-based model. The Schoolreaders national model of providing free one-to-one, in-school child literacy support is unique in offering vital interventions for as long as the child needs it, and putting each school in full control of how this resource is used.

Unique role of our volunteers. Time with our trained volunteers benefits not only a child's reading ability and enjoyment, but their confidence and self-esteem too. The minimum one-year commitment made by each Schoolreader means that as a trusted adult, they are able to develop a unique supportive relationship, making children feel valued and increasing their motivation to read.

Prioritising the most disadvantaged. There are proven links between poverty and low literacy. The inability to read to a sufficient level is a key barrier to disadvantaged children and can have lifelong impact. As a response, we have developed a Deprivation Strategy which prioritises recruitment and placement of volunteers in primary schools within the top 20% of areas of deprivation or where over 25% of pupils receive free school meals. 45% of children supported by Schoolreaders receive pupil premium funding versus the national figure of 24%.

Our use of technology. We use sophisticated automations within our live database to provide up to date information on all aspects of the Schoolreaders scheme across 48 counties. Additionally, we have an interactive mapping system which enables our team to view activity data on our partner schools during the volunteer interview and placement process, leading to 'best fit' school and volunteer matching. We provide access to our e-learning training platforms for every volunteer. Ongoing IT development efficiencies in the past year have saved 690+ hours of operational time.

We are a free provision. Schoolreaders service is provided to schools at no cost, ensuring that every child, regardless of their school's financial status, has access to this vital reading support.

Cost-effectiveness. Our simple, scalable model is extremely cost-effective with a volunteer to staff ratio of 130:1. Our operational costs are front-loaded on the recruitment and placement of volunteers in communities across England and Wales. Schoolreaders has a clear stewardship and training plan for every volunteer including an e-learning platform with mandatory training on safeguarding and reading support in school and regular communications from the Schoolreaders team. On average each volunteer gives 2.7 hours per week in school. In the past year, 2,717 volunteers giving 2.7 hours per week equates to 256,756 hours of volunteering over the academic year. Volunteer retention from year to year is high and 99.7% would recommend Schoolreaders to someone considering volunteering.

Proven impact. We carry out annual impact research in partnership with The Institute for Research in Education at the University of Bedfordshire. Results are consistently good, showing that Schoolreaders intervention has proven impact. 2024 results found Schoolreaders volunteers improved children's confidence (94%), fluency (83%) and, most crucially, their reading enjoyment increased by 86%.

2023/24 - Achievements and Performance

We achieved our targets for the year. We ended the 2023/24 year supporting more than 27,000 children with weekly one-to-one reading support, increased from 18,540 each week at the end of 2022/23 – a 46% uplift.

Over the 11 years since its inception in 2013, Schoolreaders has grown rapidly but strategically, keeping overheads down where possible and steadily growing its operating structure as we extend our reach to more children in more areas of the country, with a focus on reaching the most disadvantaged children. The Schoolreaders model has been proven and honed over more than a decade. It is simple and scalable, and the need and demand are great. We are ready to expand to reach as many children as our funding allows.

We make good use of technology, including a bespoke mapping system, online systems to manage interview bookings, e-learning systems and automations where appropriate to reduce administration time. We will continue to find ways to improve operational efficiency and keep our costs low.

Operational achievements versus objectives this year:

Objective	Performance
1. To retain safeguarding as a top priority of the organisation.	**Achieved:** Safeguarding remained central to all policies and operational practices and a standing agenda item on all Trustee and Senior Management meetings. To enhance our in-house expertise, additional members of the operations team received training by attending safeguarding panels and the process for declining applicants was reviewed and updated. All new operational staff undertook training in safeguarding and safer recruitment programmes. Each new volunteer completed mandatory safeguarding training, in addition to the training provided by partner schools. We sought expertise and advice from external specialist advisers, including as part of our Education and Safeguarding Advisory Group. An enhanced DBS is required for all reading volunteers.
2. Continue to evaluate and respond to shifts in the child literacy, education and literacy charity landscape.	We stayed alert to any changes in education that could affect our service, whether related to primary schools or volunteers, by keeping track of external factors, publications, research, government changes and updates. We also continued to monitor factors affecting people's willingness and ability to volunteer.

Objective	Performance
3. Provide 25,840 children with weekly one-to-one in-school reading support by August 2024, prioritising the most disadvantaged children.	**Achieved:** Over 27,000 children received one-to-one weekly face-to-face support in school by the end of August 2024. Where possible, Schoolreaders volunteers were placed in schools in areas of highest deprivation. 54% of confirmed volunteer matches to schools in our new counties (see below) met our deprivation criteria. 70% of schools registered during the year met our criteria. Based on our end of year survey, 45% of children supported were on free school meals.
i. Expand Schoolreaders to 5 new counties: Herefordshire, Worcestershire, Surrey, Devon and Cornwall.	**Achieved:** The scheme was successfully launched in all 5 counties.
ii. Launch into the first 4 October Club/ Northern Education Project counties of Cheshire, Cumbria, Greater Manchester and Merseyside	**Achieved:** Thanks to the support of The October Club we successfully launched in 4 new counties in the North of England in December 2023.
4. Plan and develop county operations to ensure effective delivery of volunteer and school recruitment.	**Achieved:** County-specific targets for school and volunteer recruitment were established and monitored each term. The county volunteer recruitment team was strengthened with additional new members; they attended both on-line and in person meetings to share ideas and best practice and were involved in a range of events to raise the profile of Schoolreaders and recruit volunteers and schools.
i. Widen the recruitment channels that Schoolreaders uses to attract schools and volunteers in disadvantaged areas, including an increased diversity of groups and sources.	Proactive efforts were made to encourage sign-ups from schools in areas of high deprivation, leveraging book incentives, peer recommendations, and third-party endorsements to highlight the scheme's effectiveness. Emphasis was placed on recruiting and placing volunteers in disadvantaged area schools, broadening recruitment channels and increasing the diversity of applicants.
5. Liaise with other literacy charities and education-related bodies to ensure best practice, a joined-up response and combine resource where possible.	We maintained regular meetings and ongoing communication with other literacy charities, fostering a network to discuss collaboration, opportunities and signposting.
i. To continue collaboration and partnership with other organisations to ensure the greatest impact of our service.	We attended the Fair Education Alliance annual conference, participated in working groups, and collaborated with community groups. We also continued partnerships with literary festivals such as the Cambridge Literary Festival, which offered opportunities to raise the profile of school volunteering.

Objective	Performance
6. Integration of The October Club Project/Northern Education Project into the core Schoolreaders Operations.	**Achieved:** In 2023 we were chosen as The October Club's charity partner with a transformational project to catapult Schoolreaders growth in the North of England over three years. Relevant staff roles were recruited and trained and the systems to track and report on progress were developed. Delivery of the project commenced on schedule in December 2023.
7. Maintain an effective, practical reading support provision.	**Achieved:** With 2,717 volunteers actively supporting 1,345 schools, plus additional applicants and accepted volunteers awaiting placement, Schoolreaders successfully provided a substantial number of dedicated volunteers to assist children in schools with reading each week.
i. Continual development of our operational systems and processes to further improve efficiencies.	Integrated new processes and automations to streamline communication with both schools and volunteers.
ii. Retain dialogue with our various stakeholders, investigating learning and partnerships, to ensure that our provision is as close to 'best practice' as possible.	Successful stakeholder engagement and relationships with partner organisations included meetings with the Education and Safeguarding Advisory Group to ensure the service provided reflected best practices, current trends, and the realities faced by schools.
iii. Ongoing nurturing of our volunteers through support, volunteer on-line forums, chat rooms and coffee mornings.	Delivered a schedule of regular on-line forums for both new and existing volunteers to support them, shared best practice and encouraged peer-based networking. Celebrated success with case studies and articles featuring volunteers.
8. Greater learning on the effectiveness of the Schoolreaders intervention in order to better understand our impact and develop our services.	**Achieved:** Delivered both the annual school and volunteer survey to gain valuable feedback and implement changes as needed.
i. Conduct sixth annual impact and outcomes research in partnership with the Institute for Research in Education at the University of Bedfordshire.	Survey completed by 1,382 (55%) active volunteers and 440 (35%) active schools. Positive feedback and all responses received a tailored reply from the team.
ii. Additional stand-alone research project in partnership with the Institute for Research in Education at the University of Bedfordshire to provide further detail on quantitative impact of the Schoolreaders provision over Summer 2024.	An independent researcher from the University of Bedfordshire conducted a research project in June and July 2024, visiting 16 partner schools across various counties, representing a diverse range of school types. In-depth interviews were held with key stakeholder groups.



Objective	Performance
9. To further develop our fundraising strategy and ensure a financially sustainable model.	**Achieved:** Income of £1,664,046 versus costs of £994,929. Income was significantly increased from the previous year (2023 £747,414) due to a large one-off event held by The October Club, which raised funds of £653,189 for a three-year restricted project. This means funds will be carried forward for Years 2 and 3 of the project over the next two years. Additionally, the charity continued to develop diversity of fundraising activities across a growing supporter base.
i. Explore new funding opportunities. ii. Seek to increase long-term funding commitments.	The key achievements were new trust opportunities, an unexpected anonymous major gift, and a very successful BBC Radio 4 fundraising appeal presented by our Patron Gyles Brandreth. We also established two new funding groups: the Founding Circle, who generously support Schoolreaders with a grant of £25,000 or more for a minimum of three years; and the 100 Club, a community of supporters who give regular gifts totalling £300 or more each year. Investment in fundraising also enabled us to expand our legacy marketing, which we hope will provide longer-term sustainable income.
iii. Carefully support and inform current funding partners.	Our supporters are incredibly important to us and raise vital funds to help us fulfil our mission. We strive to provide a personal relationship management approach to all our funders by providing tailored, informative communications that demonstrate the ongoing need and evidence-based impact of their support. Our real-time mapping system showing all Schoolreaders partner schools is a powerful tool and means that at any given time, we are able to provide live data for our funders, showing numbers of children being supported for every region (including their local area or county) across the nation. This year marked Schoolreaders 10th Anniversary and we shared this significant milestone with many of our supporters through celebratory events and a bespoke 10 Year Impact Report. Events and videos provide an opportunity for our supporters to hear first-hand about our work from our Patrons, staff, headteachers, volunteers and beneficiaries.

Key facts from 2023/24

One in six primary schools in England has requested a Schoolreaders volunteer



Emphasis on disadvantaged children: 45% of children supported were on pupil premium, versus national average of school pupils of 24%

Over 800,000 one-to-one reading sessions were delivered in the 2023/24 academic year

Of the 2,195 new volunteers matched this year, 54% were placed in the most deprived areas

99% of schools say Schoolreaders volunteers enhance the reading culture of their school

More than 2.5 million reading sessions delivered since 2013

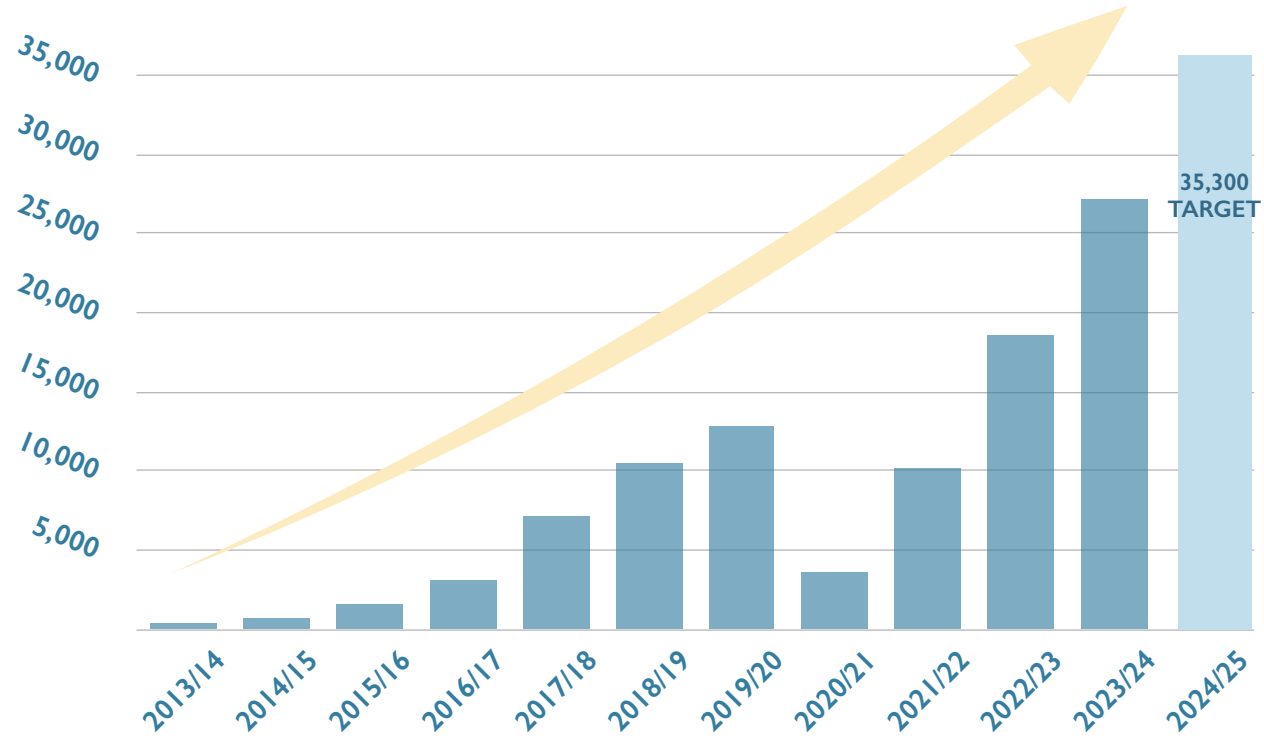
On average Schoolreaders volunteers spend 2.7 hours per week in school supporting children

53% of Schoolreaders volunteers have former in-school experience with 22% being ex-Head Teachers, Teachers or Teaching Assistants

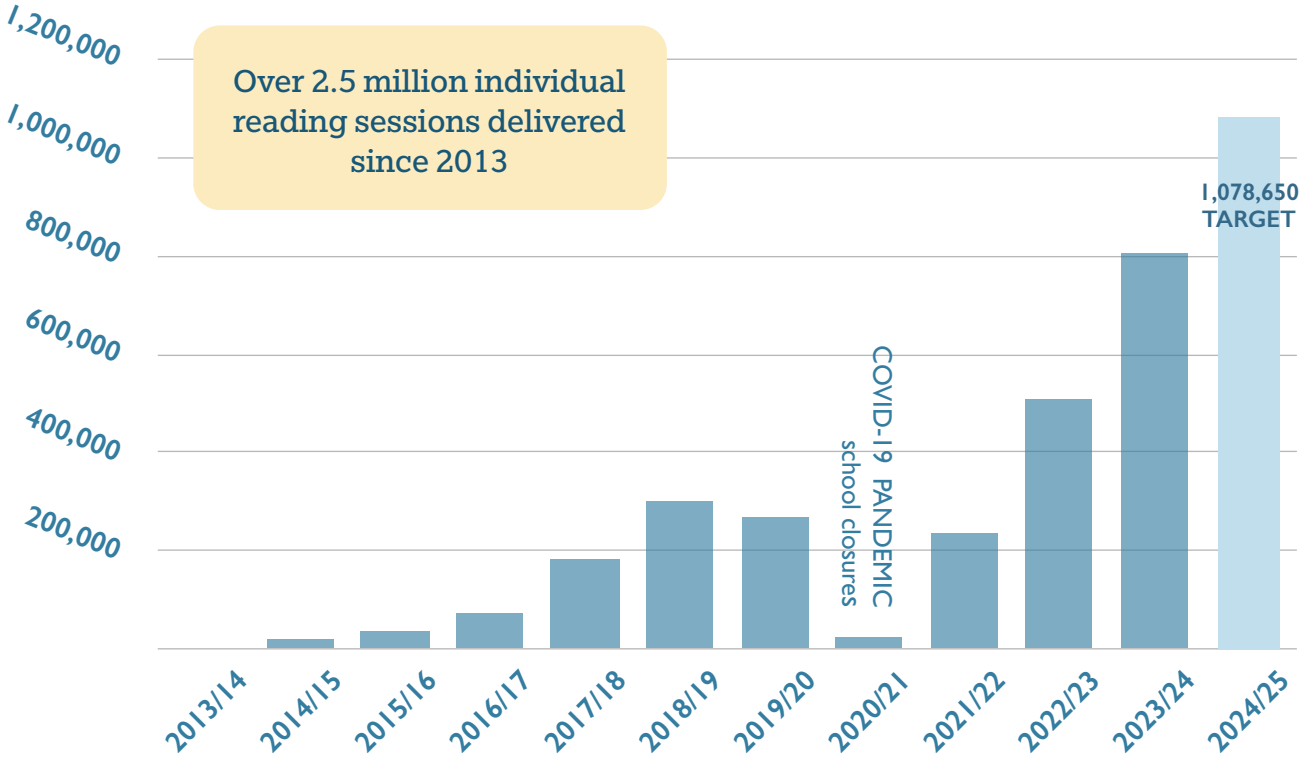
99.8% of our partner schools would recommend Schoolreaders to another school



Number of children receiving weekly one-to-one reading support, 2013 to 2024



Number of one-to-one reading sessions, 2013 to 2024



2023/24 - Impact and Outcomes

For the past six years, we have partnered with the Institute for Research in Education at the University of Bedfordshire to conduct an annual survey of our schools and volunteers. Partnering with a specialist educational research institution and utilising a large sample size - 440 schools and 1,382 volunteer responses - ensures our research is both in-depth and highly robust. This collaboration allows us to measure both the impact and reach of our programme on children and volunteers alike, ensuring we learn and deliver the best service for children, schools and volunteers. Once again, the latest survey results show consistently positive outcomes, highlighting Schoolreaders beneficial impact. We have also gained valuable new insights into the needs of schools and the volunteer experience, which have been instrumental in further refining our model.



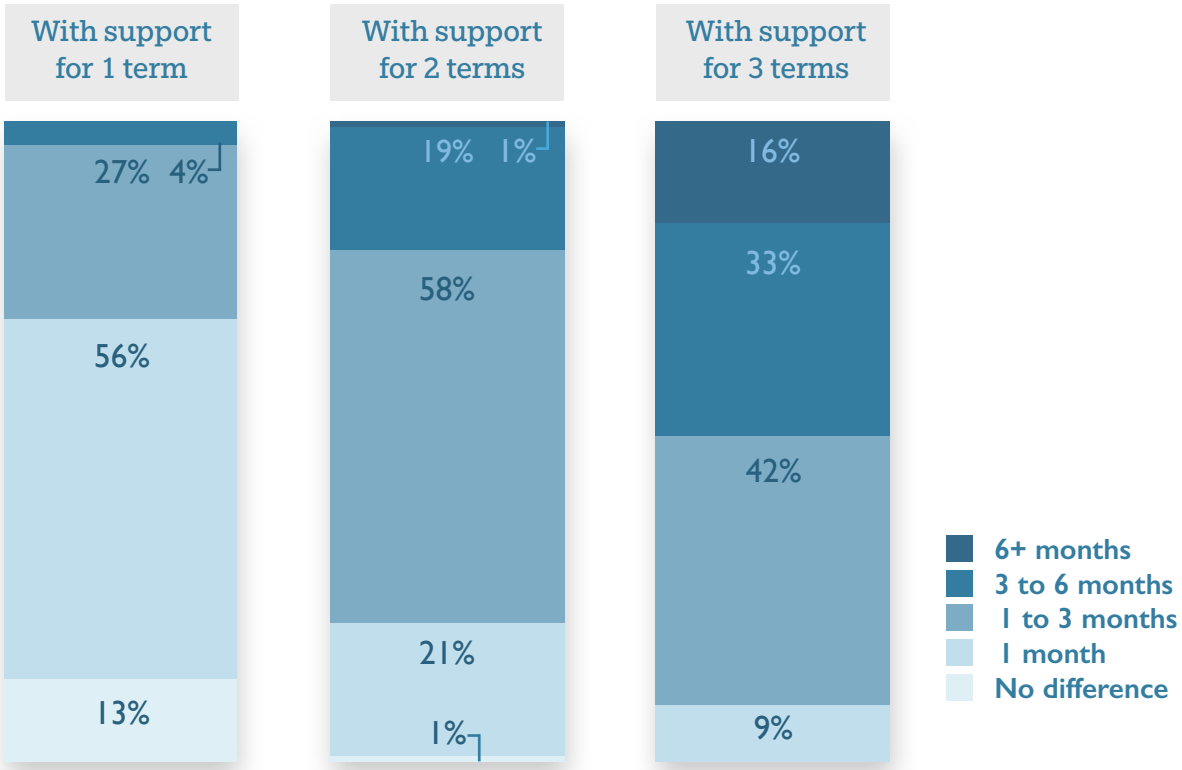
2023/24 Results (from 440 schools) have shown:
Reading age improvement

- In our 2023/24 research, measurements were once again taken specifically to assess reading age improvement over different periods of volunteer support: one term, two terms and three terms (i.e. the full academic year). For some children one term was sufficient to improve their reading age, but for many it takes two or three terms for them to improve their reading age with support.

- In the research, support from Schoolreaders volunteers was shown specifically to increase the reading age of children, with 84% of schools stating this to be the case. Of the schools who said reading age improved over three terms as a result of their volunteers: 100% of children supported increased their reading age, 49% by 3-6+ months and 42% by 1-3 months.

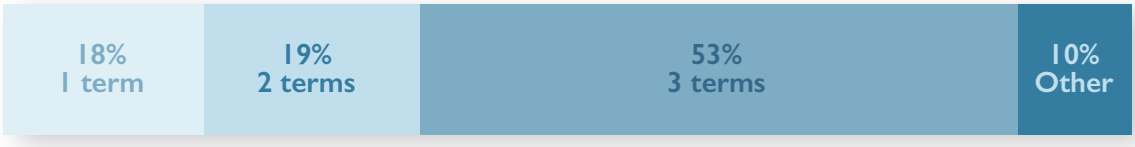
Incremental reading-age improvement

Above the expected level of progress when support is given for different lengths of time

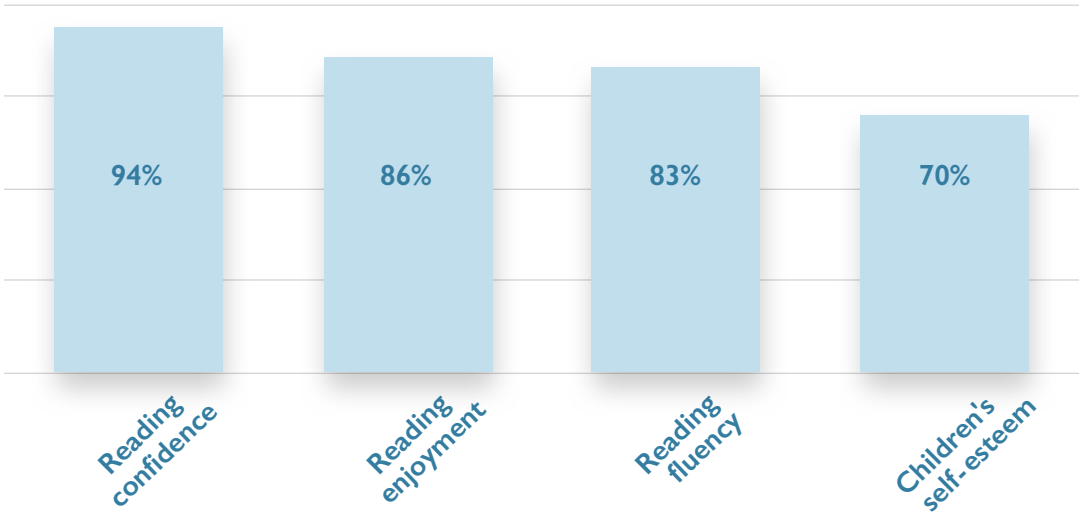


- Feedback from schools highlights the value of having a reading volunteer who can commit for a minimum of a year. The majority of children (53%) receive weekly support across a full academic year of three terms with a further 10% receiving a tailored length of support to meet the needs of the child. Schoolreaders volunteers commit to a minimum of one year's volunteering which means that they are able to continuously support the children identified by their school for as long as they need.

For how long is each child supported?

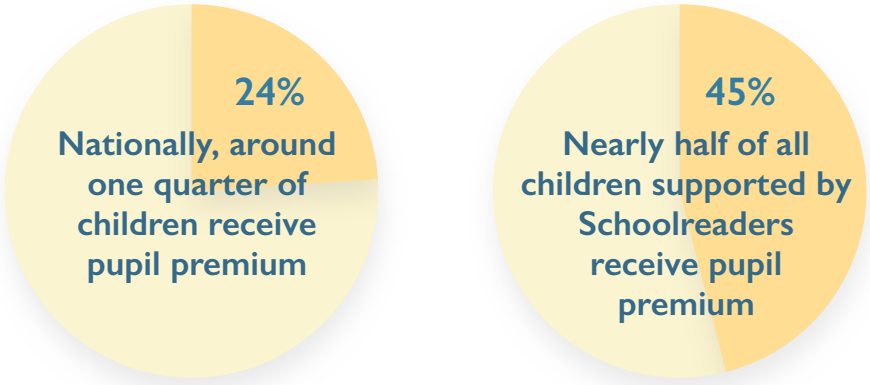


The 2024 impact research results showed that reading volunteers had the following positive impact on children:



Prioritising the Most Disadvantaged Children

- One of Schoolreaders key objectives is to reach those children with the greatest need, in school. This year's results show that our on-going commitment to targeting support to schools in areas of highest deprivation is working. The end of year survey showed that volunteers support 45% of pupil premium children, compared to the national average of 24% of school aged children in that category.



- Our end of year school survey showed that:
  - 29% of the children supported by Schoolreaders had Special Education Needs and Disabilities (SEND) versus a national average of 17.1% in primary schools.
  - 24% of the children supported by Schoolreaders have English as an Additional Language (EAL) compared to the national average of 22.8%.

Additional Benefits to Children

Beyond reading improvement, schools consistently report a range of other significant benefits to children supported by a Schoolreaders volunteer. These include enhanced self-esteem, confidence, social skills, and relationship-building abilities. Schools also emphasise the importance of our volunteers as positive role models. For many children, the stability of regular, one-on-one adult support is invaluable - especially for those who may lack this kind of support elsewhere. Additionally, the voluntary nature of the support creates a unique dynamic, with children responding positively to the special relationship they develop with their volunteer, which differs from their interactions with teaching staff.

2023/24 Volunteer Facts and Impact (from 1,382 volunteer respondents)

Our Schoolreaders volunteers are key in delivering the charity's aim to improve children's literacy and life chances. We focus on the volunteer journey, providing support to optimise the experience of volunteering through Schoolreaders in their partner school. We provide two mandatory training modules for new volunteers, training updates, and the Schoolreaders team are at the end of the phone to answer queries and offer support. Encouraging on-going communication is central to our volunteer stewardship, and opportunities include: regular on-line forums for both new and existing volunteers, in-person county volunteer events and a highly interactive, private volunteer Facebook group where experiences and best practice can be shared.

Our end of year survey results show consistently happy volunteers. Volunteer satisfaction and retention figures reflect how much they enjoy their experience:

Volunteer satisfaction: 89% of volunteers rate their school experience as excellent or good

Over 2.5 million one-to-one reading sessions delivered

99.7% of volunteers would recommend becoming a Schoolreaders volunteer

This year 96% of volunteers plan to continue volunteering with Schoolreaders in 2024-25

Volunteer time commitment: our volunteers spent an average of 2.7 hours in school each week. This is a significant investment of time which, alongside their minimum commitment of one year's volunteering, provides a rich resource of reading support to our partner schools and their children.

Key volunteer motives: 86% of volunteers stated the main reason for volunteering as being able to make a difference to the lives of others and 72% felt an increased sense of purpose and value.

Cost-efficiency and Value of the Schoolreaders Model

The Schoolreaders model is also extremely cost-effective due to the very high volunteer weighting. For every Schoolreaders staff member there are 130 volunteers (130:1). This means that every £1 invested in Schoolreaders is highly leveraged and results in a very low cost to support a child. For the 2023/24 school year the cost was £40 per child per year i.e. a cost of just £40 to provide a child with a whole year's weekly one-to-one reading support. This represents excellent value for the transformational outcome derived from the service of improving reading ability for children at the crucial stage of primary school.

If we were to monetise the value of our volunteers' hours, the value of total hours would equate to a minimum of £2,575,757 at the National Living Wage rate for the 2023/24 year. The estimated value of our volunteers' time since we started in 2013 is almost £8 million.



School quotes

> We could not have envisaged the positive impact Schoolreaders would have had on our pupils. Our lowest 20% of pupils have developed a love of reading. The volunteers genuinely care and are passionate about ensuring children enjoy reading/being read to.
>
> - Schoolreaders School, Merseyside

> The reading volunteers are an asset to our school and we love and appreciate them being part of our team. Thank you so much for sending us such wonderful adults to help enhance reading in our school.
>
> - Bushey Manor, Hertfordshire

> We love our reading volunteers at school and are so very grateful for the difference they make to our most vulnerable children. The relationships they build are key to the progress and confidence in reading we see.
>
> - St Dennis Primary Academy, Cornwall

> Our Schoolreaders volunteers ensure that children have the opportunity to read 1:1 with an adult on a weekly basis... We serve a disadvantaged community, with the vast majority of children never reading at home, so the impact of having someone listen to them read cannot be over-estimated. Our volunteers show compassion and empathy for all our learners and we are extremely grateful for their time and support.
>
> - Devonshire Primary Academy, Lancashire

> The work you are doing is having a huge impact in our school, as I am sure that it is in many schools across the country.
>
> - Waulud Primary School, Bedfordshire



Volunteer Quotes

"It's always great to see some of the children putting their hand up to read voluntarily rather than being coaxed, and to see the children who are not confident in reading gradually improving."

- Schoolreaders Volunteer, London



"One little boy was very reluctant to read. Never had his book or reading record. But with perseverance and lots of encouragement and motivation by the end of the year he had gone up several levels with increased fluency and confidence and thanked me for being the 'best reading lady ever'!"

- Schoolreaders Volunteer, London

"I have enjoyed my weekly sessions enormously. It has been a particular pleasure to see my more reluctant readers grow in confidence through the year so that by the year end they are reading fluently and confidently. More importantly my readers are all now reading more and for pleasure. One of my Year 3's is so enthusiastic he wants to have his own library!"

- Schoolreaders Volunteer, Devon

"I'm not able to give a lot of time as I work full time, and have to say I did wonder at the start if I was really helping at all. But at the end of the first term, a year 5 boy I'd been reading with got his book, turned to the last chapter and told me he'd been waiting for me to come in so he could finish his book - he'd been saving the last chapter all week to read with me! After that, I knew that even the 10 minutes I spent once a week with the children had an impact."

- Schoolreaders Volunteer, Hampshire

"I really enjoy my time in school, the staff are welcoming, helpful and accommodating. The children, from diverse backgrounds and heritage, are polite, enthusiastic and they are pleased to spend time reading and chatting about the books individually. Listening to children read is a splendid way to spend an afternoon."

- Schoolreaders Volunteer, South Yorkshire

"One little boy who when I first met negotiated every time over the number of pages he would read. The last term he walked in with two books and I asked which he would prefer to read...and off he went page after page and chatting about the story. Brought tears to my eyes!"

- Schoolreaders Volunteer, Northamptonshire

Quotes from our Beneficiaries, the children



"I never really liked reading and never saw the point of it. Until you heard me read and give out fab stickers and you make it fun."

"I think reading is important because it gets you ready for your life ahead. If you can't read, your life would be much harder."

"I want to be an actor when I'm older, so I need to learn to read lots of scripts!"

"I like the idea of having people come in to read because having a different adult there you get to hear their different opinions about the book.
Also, if you read with different people it helps with your confidence."



2023/24 - Our Funders and Supporters

Every single donation makes a difference to Schoolreaders and we would like to thank everyone who has supported us this year, whether this has been through making a regular monthly donation, taking part in or donating to a fundraising event, pledging to leave a legacy, corporate support or sponsorship, or supporting the charity with a grant. Every supporter and funding partner helps to make our work possible and on behalf of the children who have benefitted from improved literacy, we would like to extend a huge 'thank you' to you all.

Partners and Organisations

We cannot name everyone, but we would like to recognise the following donors for their significant support in 2024:

The J Reginald Corah Foundation Fund, Kindred, Moonlight Publishing, Simons Developments, Specsavers, The October Club, Times Tables Rock Stars, Tritax Big Box REIT plc, What on Earth! Magazine, The Wob Foundation.

Moonlight Publishing



What on Earth! Magazine



The Wob Foundation



> "We are delighted to support Schoolreaders. At Tritax, we understand that the opportunities afforded to children create a life-long impact. When a child is able to read well upon entering secondary school, their life-chances are improved and they are better able to reach their full potential. When our children have opportunities to flourish academically, whole families and entire communities benefit. By investing in Schoolreaders, we know that we are supporting the achievements of the next generation in our areas."
>
> - Hana Beard, Chair of the Tritax Social Impact Foundation

Charitable Trusts 2023/24

The Buffini Chao Foundation

The Buffini Chao Foundation

David Laing Foundation

The Eveson Trust

The Dulverton Trust

THE DULVERTON TRUST

Essex Community Foundation
Funding through the Chrysalis Fund and the Essex Education Fund

Essex Community Foundation

The Garfield Weston Foundation

Garfield Weston FOUNDATION

Suffolk Community Foundation
Funding through
Frank Jackson Foundation Fund

SUFFOLK Community Foundation

> The Bedfordshire Charitable Trust is delighted to have been one of Schoolreaders earliest supporters. We remain proud that our recently reiterated support has played a part in enabling the Charity to expand its important work from its beginnings in Bedford to the delivery of a nationwide service that supports many thousands of emerging readers.
>
> - Richard Ward, CEO, the Bedfordshire Charitable Trust

> We support Schoolreaders because it aligns clearly with our foundation aims and objectives, and we are confident in the charity's ability to deliver the outcomes it targets.
>
> - The GIL Charitable Trust

> We supported Schoolreaders for four years because we were impressed with their work and with the progress they have made in expanding their reach. Schoolreaders is a well organised, effective charity, and we have enjoyed being involved with them.
>
> - The Lujenna Trust

Individuals

Many individuals have shown incredible generosity this year, including members of our newly formed 100 Club. We are especially grateful for this highly valued, continuous support during the cost-of-living crisis.

2024/25 Plans

Following the strong growth of the 2023/24 year (a 33% increase in partner schools and a 46% increase in the number of children supported) we will continue our expansion in a planned, strategic way, focusing on reaching the most disadvantaged children. We will also extend our reach in the North of England in Year 2 of our three year project enabled by The October Club. As well as recruiting new volunteers, we aim to increase the length of time volunteers are actively supporting children in school beyond their original commitment of one year, continuing improvements in support, training and communication. Given the demand by schools for Schoolreaders volunteers our target is to be supporting 35,300 children each week by the end of 2024/25.

Retain safeguarding as a top priority of the organisation.

- Every volunteer to undertake mandatory Schoolreaders Safeguarding training alongside that offered by their partner school
- All Schoolreaders volunteers to attain enhanced DBS clearance before starting reading in school
- Review Safeguarding policies annually and retain Safeguarding as a fixed agenda item at every trustee, senior management and education team meeting
- Education and Safeguarding Advisory Group to meet termly

Provide 35,300 children with weekly one-to-one in-school reading support by the end of August 2025, prioritising the most disadvantaged children.

- Expand reach to 1,750 partner schools by August 2025
- Prioritise areas of greatest need and reaching disadvantaged children, alongside offering volunteer applicants the opportunity to volunteer locally within their community
- Increase the length of time volunteers are actively supporting children in school beyond their original commitment of one year, continuing improvements in support and training

Continue to improve measurement of the impact of the Schoolreaders provision.

- Continue annual surveys with volunteers and schools
- Look for new ways to measure our impact, including with third party specialists

Improve the robustness and efficiency of the charity.

- Continue to integrate systems and look for automations to improve data accuracy, reduce administration time and keep costs low.

Continue to evaluate and respond to shifts in the child literacy, education and literacy charity landscape.

Successfully transition to a new CEO from October 2024.

Evaluate our approach to equality, diversity and inclusion.

- Working group to evaluate EDI approach and recruitment of trustees, staff and volunteers

Further develop our fundraising strategy and long-term funding resilience.

- To raise an income of £1,095,000 and have an expenditure of £1,305,000 (including £210,000 funding brought forward from The October Club award in 2023/24).
- Ensure that funding bids are 'best-in-class' and that current supporters are stewarded to a very high standard.

Fundraising Statement

Schoolreaders greatly appreciates the generosity of all our supporters. Donations and grants allow us to work towards achieving our vision for every child to read well. We seek to secure consistent, continuous funding for our work by maintaining a diverse range of fundraising activities which engage external organisations and individuals.

A significant portion of Schoolreaders income is received from charitable trusts and corporate foundations. We follow a structured and ethical approach to applying for, and managing these grants by undertaking due diligence before approaching a grant-making body and confirming eligibility and alignment. We submit truthful and reflective applications and, if successful, closely follow the reporting requirements of the grant-making body and provide bespoke updates highlighting the impact of their support.

Individuals, corporate partners and community groups also support us by organising and taking part in fundraising activities and events, making donations or leaving gifts in wills. We work with a wide range of companies generating income from Charity of the Year partnerships, sponsorship packages, employee fundraising and cause-related marketing. We also occasionally undertake direct mail and public appeals in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

To demonstrate our commitment to best practice in fundraising, Schoolreaders is registered with the Fundraising Regulator. We commit to its Fundraising Promise and our fundraising team follow its Code of Fundraising Practice; in addition, we carry out our own robust compliance process and training to ensure our fundraising procedures are legal, open and respectful. We also ensure that the ways in which we fundraise meet our own organisational values:

- Integrity: We treat our supporters with the utmost respect, honesty, and integrity and never place undue pressure on anyone to donate. Nor do we solicit or accept donations from any vulnerable individuals. We follow and work by the Chartered Institute of Fundraising's guidance on treating people fairly.
- Inclusive: We seek to make our fundraising and our communications as inclusive and accessible as possible. We want to enable everyone who wishes to support Schoolreaders to do so in a way that suits them, which is outlined in our Equality, Diversity and Inclusion (EDI) Charter.
- Trusted: We abide by our supporters' wishes in relation to how we use any personal data and information entrusted to us, and follow all legislation in relation to responsible fundraising practices and handling personal information.
- Inspiring: We show donors how their support directly impacts and improves child literacy across the nation.

We value all feedback about our work. We have a complaints policy and are committed to dealing with all complaints constructively, impartially and effectively. During this financial year, we have received one minor complaint relating to legacy fundraising, which received an immediate response.

Legal and Governance Information

Public benefit

The trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit and have complied with the Charities Act 2011 in determining the activities planned by the charity.

1. The objectives of the charity are clear: to advance education by providing and assisting the provision of literacy support in such ways as the charity trustees think fit, including the provision of volunteers to primary schools to listen to pupils read and encourage their reading skills.

2. All aims and activities undertaken are intended to further Schoolreaders charitable objectives.

3. The people who receive support are entitled to do so according to the criteria set out in the charity's objectives. All of Schoolreaders work is focused on its target beneficiaries: children.

Structure, Governance and Management

Organisation Structure

The charity is governed by a Board of Trustees who normally meet six times per year and attend an annual strategic planning meeting with the Senior Management Team. The trustees are responsible for ensuring that the charity is well-managed and operates in line with its objectives, legal obligations and its budget. When necessary, the trustees seek advice and support from the charity's professional advisers. A trustee can hold office for a period of three years and may be re-appointed if they remain appropriately qualified for the role.

There is a Senior Management Team of five, led by the CEO, who manage and run the charity on a daily basis including the roles of: schools liaison, education, fundraising, volunteer management, marketing and PR, finance, design and IT. There are a number of specialist advisors and sub-committees supporting the operation.

The charity is very volunteer-weighted and benefits from volunteer support ranging from trustee and advisory roles to executive involvement, county-centric planning and operations, and of course our Schoolreaders reading volunteers, without whose commitment and time none of the operation would happen.

Key Management Personnel

The Board considers that the CEO and Senior Management Team are responsible for directing and operating the charity on a day-to-day basis. Salary and remuneration of key personnel are reviewed annually in line with industry benchmarking.

Recruitment and Appointment of new Trustees

The identification of potential new trustees is carried out by the Board, the aim being to appoint those with the appropriate expertise and experience to contribute effectively to the strategy and governance of the charity. New trustees are appointed in line with the Safer Recruitment process and are thoroughly briefed on the history of the charity, the responsibilities of the trustees, current objectives, future plans and the charity's day-to-day management.

The trustees have identified and assessed the principal risks to which the charity may be exposed and are satisfied that there are strategies and procedures in place to monitor and mitigate these risks as far as possible.

A risk register and map are maintained, measuring the weight and likelihood of a risk occurring. This is reviewed regularly by the Senior Management Team and annually by the trustees, and by exception should the risk environment change significantly.

The principal risks that have been identified and assessed regularly are:

- Governance and management - this considers risks associated with strategic direction, management and performance including the skills and training of the trustees.
- Operational - this looks at the risks inherent in the charity's activities, including external factors that might affect the recruitment and management of volunteers and schools. The priority in this area is the safeguarding of children.
- Financial - this includes risks regarding budgetary control, fundraising, expenditure, cashflow and reserves.
- Laws and regulations - this looks at the risks associated with compliance and non-compliance with external laws and regulations, including government policies, and internal regulations and policies.
- External - this looks at the risks associated with changes outside the control of the charity including environmental and economic changes.

Financial Review

Financial summary

There was a net increase in funds for the year of £669,117 (2023 £9,637). Income for the year was £1,664,046 (2023 £747,414). Total expenditure for the period was £994,929

(2023 £737,777). At the end of the financial year unrestricted reserves are £691,531 (2023 £579,094). Of these, free reserves are £687,220 (2023 £562,679).

Donated Services

Schoolreaders has benefitted greatly from the kindness and generosity of many people and organisations who have given their time, expertise and wisdom across a variety of disciplines and areas of operation, allowing the organisation to thrive. We are extremely grateful to each and every one.

A major benefit of the model is the very high volunteer to staff ratio (130:1). This means that we are able to operate in a highly cost-efficient manner with low overheads. This year the combined value of all our volunteers' time, at every level of the organisation, is estimated at well over £2.5 million (on an equivalent National Living Wage basis).

Investments

The charity's investment policy has been developed to ensure reserves are invested prudently in highly liquid investments with minimum risk to capital value and with optimal return. Cash balances are only deposited with institutions with a rating of A- or above and all investment decisions comply with the charity's overall corporate ethical policy.

Reserves Policy

The trustees keep the reserves policy for the charity under review in light of its growth, future plans and financial risks. The reserves target is to maintain free reserves at between 6 and 9 months' average budgeted operating costs. These reserves include only realised, unrestricted reserves and therefore exclude restricted or other designated funds or grants pledged but not yet received. Free reserves at 31st August 2024 were equivalent to 7.7 months' average expected operating costs for the forthcoming year. The trustees consider the current level of reserves as prudent and sufficient given the charity's growth, strategic plans and the current economic climate.

Statement of Trustees' Responsibilities

The trustees are responsible for preparing the Report of the Trustees and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice.

The law applicable to charities in England and Wales, the Charities Act 2011 and Charity (Accounts and Reports) Regulations 2008, and the provisions of the trust deed require the trustees to prepare financial statements for each financial year which give a true and

fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charity for that period. In preparing those financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charity SORP;
- make judgements and estimates that are reasonable and prudent;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

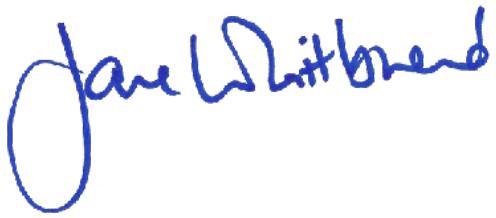
The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charity's website.

In so far as the Trustees are aware:

- there is no relevant information of which the group's auditor is unaware, and
- the Trustees have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

On behalf of the Board



Jane Whitbread
Chair of Trustees, 22nd April 2025

Independent Auditor's report

Opinion

We have audited the financial statements of Schoolreaders for the year ended 31 August 2024 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102; The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 August 2024 and of its incoming resources and application of resources for the period then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

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

Conclusions relating to going concern

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

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

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

Other information

The other information comprises that included in the Trustees' Annual Report set out on pages 1 to 33, other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements, or our knowledge obtained in the course of the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Charities (Accounts and Reports) Regulations 2008 requires us to report to you if, in our opinion:

- the information given in the Trustees' Annual Report is inconsistent in any material respect with the financial statements; or
- the charity has not kept sufficient and proper accounting records; or
- the charity's financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

Other Matters

The financial statements of the charity for the year ended 31 August 2023 were unaudited.

Responsibilities of trustees for the financial statements

As explained more fully in the Statement of Trustees' Responsibilities set out on page 32, the trustees are responsible for the preparation of the financial statements which give a

true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

We have been appointed as auditor under section 144 of the Charities Act 2011 and report in accordance with regulations made under section 154 of that Act.
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The specific procedures for this engagement and the extent to which these are capable of detecting irregularities, including fraud is detailed below.

Explanation as to what extent the audit was considered capable of detecting irregularities, including fraud.

We gained an understanding of the legal and regulatory framework applicable to the company and the industry in which it operates and considered the risk of acts by the company that were contrary to applicable laws and regulations, including fraud. These included, but were not limited to, the Charities Act 2011, Charities SORP 2019 and tax legislation.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements and the financial report (including the risk of override of controls) and determined that the principal risks were related to posting inappropriate entries including journals to overstate revenue or understate expenditure and management bias in accounting estimates.

Audit procedures performed by the engagement team included:

- discussions with management, including considerations of known or suspected instances of non- compliance with laws and regulations and fraud;
- gaining an understanding of management's controls designed to prevent and detect irregularities; and
- identifying and testing journal entries.

Owing to the inherent limitations of an audit, there is an unavoidable risk that we may not have detected some material misstatements in the financial statements, even though we have properly planned and performed our audit in accordance with auditing standards. For example, the further removed non-compliance with laws and regulations (irregularities) is from the events and transactions reflected in the financial statements, the less likely the inherently limited procedures required by auditing standards would identify it. In addition, as with any audit, there remained a higher risk of non-detection of irregularities, as these may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal controls. We are not responsible for preventing non- compliance and cannot be expected to detect non-compliance with all laws and regulations.

A further description of our responsibilities is available on the Financial Reporting Council's website at: https:// www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charity's trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. Our audit work has been undertaken so that we might state to the charity's trustees those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's trustees as a body, for our audit work, for this report, or for the opinions we have formed.



Steve Robinson FCA
Senior Statutory Auditor
For and on behalf of Mercer & Hole LLP
Chartered Accountants and Statutory Auditors
The Pinnacle, 170 Midsummer Boulevard, Milton Keynes, MK9 1BP

22nd April 2025

For the year ended 31st August 2024

	Note	2024 Unrestricted £	2024 Restricted £	Year ended 2024 Total Funds £	Year ended 2023 Total Funds £
Income					
Grants & donations	2	589,241	251,400	840,641	694,785
Fundraising events	2	63,657	700,575	764,232	27,472
Gift Aid	2	21,656	-	21,656	4,880
Income from other trading activities	3	2,638	-	2,638	14,604
Other income	3	250	-	250	-
Interest Income	4	34,629	-	34,629	5,673
Total income		712,071	951,975	1,664,046	747,414
Expenditure					
Raising funds	5	165,341	10,521	175,862	241,829
Charitable activities	6	434,293	384,774	819,067	495,948
Total expenditure		599,634	395,295	994,929	737,777
Net income and net movement in funds for the year		112,437	556,680	669,117	9,637
Reconciliation of Funds					
Total funds brought forward		579,094	65,948	645,042	635,405
Total funds carried forward		691,531	622,628	1,314,159	645,042

Comparative Statement of Financial Activities

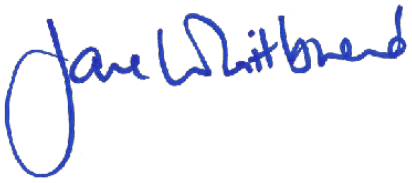
For the year ended 31st August 2023

	Note	2023 Unrestricted £	2023 Restricted £	Year ended 2023 Total Funds £
Income				
Grants & donations	2	464,590	235,075	699,665
Fundraising events	2	25,429	2,043	27,472
Income from other trading activities	3	3,794	10,810	14,604
Other Income				
Interest income	4	5,673	-	5,673
Total income		499,486	247,928	747,414
Expenditure				
Raising funds	5	196,961	44,868	241,829
Charitable activities	6	269,459	226,489	495,948
Total expenditure		466,420	271,357	737,777
Net income and net movement in funds for the year		33,066	(23,429)	9,637
Reconciliation of Funds				
Total funds brought forward		546,028	89,377	635,405
Total funds carried forward		579,094	65,948	645,042

At 31st August 2024

	Note	2024 Unrestricted £	2024 Restricted £	2024 Total Funds £	2023 Total Funds £
Fixed assets					
Tangible fixed assets	12	4,311	-	4,311	11,971
Current assets					
Stock		1,657	-	1,657	3,123
Debtors	13	44,457	-	44,457	17,675
Current asset investments	14	606,419	520,211	1,126,630	520,030
Cash at bank and in hand	14	76,512	102,417	178,929	135,812
		729,045	622,628	1,351,673	676,640
Creditors					
Amounts falling due within one year	15	41,825	-	41,825	43,569
Net current assets		687,220	622,628	1,309,848	633,071
Total assets less current liabilities		691,531	622,628	1,314,159	645,042
Net assets		691,531	622,628	1,314,159	645,042
Funds					
Unrestricted funds	16	691,531	-	691,531	579,094
Restricted funds	16	-	622,628	622,628	65,948
Total funds		691,531	622,628	1,314,159	645,042

The financial statements were approved by the Board of Trustees on xx April 2025 and were signed on its behalf by:



Jane Whitbread, Chair of Trustees, 22nd April 2025

The notes at pages 42 to 51 form part of these accounts.

For the year ended 31st August 2024

	2024		2023	
	£	£	£	£
Net movement in funds		669,117		9,637
Adjustment for:				
Depreciation	4,881		8,303	
Investment income	(34,629)		(5,673)	
		(29,748)		2,630
Decrease/(Increase) in stock	1,465		440	
Decrease/(Increase) in debtors	(26,782)		(5,875)	
Decrease/(Increase) in creditors	(1,744)		26,425	
		(27,061)		20,990
Net cash from operating income		612,308		33,257
Investing activities				
Purchase of Fixed Assets	(3,422)		(7,968)	
Disposal of Fixed Assets	6,202		183	
Investment income	34,629		5,673	
		37,409		(2,112)
Net change in cash and cash equivalents		649,717		31,145
Cash and cash equivalents at start of year		655,842		624,697
Cash and cash equivalents at the end of year		1,305,559		655,842

1. Accounting Policies

Basis of preparation

The financial statements have been prepared under the historical cost convention in accordance with the Statement of Recommended Practice. The charity meets the definition of a public benefit entity under FRS 102.

Statement of compliance

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (second edition - October 2019) (effective 1 January 2019) – (Charities SORP (FRS 102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Charities Act 2011).

Going concern

The accounts have been prepared on a going concern basis. The Trustees have a reasonable expectation that the Charity has adequate resources to continue in operational existence for the foreseeable future. For this reason, they continue to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the accounting policies.

Income

All income, including grant income receivable in future accounting periods, is included on the Statement of Financial Activities when the charity is entitled to the income, it is probable that it will be received, and the amount can be quantified with reasonable accuracy.

Expenditure and allocation and apportionment of costs

Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Fundraising costs are those costs attributable to generating income for the charity. The costs of charitable activities comprise all costs incurred in the pursuit of the charitable objectives of the charity. Support costs are those costs which do not relate to a single activity and have been apportioned between fundraising costs and charitable activities on a basis consistent with the use of resources.

Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Gifts in kind

Donated goods received to give away are recognised in income and expenses at fair value.

Fixed Assets and Depreciation

Tangible fixed assets are stated at cost, less accumulated depreciation. Items with a unit cost below £500 are written off through the Statement of Financial Activities unless a number of items bought together with a unit cost below that value exceed £500 in total. Depreciation is calculated on a monthly basis so as to write off the unit cost of an asset, less its estimated residual value, on a straight-line basis over the useful economic life of that asset as follows:

- Office furniture and equipment 33%

Stock

Stock is valued at the lower of cost and net realisable value.

Debtors

Debtors are recognised at their settlement amount, less any provisions for non-recoverability. Prepayments are valued at the amount prepaid. They are discounted to the present value of the future cash receipt where such discounting is material.

Current asset investments

Current asset investments represent liquid investments with a maturity date of less than 24 months at the balance sheet date.

Cash at bank and in hand

Cash at bank and in hand represents such accounts and instruments that are available on demand.

Taxation

The charity is exempt from corporation tax on its charitable activities.

Liabilities & creditors

Liabilities & creditors are recognised when the entity has an obligation to transfer economic benefits as a result of past transactions or events.

Pension costs

The Charity contributes to a defined pension contribution scheme for the benefit of its employees. Contributions are recognised in the financial statements when due.

Key accounting estimates and areas of judgement

In the application of the charity's accounting policies, management are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

Reason for no prior audit

The financial statements for the prior year were not subject to an audit as Schoolreaders CIO qualified for an exemption under allowing entities below a specific revenue threshold to forgo an audit requirement. As a result, the opening balances for the current year were not previously audited, however, appropriate procedures were performed to assess their reliability in relation to the current year's financial statements.

2. Voluntary income

	Unrestricted Funds	Restricted Funds	Year ended 31.08.24 Total Funds	Year ended 31.08.23 Total Funds
	£	£	£	£
Grants	364,697	200,300	564,997	590,425
Donations	224,544	51,100	275,644	104,360
Legacies	-	-	-	-
Gift Aid	21,656	-	21,656	4,880
Grants and donations	610,897	251,400	862,297	699,665
Fundraising events	63,657	700,575	764,232	27,472
	674,554	951,975	1,626,529	727,137

Fundraising events income in Year Ended 31.08.24 includes one-off event income from The October Club amounting to £653,189, to be spent over three years.

Grants received and due, included in the above, are as follows:

	Unrestricted Funds £	Restricted Funds £	Total 31.08.24 £	Total 31.08.23 £
J Reginald Corah Foundation	-	1,200	1,200	1,200
Jack Lane Charitable Trust	-	-	-	1,200
David Laing foundation	-	25,000	25,000	-
Eveson Trust	-	10,000	10,000	-
Buffini Chao Foundation	25,000	-	25,000	5,000
Funding from Essex Community Foundation through:				
The Michael Prately Charitable Fund	-	-	-	1,500
The Chrysalis Fund	-	4,000	4,000	5,250
The Essex Education Fund	-	2,800	2,800	-
Funding from Suffolk Community Foundation through:				
The Frank Jackson Foundation	-	5,000	5,000	-
The Hill Family Fund	-	-	-	2,000
The Bluebell Fund	-	-	-	2,000
Garfield Weston Foundation	-	-	-	40,000
The Dulverton Trust	25,000	-	25,000	25,000
Other	314,697	152,300	466,997	507,275
	364,697	200,300	564,997	590,425

3. Income from other trading activities

	Unrestricted Funds £	Restricted Funds £	Year ended 31.08.24 Total Funds £	Year ended 31.08.23 Total Funds £
Income from events: auction and ticket sales	-	-	-	12,615
Sales of Christmas cards	2,638	-	2,638	1,989
Other	250	-	250	-
Total	2,888	-	2,888	14,604

For the year ended 31st August 2024

4. Investment income

The charity's investment income of £34,629 (2023 £5,673) arises from money held in interest-bearing deposit accounts and investments in short-dated government securities and other cash equivalents.

5. Raising funds

	Unrestricted Funds	Restricted Funds	Year ended 31.08.24 Total Funds	Year ended 31.08.23 Total Funds
	£	£	£	£
Research, preparation and stewarding of funding applications: monitoring; events and reporting	165,341	10,521	175,862	241,829

6. Charitable activities

	Unrestricted Funds	Restricted Funds	Year ended 31.08.24 Total Funds	Year ended 31.08.23 Total Funds
	£	£	£	£
Provision of Schoolreaders service:				
Service delivery	182,662	232,735	415,397	313,078
Service management	126,817	47,509	174,326	42,256
Financial management	1,446	7,312	8,758	13,359
Office and other staff costs	77,257	60,618	137,875	65,807
Printing & marketing	9,855	14,688	24,543	9,353
Computer & database costs	29,459	14,109	43,568	27,135
Governance costs:				
Financial management	4,134	7,000	11,134	22,997
Insurance	2,663	803	3,466	1,963
	434,293	384,774	819,067	495,948

For the year ended 31st August 2024

7. Expenditure analysis

	Raising funds	Schoolreaders service	Support	Governance	Total
	£	£	£	£	£
Service delivery	94,893	420,890	25,183	-	540,966
Service management	23,327	64,915	67,219	-	155,461
Financial management	-	9,974	37,879	11,134	58,987
Office and other staff costs	8,800	89,413	42,431	-	140,644
Printing & marketing	3,893	24,543	-	-	28,436
Computer & database costs	1,835	43,262	2,122	-	47,219
Events & other fundraising costs	10,509	6,880	-	-	17,389
Investment Management	-	-	2,361	-	2,361
Insurance	-	-	-	3,466	3,466
	143,257	659,877	177,195	14,600	994,929
Support costs	30,123	147,072	(177,195)	-	-
Governance costs	2,482	12,118	-	(14,600)	-
Total expenditure	175,862	819,067	-	-	994,929

8. Net income

Net income is stated after charging:	Year ended 31.08.24	Year ended 31.08.23
	£	£
Depreciation	4,881	8,303
Independent Examiner fees	10,800	2,160
	15,681	10,463

9. Staff costs

The average number of employees in the year was 23 (2023 - 20).
No employees had emoluments in excess of £60,000 (2023 - none).
Total employment benefits of key management personnel were £111,914 (2023 - £130,790).
Total staff costs paid in the year are as follows (2023 - £494,909):

	Year ended 31.08.24	Year 31.08.23
	£	£
Gross salaries	517,953	453,534
Social Security costs	33,518	31,990
Pension contributions	11,177	9,385
	562,648	494,909

10. Trustees' remuneration and benefits

There were no trustees' remuneration or other benefits for the year ended 31 August 2024 (2023 £Nil).
Trustees' expenses amounting to £Nil were paid during the year ended 31 August 2024 (2023 £Nil).

11. Auditor's remunerations

The auditor's remuneration constituted an audit fee of £10,800 (2023 £nil).

12. Tangible assets

	2024	2023
Cost	£	£
At 1 September	25,953	18,260
Additions	3,422	7,968
Disposals	(12,224)	(275)
At 31 August	17,151	25,953
Depreciation		
At 1 September	13,982	5,771
Disposals	(6,023)	(92)
Charge for the year	4,881	8,303
At 31 August	12,840	13,982
Carrying Amount		
At 1st September	11,971	12,489
At 31st August	4,311	11,971

These are all restricted funds

For the year ended 31st August 2024

13. Debtors

	Unrestricted Funds	Restricted Funds	Total Funds 31.08.24	Total Funds 31.08.23
	£	£	£	£
Debtors	17,349	-	17,349	6,248
Prepayments	20,308	-	20,308	9,328
Accrued income	6,800	-	6,800	2,099
Total Debtors	44,457	-	44,457	17,675

14. Cash and asset investments*

	2024 Total Funds	2023 Total Funds
	£	£
Current asset investments	1,126,630	520,030
Cash at bank and in hand	178,929	135,812
Total cash and cash equivalents	1,305,559	655,842

* The increase in cash and cash equivalents from £655,842 to £1,305,559 is mainly accounted for by a donation of £653,189 which is to be spent over 3 years – see Statement of Cash Flows and Note 2. This is made up of £622,628 restricted and £682,931 unrestricted funds.

15. Creditors: amounts falling due within one year

	Unrestricted Funds	Restricted Funds	Total Funds 31.08.24	Total Funds 31.08.23
	£	£	£	£
Creditors and accruals	41,825	-	41,825	43,569

16. Movement in funds

	At 31.08.23 £	Income £	Expenditure £	At 31.08.24 £
Unrestricted funds				
General fund	579,094	712,071	(599,634)	691,531
Restricted funds				
Total	65,948	951,975	(395,295)	622,628
TOTAL FUNDS	645,042	1,664,046	(994,929)	1,314,159

	At 31.08.23 £	Income £	Expenditure £	At 31.08.24 £
Unrestricted funds				
General fund	546,028	499,486	(466,420)	579,094
Restricted funds				
Total	89,377	247,928	(271,357)	65,948
TOTAL FUNDS	635,405	747,414	(737,777)	645,042

Net movement in funds, included in the above, are as follows:

	Balance at 31.08.23 £	Income £	Expenditure £	Balance at 31.08.24 £
Unrestricted funds	579,094	712,071	(599,634)	691,531
Restricted funds:				
Bedfordshire*	14,142	24,462	(38,604)	-
East Yorkshire*	2,447	-	(2,447)	-
Future expansion***	25,000	-	(25,000)	-
House of Commons Event****	-	10,000	-	10,000
Newark*	-	10,000	-	10,000
Operations Coordinator**	12,165	-	(12,165)	-
Other Counties*	-	228,144	(110,522)	117,622
Printing & Software***	-	16,952	(16,952)	-
Rent***	-	8,668	(8,668)	-
The October Club*****	8,394	653,189	(176,577)	485,006
Wiltshire*	3,800	560	(4,360)	-
Total restricted funds	65,948	951,975	(395,295)	622,628
TOTAL FUNDS	645,042	1,664,046	(994,929)	1,314,159

See following page for notes relating to this table

Notes relating to Table 16, Movement in Funds, on previous page

* Schoolreaders operations in specific counties.
** Restricted to the funding of Operations Coordinator posts.
*** Funds restricted to specific areas of spend.
**** Funds towards an event at the House of Commons in October 2024 to mark Schoolreaders 10th anniversary.
***** The October Club event held in October 2023 to raise funds for Schoolreaders to expand its service into Northern counties over a three-year period.

17. Analysis of net assets between funds

	Unrestricted Funds	Restricted Funds	Total 2024	Total 2023
	£	£	£	£
Tangible Fixed Assets	4,311		4,311	11,971
Investments	606,419	520,211	1,126,630	520,030
Current Assets	122,626	102,417	225,043	156,610
Current Liabilities	(41,825)		(41,825)	(43,569)
Total	691,531	622,628	1,314,159	645,042

18. Related party transactions

Donations without conditions received from related parties in the year totalled £38,058 (2023 £38,736).

19. Financial commitments

Financial commitments at 31 August 2024 amounted to £16,537 (2023 £14,977).

Schoolreaders



Bedford Heights, Brickhill Drive
Bedford, MK41 7PH
www.schoolreaders.org
01234 924 111

Fair Education Alliance

Schoolreaders CIO
Registered Charity: 1159157

Registered with FUNDRAISING REGULATOR

Schoolreaders CIO
for the year ended 31st August 2024

SCHOOLREADERS

England & Wales - Charity number 1159157

Accounts

Schoolreaders
improving literacy • increasing life chances







Schoolreaders

2023 Annual Report

Report of the Trustees and Independently Examined Financial Statements for the year ended 31 August 2023 for Schoolreaders CIO

www.schoolreaders.org

Registered Charity: 1159157

EXCSoFA

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Reference and Administrative Details

Registered Charity Number
1159157

Principal and Administration Office
Bedford Heights
Brickhill Drive
Bedford
MK41 7PH

Trustees
Jane Whitbread - Chair
Steven Bryan
Lucinda Copeman - reappointed 28/2/23
Nicholas Froy
Alice Garnett
Rory Landman - reappointed 26/3/24
S. Alexandra Moore - resigned 23/11/22
Shannan Stevenson - Vice Chair

Independent Examiner
C Airey FCCA of
George Hay Partnership LLP
Chartered Accountants
Brigham House
93 High Street
Biggleswade
Bedfordshire
SG18 0LD

Bankers
Barclays Bank
1 Stanhope Gate
Mayfair
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W1K 1AF

CAF Bank Ltd
25 Kings Hill Avenue
Kings Hill
West Malling
Kent
ME19 4JQ

Barclays Investment Solutions Ltd
1 Churchill Place
Canary Wharf
London
E14 5HP

Governing document
Charitable Incorporated Organisation (CIO) - Foundation Registered 11 November 2014

Chair's Report

It is a pleasure to be reporting on such a successful year - our tenth year since we were founded. Schoolreaders has seen remarkable growth, supporting over 18,500 children per week at the end of the year compared to 10,100 the previous year: an increase of 83% more children per week. This growth reflects the enormous, continuing need for the Schoolreaders child reading support provision, the popularity of the scheme with volunteers and schools alike, and the ongoing generosity of our donors.

Schoolreaders is now the largest in-school reading support charity in the country, reaching the most children each week with its proven, simple, cost-effective and highly scalable model. We remain a free provision for schools so that all children can have access to this life-changing support. We are committed to changing the outcomes for the one in four children who are currently leaving primary school not reading to the expected level.[1] We continue to prioritise supporting the most disadvantaged children.

Reading is the gateway to learning and, without it, children will leave primary school not able to access their secondary school education fully. This means that their life chances are diminished by the age of eleven.

2022/23 Headline facts

At year end, over 18,500 children in 930 schools were receiving weekly reading support
Schoolreaders is the largest in-school reading support charity in the country, supporting children in every county in England
More than half a million one-to-one in-school reading sessions were provided
One in six primary schools in England has requested a Schoolreaders volunteer
Schools reporting on reading age improvement noted that 100% of children improved their reading age when supported for 3 terms
91% of children were reported as being more confident readers after Schoolreaders' support
Strategy of prioritising the most disadvantaged children continued (46% of children supported were on pupil premium versus national average of 26%)
Of the 1,231 new volunteers placed this year, 57% were placed in the most deprived areas
Improved cost effectiveness - an average cost of just £40 (£52 in 2021/22) to provide a child with weekly reading support for a whole academic year
Retained the high ratio of volunteers to staff (130:1). We did not experience the drop in volunteer applicants reported widely by many other volunteer-based charities, however this area will be closely monitored in the forthcoming year
Over 2 million individual reading sessions delivered since launch in 2013

[1] Gov.uk SAT Results, Academic year 2022/23, Key Stage 2 attainment 14/12/23

Our simple, scalable, proven, efficient model is highly cost-effective, meaning that we can reach a very high number of children relative to our funding. Every £1 invested with the charity is leveraged several-fold due to our high volunteer to staff ratio. We have always kept overheads as low as possible and this year appointed Cranfield Trust on a pro bono basis to help review and improve efficiencies.

Disadvantaged children

We have continued to prioritise reaching the most disadvantaged children. The result is that in our 2022/23 launch counties, 87% of new volunteers have been matched with schools in areas of high deprivation. These are the children whose education was most seriously impacted by the COVID-19 pandemic. Government statistics continue to show the sad statistic that only 10% of disadvantaged children who leave primary school not reading to the expected level will achieve a Pass at GCSE in English and Maths.

The impact of not reading properly when leaving primary school means that these children are more likely to join the ranks of the 7.1 million adults in the UK who are classified as 'functionally illiterate'. These people's lives are negatively impacted daily with being challenged by simple tasks[1] such as reading a text message, reading a medicine packet or filling in a job application form, with reading road signs proving difficult, if not impossible. Poor adult literacy is a major contributing factor in many of society's other challenges such as homelessness, unemployment, poverty, mental and physical health, and crime. In 2022, 57% of prisoners in England had a reading age of an 11-year-old or younger.[2]

The tried and tested scalable Schoolreaders model can help change this. The simplest and most cost-effective reading intervention is in early childhood, before a child leaves primary school.



1 National Literacy Trust , Adult Literacy Statistics England, 2012
literacytrust.org.uk/parents-and-families/adult-literacy/

2 Shannon Trust, 'Learning to read in prison – time to invest in peer led programmes', Ian Merrill, 29/03/2022
shannontrust.org.uk/stories/learning-to-read-in-prison

Impact and outcomes

Our fifth annual impact and outcomes research, conducted in partnership with the Institute for Research in Education at the University of Bedfordshire, once again showed outstanding results and confirmed the scheme's very significant impact on children's reading ability, reading age and reading enjoyment, in addition to other benefits.

Our research was robust; it was carried out in 2023 in partnership with a third-party expert in educational research and had a large sample size with over 1,000 volunteers and 280 schools taking part.

91% of children improved in reading confidence, 84% in reading enjoyment and 81% in reading fluency. Additional important improvements for the children supported were that 77% of children improved their ability to develop relationships and 69% reported an increase in their self-esteem.

Our Schoolreaders volunteers are the heart of the charity - without them we would have no provision and we value them extremely highly. We have a clear stewardship and training plan for our volunteers and the annual feedback from them is excellent. 99.5% of the more-than 1,000 volunteers in the 2023 research said that they would recommend becoming a Schoolreaders volunteer.

Many of our volunteers stay with us year after year and we have a number who have volunteered since we started ten years ago. Our volunteers' loyalty is once again high this year with 96% stating that they wish to continue next year.

52% of Schoolreaders volunteers have former in-school experience with 25% being ex-Head Teachers and teachers. It is a wonderful endorsement that the value of the Schoolreaders scheme is recognised and supported by so many qualified education professionals.

Interestingly, this year we have had greater insight into the role that our Schoolreaders volunteers play in the lives of the children that they support. We learnt that they play a special role in a child's life. Our volunteers are not teachers or school staff and are not parents or carers – they have the unique position of being an adult who has chosen to come in every week to sit with the child one-to-one to help them with their reading skills and instil the enjoyment of reading. Children find this relationship extremely rewarding and valuable. Our volunteers are able to build excellent long-term relationships with the children they support and become a valued part of the school community. Everybody benefits from the Schoolreaders scheme: the children, the school, the volunteer, the community, and society itself.

Collaborations

We collaborate with other organisations to drive efficiencies and provide support. This year we shared knowledge and advice with a new charity aimed at providing financial literacy to schoolchildren, and also with a new numeracy charity. Our partnerships with literary festivals around the country once again enabled children from our partner schools to receive free tickets, providing the opportunity for hundreds of children to attend and enjoy hearing children's authors reading stories, and talking about their books.

We continued working alongside local community groups and sports teams to increase reach to the most disadvantaged children, building on existing networks; and a number of our volunteers supported children's reading throughout the school holidays through our collaborations with local holiday clubs.

Finance, resource and development

Our growth in income enabled our growth in activity. Income for the year was £747,414 (£564,836 in 2022) and expenditure was £737,777 (£524,495 in 2022). We held free reserves representing 6.9 months of budgeted operating costs for 2023/24, which is in line with the reserves policy of between 6 to 9 months' operating costs.

We are very fortunate to have several long-term financial supporters who have increased their support as we have grown. This year our income increased by 32% year on year enabling an 83% increase in the number of children supported. We anticipate continued growth next year with a budgeted cost increase of over 30%, which will require a further increase in our income. In order to achieve this, we have increased our fundraising resource this year. In addition, we are looking for more corporate support, an area that we have not previously investigated in any depth.

Thank you

It would not have been possible to have grown so significantly, or to have been supporting over 18,500 children per week by the end of the year, without the help of so many kind and generous people. They have partnered with Schoolreaders in many ways, by volunteering their time, providing pro bono services and/or giving financial support.

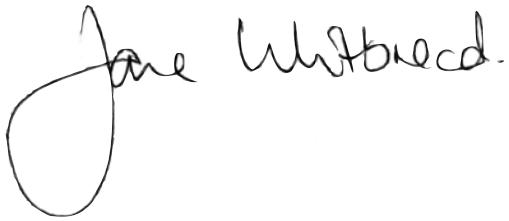
We also have a dedicated staff team who strive to be 'best in class' in all they do, and work hard to make the charity as efficient and cost-effective as possible.

We are thrilled with the addition of Gyles Brandreth and Kate Adie to the Schoolreaders family following their appointment as our Patrons. Both have a keen interest in child literacy.

The future

Having reached our tenth anniversary, we are now looking ahead strategically to the next five to ten years. We expect continued fast growth in the number of children being supported due to the unfulfilled need and large demand for Schoolreaders' volunteers from schools. Our costs will increase next year with some further replacement of senior management with salaried staff, however we believe that we will then have virtually reached our ceiling for ongoing operating costs. This means that with economies of scale, our cost per child will fall well below £40 per child per year. This underlines our highly cost-efficient model of service provision.

Some significant successes at the end of the year have put us in a strong position for the year ahead. We were delighted to be chosen by The October Club as their 2023 charity. The significant resultant funding will enable us to launch into the north of England and support projects in that area for three years. We were also approached by the BBC again to appear on national, live TV news to discuss the opportunity of volunteering, and BBC Radio 4 have allocated us a charity appeal slot in July next year. We are immensely grateful for all of this support and excited to be moving into the new year with the aim of supporting more than 25,000 children each week by the end of the year.



Jane Whitbread
Chair of Trustees, March 2024

The trustees present their report with the financial statements of the charity for the year ended 31st August 2023. The trustees have adopted the provisions and exemptions of the second edition of the Statement of Recommended Practice (SORP) 'Accounting and Reporting by Charities' issued in October 2019. The reference and administrative details on page 1 form part of this report.

Objectives and activities

Our vision is that every child should be given the opportunity to learn to read well. Without reading skills, a child is denied the gateway to learning and life opportunities are diminished. One in four children[1] are leaving primary school in England not reading to the expected level. Children who cannot read properly on entering secondary school cannot access their education properly and will be disadvantaged for life.

One of the reasons behind the poor literacy of many primary aged children is the lack of opportunity for reading support at home, and frequently at school if the child needs additional catch-up support. The effects of the education disruption caused by the COVID-19 pandemic have exacerbated the problem, particularly amongst the more disadvantaged children. Reading support for children in the early years of schooling is needed more than ever. Recent research findings from the National Literacy Trust and Pro Bono Economics (February 2024) has shown that '*last year over 185,000 5-year-olds started school without the literacy, communication and language skills they needed to thrive. Without this firm foundation not only will their learning, confidence and wellbeing suffer in their early school days, but they are much more likely to struggle with their GCSE's and be unemployed by their 30's*' and that '*children experiencing poverty are most likely to be affected*'.

For the past ten years, Schoolreaders has been placing volunteers into primary schools to listen to children read. Volunteers are assessed, interviewed, trained and provided with support for this role. The service is free in order to ensure that this vital reading support is available to all children.

The scheme is simple, effective, proven, cost-efficient, and easy to roll out and scale-up. One in six primary schools in England have registered with Schoolreaders requesting our volunteers. Schoolreaders is supporting more children face-to-face every week than any other in-school literacy charity. By the end of the school year (July 2023), over 18,500 children across the nation were receiving an individual reading support session every week. This figure continues to grow and currently (as of March 2024) we are providing support to over 23,000 children each week.

[1] Gov.uk SAT Results, Academic year 2022/23, Key Stage 2 attainment 14/12/23

Sadly, the longer term effect of poor childhood literacy is demonstrated by the government statistic showing that only 10% of disadvantaged (pupil premium) children that leave primary school not reading properly achieve a pass (grade 4) in English and Maths at GCSE.[1]

The simple, proven, cost-efficient, easily scalable Schoolreaders model is able to make a big impact in reaching these children, improving their reading abilities, opening up learning opportunities and changing their life stories.

Improving child literacy will ultimately result in improved adult literacy. Poor adult literacy in England is a very real issue. Currently one in seven adults in England is considered poorly literate, which means they are unable to read a bus timetable, a medicine packet or fill in a job application form. Poor literacy also contributes to some of society's other major issues such as unemployment, homelessness, poverty, mental and physical ill health and crime.

Face-to-face volunteering

Over 99% of our partner schools have confirmed that their overwhelming preference is for face-to-face in-school volunteers versus digital, remote volunteering that we trialled during the pandemic. They report that the physical presence in school is important in helping the volunteer to develop a relationship and trust with the children. The fact that our volunteers commit to a minimum of a year is also highly valued by schools as the school educational professionals have the flexibility to allocate the Schoolreaders resource appropriately for each child. It is not a 'one size fits all' for each child's reading support needs. Our research has shown that over 50% of the children receiving targeted support by our volunteers are supported for at least 3 terms.

Volunteers listen to children read in school on a one-to-one basis every week and on average gave 2.8 hours per week throughout the academic year in 2023.

Volunteers are recruited from the local community, are interviewed and assessed, and undertake an on-boarding programme. All new volunteers complete a mandatory Schoolreaders safeguarding guidance module, best practice reading support training, and specialist tutorials in supporting children's reading at Key Stage 1 and Key Stage 2, which include additional resources such as phonics training. All partner schools agree to provide their safeguarding training and undertake the enhanced DBS clearance for the volunteers prior to the volunteers starting in school. The schools also provide reading support guidance and training according to the particular children that the volunteer will be supporting.

[1] Gov.uk Ofsted publication 'Now the whole school is reading': supporting struggling readers in secondary school 31/10/22

We continue to support both our partner schools and our volunteers as their partnership progresses with termly communications, volunteer support forums, newsletters, mediation if necessary, and any ad hoc needs.

Achievement and performance

Over the ten years since its inception in 2013, Schoolreaders has grown rapidly but strategically, keeping overheads down where possible and steadily growing its operating structure as it extends its reach to more children in more areas of the country. Apart from the disrupted years of the pandemic (during which alternative digital strategies were employed) the growth has been steady and underpinned with sustainable resource. Pro bono help has been sourced to support several areas of development and we continue to work with partners such as the Cranfield Trust in the project to improve operational efficiency.

Schoolreaders is in a strong position to continue its strategic growth in reaching the most disadvantaged children needing reading support. The Schoolreaders model has been proven and honed over ten years and is simple and scalable. The need and demand are both great. We are ready to expand to reach as many children as our funding allows.



Specific operational achievements versus objectives this year:

Objective	Performance
1. To retain safeguarding as a top priority of the organisation.	Safeguarding continued to be fundamental to all policies and operational practices at Schoolreaders. Additional members of the operations team were trained to become Designated Safeguarding Leads to further strengthen the in-house Safeguarding expertise. An external Safeguarding legal professional is a member of a Schoolreaders consultation team and is available to advise as necessary. All new operations staff are trained on safeguarding and safer recruitment programmes. All new volunteers are required to complete the mandatory Schoolreaders Safeguarding module, in addition to the safeguarding training the partner school provides. Safeguarding continues to be a fixed agenda item and is reported on at every Senior Management, Operations Management, Trustee, and Education and Safeguarding Advisory Group Meeting. An enhanced DBS is required for all volunteers.
2. Continue to evaluate and respond to shifts in the child literacy, education and literacy charity landscape.	We remained responsive to any changes to education that may impact the service in terms of primary schools or volunteers by monitoring external factors, publications, research and government. There were no major changes this year.
3. Provide 18,000 children with weekly one-to-one in-school reading support by August 2023, prioritising the most disadvantaged children.	This objective was exceeded. By August 2023, more than 18,000 children were receiving weekly one-to-one in-school reading support.
i. Implement the enhanced disadvantaged children support strategy in order to provide the children in greatest need with vital reading support. The target is for over 50% of children supported in the year ahead to be those on free school meals.	Where possible, Schoolreaders volunteers were placed in schools in areas of highest deprivation. Based on our end of year survey, 46% of children supported were on free school meals against our target of 50%.
ii. Focus volunteer recruitment on supplying volunteers to the targeted schools.	87% of confirmed volunteer matches to schools in the new counties met the new deprivation criteria, 59% across all counties. 71% of schools registered during the year met the target criteria.
iii. Devise further strategies to encourage key targeted schools to partner with the scheme.	Achieved. Resource was focused on collaborating with existing partner schools and other organisations to endorse the success of the scheme to peers and connected schools.

Objective		Performance
iv.	Expand Schoolreaders to 6 new counties: - Includes scheme launches in West Midlands, East Yorkshire, North Yorkshire, Lancashire, Warwickshire and Shropshire. - Focus on selected target towns as defined by our deprivation strategy.	The scheme was launched in the six new counties and within these, target towns were identified and focused upon to ensure that the areas with the highest need were prioritised in terms of available volunteer support and focused recruitment of volunteers.
v.	Liaise with other literacy charities and education-related bodies to ensure best practice, a joined-up response and combine resource where possible.	Other literacy charities and education-related bodies continued to be contacted and collaborated with. We attended the Fair Education Alliance annual conference and working groups.
vi.	To continue collaboration and partnership with other organisations to ensure the greatest impact of our service.	Collaborations with other organisations, community groups and literary festivals continued e.g. Oxford Literary Festival, Cambridge Literary Festival and Booktastic, enabling more children to be reached. Particular help was provided by Times Tables Rock Stars and Cranfield Trust.



Objective	Performance
4. To maintain an effective, practical reading support provision.	Achieved. With 1,854 volunteers in school, plus additional applicants and accepted volunteers matched to schools and waiting to start, Schoolreaders was able to provide significant numbers of committed volunteers to schools to support children's reading each week. Annual impact research revealed consistently outstanding results once again.
i. Continue to develop the operational systems and processes to further improve reading scheme efficiencies.	System reporting was upgraded with new real-time dashboards, tracking and analytics across all counties. A pro bono project with Cranfield Trust revealed where new automations introduced across the operations systems could increase process efficiencies and reduce manual administration. At least 500 hours of operations time p.a. will result from these efficiencies. The charity also carried out a process review during the year to better understand how improvements can be made to support future growth.
ii. Retain dialogue with our various stakeholder groups to ensure that our provision is as close to 'best practice' as possible.	Communications with all stakeholder groups was further improved. Volunteer Management practices and trends were taken into consideration to ensure provision evolved and flexed as required. Volunteer satisfaction with Schoolreaders communications was rated 89% as 'good or excellent' in the end-of-year survey. School management was improved with further automations in correspondence, focus groups and an on-line newsletter. County Team management was developed through feedback, regular meetings and on-line forums.
iii. Nurture our volunteers through support, volunteer on-line forums, chat rooms and coffee mornings.	The support provided to volunteers developed, with new online drop-in initiatives introduced for active volunteers, strengthening of the volunteer Facebook group and celebrating successes of volunteers around the country through communications and publications.
iv. Look for learning and partnerships.	Through collaborative relationships and networking with other charities and organisations, Schoolreaders was able to support and learn from other organisations to drive efficiencies and share best practice.
v. Support other literacy organisations with volunteers and counsel, where possible.	Through the year, where possible Schoolreaders sign-posted people to other literacy charities and volunteering opportunities where geography or availability meant they were unable to volunteer for Schoolreaders. The Schoolreaders CEO provided advice to two new charities - a financial literacy group and a numeracy charity.
vi. To plan and develop county operations to ensure effective volunteer and school recruitment.	The County Team was expanded and developed to help recruit volunteers and schools in the areas of highest need. This was achieved through meetings, training and targets. Head Office provided support with personnel and literature for events.

Objective		Performance
5. To ensure the continued impact and effectiveness of the provision.		Annual research with a third party research body - the Institute for Research in Education - was once again carried out. Some new questions on communications and the effectiveness of the Schoolreaders training modules were included. The results were good with 98% of volunteers rating the best practice reading training as being good, very good or excellent. A third-party educational research specialist, plus a large sample size (over 280 schools and over 1,000 volunteer respondents) has produced robust and excellent results.
i.	To increase operational resources to enable target growth for 2022/23. Nurture our volunteers through support, volunteer on-line forums, chat rooms and coffee mornings.	Several new appointments were made during the year to support operational growth following a 'freeze' on recruitment during the pandemic years. New appointments included: • Marketing and Communications Manager • Operations Coordinators x 3 • Office Administrator
ii.	Continue to carry out annual evaluation, surveys and research into the impact of our service in partnership with the Institute of Research in Education at the University of Bedfordshire, in order to further develop the Schoolreaders model and inform future strategy.	Carried out the fifth annual school and volunteer end of year impact survey in partnership with the Institute of Research in Education with a high return rate: 285 (35%) from partner schools and 1,089 (68%) from active volunteers. The results were excellent and consistent with previous years' research. All responses requiring action were followed up and learnings taken to further improve the offer to schools.
iii.	To carry out a third-party research project with schools to gain a deeper understanding of Schoolreaders' effectiveness.	The first phase of this was completed, with 18 partner schools providing reading age data for 372 children supported by volunteers with 1:1 weekly reading sessions. Phase 2, including in-depth interviews and data from partner schools will be carried out in 2023/24.



Objective	Performance
6. To further develop our fundraising strategy and ensure a financially sustainable model.	Income of £747,414 versus costs of £737,777 produced a small surplus for the year. Income was significantly increased versus the previous year (2022: £564,836) by 32.3%.
• Explore new funding opportunities.	The key achievements were: new trust opportunities, increased levels of giving by existing donors, a new corporate partnership and an unexpected legacy gift.
• Seek to increase long-term funding commitments.	New multi-year giving proposals were drawn up to coincide with some new initiatives relating to the 10th year of the charity. These have been successful to a degree and are expected to attract new commitments next year. In addition, winning the prized position of being chosen as The October Club's 2023 charity will see significant project funding come in next year. This will be used specifically for expansion of our services in the north of England, supporting three years of growth.
• Carefully support and inform current funding partners.	The work of the charity would not be possible without our kind and generous funders. As such, they are highly valued and appreciated partners, whether they are a trust, foundation, company, community group or individual. We strive to provide proper stewardship for each group. A focus for next year will be to further develop the donor journey for our individual givers.
• Build reserves as necessary in line with our growth in accordance with the reserves policy.	Our free reserves over the last few years have been built up in anticipation of the expected growth this year. In every year the free reserves level has remained within our policy of between 6 and 9 months of operating costs. This year our free reserves have dropped from 8 months to 6.9 months of operating costs. It is anticipated that they will drop slightly further next year to about 6.5 months due to further predicted growth, after which they are expected to grow incrementally.

Key facts from 2022/23



1,231 new volunteers started in school during the year

Over 50% of Schoolreaders volunteers are retired educational professionals or have had other school roles before

Emphasis on disadvantaged children: 46% of children supported were on pupil premium, versus national average of school pupils of 26%

Significant demand from schools: one in six primary schools in England has requested a Schoolreaders volunteer

Over half a million (509,680) one-to-one reading sessions were delivered in the 2022/23 academic year

99.5% of volunteers would recommend volunteering with Schoolreaders

We were supporting 18,500 children in 930 schools each week by the end of the 2022/23 academic year

Feedback from schools told us that 91% of children were more confident readers after receiving support from a Schoolreaders volunteer



Information from Schoolreaders School Survey 2023, conducted in partnership with the Institute for Research in Education at the University of Bedfordshire. The survey was based on responses from 285 schools and over 1,000 volunteers.

Key facts for ten years

Over the ten years since inception:



Over 80,000 children supported in ten years

Over 2 million one-to-one reading sessions delivered

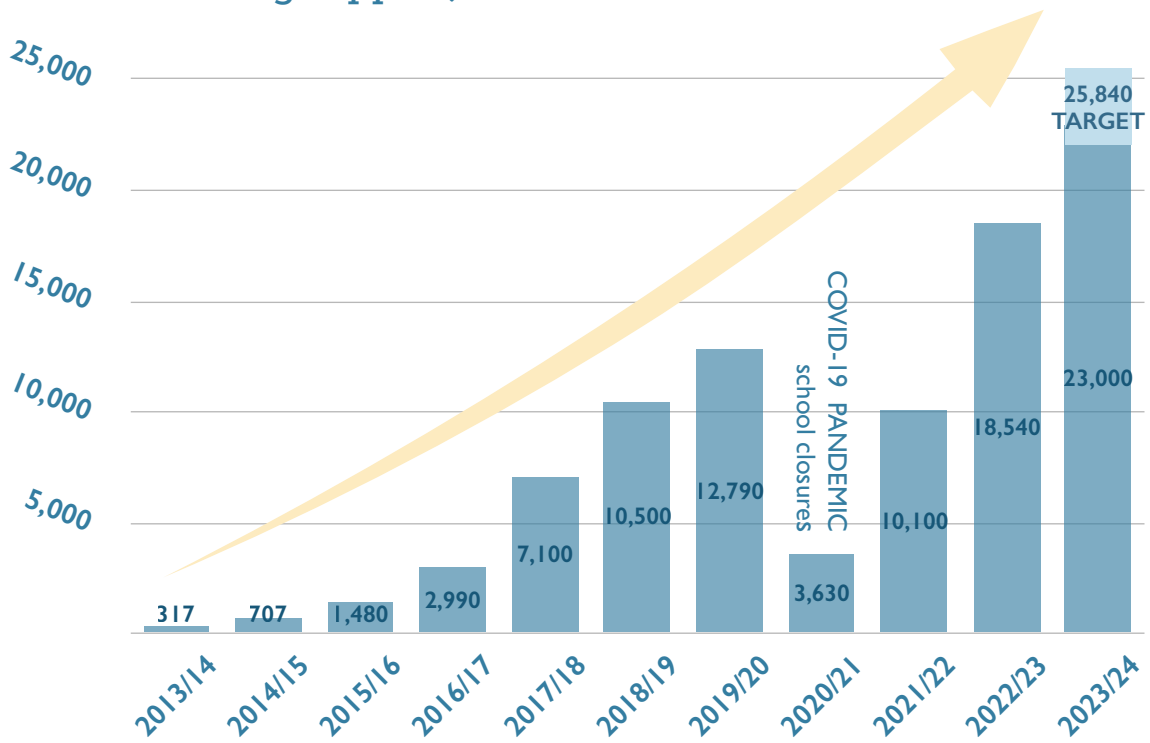
Over half a million hours given by volunteers

£5,339,577 - minimum value of our volunteers' time (based on volunteer time valued at only the national living wage)

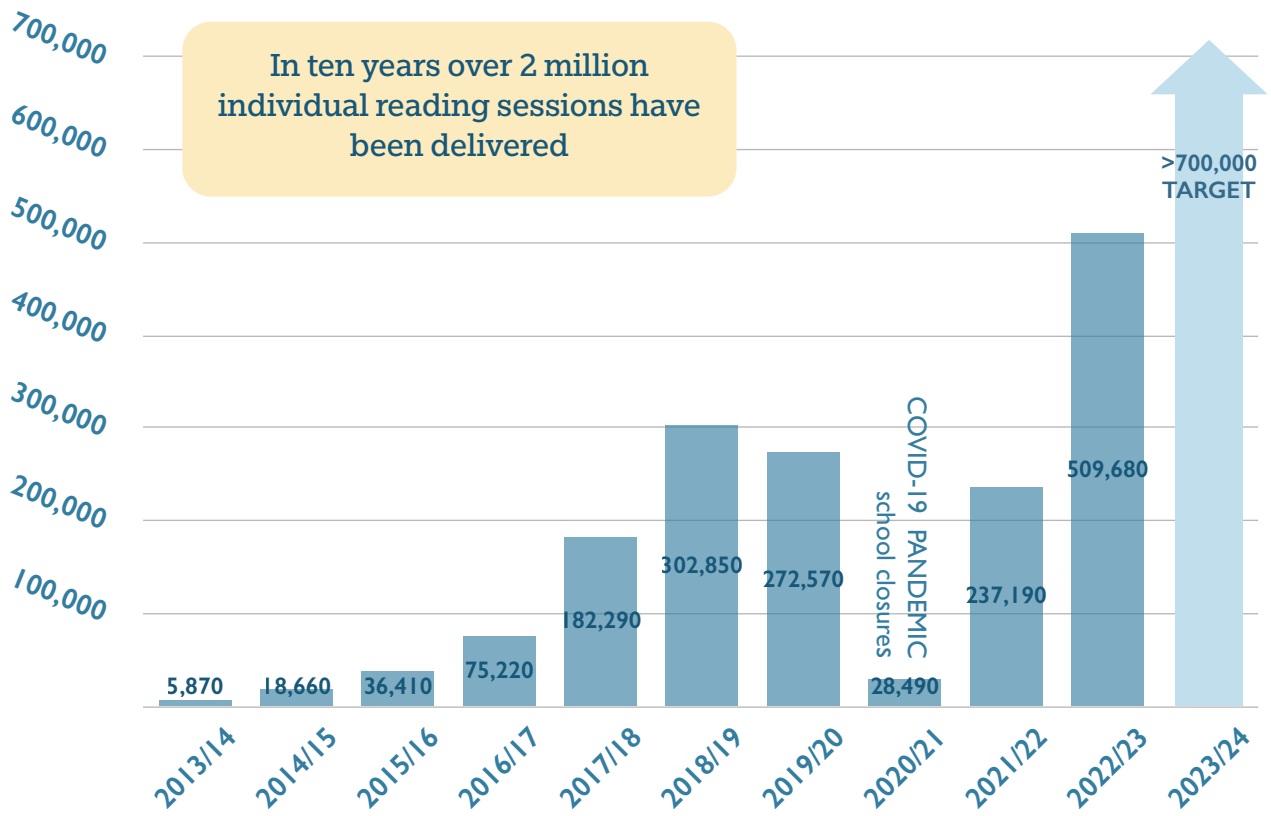
Impact and outcomes

2022/23 targets saw significant growth in the number of children receiving individual support each week (18,540) and the number of reading sessions across the year (509,680). Both targets were exceeded.

Number of children receiving weekly one-to-one reading support, 2013 to 2023



Number of one-to-one reading sessions, 2013 to 2023



We have now worked in partnership with the Institute of Research in Education for 5 years to conduct an annual research survey of our schools and volunteers. This enables us to measure both the impact and the reach of the scheme for both children and volunteers, which is a key part of ensuring we provide the best service to both schools and volunteers. Once again, the annual surveys have produced very consistent results and demonstrate Schoolreaders' positive impact and outcomes. We have also gained new insights into the volunteering experience and school requirements which have helped develop our model further.

Using a specialist education third party research institution to partner in the research and a large sample size (285 schools and over 1,000 volunteer responses) provides in-depth and robust research results.

Reading age improvement

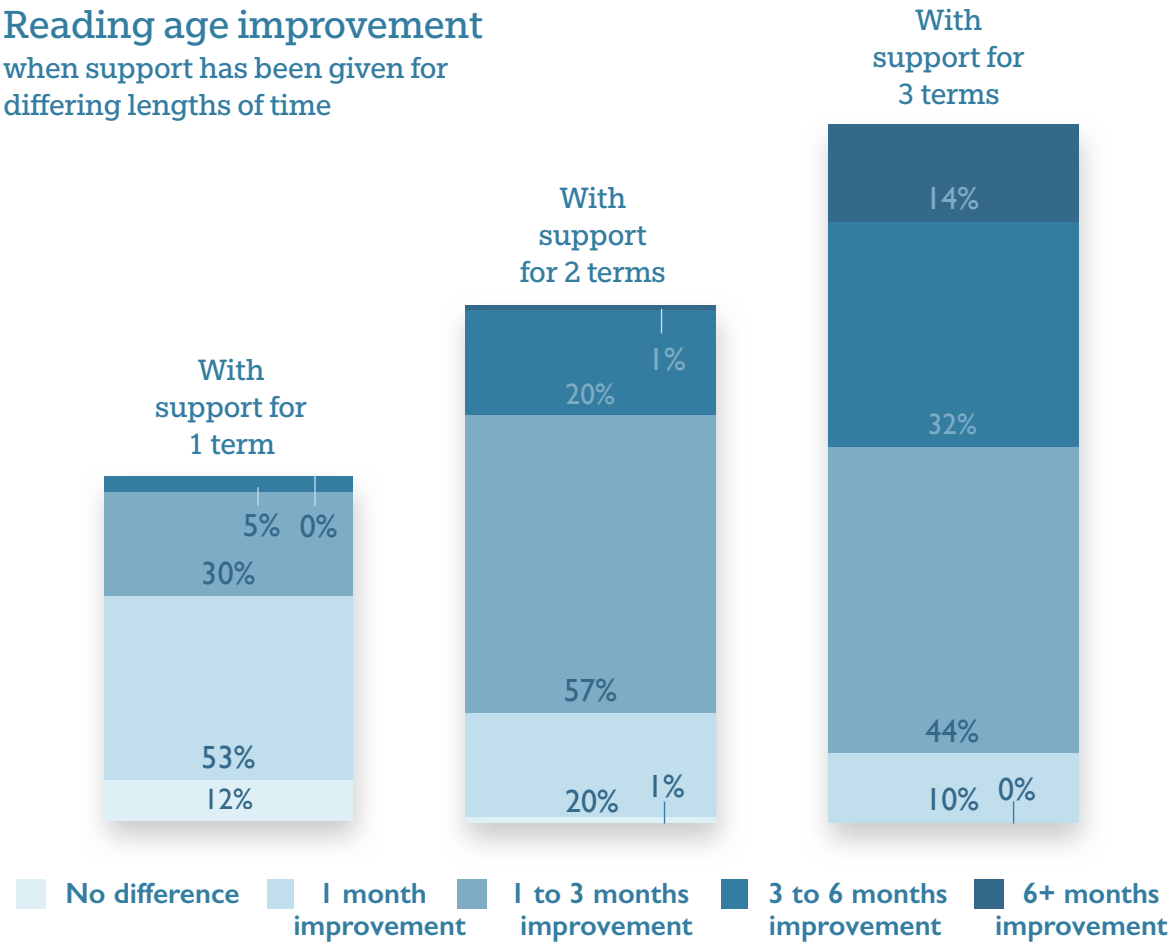
2022/23 Results (from 285 schools representing over 7,400 children supported) have shown:

- In our 2022/23 research, measurements were once again taken specifically to assess reading age improvement over different periods of support: one term, two terms and three terms (i.e. the full academic year). For some children one term was sufficient to improve their reading age, but for many it takes two or three terms for them to improve their reading age with volunteer support.

- Support from Schoolreaders volunteers was shown specifically to increase the reading age of children. Of those children who were supported over 3 terms, 100% increased their reading age, 46% by 3-6+ months and 44% by 1-3 months.

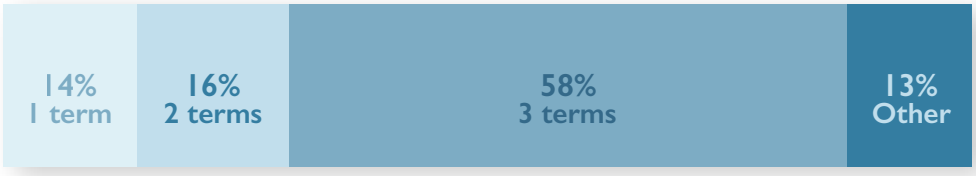
Reading age improvement

when support has been given for differing lengths of time



- A new question in this year's research has demonstrated how valuable it is for schools to have a volunteer commit for a minimum of a year. The majority of children receiving targeted support (58%) are supported across a full academic year of 3 terms. 13% receive a tailored length of support, not based on the length of terms. Schoolreaders volunteers commit to a minimum of one year's volunteering which means that they are able consistently to support the children for as long as they need.

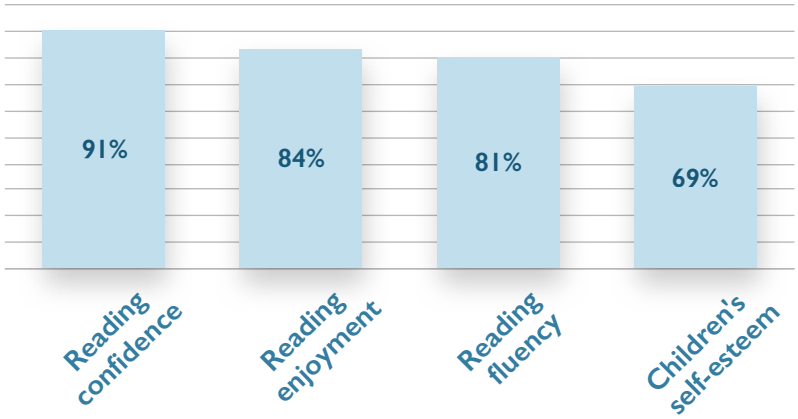
For how long is each child supported?



Other reading performance improvements

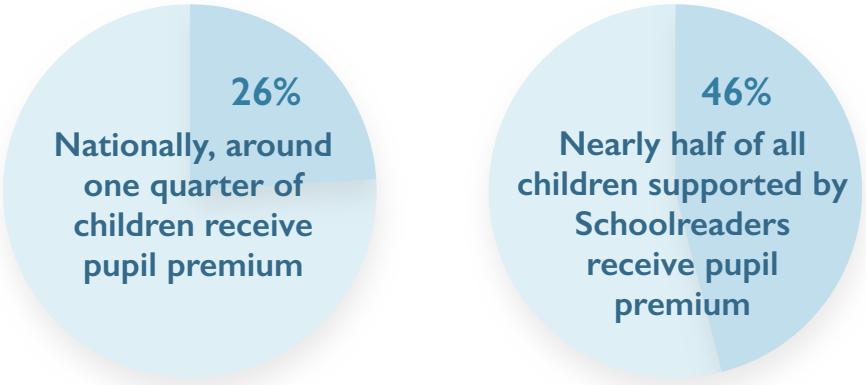
Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their families' educational background or their income.[1]
The time commitment and the relationship that a Schoolreaders volunteer develops with a child enables the adult and child to explore the interests of the child and tailor reading development around this. As the volunteer is not a teacher or a parent/carer, books, words and stories can be explored at the pace and interest of each individual child, without expectations or pressure.

The 2023 impact research results showed the following performance improvements:



Prioritising the most disadvantaged children

- One of the key objectives for Schoolreaders is to reach those children who are most in need of vital reading support. This year's results show that our volunteers support nearly twice as many (46%) of pupil premium children/those eligible for free school meals, compared to the national average of 26% of school aged children in that category.



- 28% of the children supported by Schoolreaders had Special Education Needs (SEND), versus a national average of 17%
- 24% of the children supported by Schoolreaders have English as an Additional Language (EAL), compared to the national average of 20%

1 Department for Education, 'Research evidence on reading for pleasure', Education standards research team, May 2012

Additional benefits to children

In addition to reading improvement, schools continue to report a number of significant other benefits to the children supported by a Schoolreaders volunteer, such as improved self-esteem, confidence, social skills and relationship building. They also report the importance of our volunteers as role models. For many children, the stability of consistent, one-to-one adult support is extremely valuable, especially for those that may not have this elsewhere. The fact that the volunteer has chosen to support the child voluntarily is also reported as having a positive effect, with the child and volunteer relationship being different to that with teaching staff.

2022/23 Volunteer facts and impact (from 1,089 volunteer respondents)

Our Schoolreaders volunteers are key in delivering the charity's aim to improve children's literacy and life chances. We focus on the volunteer journey, providing support to optimise the experience of volunteering through Schoolreaders with their partner school. We provide two mandatory training modules for new volunteers, training updates, and the Schoolreaders team are at the end of the phone to answer queries and offer support. Encouraging on-going communication is central to our volunteer stewardship, and opportunities include: regular on-line forums for both new and existing volunteers, in-person county volunteer events and a highly interactive private volunteer Facebook group where experiences and best practice can be shared.

Our end of year survey results show consistently happy volunteers. Volunteer satisfaction and retention figures reflect how much they enjoy their experience:

- Volunteer satisfaction: 89% of volunteers rate their experience as excellent or good.
- Volunteer time commitment: the average time our volunteers spend in school each week has increased from 2.4 hours in 2019 to 2.8 hours. This is a significant investment of time which, alongside their minimum commitment of one year's volunteering, provides a rich reading support resource to our partner schools and their children.
- Volunteer retention: retention year to year has always been high. This year 96% of volunteers plan to continue volunteering with Schoolreaders in 2023/24.
- Recommendation: 99.5% of volunteers would recommend becoming a Schoolreaders volunteer.
- Key volunteer motives: 87% of volunteers stated the main reason for volunteering was being able to make a difference to the lives of others and 73% felt an increased sense of value.

Cost-efficiency and value of the Schoolreaders model

The Schoolreaders model is also extremely cost-effective due to the very high volunteer weighting. For every Schoolreaders staff member there are 130 volunteers (1:130). This means that every £1 invested in Schoolreaders is highly leveraged and results in a very low cost to support a child. For the 2022/23 school year, economies of scale reduced the cost from £52 per child per year in 2021/22 to £40 per child per year i.e. a cost of just £40 to provide a child with a whole year's weekly one-to-one reading support. This represents excellent value for the transformational outcome derived from the service of improving reading ability for children at the crucial stage of primary school.

If we were to monetise the value of our volunteers' hours, the value of total hours would equate to a minimum of £1.65 million, at the national living wage rate for the 2022/23 year. The estimated value of our volunteers' time across the last ten years is £5.34 million.



School quotes

"It has made such a huge difference to us to have volunteer readers at the school. We have gone from being in the lowest 10% of schools to being above national [average] for the phonics test with only two children not passing by the end of year 2."

- Head Teacher, Norfolk Partner School

"The reading volunteers are a great help especially for children who never read at home."

- Reading Recovery Teacher, Cheshire Partner School

"We have had children in the past who have been really, really shy and when their Schoolreader comes in it's as if a wall drops. It is so valuable."

- Teacher, Bedfordshire Partner School

"We have three volunteers in our school from Schoolreaders. They are exceptional reading volunteers. They have not only helped our pupils to make progress through their consistency but also supported pupils in their emotional development through the child's enjoyment of the reading sessions. Thank you."

- Head Teacher Leicester Partner School

"We are so happy with our lovely readers who come into our school here. I don't know where we would be without them. We consider ourselves very lucky to have such helpful, professional and caring volunteers giving up their time to come into our school and hear the children read every week."

- Literacy Lead, Berkshire Partner School

"Thank you for your email. I just wanted to say how brilliant our volunteers have been and that they are really making a difference to the pupils that they support."

- Head Teacher, Oxford Partner School

"We really appreciate your work matching readers to us - it makes a huge difference in school."

- Assistant Head, Northampton Partner School

"We have a Schoolreader in every one of our classes, eight in all. It makes an enormous difference and we get 25 hours of free reading support for the children who need it each week."

- Head Teacher, Bedfordshire Partner School

"Thank you very much for providing us with such wonderful, committed volunteers. Our children love them!"

- Deputy Head, London Partner School

School quotes continued

"Thank you very much The Schoolreaders Team. We really value the volunteers' support and I personally love to see the joy on their and the children's faces. It really boosts the children's confidence and reading skills."

- Head Teacher, Leicestershire Partner School

"Our Schoolreaders play a unique role in the children's life. They are another adult, not a teacher or a parent, to explore ideas with."

- Teacher, Bedfordshire Partner School

"Schoolreaders is an extremely professional operation and we have been blessed with excellent volunteers."

- Reading Recovery Teacher, Cambridgeshire Partner School

Volunteer quotes

"Wow! What an experience. I listened to children across what seemed to be a wide range of abilities as well as different degrees of love for reading. It was like watering flowers and watching them grow in front of me. What a dramatic contrast to my previous role where I saw people who, in many cases, had found themselves in the most sad or bad predicaments."

- Schoolreaders Volunteer, Essex

"I am ***so*** enjoying it, all the class that I am with are lovely and really seem to like reading with me. The hour that I do simply flies past, and I stay on a bit longer to squeeze another session in!!"

- Schoolreaders Volunteer, Norfolk

"I have been in school for 2 weeks now and thoroughly enjoying it. I may well be helping them but they do wonders for me too. I always come away with a big smile on my face. Recommend it to anyone."

- Schoolreaders Volunteer, Cambridgeshire



Volunteer quotes continued

"I love being a Schoolreader. I work as a paralegal and it is the 'Happy Day' of my week. I go in for three hours to support children's reading and it is one of the best things I do. I feel part of the school community and I often help out with other activities in the school too at other times."

- Schoolreaders Volunteer, South Yorkshire

"I love reading with this year's Year 1 children at the school. It is a joy to see their progress, of course in the greatest part thanks to their excellent teachers. Last year's Year 1's are still all my dear friends in the next-door room - great."

- Schoolreaders Volunteer, London

"Thank you for all your support. The children are amazing. Love doing it."

- Schoolreaders Volunteer, Sheffield

"I truly believe that every volunteer can make a difference. I find that my experience in my little school provides me with such great insight to the little ones that I support. Yes, in the motivation I instil in them to read but also in how they see their world and give them encouragement and reinforcement."

- Schoolreaders Volunteer, Wiltshire

"It's a brilliant school and reading with the children is the highlight of my week. The Schoolreaders scheme is so good and hopefully even more schools will be involved in the future."

- Schoolreaders Volunteer, North Yorkshire

"I'm very much enjoying my Schoolreaders sessions and am impressed by both staff and pupils at the school. The staff are so welcoming and encouraging and the children are a delight. I'm gradually getting to match names with faces (staff and pupils) and learning the individual enthusiasms and capabilities of each child."

- Schoolreaders Volunteer, Cambridgeshire



Quotes from our beneficiaries, the children

"When I was little my mouth didn't work properly and I couldn't say some words. As I have got older and worked with Miss Nicholson she has helped me to say words that I couldn't say before. It makes me feel proud and makes me feel that Miss Nicholson is special to me. She is my treasure."

"My Schoolreader has helped me a lot because I have progressed in my reading. Sometimes if you are sad and you read a book it can make you happy."

"She has helped me to learn new words which I can then use in my writing."

"I feel happy when I am reading with my Schoolreader. When I make a mistake he helps me and whenever I don't know the meaning of a word he tells me the meaning."

"She has helped me to say new words that I didn't know before."

Support from our Donors and Funders

Trusts and Individuals

"Thank you for your email, which blew us away a little bit – we didn't realise the impact the donations would have. I suppose we thought we'd be helping a few kids here and there but we really didn't anticipate having that sort of effect."

- In Memory Donor

"I have supported Schoolreaders for at least the past six years by giving a regular monthly donation through my bank. It gives me great pleasure to learn what a difference my relatively modest contribution to this great cause makes."

- Monthly Giver

"Our Foundation has supported the work of Schoolreaders in Leicestershire since 2020. We are aware of the great need for this vital early reading support to improve the life chances of children, especially for the most disadvantaged. The model adopted by Schoolreaders is brilliant in its simplicity and in its impact – recruiting volunteers and matching the volunteers to schools. We are delighted to commit to a further 3 years' support to enable Schoolreaders to increase their reach and help many more children across England whose reading would otherwise fall behind."

- Trust Donor

"It has been a pleasure to watch the progress and growth over the past ten years, throughout which we have supported this charity. We love the simplicity and cost-efficiency of the model, with an army of volunteers, enabling our funding to go a very long way. We are proud to have been one of the inaugural funders of this scheme - doing such fundamental, valuable work."

- Trust Donor

Support from our Donors and Funders

Companies

"We have been supporting Schoolreaders since early 2022. As a business we want to be able to give back to our local and broader communities; whether this is through donating money or our time, we want to be able to make a difference. Supporting child literacy through our collaboration with Schoolreaders is one way in which we are fulfilling our Corporate Social Responsibility objectives."

- Lucy Waller, Marketing Director, Kindred

"We have supported Schoolreaders for several years. Their model is simple and effective, and we have been impressed by the way the charity has grown and developed over time. There is a real synergy between our core business of helping children acquire fundamental numeracy skills, and Schoolreaders' mission to improve levels of child literacy, particularly for the most disadvantaged children. We are delighted to support their work and are committed to an ongoing partnership."

- Nicola Reddy, Chief Operating Officer, Maths Circle Ltd

"We have supported Schoolreaders since 2019, have renewed our three-year partnership and increased our level of support. Literacy is a skill for life, and we can see directly how Schoolreaders is providing support in this important area to children in the communities around our logistics assets and workforce. Our partnership with Schoolreaders is enabling us to help drive social and economic value in our localities and has informed our overall CSR strategy."

- Alan Somerville, ESG Director, Tritax Management LLP



"We were delighted that Schoolreaders was the first charity to receive a grant from Wob Foundation as it fits so well with our charitable objectives. It is particularly gratifying to support schools in the communities where our colleagues at the Wob business live and work, so children at these schools can enjoy the many benefits which come from the enjoyment of reading and good literacy."

- Martin Nye,
Chair of Wob (World of Books) Foundation

With thanks to:

The Garfield Weston Foundation

The Dulverton Trust

The Buffini Chao Foundation
For work in Leicestershire

The Wob Foundation

The J Reginald Corah Foundation Fund
For work in Leicestershire and Rutland

Tritax Big Box

Maths Circle Ltd
Creators of Times Tables Rockstars and NumBots

The Jack Lane Charitable Trust
For work in North Wiltshire and South Gloucestershire

Funding from Suffolk Community Foundation
Through
The Frank Jackson Foundation

Kindred

Public benefit

The trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit and have complied with the Charities Act 2011 in determining the activities planned by the charity.

1. The objectives of the charity are clear: to advance education by providing and assisting the provision of literacy support in such ways as the charity trustees think fit, including the provision of volunteers to primary schools to listen to pupils read and encourage their reading skills.
2. All aims and activities undertaken are intended to further Schoolreaders' charitable objectives.
3. The people who receive support are entitled to do so according to the criteria set out in the charity's objectives. All of Schoolreaders' work is focused on its target beneficiaries: children.

Plans for 2023/24

Following the strong growth of the 2022/23 year (80% increase in number of volunteers in school) the overall plan is to continue our expansion, focusing on reaching the most disadvantaged children. With funds secured to help expand into the north of England through The October Club support, there will also be an additional upscaling for the next three years.

1. **Retain safeguarding as a top priority of the organisation.**
2. **Continue to evaluate and respond to shifts in the child literacy, education and literacy charity landscape.**
3. **Provide more than 25,000 children with weekly one-to-one in-school reading support by the end of August 2024, prioritising the most disadvantaged children.**
    - Build active volunteer numbers across 36 existing priority counties.
    - Expand Schoolreaders to 5 new core counties: Herefordshire, Worcestershire, Surrey, Devon and Cornwall.
    - Launch into the first 4 October Club /Northern Education Project counties of Cheshire, Cumbria, Greater Manchester and Merseyside.
    - Plan and develop county operations to ensure effective delivery of volunteer and school recruitment.
    - Widen the recruitment channels that Schoolreaders uses to attract schools and volunteers in disadvantaged areas, including an increased diversity of groups and sources.

- Liaise with other literacy charities and education-related bodies to ensure best practice, a joined-up response and combine resource where possible.
- Continue to collaborate and partner with other organisations to ensure the greatest impact of our service.
- Integration of The October Club Project/Northern Education Project into the core Schoolreaders Operations. Launch and integrate this new project, starting November 2023, including planning, resourcing and setting targets, recruitment, training, reporting, team dynamics and post-project planning.

4. Maintain an effective, practical reading support provision.

- Continual development of our operational systems and processes to further improve efficiencies.
- Retain dialogue with our various stakeholders, investigating learning and partnerships, to ensure that our provision is as close to 'best practice' as possible.
- Ongoing nurturing of our volunteers through support, volunteer on-line forums, chat rooms and coffee mornings.
- Support and seek support from other literacy organisations where possible.
- To plan and develop county operations to ensure even more effective volunteer and school recruitment.

5. Greater learning on the effectiveness of the Schoolreaders intervention in order to better understand our impact and develop our services.

- Conduct sixth annual impact and outcomes research in partnership with the Institute for Research in Education.
- Additional stand-alone in-depth research project in partnership with the Institute of Research in Education to provide further detail on quantitative impact of the Schoolreaders provision and detailed qualitative research from all stakeholder groups by end August 2024.
- Develop our Theory of Change by end December 2023.

6. Further develop our fundraising strategy and long-term funding resilience.

- To raise an income of £1,016,000 and have an expenditure no greater than £985,000 for the 2023/24 year.
- Continue to build the resilience and efficiency of the charity.
- Build free reserves in line with our growth in accordance with the reserves policy of 6-9 months of operating costs.

Structure, governance and management

Organisation structure

The charity is governed by a Board of Trustees who normally meet six times per year and attend an annual strategic planning meeting with the Senior Management Team. The trustees are responsible for ensuring that the charity is well-managed and operates in line with its objectives, legal obligations and its budget. When necessary, the trustees seek advice and support from the charity's professional advisers. A trustee can hold office for a period of three years and may be re-appointed if they remain appropriately qualified for the role.

There is a Senior Management Team of five who manage and run the charity on a daily basis including the roles of: schools' liaison, education, fundraising, volunteer management, marketing and PR, finance, design and IT. There are a number of specialist advisors and sub-committees supporting the operation.

The charity is very volunteer weighted and benefits from volunteer support ranging from trustee and advisory roles to executive involvement, county-centric planning and operations, and of course our Schoolreaders reading volunteers, without whose commitment and time none of the operation would happen.

Schoolreaders is registered with the Fundraising Regulator and follows their Fundraising Code of Practice. Our governance and compliance processes include the protection of personal data under GDPR regulations. We are extremely grateful for all of the support we receive and treat our donors with respect, being mindful never to put undue pressure on them during our interactions. We did not undertake any cold-calling fundraising.

Key management personnel

The board considers that the CEO and Senior Management Team are responsible for directing and operating the charity on a day-to-day basis. Salary and remuneration of key personnel is reviewed annually in line with industry benchmarking.

Recruitment and appointment of new trustees

The identification of potential new trustees is carried out by the board, the aim being to appoint those with the appropriate expertise and experience to contribute effectively to the strategy and governance of the charity. New trustees are appointed in line with the Safer Recruitment process and are thoroughly briefed on the history of the charity, the responsibilities of the trustees, current objectives, future plans and its day-to-day management.

Risk management

The trustees have identified and assessed the principal risks to which the charity may be exposed and are satisfied that there are strategies and procedures in place to monitor and mitigate these risks as far as possible.

A risk register and map are maintained, measuring the weight and likelihood of a risk occurring. This is reviewed regularly by the Senior Management Team and annually by the trustees, and by exception should the risk environment change significantly.

The principal risks that have been identified and assessed regularly are:

- Governance and management - this considers risks associated with strategic direction, management and performance including the skills and training of the trustees.
- Operational - this looks at the risks inherent in the charity's activities, including external factors that might affect the recruitment and management of volunteers and schools. The priority in this area is the safeguarding of children.
- Financial - this includes risks regarding budgetary control, fundraising, expenditure, cashflow and reserves.
- Laws and regulations - this looks at the risks associated with compliance and non-compliance with external laws and regulations, including government policies, and internal regulations and policies.
- External - this looks at the risks associated with changes outside the control of the charity including environmental and economic changes.

Financial review

Financial summary

There was a net increase in funds for the year of £9,637 (2022 £40,341). Income for the year was £747,414 (2022 £564,836). Total expenditure for the period was £737,777 (2022 £524,495). At the end of the financial year unrestricted reserves are £579,094 (2022 £546,028). Of these, free reserves are £562,679 (2022 £529,976).

Donated services

Schoolreaders has benefitted greatly from the kindness and generosity of many people and organisations who have given their time, expertise and wisdom across a variety of disciplines and areas of operation allowing the organisation to thrive. We are extremely grateful to each and every one.

A major benefit of the model is the very high volunteer to staff ratio (130:1). This means that we are able to operate in a highly cost-efficient manner with low overheads. The

combined value of all our volunteers' time, at every level of the organisation, is estimated at well over £1.5million per annum (on an equivalent national living wage basis).

Investments

The charity's investment policy has been developed to ensure reserves are invested prudently in highly liquid investments with minimum risk to capital value and with optimal return. Cash balances are only deposited with institutions with a rating of A- or above and all investment decisions comply with the charity's overall corporate ethical policy.

Reserves policy

The trustees keep the reserves policy for the charity under review in light of its growth, future plans and financial risks. The reserves target is to maintain free reserves at between 6 and 9 months' average budgeted operating costs. These reserves include only realised, unrestricted reserves and therefore exclude restricted or other designated funds or grants pledged but not yet received. Free reserves at 31st August 2023 were equivalent to 6.9 months' average expected operating costs for the forthcoming year. The trustees consider the current level of reserves as prudent and sufficient given the charity's growth, strategic plans and the current economic climate.

Statement of Trustees' responsibilities

The trustees are responsible for preparing the Report of the Trustees and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice.

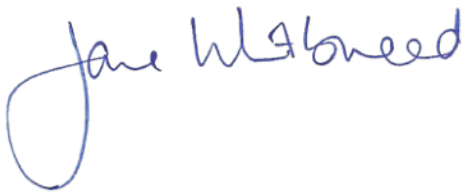
The law applicable to charities in England and Wales, the Charities Act 2011 and Charity (Accounts and Reports) Regulations 2008, and the provisions of the trust deed require the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charity for that period. In preparing those financial statements, the trustees are required to

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charity SORP;
- make judgements and estimates that are reasonable and prudent;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charity's website.

On behalf of the Board



Jane Whitbread, Chair of Trustees
24th April 2024

I report on the accounts for the year ended 31 August 2023 set out on pages thirty-five to forty-seven.

Respective responsibilities of Trustees and Examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year (under Section 144(2) of the Charities Act 2011 (the Charities Act)) and that an independent examination is required.

It is my responsibility to:

- examine the accounts under Section 145 of the Charities Act
- to follow the procedures laid down in the General Directions given by the Charity Commission (under Section 145(5)(b) of the Charities Act); and
- to state whether particular matters have come to my attention.

Basis of the Independent Examiner's report

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statements below.

Independent Examiner's statement

In connection with my examination, no matter has come to my attention:

(1) which gives me reasonable cause to believe that, in any material respect, the requirements

- to keep accounting records in accordance with Section 130 of the Charities Act; and
- to prepare accounts which accord with the accounting records and to comply with the accounting requirements of the Charities Act

have not been met; or

(2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

C Airey FCCA of
George Hay Partnership LLP
Chartered Accountants
Brigham House, 93 High Street
Biggleswade, Bedfordshire
SG18 0LD

Signed: .....

Date: 24th April 2024

For the year ended 31st August 2023

	Note	2023 Unrestricted Funds £	2023 Restricted Funds £	Year ended 2023 Total Funds £	Year ended 2022 Total Funds £
Income					
Grants & donations	2	464,590	235,075	699,665	505,250
Fundraising events	2	25,429	2,043	27,472	45,541
Income from other trading activities	3	3,794	10,810	14,604	13,705
Interest Income	4	5,673	-	5,673	340
Total income		499,486	247,928	747,414	564,836
Expenditure					
Raising funds	5	196,961	44,868	241,829	145,749
Charitable activities	6	269,459	226,489	495,948	378,746
Total expenditure		466,420	271,357	737,777	524,495
Net income and net movement in funds for the year		33,066	(23,429)	9,637	40,341
Reconciliation of Funds					
Total funds brought forward		546,028	89,377	635,405	595,064
Total funds carried forward		579,094	65,948	645,042	635,405

Comparative Statement of Financial Activities

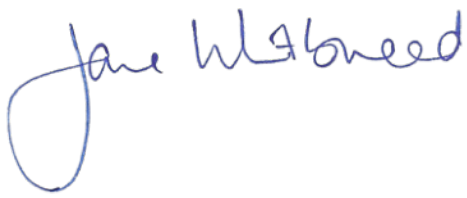
For the year ended 31st August 2022

	Note	2022 Unrestricted Funds	2022 Restricted Funds	Year ended 2022 Total Funds	Year ended 2021 Total Funds
		£	£	£	£
Income					
Grants & donations	2	310,752	194,498	505,250	483,752
Fundraising events	2	45,541	-	45,541	58,093
Income from other trading activities	3	13,705	-	13,705	1,770
Other Income		-	-	-	1,215
Interest income	4	340	-	340	43
Total income		370,338	194,498	564,836	544,873
Expenditure					
Raising funds	5	114,017	31,732	145,749	110,043
Charitable activities	6	135,002	243,744	378,746	254,530
Total expenditure		249,019	275,476	524,495	364,573
Net income and net movement in funds for the year		121,319	(80,978)	40,341	180,300
Reconciliation of Funds					
Total funds brought forward		424,709	170,355	595,064	414,764
Total funds carried forward		546,028	89,377	635,405	595,064

At 31st August 2023

	Note	2023 Unrestricted Funds £	2023 Restricted Funds £	2023 Total Funds £	2022 Total Funds £
Fixed assets					
Tangible fixed assets	11	11,971	-	11,971	12,489
Current assets					
Stock		3,123	-	3,123	3,563
Debtors	12	14,075	3,600	17,675	11,800
Current asset investments	13	520,030	-	520,030	-
Cash at bank and in hand	13	39,031	96,781	135,812	624,697
		576,259	100,381	676,640	640,060
Creditors					
Amounts falling due within one year	14	9,136	34,433	43,569	17,144
Net current assets		567,123	65,948	633,071	622,916
Total assets less current liabilities		579,094	65,948	645,042	635,405
Net assets		579,094	65,948	645,042	635,405
Funds					
Unrestricted funds	15			579,094	546,028
Restricted funds	15			65,948	89,377
Total funds				645,042	635,405

The financial statements were approved by the Board of Trustees on 24th April 2024 and were signed on its behalf by:



Jane Whitbread, Trustee

For the year ended 31st August 2023

	Note	2023 Total Funds £	2022 Total Funds £
Cash flows from operating activities:			
Net cash provided by (used in) operating activities	14	33,440	72,535
		33,440	72,535
Cash flows from investing activities:			
Interest		5,673	340
Purchase of property, plant and equipment	12	(7,968)	(6,515)
		(2,295)	(6,175)
Change in cash and cash equivalents in reporting period		31,145	66,360
Cash and cash equivalents at the end of the reporting period		655,842	624,697

For the year ended 31st August 2023

1. Accounting Policies

Basis of preparation
The financial statements have been prepared under the historical cost convention in accordance with the Statement of Recommended Practice. The charity meets the definition of a public benefit entity under FRS 102.

Statement of compliance
The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (second edition - October 2019) (effective 1 January 2019) – (Charities SORP (FRS 102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Charities Act 2011).

Going concern
The accounts have been prepared on a going concern basis.

Income
All income, including grant income receivable in future accounting periods, is included on the Statement of Financial Activities when the charity is entitled to the income, it is probable that it will be received, and the amount can be quantified with reasonable accuracy.

Expenditure and allocation and apportionment of costs
Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Fundraising costs are those costs attributable to generating income for the charity. The costs of charitable activities comprise all costs incurred in the pursuit of the charitable objectives of the charity. Support costs are those costs which do not relate to a single activity and have been apportioned between fundraising costs and charitable activities on a basis consistent with the use of resources.

Fund accounting
Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.
Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Gifts in kind
Donated goods received to give away are recognised in income and expenses at fair value.

Tangible assets
Tangible assets are initially recorded at cost (or donated value) and are subsequently stated at cost less any accumulated depreciation and impairment losses.

Depreciation
Depreciation is calculated so as to write off the cost or valuation of an asset, less its residual value, over the useful economic life of that asset as follows:
Fixtures, fittings and equipment – 3 years straight line.

Stock
Stock is valued at the lower of cost and net realisable value.

Debtors
Debtors are recognised at their settlement amount, less any provisions for non-recoverability. Prepayments are valued at the amount prepaid. They are discounted to the present value of the future cash receipt where such discounting is material.

Current asset investments
Current asset investments represent liquid investments with a maturity date of less than 12 months at the balance sheet date.

Cash at bank and in hand
Cash at bank and in hand represents such accounts and instruments that are available on demand.

Taxation
The charity is exempt from corporation tax on its charitable activities.

Liabilities & creditors
Liabilities & creditors are recognised when the entity has an obligation to transfer economic benefits as a result of past transactions or events.

Pension costs
The charity contributes to a defined pension contribution scheme for the benefit of its employees. Contributions are recognised in the financial statements when due.

For the year ended 31st August 2023

2. Voluntary income

	Unrestricted Funds £	Restricted Funds £	Year ended 31.08.23 Total Funds £	Year ended 31.08.22 Total Funds £
Grants	398,850	191,575	590,425	425,923
Donations	60,860	43,500	104,360	73,902
Gift Aid	4,880	-	4,880	5,425
Grants and donations	464,590	235,075	699,665	505,250
Fundraising events	25,429	2,043	27,472	45,541
	490,019	237,118	727,137	550,791

Grants received and due, included in the above, are as follows:

Jack Lane Charitable Trust	-	1,200	1,200	500
Leicestershire & Rutland Community Foundation	-	-	-	3,000
Buffini Chao Foundation	-	5,000	5,000	5,000
J Reginald Corah Foundation Fund	-	1,200	1,200	1,200
Funding from the Michael Prately Charitable Fund which is administered by Essex Community Foundation	-	1,500	1,500	-
Funding from the Chrysalis Fund which is administered by Essex Community Foundation	-	5,250	5,250	-
Funding from Suffolk Community Foundation through :				
The Frank Jackson Foundation	-	-	-	5,000
The Hill Family Fund	-	2,000	2,000	-
The Bluebell Fund	-	2,000	2,000	-
Garfield Weston Foundation	40,000	-	40,000	40,000
The Dulverton Trust	25,000	-	25,000	25,000
Other	333,850	173,425	507,275	346,223
	398,850	191,575	590,425	425,923

For the year ended 31st August 2023

3. Income from other trading activities

	Unrestricted Funds	Restricted Funds	Year ended 31.08.23 Total Funds	Year ended 31.08.22 Total Funds
	£	£	£	£
Income from events: auction and ticket sales	1,805	10,810	12,615	11,647
Sales of Christmas cards	1,989	-	1,989	2,058
	3,794	10,810	14,604	13,705

4. Investment income

The charity's investment income of £5,673 (2022 £340) arises from money held in interest-bearing deposit accounts and investments in short-dated government securities and other cash equivalents.

5. Raising funds

	Unrestricted Funds	Restricted Funds	Year ended 31.08.23 Total Funds	Year ended 31.08.22 Total Funds
	£	£	£	£
Research, preparation and stewarding of funding applications: monitoring; events and reporting	196,961	44,868	241,829	145,749

For the year ended 31st August 2023

6. Charitable activities

	Unrestricted Funds £	Restricted Funds £	Year ended 31.08.23 Total Funds £	Year ended 31.08.22 Total Funds £
Provision of Schoolreaders service*:				
Service delivery	185,312	127,766	313,078	227,747
Service management	8,182	34,074	42,256	40,783
Financial management	8,518	4,841	13,359	13,871
Office and other staff costs	34,123	31,684	65,807	49,572
Printing & marketing	5,298	4,055	9,353	5,059
Computer & database costs	12,110	15,025	27,135	19,108
Governance costs:				
Financial management	14,664	8,333	22,997	21,018
Insurance	1,252	711	1,963	1,588
	269,459	226,489	495,948	378,746

*Analysis includes allocation of support and governance costs. Service delivery includes gifts in kind of £8,793 (2022: £22,898).

7. Expenditure analysis

	Raising funds £	Schoolreaders service £	Support £	Governance £	Year ended 31.08.23 Total £
Service delivery	120,314	267,064	68,453	-	455,831
Service management	33,684	42,256	-	-	75,940
Financial management	-	-	19,874	34,209	54,083
Office and other staff costs	9,518	61,623	6,223	-	77,364
Printing & marketing	10,442	9,352	-	-	19,794
Computer & database costs	1,038	21,207	8,819	-	31,064
Events & other fundraising costs	19,757	-	-	-	19,757
Investment Management	1,024	-	-	-	1,024
Insurance	-	-	-	2,920	2,920
	195,777	401,502	103,369	37,129	737,777
Support costs	33,882	69,487	(103,369)	-	-
Governance costs	12,170	24,959	-	(37,129)	-
Total expenditure	241,829	495,948	-	-	737,777

8. Net income

Net income is stated after charging:

	£
Depreciation	8,303
Independent Examiner fees	2,160
	10,463

9. Staff costs

The average number of employees in the year was 20 (2022 - 15).
No employees had emoluments in excess of £60,000 (2022 - none).
Total employment benefits of key management personnel were £130,790 (2022 £65,901).
Total staff costs paid in the year are as follows (2022 - £319,475):

	£
Gross salaries	453,534
Social Security costs	31,990
Pension contributions	9,385
	494,909

10. Trustees' remuneration and benefits

There were no trustees' remuneration or other benefits for the year ended 31 August 2023 (2022 £Nil).
Trustees' expenses amounting to £Nil were paid during the year ended 31 August 2023 (2022 £Nil).

11. Tangible assets

Cost	£
At 1 September 2022	18,260
Additions	7,968
Disposals	(275)
At 31 August 2023	**25,953**
Depreciation	
At 1 September 2022	5,771
Disposals	(92)
Charge for the year	8,303
At 31 August 2023	**13,982**
Carrying Amount	
At 31st August 2023	**11,971**
At 31st August 2022	12,489

For the year ended 31st August 2023

12. Debtors

	Unrestricted Funds	Restricted Funds	Total Funds 31.08.23	Total Funds 31.08.22
	£	£	£	£
Debtors and accrued income	14,075	3,600	17,675	11,800

13. Reconciliation of net income (expenditure) to net cash flow from operating activities

	2023 Total Funds	2022 Total Funds
	£	£
Net income/(expenditure)	9,637	40,341
Adjustments for:		
Depreciation charges	8,303	4,472
Loss/(profit) on disposal of fixed assets	183	955
Interest	(5,673)	(340)
(Increase)/decrease in stock	440	(1,467)
(Increase)/decrease in debtors	(5,875)	34,070
Increase/(decrease) in creditors	26,425	(5,496)
Net cash provided by/(used in) operating activities	33,440	72,535

Analysis of cash and cash equivalents

	2023 Total Funds	2022 Total Funds
	£	£
Current asset investments	520,030	-
Cash at bank and in hand	135,812	624,697
Total cash and cash equivalents	655,842	624,697

14. Creditors: amounts falling due within one year

	Unrestricted Funds	Restricted Funds	Total Funds 31.08.23	Total Funds 31.08.23
	£	£	£	£
Creditors and accruals	9,136	34,433	43,569	17,144

For the year ended 31st August 2023

15. Movement in funds

	At 31.08.22 £	Net movement in funds £	At 31.08.23 £
Unrestricted funds			
General fund	546,028	33,066	579,094
Restricted funds			
Total	89,377	(23,429)	65,948
TOTAL FUNDS	635,405	9,637	645,042

Net movement in funds, included in the above, are as follows:

	Balance at 31.08.22 £	Income £	Expenditure £	Balance at 31.08.23 £
Unrestricted funds	546,028	499,486	(466,420)	579,094
Restricted funds:				
Bedfordshire	10,003	27,150	(23,011)	14,142
Buckinghamshire	8,226	700	(8,926)	-
East Yorkshire	-	6,000	(3,553)	2,447
Leicestershire	1,711	6,600	(8,311)	-
Lincolnshire	89	7,500	(7,589)	-
South Yorkshire	2,347	2,500	(4,847)	-
Wiltshire	-	6,600	(2,800)	3,800
Other Counties	-	137,800	(137,800)	-
Future expansion	50,000	-	(25,000)	25,000
The October Club	-	12,853	(4,459)	8,394
Staff wellbeing	-	405	(405)	-
Printing & Software	-	6,820	(6,820)	-
Rent	-	8,668	(8,668)	-
County Coordinator	4,836	-	(4,836)	-
Operations Coordinators	12,165	24,332	(24,332)	12,165
Total restricted funds	89,377	247,928	(271,357)	65,948
TOTAL FUNDS	635,405	747,414	(737,777)	645,042

16. Related party transactions

Donations without conditions received from related parties in the year totalled £38,736 (2022 £32,057).

17. Financial commitments

Financial commitments at 31 August 2023 amounted to £14,977 (2022 £19,024).



Schoolreaders
Bedford Heights, Brickhill Drive
Bedford, MK41 7PH

www.schoolreaders.org
01234 924 111

Fair Education Alliance

Schoolreaders CIO
Registered Charity: 1159157

Registered with FUNDRAISING REGULATOR

Schoolreaders CIO
for the year ended 31st August 2023

SCHOOLREADERS

England & Wales - Charity number 1159157

Accounts

Schoolreaders
improving literacy • increasing life chances






Schoolreaders

2022 Annual Report

Report of the Trustees and Independently Examined Financial Statements for the year ended 31 August 2022 for Schoolreaders CIO

www.schoolreaders.org

Registered Charity: 1159157

EXCSoFA

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Reference and Administrative Details

Registered Charity Number
1159157

Principal and Administration Office
Bedford Heights
Brickhill Drive
Bedford
MK41 7PH

Trustees
Jane Whitbread - Chair
Steven Bryan
Lucinda Copeman - reappointed 28/2/23
Nicholas Froy - appointed 10/8/22
Alice Garnett - appointed 8/10/21
Rory Landman
S. Alexandra Moore - resigned 23/11/21
Shannan Stevenson - Vice Chair - reappointed 17/10/21

Independent Examiner
C Airey FCCA of
George Hay Partnership LLP
Chartered Accountants
Brigham House
93 High Street
Biggleswade
Bedfordshire
SG18 0LD

Bankers
Barclays Bank
1 Stanhope Gate
Mayfair
London
W1K 1AF

CAF Bank Ltd
25 Kings Hill Avenue
Kings Hill
West Malling
Kent
ME19 4JQ

Governing document
Charitable Incorporated Organisation (CIO) - Foundation Registered 11 November 2014

Chair's Report

Following two years of pandemic-related disruption to education, which particularly impacted the most disadvantaged children, Schoolreaders was able to rebuild its vital one-to-one in-school reading support throughout the year. The Omicron variant of Covid-19 caused some disruption during the autumn term, however on the whole it was a year of building back with an increased focus on reaching the most disadvantaged children. As schools tried to provide the catch-up support needed by so many children to become confident readers, the demand for our volunteers increased many fold.

By the end of the year over 10,000 children were being supported in 608 schools across the nation with a one-to-one reading support session every week with a Schoolreaders volunteer. The charity is the largest in-school reading support charity in the country, reaching the most children with its proven, simple, cost-effective and highly scalable model. We remain a free provision for schools so that all children have the opportunity for this life-changing support. Our strategy of focusing on reaching the most disadvantaged children in the most deprived areas was successful. Of the 720 new volunteers placed this year, 41% were placed in the most deprived areas.

21/22 Headline facts

At year end, 10,100 children in 608 schools were receiving weekly reading support
Schoolreaders is now the largest in-school reading support charity in the country, supporting more children individually every week
237,190 reading sessions provided in 2021-22
1.5m reading sessions delivered since launch in 2013
One in seven primary schools in England has requested a Schoolreaders volunteer
Strategy of reaching many more disadvantaged children implemented (48% of children supported were on pupil premium, versus national average of 23%)
Cost of just £52 to provide a child with reading support for an academic year
87% of children increased their reading age specifically as a result of a Schoolreader's support over one term, and 100% of children improved as a result of support over three terms

Our simple model, with the high ratio of volunteers to staff of 130:1, means that we are highly cost-effective and can therefore reach many more children with our funding. Every £1 invested with the charity is leveraged several-fold. The approximate cost of providing a child with an individual reading support session every week of the school year was just £52 for the entire year*. This was slightly higher than previous years due to the additional time required placing our volunteers back into schools following school closures. It is also more time-consuming recruiting the schools and volunteers for the most deprived areas. With economies of scale, it is anticipated that the average cost will drop by approximately 20% in the next academic year to £42 per child per year.

Impact and Outcomes

Our annual impact and outcomes research, in partnership with the Institute for Research in Education at the University of Bedfordshire, once again showed outstanding results and confirmed the very significant impact of what we do. Schools deploy our volunteers for differing lengths of time depending on the support needs of the individual children. 87% of the children supported during the year increased their reading age specifically due to Schoolreader's support; of those children supported for the full year 100% increased their reading age. In addition, 93% increased their reading confidence, 87% their reading enjoyment, 76% their reading fluency, and 68% benefitted from improved self-esteem.

An interesting change on previous years is that the average time that our volunteers give has increased from 2.4 to 2.8 hours per week. This, combined with the fact that our volunteers commit to a minimum of a year, means that each volunteer is highly committed and they are able to build excellent long-term relationships with their school communities. This is extremely valuable to the schools and important for many of the children supported. It also means that schools are able to tailor the amount of support that each child gets per volunteer around the needs of the child. Schoolreaders does not prescribe the way that the volunteers are deployed. We believe that the teaching staff are the experts and know best their children's individual needs. Our annual research confirms the efficacy of this model through the reading attainment, confidence, fluency and reading enjoyment results.

Disadvantaged children

The impact of the pandemic's disruption to education on children's reading has been assessed by a number of research bodies. Pre-pandemic, there was already a crisis in children leaving primary school not reading properly, with 1 in 4 children not meeting the expected standard. This has now worsened amongst the most disadvantaged groups of children (those on Pupil Premium).[1]

* Cost calculated by full costs of year divided by number of children receiving weekly support at end August 2022. This makes allowance for volunteers who may have withdrawn and those that are at various stages of on-boarding.

1 UK Government Statistics at Key Stage 2. Updated Dec 2022

The children that have been impacted the most are the 6-7 year olds. Only 51% of disadvantaged children in this age range are now reading at the expected level.[2] The majority of our partner schools place our volunteers with children in these year groups, thereby helping them to catch up on reading skills and enabling them to take advantage of their broader primary school education.

32% of Schoolreaders volunteers are former educational professionals and support staff i.e. headteachers, teachers, governors and teaching assistants. Whilst this is not a requirement to become a Schoolreaders volunteer, and training is provided for all volunteers by our partner schools and with Schoolreaders' own training platform, it is encouraging that the value of the Schoolreaders' scheme is recognised and supported by so many qualified education professionals.

Recent Government statistics show that only 10% of disadvantaged children who leave primary school not reading to the expected level will achieve a pass at GCSE in English and Maths.[3] We will continue to prioritise supporting these disadvantaged children with the aim that they will leave primary school able to read well and thereby able to access their secondary school education and life's opportunities. Without reading, they will find it hard to access learning, and their chances and fulfilment in life will be severely compromised.

Collaborations

We continued to work with literary festivals around the country providing the opportunity for hundreds of children to attend to meet leading children's authors and listen to readings of their stories. Thanks to the generous gift from Moonlight Publishing we were able to provide 125 schools in the 20% most deprived areas of the country with high quality Key Stage 1 encyclopedias and books from the First Discovery Series at a total value of £23k. We worked alongside local community groups and sports teams to increase reach to the most disadvantaged children, building on existing networks. A number of our volunteers supported children's reading throughout the school holidays through collaborations we set up with local holiday clubs.

Resource and development

A major new change this past year has been the development of the Business Support team, including IT, HR and Compliance. With the extremely professional and valuable pro-bono help of a consultant from the Cranfield Trust, a project was undertaken to assess our current needs and to future-proof the organisation with the correct business support resourcing and services. This has now been completed and the structure of the charity is more robust and efficient as a result.

2 UK Government Statistics at Key Stage 1. October 2022
3 Ofsted report October 2022 - Supporting Struggling Readers in Secondary School

Our fundraising resource has also been strengthened in order to help raise the funding required to run an expanded operation to help meet the increase in demand for our many reading volunteers.

Finance

Income for the year was £564,836 (£544,873 in 2021) and expenditure was £524,495 (£364,573 in 2021). Free reserves represent 8.2 months of budgeted operating costs for 2022/23, which is in line with the reserves policy of 6 to 9 months.

Thank you

We are indebted to thousands of supporters who have continued to volunteer and to fund us throughout the pandemic, with some funders providing double their normal support during these difficult years. As a result, Schoolreaders is in a strong position, with a healthy level of reserves in line with our reserves policy. The security this provides will enable us to continue developing in line with our growth strategy. We believe we must reach the children needing the vital provision of reading support before it is too late. A number of individuals and grant-makers have also committed to ongoing support and made advance pledges which provide us with the confidence to plan for the future.

The children can only be reached thanks to the selfless time and dedication provided by the 1,000+ Schoolreaders volunteers who are in school every week. Over 10,000 children will have improved opportunities and life outcomes as a result of the weekly support our volunteers have provided this year. Our volunteers deserve enormous gratitude for their time and commitment of a minimum of a year's support. Schools find this long-term, sustained presence an enormous benefit both to the school and to the individually-supported children, who develop a trusting relationship with the volunteers over time. Our volunteers become part of their school community.

Lastly, thank you to our home team: our excellent staff, who are themselves committed to changing the state of poor child literacy in our nation; our valuable county team volunteers who give so much time and skill to support the charity; and to our excellent board of trustees for navigating the challenges of the past two years so well. Supporters frequently comment on the quality and balanced skills and expertise of the Schoolreaders Trustee Board.

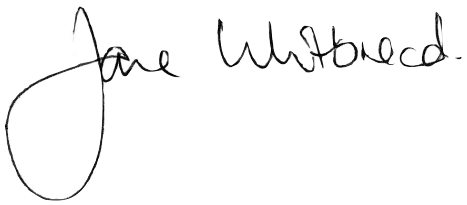
The future

Schoolreaders is in an excellent position as we move into the new year, during which we will reach our 10th anniversary. Since Schoolreaders started 9 years ago, our volunteers have delivered an estimated 1.5 million individual reading support sessions to children! Over this period we have been able to develop our model in consultation with educational experts and demonstrate impact and outcomes with annual research

with the Institute of Research in Education. We have also been able to develop the structure and resource of the charity so that we are in a robust position, ready to expand strategically to meet the enormous need and demand for our service. Our plans for the 2022/23 academic year include growth to reach 18,000 children every week, with a strategic focus to reach the most disadvantaged children.

As the child literacy charity providing the most children in school with weekly one-to-one reading support, it was a privilege recently to be invited to appear on BBC Breakfast television alongside a volunteer and well-known children's author Michael Rosen to encourage more in-school volunteering from the public. This has been followed by a further 600 new volunteer applications.

We are looking forward to the future and anticipate providing over 500,000 individual one-to-one reading sessions to children in school over the 2023/24 academic year.



Jane Whitbread
Chair of Trustees, March 2023

> "Thank you so much for supporting us with the most disadvantaged children who get limited opportunities to read at home. This will really help improve life chances and give children the motivation to feel they can succeed."
>
> - Waterman Primary, Essex

> "I'd like to thank you for the excellent service and great volunteers we have. Our school recently scored 97% in our SATs Reading paper - the highest in our county. We feel that we are a community of readers and the volunteers make a huge contribution to the children's success. Thank you"
>
> - Southill Primary, Dorset



The trustees present their report with the financial statements of the charity for the year ended 31st August 2022. The trustees have adopted the provisions and exemptions of the second edition of the Statement of Recommended Practice (SORP) 'Accounting and Reporting by Charities' issued in October 2019. The reference and administrative details on page 1 form part of this report.

Objectives and activities

Our vision is that every child should be given the opportunity to learn to read well. Without reading skills, a child is denied the gateway to learning and life opportunities are diminished. Even before the disruption to education caused by the pandemic, 1 in 4 children[1] were leaving primary school in England not reading to the expected level. This concerning statistic has worsened due to the education disruption caused by the pandemic. Children who cannot read properly on entering secondary school cannot access their education properly and will be disadvantaged for life.

One of the reasons behind the poor literacy of many primary aged children is the lack of opportunity for reading support at home, and frequently at school if the child needs additional catch up support. For the past nine years Schoolreaders has been placing volunteers into primary schools to listen to children read. Volunteers are assessed, interviewed and provided with support for this role. The service is free to schools in order to ensure that reading support is available to all children. This is particularly important as school budgets are under increasing pressure.

The scheme is simple, effective, proven (as measured by our annual impact research with the Institute of Research in Education), cost-efficient and easy to roll out and scale-up. One in seven primary schools in England have registered with Schoolreaders requesting our volunteers. Schoolreaders is supporting more children face-to-face every week than any other in-school literacy charity. By the end of the school year (July 2022), over 10,000 children across the nation were receiving an individual reading support session every week. This figure continues to grow and currently (as at March 2023) we are providing support to over 15,000 children.

Reading support for children is needed more than ever. For example, literacy amongst six to eight year olds in England has declined to the lowest level in almost a decade following the disruption caused by the pandemic, with a drop from 75% in 2019 to 67% in 2022 of Key Stage 1 children reaching the expected standard of reading in SATs.[2] The most disadvantaged children in this age group have been even more affected. Only just over half, 51%, reached their expected reading attainment level, down from 62% in

1 UK Government Statistics at Key Stage 2. Updated Dec 22
2 UK Government Statistics at Key Stage 1. Oct 22

2019 pre-pandemic.[1] This widening of the attainment gap between disadvantaged pupils and their peers underpins Schoolreaders' strategy to focus on reaching the most disadvantaged children with vital reading support before their long-term attainment is affected. Sadly, the longer term effect can be seen in a recent government statistic showing that only 10% of disadvantaged (pupil premium) children that leave primary school not reading properly achieve a pass in English and Maths at GCSE.[2]

Everybody benefits from the Schoolreaders scheme: the children, the school, the volunteer, the community and society itself. Improving child literacy will ultimately result in improved adult literacy. Poor adult literacy in England is a very real issue. Currently one in seven adults in England is considered poorly literate,[3] which means they are unable to read a bus timetable, a medicine packet or fill in a job application form. Poor literacy also contributes to some of society's other major issues such as unemployment, homelessness, poverty, mental and physical health and crime (57% of England's prisoners have a reading age of an 11 year old or less[4]).

Face-to-face volunteering

Our partner schools have confirmed that their preference, by far, is for face-to-face in-school volunteers. They report that the physical presence in school is important in helping the volunteer to develop a relationship and trust with the children. They particularly value the long-term commitment of the volunteers (who agree to a minimum of a year) as some children need long term support. This also enables the volunteers to become a part of the school community.

Volunteers are recruited from the local community, are interviewed and assessed, and undertake an on-boarding programme. All partner schools agree to provide their safeguarding training and undertake the enhanced DBS clearance for the volunteers prior to the volunteers starting in school. The schools also provide reading support guidance and training tailored towards the children that the volunteer will be supporting. All volunteers complete mandatory Schoolreaders safeguarding guidance and have access to best practice reading support training and specialist tutorials in supporting children's reading at Key Stage 1 and Key Stage 2, which include additional resources such as phonics training.

Volunteers listen to children read in school on a one-to-one basis every week. Each school deploys the volunteers in accordance with the needs of the individual children in the school. Each school has different needs and it is not a 'one size fits all' for each child.

1 UK Government Statistics at Key Stage 2. Updated Dec 22
2 Ofsted report October 2022 - Supporting Struggling Readers in Secondary School
3 National Literacy Trust
4 Prison Education, A review of reading education in prisons, March 2022

The school educational professionals are best placed to know their children's needs. Volunteers join the scheme on the basis of supplying a minimum of one hour per week but the majority give a great deal more time. On average a Schoolreaders volunteer gives 2.8 hours per week throughout the academic year.

We continue to support both our partner schools and our volunteers as their partnership progresses with termly communications, volunteer support forums, newsletters, mediation if necessary, and any ad hoc needs.

Digital volunteering

Digital volunteering was trialled during the pandemic. It had mixed success and involved significant resource on the part of the schools. A survey of our partner schools showed that 99% consider in-school volunteering to be the 'gold standard' and most effective form of one-to-one reading support. In addition to reading improvement it provides easier relationship building leading to increased enjoyment of reading and levels of self-esteem for the children. We have the ability to revert to digital volunteering if the environment requires it but will continue to promote face-to-face volunteering in the first instance wherever possible.

Achievement and performance

Over the 9 years since its inception in 2013, Schoolreaders has used a strategic approach to the charity's growth, keeping overheads down where possible and steadily growing its structure as it extends its reach to more children in more areas of the country. Apart from the disrupted years of the pandemic (during which alternative digital strategies were employed) the growth has been steady and underpinned with sustainable resource. The next part of the corporate structural development took place this year with the engagement of the Cranfield Trust who provided pro-bono expertise to develop the business support function for the charity. This was an extremely successful partnership: the business support function is now fully resourced, and the Cranfield Trust has continued to support the charity on work in other areas.



Specific operational achievements versus objectives this year:

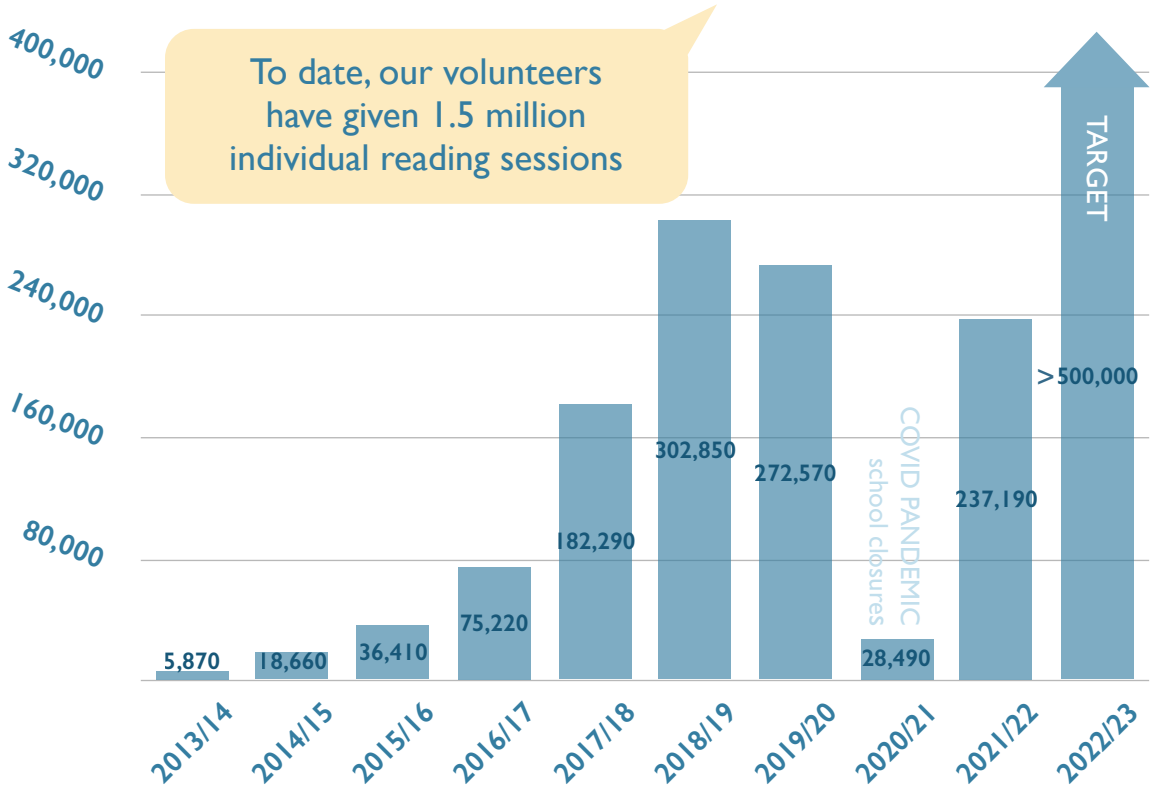
Objective	Performance
To provide 12,000 children with weekly reading support by end August 2022 and prioritise the most disadvantaged children.	• 10,100 children received one-to-one weekly face-to-face support in school by the end of August 2022. • The original target of 12,000 was not achieved due to the Omicron variant preventing volunteers being in school during parts of the autumn and spring terms. An additional factor was that fewer than expected pre-pandemic volunteers were able to return to their partner schools, so recruiting new volunteers became the priority for the academic year. • It is more challenging to place volunteers in schools in deprived areas which are often stretched managerially.
To implement a new deprivation strategy in order to prioritise schools and children from disadvantaged areas of greatest need.	• Achieved and implemented during the year. 41% of new volunteers placed met the Schoolreaders deprivation criteria. This was successfully carried out by maximising the number of volunteer matches with schools in areas of high deprivation and providing additional support where needed to ensure volunteers are able to start as soon as possible.
County development as part of Schoolreaders organisational plan and future expansion.	• The county teams' purpose, structure and effectiveness was reviewed. Additional capacity was recruited to provide extra support in key counties for volunteer recruitment, awareness raising and events.
To further develop systems and efficiencies in the operational delivery of the volunteering process to improve delivery against targets and adapt to changes in the academic landscape.	• Expanded and updated the Volunteer Management Plan. • Streamlined the DBS school confirmation process. • Updated mandatory safeguarding training on-line programme. • Retained the options of a remote digital solution and Storytime, both of which were adaptations in response to closed schools during the pandemic, in case of future need.
To monitor the continued impact and effectiveness of the provision and take any learning to evaluate the model.	• Carried out the fourth annual school and volunteer end of year impact survey in partnership with the Institute of Research in Education with a high return rate (>35%) and engagement from partner schools. Followed up all feedback requiring action and used the information to further improve the offer to schools. • Carried out the annual volunteer end of year impact survey with extremely high response rate of 580 volunteer respondents from the cohort. Followed up with all volunteers requiring action.

Objective	Performance
To retain safeguarding as a top priority of the organisation.	• Safeguarding was a fixed agenda item and reported on at every Senior Management, Trustee and Education and Safeguarding Advisory Group Meeting.
To increase the resourcing of the charity to meet the strategic plan and growth of the charity.	• A pro-bono partnership with the Cranfield Trust was extremely successful in reviewing the charity's corporate structure and identifying the needs to future-proof it in light of anticipated increased demand and growth. In particular, the Business Support element of the charity was reviewed and additional resourcing identified. This resourcing has now been filled, again with the help of the Cranfield Trust. • Several new appointments were made during the year following a 'freeze' on recruitment during the pandemic years. • New appointments include: - 2 new Senior Operations Co-ordinators - Fundraising Key Relationship Manager - Head of Business Support - IT and Systems Executive
To further develop the fundraising strategy and ensure a financially sustainable model.	• A new comprehensive fundraising strategy was developed and resources recruited in order to implement it. • All fundraising targets were met. • New multi-year funders made commitments. • Reserves were increased to remain in line with the 6-9 months of expected operating costs.
Liaise with other literacy charities and education-related bodies to ensure a joined-up response and combine resource where possible.	• Other literacy charities were contacted to discuss areas of collaboration and signposting. • Collaborations with other community groups and literary festivals continued eg. Oxford, Cambridge and Booktastic, enabling them to reach more children. • Participation with the Fair Education Alliance conferences and working groups.

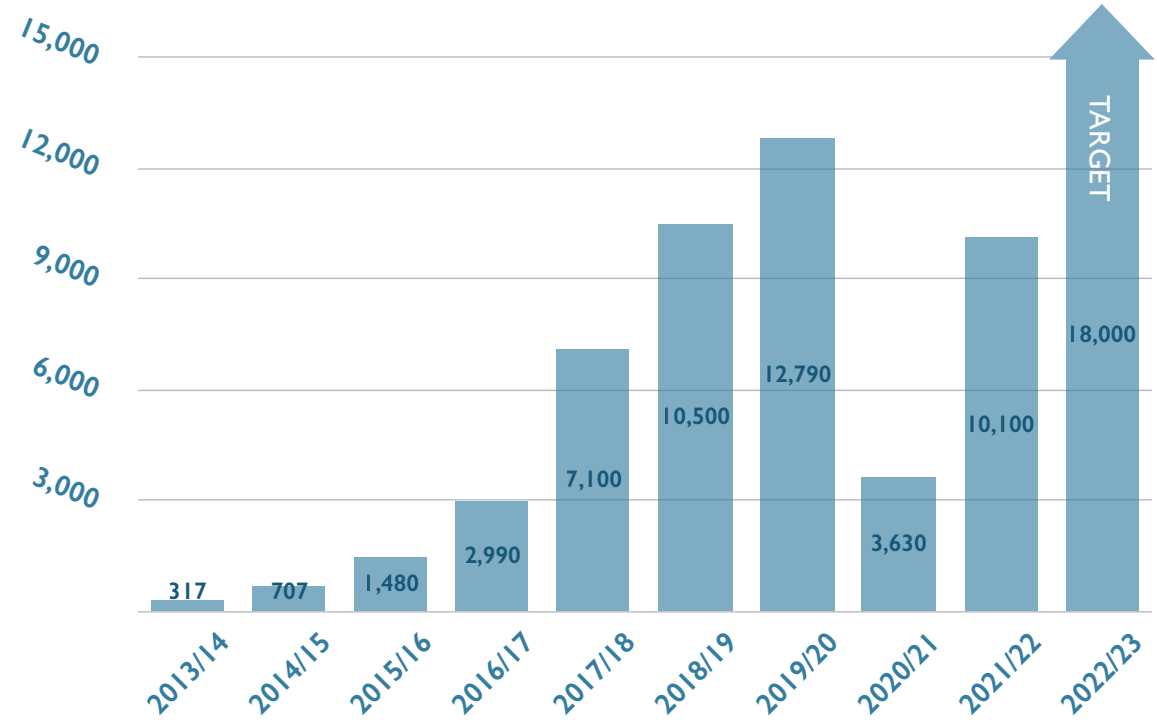
Impact and outcomes

Number of children supported

Number of one-to-one reading sessions, 2013 to 2022



Number of children receiving weekly one-to-one reading support, 2013 to 2022



Measuring both the impact and the provision of the scheme is a high priority for Schoolreaders. We have now worked in partnership with the Institute of Research in Education for several years and conduct an annual research survey of our schools and volunteers. We have 4 years of data. These have produced very consistent results across the years and the impact and outcomes are very pleasing. We have also learnt more about the volunteering experience and school requirements which has helped inform our model.

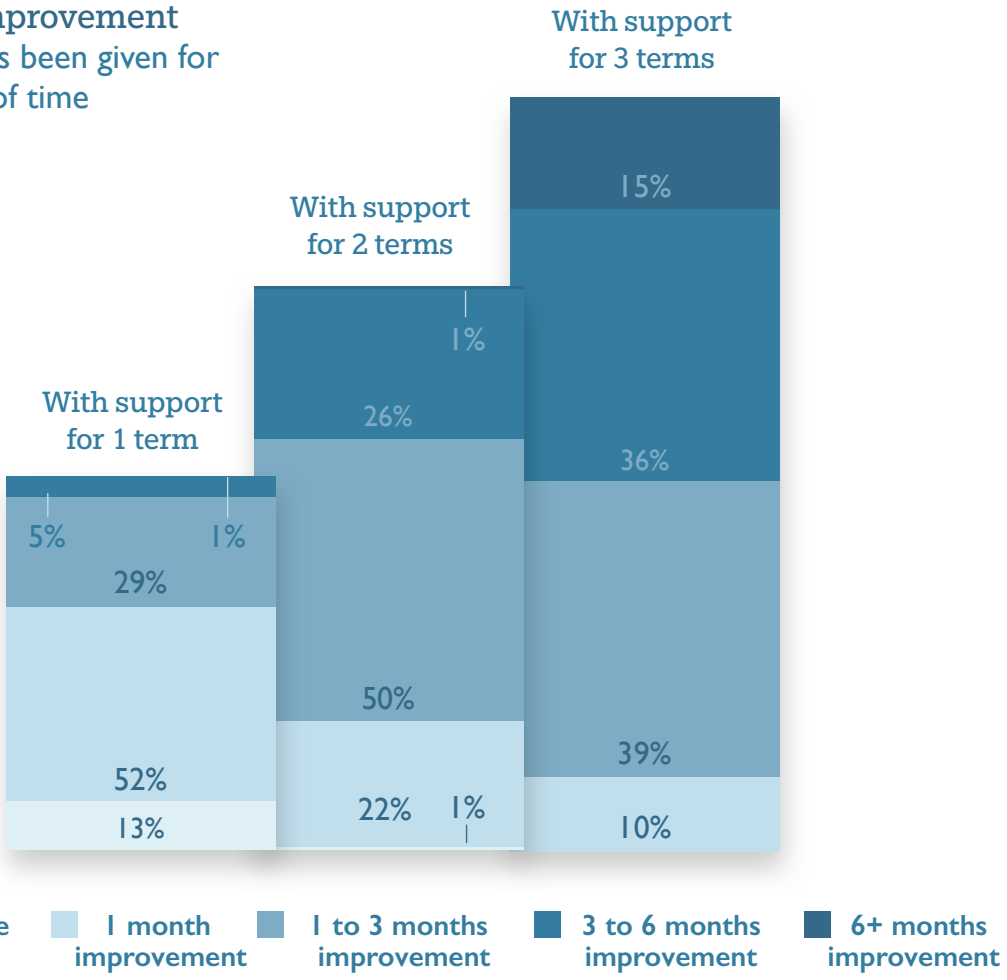
21/22 Results have shown:

(these results came from 176 schools representing over 3,500 children supported)

Reading age improvement

- In our 21/22 research additional measurements were taken specifically to measure reading age improvement over differing periods of support: one term, two terms and three terms (i.e. the full academic year). For some children one term was sufficient to close the reading gap and help them catch up with their peers but for many it took two or three terms for them to improve their reading age sufficiently.

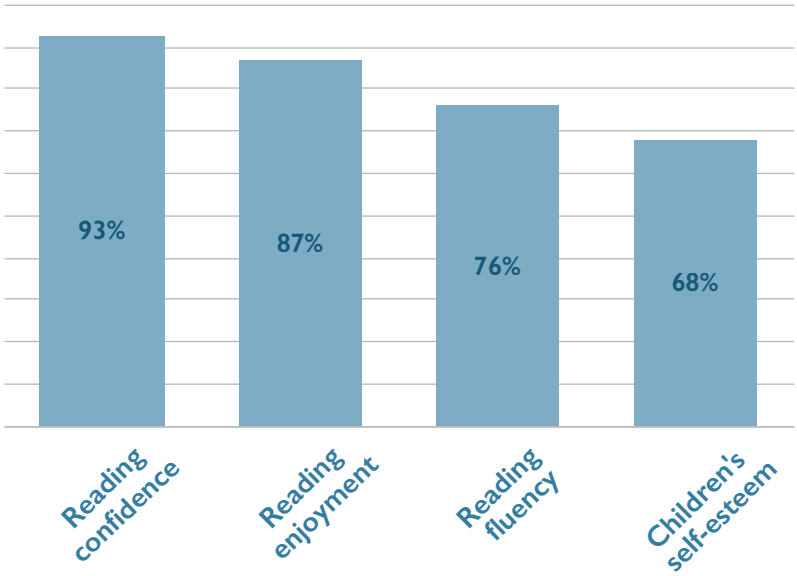
Reading age improvement
when support has been given for differing lengths of time



- Support from Schoolreaders volunteers was shown to increase the reading age of 87% of the children that they support. Of those children who were supported over 3 terms, 100% increased their reading age: 51% by 3-6+ months and 49% by 1-3 months above the expected reading age improvement over the period supported.

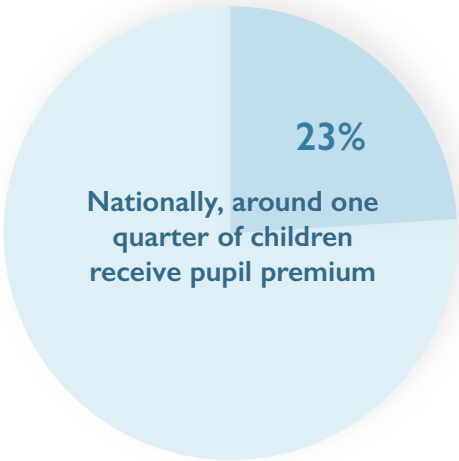
- The data shows that it is not a case of 'one size fits all'. The fact that volunteers commit to a minimum of one year's volunteering means that they are able to 'be there' to support the children needing help for longer periods.

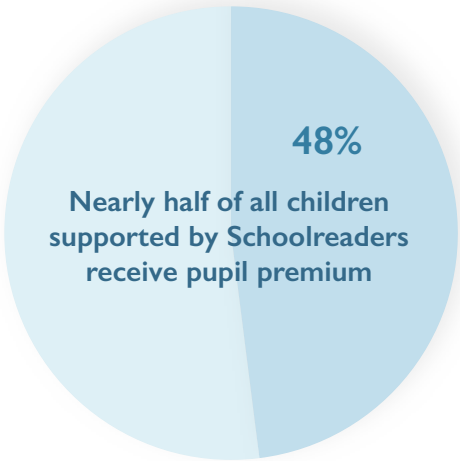
Other reading performance improvements



Prioritising the most disadvantaged children

- 48% of the children supported by a Schoolreaders volunteer are Pupil Premium/ eligible for free school meals, compared to a national average of 24%.





Key facts from 2021-22



We received 2,528 new volunteer applications in the 2021-22 academic year

48% of children supported were on pupil premium, versus a national average of 23%

Teachers told us that 93% of children were more confident readers after receiving support from a Schoolreaders volunteer

We have 2,163 partner schools in England. That's one in seven, or 13% of all English primary schools

87% of volunteers rate their experience of volunteering with us as excellent or good

237,190 one-to-one reading sessions were delivered in the 2021-22 academic year

We were supporting 10,100 children in 608 schools each week by the end of the 2021-22 academic year

87% of children increased their reading age after 1 term of support from a Schoolreaders volunteer, and 100% increased their reading age after 3 terms of support

99% of Schoolreaders volunteers would recommend becoming a Schoolreaders volunteer

Over 50% of Schoolreaders volunteers are retired educational professionals or have had other roles or volunteered in a school before

Schoolreaders School Survey 2022, conducted in partnership with the Institute for Research in Education at the University of Bedfordshire. The survey was based on responses from 176 schools and 584 volunteers.

Additional Benefits

In addition to reading improvement, schools report a number of significant secondary benefits to the children supported by a Schoolreaders volunteer, such as improved self-esteem, confidence, social skills and relationship building. They also report the importance of our volunteers as role models. For many children, the stability of consistent, one-to-one adult support is extremely valuable, especially for those that may not have this elsewhere. The fact that the volunteer has chosen to support the child voluntarily is also reported as having a positive effect, with the child and volunteer relationship being different to that with teaching staff.

2021-22 Volunteer results (from 584 volunteer respondents)

Our Schoolreader's volunteers are key in delivering the charity's aim to improve children's literacy and life chances. A great deal of time and stewardship is invested to ensure that our volunteers are equipped and feel confident in their role. Good communication is vital, and opportunities provided to our volunteers include: on-line new volunteer forums, in-person county volunteer get-togethers and a very active closed volunteer Facebook site where volunteers share their experiences with each other and can ask questions.

Our end of year survey showed that the average time our volunteers spend in school each week has increased from 2.4 hours in 2019 to 2.8 hours. This is a significant investment of time which, alongside their minimum commitment of one year's volunteering, provides a rich reading support resource to our partner schools and their children.

Our volunteer retention year to year has always been high and this year is no exception. Results from over 500 volunteer respondents in our end of year volunteer survey show:

- 95% of volunteers plan to continue volunteering with Schoolreaders in 2022-23.

Unsurprisingly considering the volunteer satisfaction and retention:

- 99.7% would recommend Schoolreaders to someone considering volunteering.
- 87% of volunteers benefited from making a difference to the lives of others.
- 77% felt an increased sense of value.

Cost-efficiency and Value of the Schoolreaders Model

The simple, scaleable, proven model of Schoolreaders is also extremely cost-effective due to the very high volunteer weighting. For every Schoolreaders staff member there are 130 volunteers (1:130). This means that every £1 invested in Schoolreaders is highly leveraged. It results in a very low cost per child supported. For the 2021/22 school year it cost just £52 to provide a child with a whole year's weekly one-to-one reading support. This represents excellent value given the volunteering hours provided and will reduce further as we grow with economies of scale. If we were to monetise our volunteers' hours, it would equate to £1.5m for the 2021/22 year.[1]

1 In-school volunteers calculated at £10/hr equating to £1.1m, with additional £400k time by other volunteers delivering the model.

School quotes

"We really value the volunteers' support and I personally love to see the joy on their faces and the children's faces. So many children do not read with their parents any more as life seems so busy. It really boosts the children's confidence and reading skills."

- Headteacher, Primary School, Leicestershire

"Thank you for your ongoing support. Reading is the most important skill we can give children to improve their life chances. Your volunteers are an integral part in our drive to ensure all children leave our school as accomplished readers."

- Essex Partner School

"This is an excellent scheme and we have benefitted enormously from it. The readers that we have are fantastic and are such a support to the children. We cannot thank you, and them, enough."

- Wiltshire Partner School



"Children that don't have the opportunity to read at home have someone to read to each week, and as they do it regularly a good relationship unfolds, and these children have someone to talk to about books, who shows a genuine interest in them and their ability to read."

- Reading Lead, Primary School, Bradford

"As most of our volunteers are older, they feel like a grandparent figure which puts children at ease."

- English Lead, Primary School, Dorset

"Our higher attaining pupils now have the opportunity to read and discuss books with an adult. These children have been overlooked in the past so it's great they have this opportunity."

- English Lead, Primary School, Hertfordshire

"We have a mix of readers in our school and inevitably lockdowns have led to some gaps in literacy levels amongst our disadvantaged pupils. Reading aloud to an adult is especially important for looked-after children as they don't always have this at home."

- Headteacher, Primary School, Sheffield

"The Dr Seuss saying, "The more that you read, the more things you will know" is very true! Reading is essential; it's the key to everything in life. If you can read you can do anything."

- Class teacher, Primary School, Bradford

"It has enabled children who don't have the same level of support at home as others, to read daily with an adult. It has improved their passion for reading and their progress."

- Class teacher, Primary School, Bradford

School quotes

"Jackie boosts the confidence of the children with whom she works. They feel valued as an adult in school is able to give them the 1-1 time they richly deserve. One child commented that the words he reads in his books he tries to use in his writing. Music to my ears!"

- Assistant Head, Primary School, Essex

"Schoolreaders make a huge difference and impact. The children love to read with them and they are engaged in reading with a different adult. It is almost a treat to go."

- Assistant Head, Primary School, Buckinghamshire



"It gives our struggling readers the chance to read to someone on a regular basis. It also provides these children with the chance to have informal 'chats' with those adults too which can prove invaluable in a world where the classroom is so focussed on fitting in everything we have to learn on our curriculum. As most of our volunteers are older, they feel like a grandparent figure to the children which puts the children at ease as well. They are encouraging and nurturing towards the children which, in turn, has a very positive effect on their reading skills."

- English Lead, Primary School, Dorset

"The Schoolreaders volunteers have a hugely positive impact in our school. They model reading for pleasure and the children thoroughly enjoy spending time with them."

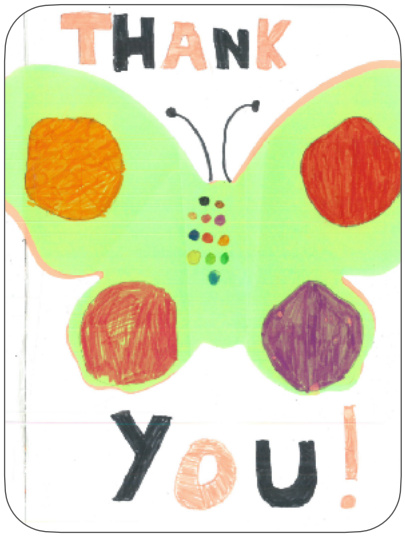
- Deputy Head, Primary School, Gloucestershire

"It has improved our struggling readers' confidence, especially in boys. The children's love for reading culture has improved, as well as fluency and comprehension."

- Literacy Lead, Primary School, Essex

"The un-rushed time they give to the children while they hear them read definitely makes a big difference to the children's overall enjoyment and understanding."

- Teaching Assistant, Primary School, Essex



Volunteer quotes



"The experience has, and continues to, change and enrich my life. The feedback from the school is wonderful and positive for myself and especially for the children. I am considered 'one of the team' which is wonderful."

-Schoolreaders Volunteer, Merseyside

"A teacher friend of mine lit the ember which inspired me to volunteer. She said, 'We need more people like you in schools to enthuse the children'. I wasn't sure about calling schools up out of the blue, but I did some googling and came across Schoolreaders."

- David, semi-retired, Norfolk

"Teachers are under so much pressure it's very hard for them to have any length of time to listen to the children. I am 1 to 1 with each child and can give them my complete attention without having to worry about what the rest of the class is doing."

- Schoolreaders Volunteer, Northamptonshire

"To give children the joy of reading is immeasurable, it's something to take through their whole lives."

- Schoolreaders Volunteer, Bedfordshire

"Your organisation and what you do has such great purpose which absolutely should be celebrated."

- Schoolreaders Volunteer, Bedfordshire

"I've actually been very impressed by how the children have come on in their reading in just a few months. Obviously, this varies across the board as the children do cross the attainment spectrum. It's no problem though and I enjoy finding strategies to encourage each child individually and make them feel inspired by their reading."

- Schoolreaders Volunteer, Sheffield

"Part of my week I really look forward to. With other things going on in the world this is a little piece of happiness."

- Schoolreaders Volunteer, Essex

"I have also been able to see them all progress through the stages of their reading level which is very rewarding particularly as English is not their first language."

- Schoolreaders Volunteer, Cambridge

"Having recently retired from nursing soon after my dear mum died, moving to a new area I thought I would give Schoolreaders a try. It has proved to be more rewarding experience than I ever would have imagined."

- Schoolreaders Volunteer, Wiltshire

"I was definite I didn't want a school in my own locality. I wanted to go somewhere where the kids aren't reading well or don't have stories read to them when they go home at night."

- Alison, retired nurse, Sutton Coldfield

"It is marvellous to know that something I enjoy so tremendously is making a difference."

- Schoolreaders Volunteer, Devon

Quotes from our beneficiaries, the children

"She makes me feel good about my reading."
- Child, Primary School, Essex

"I like reading to Diane because she is kind and helps me understand the words I am reading."
- Child, Primary School, Leicestershire

"I really like sitting and reading with Miss because she smiles and likes to hear about what I've been doing."
- Child, Primary School, Isle of Wight



"We love reading to Mrs Philpott!"
- Children, Primary School, Hertfordshire

"She is helpful and I can read longer books more quickly because she has helped me to get faster."
- Child, Primary School, Essex

Support from our donors and funders

Trusts:

"We have been supporting Schoolreaders work since they started nine years ago and have just made a new 3 year funding commitment. They have proven their impact in improving children's reading performance every year and we have been impressed by their gradual strategic growth. It has been a pleasure partnering with them over this time and their feedback and reporting has been excellent."

"Our trust supports projects in Essex and North East London. We have been delighted to support the work of Schoolreaders in our communities, as it involves beneficiaries from across our priority areas. Placing local volunteers to help children in local schools is simple, effective and has a positive outcome for all involved."

"We have supported Schoolreaders on three occasions for the work that they do. The Trustees understand how important it is that all children should leave primary school able to read well, in the hope that they will be able to go on to the next stage of their education with the best start possible. They are delighted that the charity makes use of so many volunteers to read with children. The time spent with the children has a huge impact not only for them, their families, but also the volunteers who find their role extremely rewarding. The Covid pandemic underlined how valuable this work is and how easy it is for a child to fall behind without the encouragement that the Schoolreaders programme gives them."

Companies:

"We have supported Schoolreaders for several years. Their model is simple and effective, and we have seen the way the charity has grown and developed over time. There is a real synergy between our core business of helping children acquire fundamental numeracy skills, and Schoolreaders' mission to improve levels of child literacy particularly for the most disadvantaged children. We are delighted to support their work."

- Nicola Reddy, Chief of Operations, Maths Circle Ltd

"We have supported Schoolreaders since 2019 and have just renewed our three-year partnership, with an increased level of support. Literacy is a skill for life, and we can see directly how Schoolreaders is providing support in this important area to children in the communities around our logistics assets and workforce. Our partnership with Schoolreaders is enabling us to help drive social and economic value in our localities."

- Alan Somerville, ESG Director, Tritax Management LLP

"We have been supporting Schoolreaders since early 2022 and have renewed our partnership for 2023. As a business we want to be able to give back to our local and broader communities, whether this is through donating money or our time, we want to be able to make a difference. Supporting child literacy through our collaboration with Schoolreaders is one way in which we are fulfilling our Corporate Social Responsibility objectives."

- Lucy Waller, Marketing Director, Kindred





With thanks to:

The Garfield Weston Foundation

The Dulverton Trust

The Buffini Chao Foundation
For work in Leicestershire

The Harpur Trust
For work in Bedford Borough

The J Reginald Corah Foundation Fund
For work in Leicestershire and Rutland

Tritax Big Box

Maths Circle Ltd
Creators of Times Tables Rockstars and NumBots

The Jack Lane Charitable Trust
For work in North Wiltshire and South Gloucestershire

The Leicestershire and Rutland Community Foundation
Through
The John Salmon Fund for work in Leicestershire and Rutland

Funding from Suffolk Community Foundation
Through
The Frank Jackson Foundation

Kindred

Cranfield Trust

Public benefit

The trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit and have complied with the Charities Act 2011 in determining the activities planned by the charity.

1. The objectives of the charity are clear: to advance education by providing and assisting the provision of literacy support in such ways as the charity trustees think fit, including the provision of volunteers to primary schools to listen to pupils read and encourage their reading skills.

2. All aims and activities undertaken are intended to further Schoolreaders' charitable objectives.

3. The people who receive support are entitled to do so according to the criteria set out in the charity's objectives. All of Schoolreaders' work is focused on its target beneficiaries: children.

Plans for 2022-23

Following the successful building back of our in-school volunteering model this year after the disruption of school closures caused by the pandemic, Schoolreaders is in a strong position to continue its growth in reaching the most disadvantaged children needing reading support. The Schoolreaders model has been proven and honed over nine years, is simple and scaleable, and the need and demand is great. We are ready to expand to reach as many children as our funding allows.

Our plans for the year comprise:

1. **Retain safeguarding as a top priority of the organisation.**

2. **Continue to evaluate and respond to shifts in the child literacy, education and literacy charity landscape.**

3. **Provide 18,000 children with weekly one-to-one in-school reading support by August 2023, prioritising the most disadvantaged children.**

    - Implement the enhanced disadvantaged children support strategy in order to provide the children in greatest need with vital reading support. The target is for over 50% of children supported in the year ahead to be those on free school meals.
    - Focus volunteer recruitment on supplying volunteers to the targeted schools.
    - Devise further strategies to encourage key targeted schools to partner with the scheme.

- Expand Schoolreaders to 6 new counties:
  - Launch scheme in West Midlands, East Yorkshire, North Yorkshire, Lancashire, Warwickshire and Shropshire.
  - Focus on selected target towns as defined by our deprivation strategy.
- Liaise with other literacy charities and education-related bodies to ensure best practice, a joined-up response and combine resource where possible.
- Continue collaboration and partnership with other organisations to ensure the greatest impact of our service.

4. Maintain an effective, practical reading support provision.

- Continue to develop the operational systems and processes to further improve reading scheme efficiencies.
- Retain dialogue with our various stakeholders to ensure that our provision is as close to 'best practice' as possible.
- Nurture our volunteers through support, volunteer on-line forums, chat rooms and coffee mornings.
- Look for learning and partnerships.
- Support other literacy organisations with volunteers and counsel, where possible.
- Plan and develop county operations to ensure effective volunteer and school recruitment.

5. Ensure the continued impact and effectiveness of the provision.

- Continue to carry out internal evaluation, surveys and research into the impact of our service in partnership with the Institute of Research in Education at the University of Bedfordshire, in order to further develop the Schoolreaders model and inform future strategy.
- Increase operational resources to enable target growth for 22-23.
- Carry out a third party research project with schools to gain a deeper understanding of Schoolreaders' effectiveness.

6. Further develop our fundraising strategy and ensure a financially sustainable model.

- Explore new funding opportunities.
- Seek to increase long-term funding commitments.
- Carefully support and inform current funding partners.
- Build reserves as necessary in line with our growth in accordance with the reserves policy.

Structure, governance and management

Organisation structure

The charity is governed by a Board of Trustees who normally meet six times per year and attend an annual strategic planning meeting with the Senior Management Team. The trustees are responsible for ensuring that the charity is well-managed and operates in line with its objectives, the law and its budget. When necessary, the trustees seek advice and support from the charity's professional advisers. A trustee can hold office for a period of three years and may be re-appointed if they remain appropriately qualified for the role.

There is a Senior Management Team of five (including a trustee and supported by a consultant) who manage and run the charity on a daily basis including the roles of: schools liaison, education, fundraising, volunteer management, marketing and PR, finance, design and IT. There are a number of specialist advisors and sub-committees supporting the operation.

The charity is very volunteer weighted and benefits from volunteer support ranging from trustee and advisory roles to executive involvement, county-centric planning and operations, and of course our Schoolreaders reading volunteers, without whose commitment and time none of the operation would happen.

Schoolreaders is registered with the Fundraising Regulator and follows their Fundraising Code of Practice. Our governance and compliance processes include the protection of personal data under GDPR regulations. We are extremely grateful for all of the support we receive and treat our donors with respect, being mindful never to put undue pressure on them during our interactions. We did not undertake any cold-calling fundraising.

Key management personnel

The board considers that the CEO and Senior Management Team are responsible for directing and operating the charity on a day-to-day basis. Salary and remuneration of key personnel is reviewed annually in line with industry benchmarking.

Recruitment and appointment of new trustees

The identification of potential new trustees is carried out by the board, the aim being to appoint those with the appropriate expertise and experience for the charity's work. New trustees are appointed in line with the Safer Recruitment process and are thoroughly briefed on the history of the charity, the responsibilities of the trustees, current objectives, future plans and the day-to-day management.

Risk management

The trustees have identified and assessed the principal risks to which the charity may be exposed and are satisfied that there are strategies and procedures in place to monitor and mitigate these risks as far as possible.

A risk register and map is maintained, measuring the weight and likelihood of a risk occurring. This is reviewed regularly by the Senior Management Team and annually by the trustees and by exception should the risk environment change significantly.

The principal risks that have been identified and assessed regularly are:

- Governance and management – this considers risks associated with strategic direction, management and performance including the skills and training of the trustees.
- Operational – this looks at the risks inherent in the charity's activities, including external factors such as the impact of the pandemic on in-school volunteering and the recruitment and management of volunteers and schools. The priority in this area is the safeguarding of children.
- Financial - this includes risks regarding budgetary control, fundraising, expenditure, cashflow and reserves.
- Laws and regulations - this looks at the risks associated with compliance and non-compliance of internal and external laws and regulations, including government policies.
- External – this looks at the risks associated with changes outside the control of the charity including environmental and economic changes.

Financial review

Financial summary

There was a net increase in funds for the year of £40,341 (2021 £180,300). Income for the year was £564,836 (2021 £544,873). Total expenditure for the period was £524,495 (2021 £364,573). At the end of the financial year unrestricted reserves are £546,028 (2021 £424,709). Of these, free reserves are £529,976 (2021 £385,836).

Donated services

Schoolreaders has benefitted greatly from the kindness and generosity of many people and organisations who have given their time, expertise and wisdom across a variety of disciplines and areas of operation allowing the organisation to thrive. We are extremely grateful to each and every one. Along with our very high volunteer to staff ratio of 130:1,

this means that we are able to operate in a highly cost efficient manner with low overheads. The combined value of all our volunteers' time, at every level of the organisation, is valued at over £1.5million per annum.[1]

Reserves policy

The trustees keep the reserves policy for the charity under review in light of its growth, future plans and financial risks. The reserves target is to maintain free reserves at between 6 and 9 months' average budgeted operating costs. These reserves include only realised, unrestricted reserves and therefore exclude restricted or other designated funds or grants pledged but not yet received. Free reserves at 31st August 2022 were equivalent to 8 months' average expected operating costs for the forthcoming year. The trustees consider the current level of reserves as prudent and sufficient given the charity's growth and the current economic climate.

Statement of Trustees' responsibilities

The trustees are responsible for preparing the Report of the Trustees and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice.

The law applicable to charities in England and Wales, the Charities Act 2011, Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed require the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charity for that period. In preparing those financial statements, the trustees are required to

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charity SORP;
- make judgements and estimates that are reasonable and prudent;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

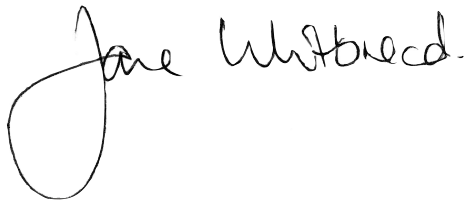
The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for

1 In-school volunteers calculated at £10/hr equating to £1.1m, with additional £400k time by other volunteers delivering the model.

taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charity's website.

On behalf of the Board



Jane Whitbread, Chair of Trustees
24th April 2023

I report on the accounts for the year ended 31 August 2022 set out on pages thirty to forty-two.

Respective responsibilities of Trustees and Examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year (under Section 144(2) of the Charities Act 2011 (the Charities Act)) and that an independent examination is required.

It is my responsibility to:

- examine the accounts under Section 145 of the Charities Act
- to follow the procedures laid down in the General Directions given by the Charity Commission (under Section 145(5)(b) of the Charities Act); and
- to state whether particular matters have come to my attention.

Basis of the Independent Examiner's report

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statements below.

Independent Examiner's statement

In connection with my examination, no matter has come to my attention:

(1) which gives me reasonable cause to believe that, in any material respect, the requirements

- to keep accounting records in accordance with Section 130 of the Charities Act; and
- to prepare accounts which accord with the accounting records and to comply with the accounting requirements of the Charities Act

have not been met; or

(2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

C Airey FCCA of
George Hay Partnership LLP
Chartered Accountants
Brigham House, 93 High Street
Biggleswade, Bedfordshire
SG18 0LD

Signed: .....

Date: 25th April 2023

For the year ended 31st August 2022

	Note	2022 Unrestricted £	2022 Restricted £	Year ended 2022 Total Funds £	Year ended 2021 Total Funds £
Income					
Grants & donations	2	310,752	194,498	505,250	483,752
Donations from fundraising events	2	45,541	-	45,541	58,093
Interest income		340	-	340	43
Income from other trading	3	13,705	-	13,705	1,770
Other income	4	-	-	-	1,215
Total income		370,338	194,498	564,836	544,873
Expenditure					
Raising funds		114,017	31,732	145,749	110,043
Charitable activities	5	135,002	243,744	378,746	254,530
Total expenditure		249,019	275,476	524,495	364,573
Net income and net movement in funds for the year		121,319	(80,978)	40,341	180,300
Reconciliation of Funds					
Total funds brought forward		424,709	170,355	595,064	414,764
Total funds carried forward		546,028	89,377	635,405	595,064

Comparative Statement of Financial Activities

For the year ended 31st August 2021

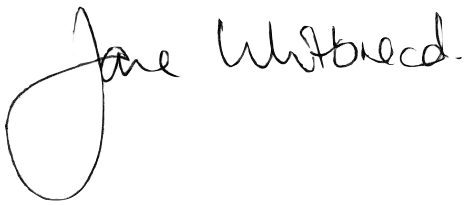
	Note	2021 Unrestricted £	2021 Restricted £	Year ended 2021 Total Funds £	Year ended 2020 Total Funds £
Income					
Grants & donations	2	190,487	293,265	483,752	468,435
Donations from fundraising events	2	48,093	10,000	58,093	33,515
Interest income		43	-	43	431
Income from other trading activities	3	1,770	-	1,770	-
Other income	4	1,215	-	1,215	3,502
Total income		241,608	303,265	544,873	505,883
Expenditure					
Raising funds		77,637	32,406	110,043	88,422
Charitable activities	5	68,610	185,920	254,530	221,294
Total expenditure		146,247	218,326	364,573	309,716
Net income and net movement in funds for the year		95,361	84,939	180,300	196,167
Reconciliation of Funds					
Total funds brought forward		329,348	85,416	414,764	218,597
Total funds carried forward		424,709	170,355	595,064	414,764

Balance Sheet

At 31st August 2022

	Note	2022 Unrestricted £	2022 Restricted £	2022 Total Funds £	2021 Total Funds £
Fixed assets					
Tangible fixed assets	10	12,489	-	12,489	11,401
Current assets					
Debtors	11	10,505	1,295	11,800	45,870
Stock		3,563	-	3,563	2,096
Cash at bank and in hand	12	527,136	97,561	624,697	558,337
		541,204	98,856	640,060	606,303
Creditors					
Amounts falling due within one year	13	7,665	9,479	17,144	22,640
Net current assets		533,539	89,377	622,916	583,663
Total assets less current liabilities		546,028	89,377	635,405	595,064
Net assets		546,028	89,377	635,405	595,064
Funds					
Unrestricted funds	14			546,028	424,709
Restricted funds	14			89,377	170,355
Total funds				635,405	595,064

The financial statements were approved by the Board of Trustees on 24th April 2023 and were signed on its behalf by:



Jane Whitbread, Trustee

For the year ended 31st August 2022

	Note	2022 Total Funds £	2021 Total Funds £
Cash flows from operating activities:			
Net cash provided by (used in) operating activities	12	72,535	273,368
		72,535	273,368
Cash flows from investing activities:			
Interest		340	43
Purchase of property, plant and equipment	10	(6,515)	(9,409)
		(6,175)	(9,366)
Change in cash and cash equivalents in reporting period		66,360	264,002
Cash and cash equivalents at the end of the reporting period		624,697	558,337

For the year ended 31st August 2022

1. Accounting Policies

Basis of preparation
The financial statements have been prepared under the historical cost convention in accordance with the Statement of Recommended Practice. The charity meets the definition of a public benefit entity under FRS 102.

Statement of compliance
The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (second edition - October 2019) (effective 1 January 2019) – (Charities SORP (FRS 102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Charities Act 2011).

Going concern
The accounts have been prepared on a going concern basis.

Income
All income, including grant income receivable in future accounting periods, is included on the Statement of Financial Activities when the charity is entitled to the income, it is probable that it will be received, and the amount can be quantified with reasonable accuracy.

Expenditure and allocation and apportionment of costs
Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Fundraising costs are those costs attributable to generating income for the charity. The costs of charitable activities comprise all costs incurred in the pursuit of the charitable objectives of the charity. Support costs are those costs which do not relate to a single activity and have been apportioned between fundraising costs and charitable activities on a basis consistent with the use of resources.

Fund accounting
Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.
Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Gifts in kind
Donated goods received to give away are recognised in income and expenses at fair value.

Tangible assets
Tangible assets are initially recorded at cost (or donated value) and are subsequently stated at cost less any accumulated depreciation and impairment losses.

Depreciation
Depreciation is calculated so as to write off the cost or valuation of an asset, less its residual value, over the useful economic life of that asset as follows:
Fixtures, fittings and equipment – 3 years straight line.

Stock
Stock is valued at the lower of cost and net realisable value.

Debtors
Debtors are recognised at their settlement amount, less any provisions for non-recoverability. Prepayments are valued at the amount prepaid. They are discounted to the present value of the future cash receipt where such discounting is material.

Cash at bank and in hand
Cash at bank and in hand represents such accounts and instruments that are available on demand or have a maturity of less than three months from the date of acquisition.

Taxation
The charity is exempt from corporation tax on its charitable activities.

Liabilities & creditors
Liabilities & creditors are recognised when the entity has an obligation to transfer economic benefits as a result of past transactions or events.

Pension costs
The Charity contributes to a defined pension contribution scheme for the benefit of its employees. Contributions are recognised in the financial statements when due.

For the year ended 31st August 2022

2. Voluntary income

	Unrestricted Funds £	Restricted Funds £	Year ended 31.08.22 Total Funds £	Year ended 31.08.21 Total Funds £
Grants	244,675	181,248	425,923	406,603
Donations	60,652	13,250	73,902	68,269
Gift Aid	5,425	-	5,425	8,880
Grants and donations	310,752	194,498	505,250	474,872
Fundraising events	45,541	-	45,541	58,093
	356,293	194,498	550,791	541,845

Grants received and due, included in the above, are as follows:

Jack Lane Charitable Trust	-	500	500	500
Leicestershire & Rutland Community Foundation	-	3,000	3,000	3,000
Buffini Chao Foundation	-	5,000	5,000	5,000
J Reginald Corah Foundation Fund	-	1,200	1,200	750
Funding from Suffolk Community Foundation through :				
Frank Jackson Foundation	-	5,000	5,000	-
Garfield Weston Foundation	40,000	-	40,000	-
The Dulverton Trust	25,000	-	25,000	-
Other	179,675	166,548	346,223	397,353
	244,675	181,248	425,923	406,603

For the year ended 31st August 2022

3. Income from other trading activities

	Unrestricted Funds	Restricted Funds	Year ended 31.08.22 Total Funds	Year ended 31.08.21 Total Funds
	£	£	£	£
Income from events: auction and ticket sales	11,647	-	11,647	-
Sales of Christmas cards	2,058	-	2,058	1,770
	13,705	-	13,705	1,770

4. Other income

	Unrestricted Funds	Restricted Funds	Year ended 31.08.22 Total Funds	Year ended 31.08.21 Total Funds
	£	£	£	£
Income received through Coronavirus Job Retention Scheme	-	-	-	1,215

5. Charitable activities

	Unrestricted Funds	Restricted Funds	Year ended 31.08.22 Total Funds	Year ended 31.08.21 Total Funds
	£	£	£	£
Provision of Schoolreaders service*:				
Service delivery	72,041	155,706	227,747	141,289
Service management	13,089	27,694	40,783	38,384
Financial management	7,401	6,470	13,871	8,437
Office and other staff costs	18,768	30,804	49,572	27,915
Printing & marketing	2,388	2,671	5,059	9,840
Computer & database costs	9,252	9,856	19,108	12,668
Governance costs:				
Financial management	11,215	9,803	21,018	14,983
Insurance	848	740	1,588	1,014
	135,002	243,744	378,746	254,530

*Analysis includes allocation of support and governance costs. Service delivery includes gifts in kind of £22,898 (2021: nil).

For the year ended 31st August 2022

6. Expenditure analysis

	Raising funds	Schoolreaders service	Support	Governance	Year ended 31.08.22 Total
	£	£	£	£	£
Service delivery	79,776	214,540	18,290	-	312,606
Service management	21,989	40,783	-	-	62,772
Financial management	-	-	19,208	29,106	48,314
Office and other staff costs	6,914	46,211	4,652	-	57,777
Printing & marketing	2,554	5,059	-	-	7,613
Computer & database costs	1,469	15,328	5,233	-	22,030
Events & other fundraising costs	11,183	-	-	-	11,183
Insurance	-	-	-	2,200	2,200
	123,885	321,921	47,383	31,306	524,495
Support costs	13,164	34,219	(47,383)	-	-
Governance costs	8,700	22,606	-	(31,306)	-
Total expenditure	145,749	378,746	-	-	524,495

7. Net income

Net income is stated after charging:

	£
Depreciation	4,472
Independent Examiner fees	1,236
	5,708

8. Staff costs

The average number of employees in the year was 15 (2021 - 10).
No employees had emoluments in excess of £60,000 (2021 – none).
Total employment benefits of key management personnel were £65,901 (2021 £43,720).
Total staff costs paid in the year are as follows (2021 - £209,112):

	£
Gross salaries	299,259
Social Security costs	13,266
Pension contributions	5,950
	318,475

For the year ended 31st August 2022

9. Trustees' remuneration and benefits

There were no trustees' remuneration or other benefits for the year ended 31 August 2022 (2021 £Nil).
Trustees' expenses amounting to £Nil were paid during the year ended 31 August 2022 (2021 £Nil).

10. Tangible assets

Cost	£
At 1 September 2021	15,693
Additions	6,515
At 31 August 2022	(3,948)
	18,260
Depreciation	
At 1 September 2021	4,292
Disposals	(2,993)
Charge for the year	4,472
At 31 August 2022	5,771
Carrying Amount	
At 31st August 2022	12,489
At 31st August 2021	11,401

11. Debtors

	Unrestricted Funds	Restricted Funds	Total Funds 31.08.22	Total Funds 31.08.21
	£	£	£	£
Debtors and accrued income	10,505	1,295	11,800	45,870

For the year ended 31st August 2022

12. Reconciliation of net income (expenditure) to net cash flow from operating activities

	2022 Total Funds £	2021 Total Funds £
Net income/(expenditure)	40,341	180,300
Adjustments for:		
Depreciation charges	4,472	2,231
Loss/(profit) on disposal of fixed assets	955	346
Interest	(340)	(43)
(Increase)/decrease in stock	(1,467)	(2,096)
(Increase)/decrease in debtors	34,070	99,279
Increase/(decrease) in creditors	(5,496)	(6,649)
Net cash provided by/(used in) operating activities	**72,535**	273,368

Analysis of cash and cash equivalents

	2022 Total Funds £	2021 Total Funds £
Cash in hand	624,697	558,337
Total cash and cash equivalents	**624,697**	558,337

13. Creditors: amounts falling due within one year

	Unrestricted Funds £	Restricted Funds £	Total Funds 31.08.22 £	Total Funds 31.08.21 £
Creditors and accruals	7,665	9,479	17,144	22,640

For the year ended 31st August 2022

14. Movement in funds

	At 31.08.21 £	Net movement in funds £	At 31.08.22 £
Unrestricted funds			
General fund	424,709	121,319	546,028
Restricted funds			
Total	170,355	(80,978)	89,377
TOTAL FUNDS	595,064	40,341	635,405

Net movement in funds, included in the above, are as follows:

	Balance at 31.08.21 £	Income £	Expenditure £	Balance at 31.08.22 £
Unrestricted funds	424,709	370,338	(249,019)	546,028
Restricted funds:				
Bedfordshire	12,540	10,900	(13,437)	10,003
Bristol	6,719	5,500	(12,219)	-
Buckinghamshire	-	28,498	(20,272)	8,226
Cambridgeshire	-	2,250	(2,250)	-
Essex	460	15,000	(15,460)	-
Leicestershire	5,294	9,000	(12,583)	1,711
Lincolnshire	-	9,500	(9,411)	89
Norfolk	1,898	12,000	(13,898)	-
Sheffield (S Yorkshire)	-	5,350	(3,003)	2,347
Staffordshire	6,667	-	(6,667)	-
Other Counties	-	51,000	(51,000)	-
Future expansion	75,000	-	(25,000)	50,000
Staff wellbeing	807	-	(807)	-
Rent	802	8,668	(9,470)	-
County Coordinator	-	12,500	(7,664)	4,836
Operations Coordinators	60,168	24,332	(72,335)	12,165
Total restricted funds	170,355	194,498	(275,476)	89,377
TOTAL FUNDS	595,064	564,836	(524,495)	635,405

15. Related party transactions

Donations without conditions received from related parties in the year totalled £32,057 (2021 £32,148).

16. Financial commitments

Financial commitments at 31 August 2022 amounted to £19,024 (2021 £3,619).



Schoolreaders
Bedford Heights, Brickhill Drive
Bedford, MK41 7PH

www.schoolreaders.org
01234 924 111

Fair Education Alliance

Schoolreaders CIO
Registered Charity: 1159157

Registered with FUNDRAISING REGULATOR

SCHOOLREADERS

England & Wales - Charity number 1159157

Accounts

Schoolreaders
improving literacy • increasing life chances



Schoolreaders

2021 Annual Report

Report of the Trustees and Independently Examined Financial Statements for the year ended 31 August 2021 for Schoolreaders CIO

www.schoolreaders.org

Registered Charity: 1159157

Contents of the Annual Report

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Reference and Administrative Details

Registered Charity Number
1159157

Principal and Administration Office
Bedford Heights
Brickhill Drive
Bedford
MK41 7PH

Trustees
Jane Whitbread – Chair
Steven Bryan - reappointed 12/8/21
Lucinda Copeman
Alice Garnett - appointed 8/10/21
Rory Landman - appointed 12/2/21
S. Alexandra Moore - reappointed 17/10/21
Michael Scott - resigned 16/3/21
Shannan Stevenson - Vice Chair - reappointed 17/10/21

Independent Examiner
C Airey FCCA of
George Hay Partnership LLP
Chartered Accountants
Brigham House
93 High Street
Biggleswade
Bedfordshire
SG18 0LD

Bankers
Barclays Bank
1 Stanhope Gate
Mayfair
London
W1K 1AF

Governing document
Charitable Incorporated Organisation (CIO) - Foundation Registered 11 November 2014

Chair's Report

Schoolreaders has continued supporting children's reading throughout this difficult pandemic year with its core one-to-one in-school volunteer reading support programme and new delivery models developed last year to make it adaptable to the changing education environment.

The 8th year of operation for Schoolreaders started in the midst of the Covid-19 pandemic and its related impact on pupils, schools and the whole education landscape. The year has been beset with lockdowns, disrupted education, school closures, blended schooling and general uncertainty. Children have yo-yoed between home learning and being in school and often restricted into 'bubbles' to limit the spread of the virus. It has not been an easy year generally and especially for the education sector. We remain a vital additional resource, with over 10% of all primary schools across England registered with us, requesting our volunteers.

With the continued disruption to school life, our adaptations of reading support provision which consist of a remote digital volunteering option and a Storytime video library have proved invaluable. They have ensured children could receive reading support, whether in school or at home, and have enabled schools to respond swiftly with immediate access to our reading support resources.

Operations and performance

Despite the challenges, it was a successful year. At year end, 3,700 children were receiving one-to-one weekly in-school support across 266 schools and we estimate that over 20,000 children benefitted from Storytime videos both at home and in school. This compares to the 12,700 children that were receiving one-to-one in-school support at the start of the pandemic.

Where possible volunteers have been placed back into school for face-to-face support. Where not possible, our Storytime video library has been welcomed by many of our schools to support children in class and at home. Digital video one-to-one reading support has also been delivered remotely but the strong school preference has been for in-school volunteering.

A great deal of time and effort were focused on maintaining communication with our partner schools and volunteers. This allowed volunteers to be deployed back into service as soon as they were able, and ensured that schools were supported as

efficiently as possible with the appropriate form of reading support for their often-changing situation.

In addition, an extensive new volunteer recruitment drive was undertaken to ensure that we had a large resource ready to deploy into schools to help meet the enormous challenge of lost reading skills. During the year over 1,000 new volunteers had been recruited, assessed and matched to a school.

Impact and outcomes

Impact and outcomes research was once again undertaken at year end, in partnership with the Institute for Research in Education at the University of Bedfordshire. With results from over 200 partner schools and 1,000 volunteers we established that the demand for Schoolreaders' volunteer reading help in schools has increased significantly. 89% of respondent schools stated the increased need and the average number of volunteers being requested by each partner school is now 5, versus 4 pre-pandemic. There is also a shift towards volunteers being deployed amongst more of the later primary year groups, demonstrating the loss of reading skills and the need for more reading catch-up.

We saw the highest ever scores in our volunteers' impact on children's reading fluency (91%) and reading confidence (95%). The results also indicated that nearly half of the children supported by our Schoolreaders volunteers are disadvantaged, as categorised through public data.

Disadvantaged children

The greatest impact of Covid-19 on education, relevant to Schoolreaders, is the stark outcome of the increase in the disadvantage gap due to education disruption. Many disadvantaged children were further disadvantaged in home learning due to digital poverty and environmental factors. An Education Endowment Foundation study* found that the attainment gap between disadvantaged and non-disadvantaged pupils is now seven months for both reading and maths amongst Year 2 pupils.

Pre-pandemic, there was already a crisis in children leaving primary school not reading properly, with 1 in 4 children not meeting the expected standard. Children unable to read properly when transitioning to secondary school cannot access their secondary schooling properly, which has life-long implications.

*Impact of School Closures and subsequent support strategies on attainment and socio-emotional wellbeing in Key Stage 1 – December 2021

Schoolreaders has always prioritised supporting disadvantaged children. This coming year there will be an even stronger shift and more focus on reaching these children. They urgently need additional support in learning to read - the gateway to future learning - to prevent the pandemic having a lifelong negative legacy.

Resource

Having tightened all belts and stopped staff recruitment for eighteen months we ended the year recruiting additional team members to meet our increased demands. We will be starting the new school year in a strong position, with an unprecedented need for our service and a stronger structure and corporate resource. We have retained all staff during the year and have made it a priority to monitor our staff and volunteer welfare throughout this challenging environment.

Covid-19 could produce further disruption to education and our operation in the year ahead. There is still uncertainty, however we have systems and plans to identify challenges and opportunities and to respond quickly.

Finance

Income for the year was £544,873 (£505,883 in 2020) and expenditure was £364,573 (£309,716 in 2020). The income includes £35,000 of future funding commitments for 2021 and 2022. The surplus funds from this year result from a freeze on growth, negotiated temporary cost reduction and our funders' continued commitment. This is enabling us to ramp up our service and reach more children as schools open. Free reserves represent 7.3 months of budgeted operating costs for 2021/22, which is in line with the reserves policy of 6 to 9 months.

Thank you

Schoolreaders improves literacy and access to learning for primary school children. Schoolreaders can only operate due to the partnership with its stakeholders who provide a variety of resources, be it time, expertise or funding. Thanks to these partnerships the operation can provide hope and continue changing the life opportunities of thousands of children.

I would like to express deep gratitude to our funding partners. Many funders, be it individuals, grant makers or corporate partners, have increased support both in value and long-term commitment in response to the challenges of this pandemic year. Many of our funders have supported us for several years and we are truly thankful. This long-term support enables us to plan ahead with security and sustainability.

Our staff team successfully adapted to a full year of working from home. It is likely that there will be some degree of hybrid working in the year ahead. Thank you to our adaptable, skilled and committed team of staff for all of their efforts this year in difficult circumstances.

We are extremely fortunate to have so many dedicated volunteers at different levels of the organisation. This enables us to be extremely cost-effective. Our staff to volunteer ratio is 1:200. Our core volunteers - our Schoolreaders - who provide the reading support to children are the heart of the charity. Their time, commitment and care for what they do continually inspires. We are inundated with thanks from our partner schools for all that they do.

I would also like to thank our management and governance volunteers. Again, we are extremely fortunate to have attracted expertise of the highest calibre in our board of trustees, county management teams and special advisors to help guide and steer the charity. Thank you to all of you for your generous giving of time, and for bringing your skills to bear to help us provide a 'best in class' service.

The future

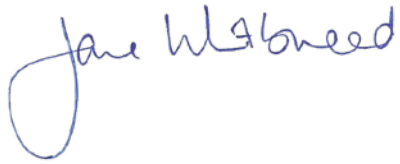
There is an increased and enormous need for reading support for primary age children, particularly disadvantaged children. The proven, simple and scalable model of Schoolreaders has enabled the charity to address this challenge cost-effectively and with significant impact. The adaptations and variety of our reading support provisions means that we can support children's reading, whatever the changing education landscape. The need for children's reading support is with us for the long-term. Our 3-5 year plan includes growing the breadth and depth of our service provision to reach an even wider range of disadvantaged children.

This need, plus the ongoing recruitment of significant numbers of new volunteers - on top of the existing bank of volunteers - means that Schoolreaders can step up to the challenge and provide thousands more children with vital reading support.

With no significant new disruptions, I believe that our operating model and systems, and our responses to Covid-19 challenges over the past year, puts us in the position to reach our short-term target of providing 12,000 children with one-to-one weekly face-to-face reading support by the end of the new school year, and to raise £645,000 in order to achieve this.

Schoolreaders remains unique as the only literacy charity providing volunteer in-school reading support to primary schools across the nation, for free.

One of our challenges is to grow the charity at a rate and scale that is sustainable and secure. We are confident that we have the governance, strategy, support and controls to make this happen.



Jane Whitbread
Chair of Trustees

March 2022

"During the previous lockdown, we found that the gap between some groups of pupils had widened, whether down to lack of access to technology or lack of confidence and the uncertainty of knowing how best to support children. Apart from rebuilding the emotional wellbeing of our pupils when schools reopen, our priority throughout the school is reading. We passionately believe that teaching children to read is one of our core purposes and reading culture links directly to children's attainment. One element of this is developing a love of reading or 'reading for pleasure' and this is where the Schoolreaders volunteers come into their own." - Partner School

The trustees present their report with the financial statements of the charity for the year ended 31st August 2021. The trustees have adopted the provisions and exemptions of the second edition of the Statement of Recommended Practice (SORP) 'Accounting and Reporting by Charities' issued in October 2019. The reference and administrative details on page 1 form part of this report.

Objectives and activities

Our vision is that every child should be given the opportunity to learn to read well. Without reading skills, a child is denied the gateway to learning and life opportunities are diminished. Even before the disruption to education caused by the current pandemic, 1 in 4 children* were leaving primary school in England not reading to the expected level. This concerning statistic has worsened this year. Children who cannot read properly on entering secondary school cannot access their education properly and may be disadvantaged for life.

One of the reasons behind the poor literacy of many primary aged children is the lack of opportunity for reading support at home, and also sometimes at school. For the past eight years, Schoolreaders has been placing volunteers into primary schools to listen to children read. Volunteers are assessed, interviewed and equipped for this role. The scheme is unique in being the only volunteer reading support scheme in primary schools operating across the nation that is free to schools. The service is free in order to ensure that reading support is available to all children.

The scheme is proven to be simple, effective, cost-efficient, easy to roll out and scale-up. Over 10% of primary schools in England are registered with Schoolreaders.

This year reading support for children is needed more than ever, due to the many children falling behind during school closures. Children who were already disadvantaged have been affected the most during school disruption and need reading catch-up support to prevent them falling even further behind.

Last year, at the start of the pandemic, Schoolreaders swiftly adapted its reading support provision when face-to-face volunteering had to pause in order to continue providing children with reading support both at school and for the first time at home. This has been further developed with digital adaptations so that children can continue receiving support, whether in school or at home. Schools can have immediate access to this resource if they need to send home individual children/classes/the whole school.

*National curriculum assessments at Key Stage 2 in England, 2019 (provisional), www.gov.uk, updated 13th December 2019, Department for Education

Schoolreaders offers three forms of reading support:

Face-to-face volunteering

Volunteers listen to children read in school on a one-to-one basis every week. Volunteers are recruited from the local community for a minimum period of one year and are interviewed, assessed, equipped and placed in the local primary school where their help is most needed. Priority is given to providing volunteers in areas of disadvantage. The model is simple, cost-effective and free to schools. All primary schools can access this support and every child has the opportunity to benefit.



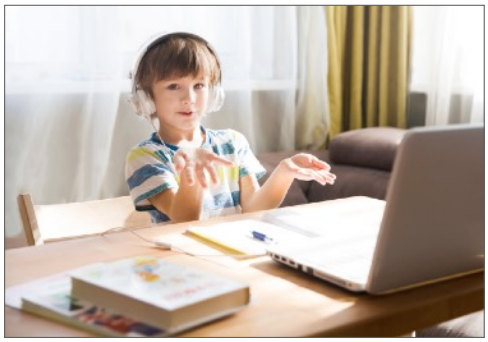
All of our volunteers complete an application form and are then interviewed through a Safer Recruitment process, with expert consultants on hand for any advice. Our partner schools undertake an enhanced DBS check on each new volunteer. Safeguarding is our topmost priority and all new volunteers are required to comply with their school's safeguarding process as well as undertaking the Schoolreaders supplementary safeguarding online course. The school provides the volunteer with appropriate guidance, training and safeguarding information relevant to the age and needs of the children that they will be helping. Our volunteers also have access to our online training resources which include: 'best practice' guidance in supporting children's reading at Key Stage 1 and Key Stage 2 including additional resources such as phonics training.

Each school decides how to deploy their volunteers, which children will be supported, and the frequency and length of the reading support sessions, as every school has different needs.

We continue to support both our school partners and volunteers as their partnership progresses. Everybody benefits from the Schoolreaders scheme: the children, the school, the volunteer, the community and ultimately society.

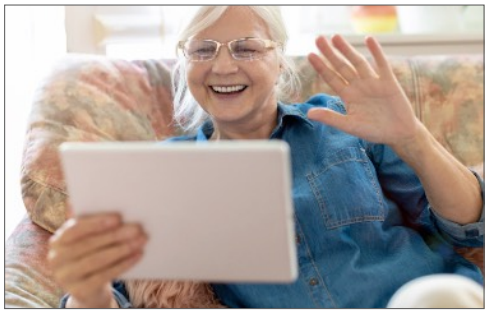
Digital volunteering

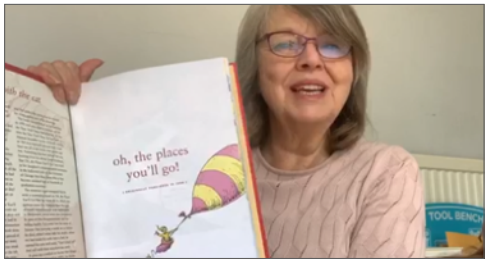
Following successful pilots over the summer, digital volunteering guidance was offered and rolled out as appropriate during the autumn of 2020. Volunteers continue to provide remote online reading support to children in schools as a back-up option to our face-to-face support when volunteers are unable physically to attend the school. The volunteer supports a child in school via video-link.



Storytime

Storytime was launched just over a year ago in order to provide widescale reading support to children who were either at home due to school closures or as an additional resource in school. It was extremely successful with over 20,000 children engaging in the year and is now an ongoing part of our reading support provision. Schools can access our video library of Schoolreaders volunteers reading popular children's stories. The videos engage children 'virtually' and encourage reading and reading enjoyment. This is achieved with the kind permission of the publishers. The library also includes a section of subtitled stories that further help some children and are an aid for deaf children.





Schoolreaders Storytime!

Achievement and performance

Schoolreaders volunteers were in great demand prior to the pandemic, helping to address poor literacy for many primary school children. This year, which has been a full year of 'living with the pandemic' with all its associated disruption particularly on education and children's learning, has resulted in an even greater need and demand for our service. In response there has been an increase in new volunteers offering their time to help children catch up on reading skills. It seems that there is a move, possibly resultant from the pandemic, that some individuals who had not considered volunteering before are now keen to donate their time and skills to help their communities.

It has not been an easy year due to the frequently changing educational landscape, with schools having to close to all but the children of key workers and vulnerable children on two occasions. Whole class bubbles were also sent home to isolate to try and prevent spread of the virus, and there was high staff absence due to Covid. As a result, Schoolreaders has been in regular communication with all of our schools and volunteers to react and adapt our reading provision as necessary as the situation changed. This has been very time-consuming but worthwhile as we have retained the vast majority of our 1,270 volunteers who had been providing in-school support and we have more than 1,000 new volunteers matched and ready to start once the situation allows.

As well as the school environment frequently changing, many of our volunteers' situations were also fluid depending on their vaccination status and willingness physically to attend their school. Whilst this has taken a great deal more management and co-ordination than in previous years, it has been extremely valuable as we have ended the year supporting 3,700 children across 266 primary schools with in-school, face-to face support each week. We have also provided remote digital volunteering support as a back-up option where in-school volunteering was not possible. A further 20,000+ children benefitted from reading support via our Storytime video library. This is an exceptional achievement considering the circumstances and we are very proud to have been able to help so many children catch up on lost reading skills this year.

Schoolreaders is in a strong position to scale-up and provide more children with the support they need to be able to read well and access their learning.

Key facts

10% of schools registered

In many counties more than 25% of primary schools are registered with us, and in two counties over 50% of primary schools are registered with us

An average participating school is now requesting **25%** more volunteers from Schoolreaders

31% of our volunteers have previously worked in school as a headteacher/ teacher/governor

Schoolreaders volunteer support has been shown (as established pre-pandemic) to increase the reading age of 95% of the children that they support. 58% of the children improved their reading age by 3-6+ months and 37% by 1-3 months above the expected reading age improvement over the period supported

77% of our volunteers felt they themselves had benefitted from being able to make a difference to the lives of others

99% of schools rated Storytime resource (adaptation to pandemic school closures) as good-excellent

3,700 children are supported with one-to-one weekly in-school reading support, plus an estimated 20,000 children are supported through our Storytime video library

Each school asks for **5** volunteers on average

89% of schools state that Schoolreaders volunteers are more needed than pre-pandemic

99% of Schoolreaders volunteers would recommend volunteering with Schoolreaders to someone else

Schoolreaders School Survey 2021, conducted in partnership with the Institute for Research in Education at the University of Bedfordshire

Performance against 2020 objectives

Objective	Performance
To reach 15,000 children by August 2021	We estimate over 24,000 children were supported across the reading provisions. Over 3,700 children received one-to-one weekly face-to-face support in school. (In addition more children were reached with the digital alternative when in school volunteering wasn't possible). Over 20,000 children received Storytime reading support.
Conduct a survey amongst our volunteers and schools to find out their individual needs, limitations and plans.	This was completed in September 2020. Over 400 volunteers and over 100 schools completed the survey which provided us with the understanding of how to proceed in re-deploying our volunteers and which type of provision was suitable for each school.
Keep in individual contact with our 1,290 Schoolreaders volunteers who had to pause their in-school volunteering due to Covid-19 and liaise with them and their school regarding a potential return to school.	Communications with our paused volunteers was a priority. We continued to provide them with support through regular group and individual communications, including volunteer coffee mornings on Zoom which were very popular. We mediated between volunteers and schools to ensure returns to school were maximised.
Keep in individual contact with our 686 primary schools that had in-school volunteers prior to Covid-19, in order to monitor their position regarding the return of their volunteers.	Regular group and individual communications were undertaken with our schools. This was very time-consuming but necessary in order to respond as soon as possible with relevant reading support in each individual school's case.
Communicate regularly with the further 900 primary schools who have requested our volunteers and undertake strategic volunteer recruitment around these schools.	Regular communications were undertaken and a large number of these schools took up our Storytime video library offering.
Undertake a large volunteer recruitment campaign in order to increase our 'bank' of ready and willing volunteers that are matched to schools and will be ready to start as soon as the situation allows.	We recruited over 1,000 new volunteers who are matched to a school and ready to start. Many other new volunteers are in the process of being on-boarded.

Objective	Performance
To develop digital initiatives to complement in-school support	Two digital initiatives were developed. Digital remote one-to-one volunteering where in-school volunteering was not possible. Storytime video library providing reading support to children both in school and at home.
Further develop our digital volunteering scheme where volunteers at home listen to children read in school.	This was offered to schools. In the cases where it was taken up, schools found it highly effective. In our end of year survey, however, 99% of school respondents valued face-to-face volunteering as their preference and as more effective.
Develop the Schoolreaders Storytime Library with new video stories read by Schoolreaders volunteers and make them available to our 1,600 registered primary schools. These will be available for use both as an in-school resource and for children at home.	Storytime was an enormous success this year with over 20,000 children benefitting from it in school and at home. It is the closest alternative to one-to-one physical support that we can provide to children at home. We received a multitude of thanks from schools and parents for the help that this provided. New stories read by Schoolreaders volunteers, as well as readings from authors and celebrities, were sent to all partner schools during school closures every week. We also partnered with the Theatre Royal Haymarket who organised video recordings of young actors reading a range of children's books. In addition, to aid struggling readers and those with hearing problems, we created video stories with subtitles and a dedicated section on the portal. *"Please can we share heartfelt thanks for the effort your volunteers made during the pandemic to keep stories alive through video. Our teaching staff have read our children stories via video daily, but we have also encouraged families to watch your team of amazing storytellers bring books to life. Allowing young children to tune into the voices of a range of people and hear the diversity of dialect and richness of language has been wonderful."* - Schoolreaders Partner School
Develop an online learning platform to complement the training that volunteers receive in school and further enhance their impact on the children they support.	A new e-learning platform was launched in March 2021 to supplement training received in school. The first course on safeguarding, developed in conjunction with specialist advisors, has been well received. Further courses are in development to ensure the greatest impact of volunteers.

Objective	Performance
To increase management support as part of recovery plans and review long-term strategy	Both Trustees and Senior Management met more frequently and reviewed the fast-changing situation in schools, strategy and risks.
The Trustees and senior management team will continue to meet more frequently than in pre Covid-19 times in order to monitor the situation and to help steer any adaptations necessary.	The Trustees met at least bi-monthly.
We will provide regular team-building on-line sessions to keep our staff and volunteer teams cohesive, focused and motivated.	The operation was run with home working for the whole year, in line with government guidance. Our model enables this to work effectively, however once guidelines allow, we will return to the office, probably with some hybrid working. Staff well-being was a high priority and line managers monitored this closely. Where home situations were affected by the virus or school-closures we were able to offer some flexibility for staff to cope with this.
We will revisit our strategic long-term planning in light of Covid-19 and ascertain future plans based on a number of back-to-school scenarios.	Short- to medium-term planning has been a top priority this year due to the frequently changing situation. Strategies for different scenarios were drawn up. These will be used next year to review the 3-5 year corporate strategic plan.

Objective	Performance
To develop our fundraising strategy and ensure a financially sustainable model	A strategy was developed in order to be able to respond quickly to any scenarios negatively affecting funding e.g. fundraising events were unable to be held in person. Alternative funding plans were made such as our first digital fundraising campaign which was extremely successful. Income for the year exceeded budget and a number of new multi-year funding commitments were received, increasing sustainability.

Table continues on following page

Objective	Performance
Table continued from previous page	
Continue to operate on a very lean structure in order to minimise costs, limiting recruitment and growth plans for this year.	The Schoolreaders simple model, lean structure and use of digital technology, meant that overheads and operating costs were kept to a bare minimum. In addition costs were cut through negotiation e.g. office rental.
Review fundraising strategy in light of Covid-19 limitations on certain fundraising opportunities, such as online fundraising campaigns and donations.	The strategy was reviewed to protect both this year's income and future funding. Our first digital fundraising campaign - Race For Reading - took place. The campaign was extremely successful, attracting excellent corporate sponsorship, celebrity endorsement and raised over £40,000.
Continue to build reserves in line with the new reserves policy which has been revised to ensure even greater resilience in the current unprecedented times.	Free reserves were increased to 7.3 months of operating costs, in line with the reserves policy of 6-9 months.
Maintain contact and keep our supporter base informed of the changing situation and our responses in order to keep supporting children's reading.	Supporters were informed of our adaptations and any changes to our provision.

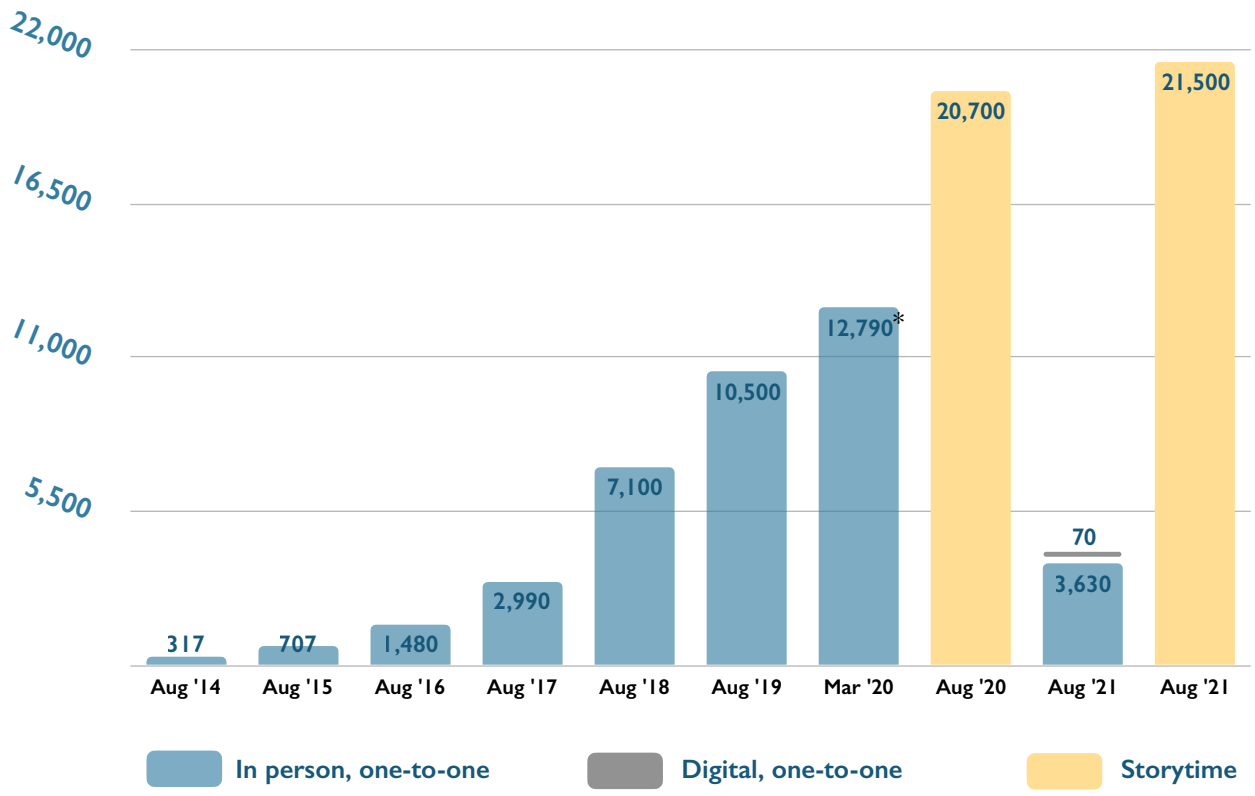
Objective	Performance
To collaborate with other organisations to ensure the greatest impact of our service	Schoolreaders joined the Fair Education Alliance, which has members across all sectors of education, and attended webinars and their annual meeting and network events. In addition, meetings were regularly held with other stakeholders in the primary education sector.
Liaise with other literacy charities and education-related bodies to ensure a joined-up response and combine resource where possible.	Bimonthly group meetings were held with other literacy charities. This ensured sharing of information and best practice.
Continue to carry out research into the impact of our service in partnership with the Institute of Research in Education at the University of Bedfordshire in order to develop the Schoolreaders model and inform future strategy.	Our annual end of year survey with the Institute of Research in Education was conducted successfully with over 1,000 volunteer respondents and over 200 school respondents.

Impact and outcomes

Impact and outcomes are measured every year in partnership with the Institute for Research in Education in order to establish effectiveness of the provision and inform developments.

The need for and success of the Schoolreaders model is demonstrated in the graph below, showing the number of children benefitting from reading support over the past eight years. Despite the difficulty in providing physical in-school support this year, the adaptations of our model last year, in response to the challenges of the pandemic, have enabled us to reach more than 24,000 children with reading support through a combination of in-school, digital and Schoolreaders Storytime provision.

Number of children provided with reading support by Schoolreaders In-school, digital and Storytime support:

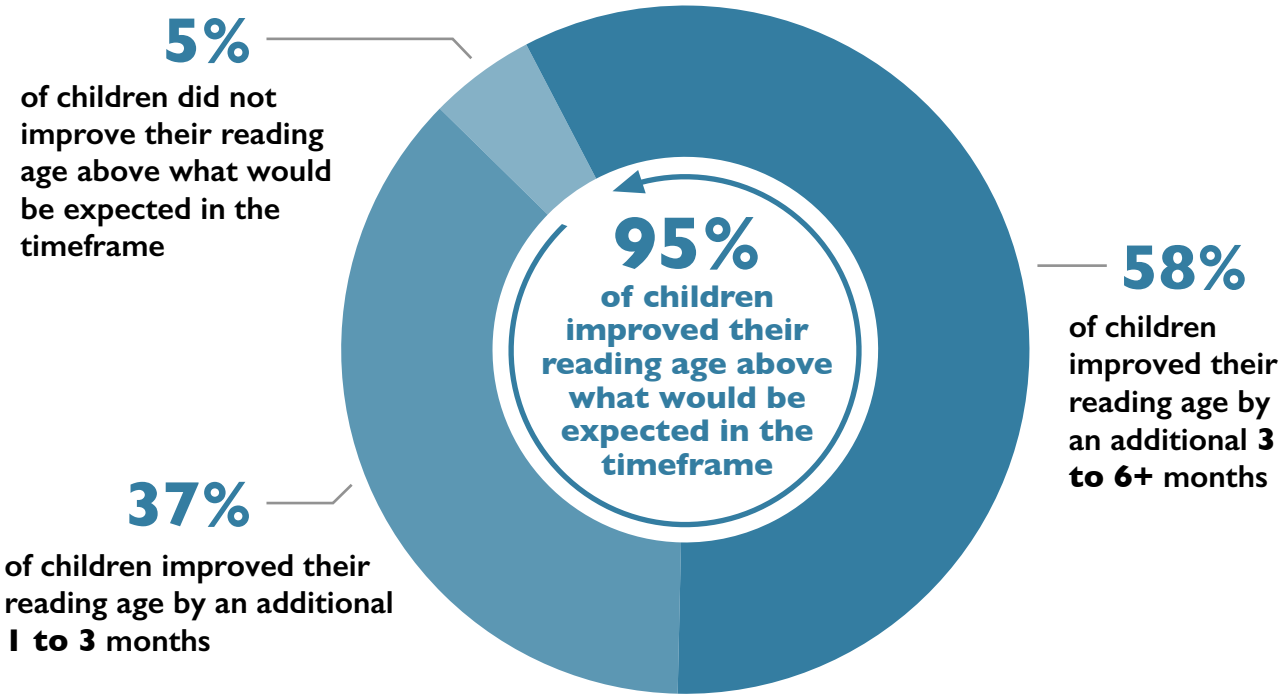


* at point of lockdown, and with schools closed for remainder of the year

Reading age improvement

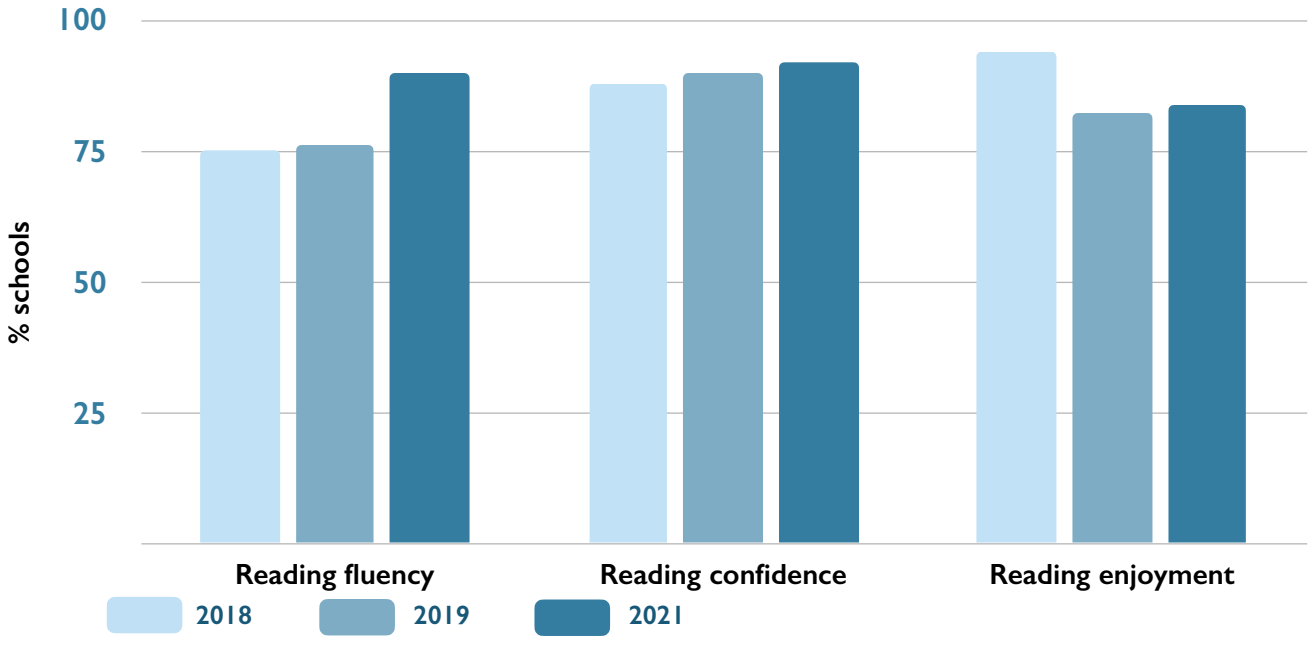
With respect to the impact of the Schoolreaders volunteers on specific reading performance, pre-pandemic research (reflected in the pie-chart on the following page) showed that 95% of children improved their reading age as a direct result of the Schoolreaders provision. 58% of children improved by 3-6+ months and 37% improved by 1-3 months over and above their expected improvement.

Reading-age improvement



Other reading performance indicators

In addition to reading age, other key reading performance indicators were assessed. The highest ever scores for an improvement in reading fluency (91%) and reading confidence (95%) were recorded and high levels for reading enjoyment (87%). These can be seen in comparison to previous years in the graph below.



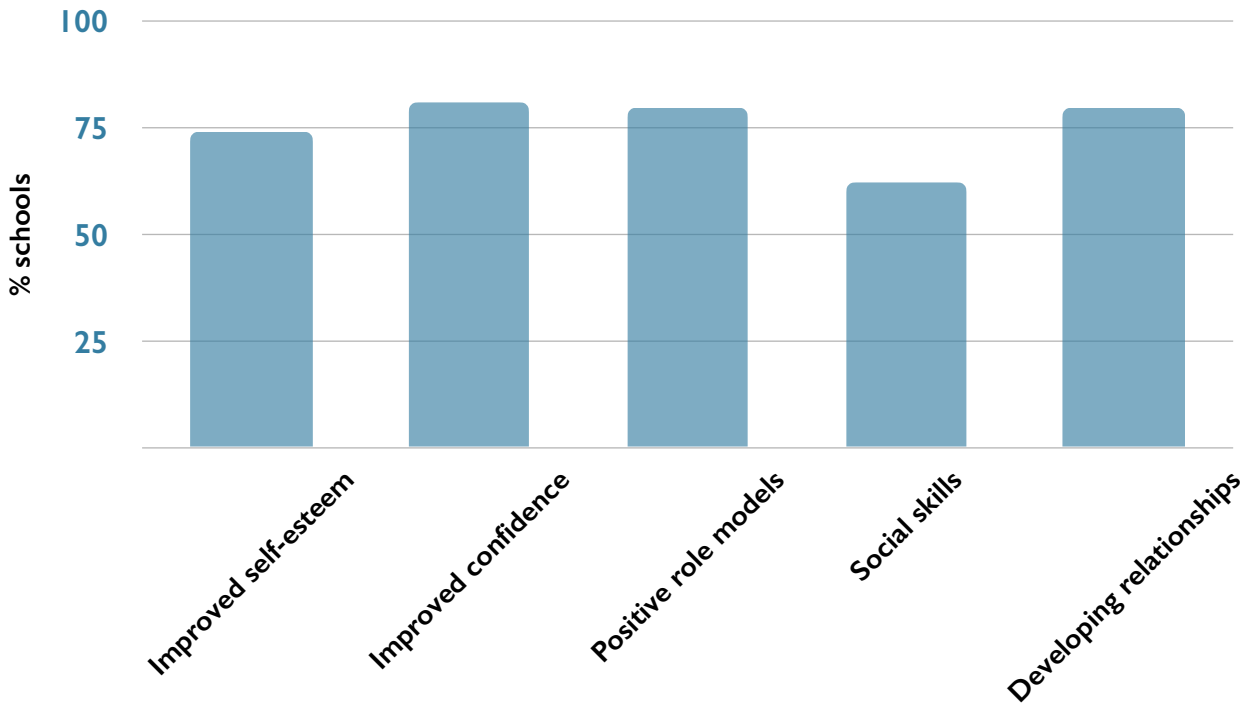
No data available for 2020

Additional benefits

In addition to reading improvement, schools report a number of significant secondary benefits to the children supported by a Schoolreaders volunteer such as improved self-esteem, confidence, social skills and relationship building. They also report the importance of our volunteers as role models. After this disrupted year, the stability of having an adult on a supportive one-to-one basis is proving even more valuable to many children than in previous years. The fact that the volunteer has chosen to support the child voluntarily is also reported as having a positive effect.

State of Primary School Reading Survey 2021

Additional benefits of Schoolreaders volunteers to children



Benefits to volunteers

Everyone wins in the Schoolreaders model: the children, schools, society generally and also our volunteers who report many personal benefits as a result of their volunteering. Respondents in our 2021 research reported that:

99% of volunteers would recommend becoming a Schoolreaders volunteer
77% report a positive outcome in being able to make a difference to the lives of others
47% felt an increased sense of wellbeing as a result of their volunteering
41% felt more part of their local community
89% rated their experience in school as good or excellent.

School quotes

During the pandemic it has been our experience that writing has been most negatively impacted. Writing progress is directly linked with the reading as you need to read to be able to write. This is because parents struggle to support children with the different writing elements especially in an inner city school where parents' education is varied. In reading it's the fluency which has been negatively affected especially further down school as many children didn't read to adults in lockdown. We have also found that our disadvantaged children, who already have bigger gaps, have fallen further behind as they didn't engage in home learning.

- Partner School, West Yorkshire

We are desperate for any type of help. We would love in person however online would be greatly welcomed if that is all you can offer at the moment. We are a large school with children who are not always able to be heard to read at home as our EAL percentage is extremely high.

- Partner School, London



The Schoolreaders volunteer we have is really high quality with a broad and deep level of education and experience. This is really useful for us as it increases the diversity of the volunteers and staff we use to support reading, and there are benefits to having this calibre of recruit in school in terms of exposing the older children to someone with a different but equally successful career path who isn't a teacher.

- Partner School, Norfolk

The Schoolreaders Service has been invaluable in our school, and we have used it to help disadvantaged children, ensuring they have the opportunity to read outside of usual curriculum time. This has fed directly into improved ability with both reading and writing. The volunteers are well chosen and dedicated. The Schoolreaders scheme makes a significant difference to the education of our children.

- Partner School, Hertfordshire

Schoolreaders has been excellent and we are so grateful to them and the volunteers. They have really contributed to the reading within our school. We hope to further our positive and productive relationship with Schoolreaders into the future. We are more than happy to welcome more volunteers to our school especially given the lockdown and children's drop in reading ability.

- Partner School, Dorset

The [Schoolreaders] scheme is fantastic. For some children who lack positive role models out of school or a broad experience then the volunteers provide so much more than just the reading. Their support this year has been invaluable.

- Partner School, Essex

Volunteer quotes

It is a joy to be part of the school and to feel the vitality of those little souls, who seem so pleased to see me each week. One of the six year olds I help has hearing difficulties and has to wear hearing aids, which she clearly is a bit self conscious about, however I too have hearing aids and when I simply pulled mine out to show her that I understood and despite a 70 year difference in age we shared the same problem, following which she was completely relaxed and really tried very hard. To be 'high-fived' by her after one really good session was a simply unequalled pleasure.

- Volunteer Northamptonshire

My experience has all been positive, great help from the School and especially the class T.A. I think my experience with special education has helped as along with the class T.A. we have identified children who have struggled that bit more, enabling us to work closer with these children.

- Volunteer, Hertfordshire

I was concerned when asking children to come out of class to read they would be stigmatised/ embarrassed or teased by other children. To my delight it has been received as a positive thing and children, not on my regular list, often ask if they can come and read to me.

- Volunteer, Hampshire

It's a joy and privilege to be helping our young ones with the basic foundations of learning and to foster a love of books and reading. Hopefully, this will enable a wider achievement in learning too. Most of all it's lovely and rewarding to see the children gain confidence and have a go at some new words and so lose any fear of 'getting it wrong'. I try and make it fun and relaxing.

- Volunteer, Northamptonshire

I have loved the experience ... They have been so welcoming and the children have been keen to come to the sessions. I have been able to see the improvement in some of the children's reading fluency, comprehension and confidence. I have been especially pleased that different children have been volunteering to come to the reading sessions as they have seen how their peers have enjoyed them.

- Volunteer, Derbyshire

I think the selected children benefitted with a bit of 1-to-1 time. They were able to talk about issues related to reading matter and they became more confident at discussing emotions and issues we discovered in the stories. Comprehension is a big thing. Most can rote read, but a few have no real understanding of the big picture.

- Volunteer, Bedfordshire

I was very keen to start this volunteering ... However, I was not ready for the huge lift this role has given me. The children are so nice and so funny... I make sure I give loads of praise and help them in a timely manner - not too soon, encouraging them to 'sound out', but not leaving them to struggle. I am disabled and have had to retire 15 years early. I have found a role; I am useful once again.

- Volunteer, Lincolnshire

It has been wonderful - it is so rewarding to make an impact in such a small way on children's education but also their passion for learning and creativity.

- Volunteer, Hampshire

Support from our donors and funders

Individual donors:



> Literacy is the key foundation stone of education for every child in the country and Schoolreaders are a superb charity that supports volunteers going into schools to help young children to read. The reason I like Schoolreaders particularly is that good schools have very much a community focused emphasis and Schoolreaders is one of those great community initiatives where members of the community can get involved in schools, help children to read and that in turn helps the life chances of all those children.
>
> - Individual Supporter

> I am proud to be a committed supporter of Schoolreaders. They make a huge difference to the lives of so many children.
>
> - Regular Donor

Trusts:

> I am passionate about literacy, ever since I became aware that a cleaner in the NHS Trust where I worked could not read or write. Having recently read a book about the prison system, I was horrified by the high levels of illiteracy among offenders. I am so impressed by the work that you do, in such a cost-effective way.
>
> - Trustee of a charitable trust



> MK Community Foundation are proud to support a group that give young people the opportunity to learn and develop. This has become particularly important since the pandemic began. Schoolreaders help support issues that have come to our attention through our Vital Signs research around education and children's mental health. Department for Education figures show that in 2020, more than 200,000 days of face-to-face teaching were missed in the autumn term alone, due to young people having to isolate or shield. Thank you to Schoolreaders for the amazing work you do.
>
> - Philanthropy Manager of a local community foundation

> The ability to read is fundamental to a child's progress and understanding. We support Schoolreaders because this charity is providing children with the chance to improve their future prospects and increase their opportunities in life by learning to read.
>
> - Educational Trust

Companies:

> Race for Reading was a great event and really well organised. It was fantastic to take part in something so fun that also raised money to directly help improve children's literacy.
>
> - Maths Circle Ltd, Creators of Times Tables Rockstars and NumBots

> We were delighted to sponsor RACE FOR READING in 2021. Improving reading skills is key to bringing important social and economic benefits to the communities in which we own logistics buildings. As a partner to Schoolreaders charity, we have seen first-hand the extent to which they are playing an integral role in helping to achieve that, and improving the long-term prospects of many of the UK's most disadvantaged children.
>
> - Colin Godfrey – CEO, Fund Management, Tritax Big Box

With thanks to:

The Rank Foundation Covid19 Recovery Fund

The Linder Foundation

Heart of Bucks Community Foundation for Buckinghamshire

The Buffini Chao Foundation
For Leicestershire

The Worshipful Company of Grocers

The J Reginald Corah Foundation Fund
For Leicestershire and Rutland

The Harpur Trust
For Bedford Borough

Maths Circle Ltd
Creators of Times Tables Rockstars and NumBots

Tritax Big Box

Funding from Essex Community Foundation
Through the Chrysalis Fund

The Jack Lane Charitable Trust
For work in North Wiltshire and South Gloucestershire

Milton Keynes Community Foundation
This work has been supported by funding from MK Community Foundation

Funding from Suffolk Community Foundation
Through
- The Suffolk Coronavirus Community Fund
- The Acorn Fund
- The Birketts Fund

The National Lottery Community Fund
Funding from the Coronavirus Community Support Fund, distributed by The National Lottery Community Fund, has helped us to support children's reading. Thanks to the Government for making this possible.

HM Government | In partnership with THE NATIONAL LOTTERY COMMUNITY FUND

The Leicestershire and Rutland Community Foundation
Through
- The Wesleyan Foundation
- The Leicestershire Fund

Public benefit

The trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit and have complied with the Charities Act 2011 in determining the activities planned by the charity.

1. The objectives of the charity are clear: to advance education by providing and assisting the provision of literacy support in such ways as the charity trustees think fit, including the provision of volunteers to primary schools to listen to pupils read and encourage their reading skills.

2. All aims and activities undertaken are intended to further Schoolreaders' charitable objectives.

3. The people who receive support are entitled to do so according to the criteria set out in the charity's objectives. All of Schoolreaders' work is focused on its target beneficiaries: children.

Plans for 2021-2022

The significantly increased need for reading support for many primary school children who have now experienced eighteen months of disrupted education due to the pandemic provides Schoolreaders with the challenge to meet these needs in an effective and practical way. The disproportionate negative impact of disrupted education on children who were already disadvantaged, has resulted in a strategic focus towards providing our reading support to these doubly-disadvantaged children.

Schoolreaders has always prioritised schools and children in disadvantaged areas. However, this focus is going to be more acute in the year ahead. New school invitations to join the scheme will be targeted at those schools with more than 25% of children on Free School Meals and in the most deprived areas. Volunteer recruitment will reflect this and concentrate on securing volunteers to support these most disadvantaged children. It is understood that this will involve more time and therefore cost per child, but this is where the greatest need lies. We intend to reach these children and support their reading before the legacy of Covid becomes a lifelong one.

Objectives for the year ahead are as follows:

To remain responsive to any variations in the education landscape caused by the pandemic, to ensure that reading support can continue to be delivered either in school, digitally or via Schoolreaders Storytime.

- Monitor external factors that could impact primary school education.
- Monitor changes in primary school education and adapt our provision if necessary.

To retain safeguarding as a top priority of the organisation.

- Safeguarding will remain as a fixed agenda item and be reported on at every senior management, trustee and education and safeguarding advisory group meeting.

To provide 12,000 children with weekly one-to-one in-school reading support by August 2022 and prioritise the most disadvantaged children.

- Implement a new focused deprivation strategy in order to prioritise those schools and children with greatest need.
- Focus volunteer recruitment to supply volunteers to the targeted schools.
- Devise further strategies to encourage key targeted schools to partner with the scheme.
- Increase awareness of the Schoolreaders name, provision, position and value in the education charity sector.
- Expand our volunteering resource. This should be assisted by the Covid related increase in the number of people volunteering to help their local community.
- Continue to focus on volunteer and staff well-being.

To maintain an effective, practical reading support provision.

- Continue to develop operations systems and processes to further improve scheme efficiencies against targets.
- Retain the three reading support provisions: face-to-face one-to-one reading support in school; one-to-one digital volunteering provided remotely to a child in school; and Schoolreaders Storytime.
- Look for learning and partnerships.

To ensure the continued impact and effectiveness of the provision.

- Continue to carry out internal evaluation, surveys and research into the impact of our service in partnership with the Institute of Research in Education at the University of Bedfordshire, in order to further develop the Schoolreaders model and inform future strategy.
- Seek new corporate partners that will increase our reach.
- Liaise with other literacy charities and education-related bodies to ensure best practice, a joined-up response and combine resource where possible.

To develop our fundraising strategy and ensure a financially sustainable model.

- Explore new funding opportunities.
- Seek to increase long-term funding commitments.
- Carefully support and inform current funding partners.
- Continue to build reserves to remain in line with the reserves policy.

To increase the resourcing of the charity to meet the strategic plan and monitor the growth.

- To appoint an additional position in the operations department to focus on volunteer and school recruitment.
- To recruit two Senior Operations Co-ordinators.
- To undertake an IT requirements audit with external expertise.
- To appoint a Key Relationships Manager.

To review long-term strategy

- To review the 3-5 year strategic plan.
- To develop individual strategic plans to cover different possible scenarios.

Structure, governance and management

Organisation structure

The charity is governed by a board of trustees who normally meet quarterly and attend an annual strategic planning meeting with the senior management team. During this year, with the continued disruption to education and due to the fast-moving changes concerning the impact of Covid-19, trustees and senior management team met monthly. The trustees are responsible for ensuring that the charity is well-managed and operates in line with its objectives, the law and its budget. When necessary, the trustees seek advice and support from the charity's professional advisers. A trustee can hold office for a period of three years and may be re-appointed if they remain appropriately qualified for the role.

There is a senior management team of five (including a trustee and supported by a consultant) who manage and run the charity on a daily basis including: operations, education, fundraising, volunteer management, marketing and PR, finance, design and IT. There are a number of specialist advisors and sub-committees supporting the operation.

The charity is very volunteer weighted and benefits from volunteer support ranging from trustee and advisory roles to executive involvement, county-centric planning and operations, and of course our Schoolreaders volunteers, without whose commitment and time none of the operation would happen.

Schoolreaders is registered with the Fundraising Regulator and follows their Fundraising Code of Practice. Our governance and compliance processes include the protection of personal data under GDPR regulations. We are extremely grateful for all of the support we receive and treat our donors with respect, being mindful never to put undue pressure on them during our interactions. We do not undertake any cold-calling fundraising.

Key management personnel

The board considers that the CEO and senior management team are in charge of directing and operating the charity on a day-to-day basis. Salary and remuneration of key personnel is reviewed annually in line with industry benchmarking.

Recruitment and appointment of new Trustees

The identification of potential new trustees is carried out by the board, the aim being to appoint those with the appropriate expertise and experience for the charity's work. New trustees are appointed in line with the Safer Recruitment process and are thoroughly briefed on the history of the charity, the responsibilities of the trustees, current objectives, future plans and the day-to-day management.

Risk management

The trustees have identified and assessed the principal risks to which the charity may be exposed and are satisfied that there are strategies and procedures in place to monitor and mitigate these risks as far as possible.

A risk register and map is maintained, measuring the weight and likelihood of a risk occurring. In a normal year this is reviewed regularly by the senior management team and by the trustees. However, this year, during the pandemic, key risks have been reviewed on a regular basis at trustee and senior management level in order to respond to the fast-changing scenarios. Actions are taken where required to mitigate levels of risk.

The principal risks that have been identified and assessed regularly are:

- Governance and management – this considers risks associated with strategic direction, management and performance including the skills and training of the trustees.
- Operational – this looks at the risks inherent in the charity's activities, including external factors, such as the impact of the pandemic on in-school volunteering and the recruitment and management of volunteers and schools. A priority in this area is the safeguarding of children.
- Financial - this includes risks regarding budgetary control, fundraising, expenditure, cashflow and reserves.
- Laws and regulations - this looks at the risks associated with compliance and non-compliance of internal and external laws and regulations, including government policies.
- The impact of Covid-19.

Financial review

Financial summary

There was a net increase in funds for the year of £180,300 (2020 £196,167). Income for the year was £544,873 (2020 £505,883). Total expenditure for the period was £364,573 (2020 £309,716). At the end of the financial year unrestricted reserves are £424,709 (2020 £329,348). Of these, free reserves are £385,836 (2020 £239,779).

Donated services

Schoolreaders has benefitted greatly from the kindness and generosity of many people and organisations who have given their time, expertise and wisdom across a variety of disciplines and areas of operation allowing the organisation to thrive. We are extremely grateful to each and every one. Our very high volunteer to staff ratio of 200:1 means that we are able to operate in a highly cost efficient manner with low overheads. The combined value of our volunteers' time at every level of the organisation is inestimable.

Reserves policy

The trustees keep the reserves policy for the charity under review in light of its growth, future plans and financial risks. The reserves target set in 2020 is to maintain free reserves at between six and nine months' average budgeted operating costs. These reserves include only realised unrestricted reserves and therefore exclude restricted or other designated funds or grants pledged but not yet received. Free reserves at 31st August 2021 were equivalent to just over seven months' average operating costs for the forthcoming year. The decision to maintain our reserve requirements was agreed during the current uncertain times to ensure the charity has further resilience to navigate the unknown future economic landscape.

Impact of Covid-19

The pandemic of Covid-19 has continued to have a significant impact on people, organisations and societies across the world. The trustees continue to carefully monitor the situation and follow the applicable guidance issued by the UK Government and considers the charity to be well-equipped to react to future economic uncertainty due to both diligent financial planning and a robust business model.

The pandemic represents a condition existing at the balance-sheet date however the trustees continue to carefully consider the impact of this on the measurements of assets and liabilities in the financial statements and conclude that no adjustments are required.

Statement of Trustees' responsibilities

The trustees are responsible for preparing the Report of the Trustees and the financial statements in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice.

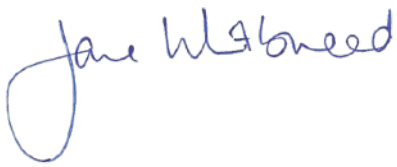
The law applicable to charities in England and Wales, the Charities Act 2011, Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed require the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charity for that period. In preparing those financial statements, the trustees are required to

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charity SORP;
- make judgements and estimates that are reasonable and prudent;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the trust deed. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charity's website.

On behalf of the Board:



Jane Whitbread, Trustee
30th March 2022

I report on the accounts for the year ended 31 August 2021 set out on pages thirty to forty-two.

Respective responsibilities of Trustees and Examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year (under Section 144(2) of the Charities Act 2011 (the Charities Act)) and that an independent examination is required.

It is my responsibility to:

- examine the accounts under Section 145 of the Charities Act
- to follow the procedures laid down in the General Directions given by the Charity Commission (under Section 145(5)(b) of the Charities Act); and
- to state whether particular matters have come to my attention.

Basis of the Independent Examiner's report

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statements below.

Independent Examiner's statement

In connection with my examination, no matter has come to my attention:

(1) which gives me reasonable cause to believe that, in any material respect, the requirements

- to keep accounting records in accordance with Section 130 of the Charities Act; and
- to prepare accounts which accord with the accounting records and to comply with the accounting requirements of the Charities Act

have not been met; or

(2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

C Airey FCCA of
George Hay Partnership LLP
Chartered Accountants
Brigham House, 93 High Street
Biggleswade, Bedfordshire
SG18 0LD

Signed: .....

Date: 12th April 2022

For the year ended 31st August 2021

	Note	2021 Unrestricted £	2021 Restricted £	Year ended 2021 Total Funds £	Year ended 2020 Total Funds £
Income					
Grants & donations	2	181,607	293,265	474,872	460,468
Fundraising events	2	48,093	10,000	58,093	33,515
Gift Aid	2	8,880	-	8,880	7,967
Interest income		43	-	43	431
Income from other trading activities	3	1,770	-	1,770	-
Other income	4	1,215	-	1,215	3,502
Total income		241,608	303,265	544,873	505,883
Expenditure					
Raising funds	5	77,637	32,406	110,043	88,422
Charitable activities	6	68,610	185,920	254,530	221,294
Total expenditure		146,247	218,326	364,573	309,716
Net income and net movement in funds for the year		95,361	84,939	180,300	196,167
Reconciliation of Funds					
Total funds brought forward		329,348	85,416	414,764	218,597
Total funds carried forward		424,709	170,355	595,064	414,764

Comparative Statement of Financial Activities

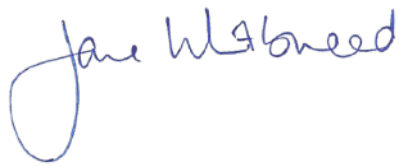
For the year ended 31st August 2020

	Note	2020 Unrestricted £	2020 Restricted £	Year ended 2020 Total Funds £	Year ended 2019 Total Funds £
Income					
Grants & donations	2	315,005	145,463	460,468	331,666
Fundraising events	2	33,515	-	33,515	1,026
Gift Aid	2	7,967	-	7,967	6,177
Interest income		431	-	431	327
Other income	3	3,502	-	3,502	-
Total income		360,420	145,463	505,883	339,196
Expenditure					
Raising funds	4	81,030	7,392	88,422	54,255
Charitable activities	5	80,375	140,919	221,294	210,546
Total expenditure		161,405	148,311	309,716	264,801
Net income and net movement in funds for the year		199,015	(2,848)	196,167	74,395
Reconciliation of Funds					
Total funds brought forward		130,333	88,264	218,597	144,202
Total funds carried forward		329,348	85,416	414,764	218,597

At 31st August 2021

	Note	2021 Unrestricted £	2021 Restricted £	2021 Total Funds £	2020 Total Funds £
Fixed assets					
Tangible fixed assets	11	11,401	-	11,401	4,569
Current assets					
Debtors	12	32,150	13,720	45,870	145,149
Stock		2,096	-	2,096	-
Cash at bank and in hand	13	388,143	170,194	558,337	294,335
		422,389	183,914	606,303	439,484
Creditors					
Amounts falling due within one year	14	9,081	13,559	22,640	29,289
Net current assets		413,308	170,355	583,663	410,195
Total assets less current liabilities		424,709	170,355	595,064	414,764
Net assets		424,709	170,355	595,064	414,764
Funds					
Unrestricted funds	15			424,709	329,348
Restricted funds	15			170,355	85,416
Total funds				595,064	414,764

The financial statements were approved by the Board of Trustees on 30th March 2022 and were signed on its behalf by:



Jane Whitbread, Trustee

For the year ended 31st August 2021

	Note	2021 Total Funds £	2020 Total Funds £
Cash flows from operating activities:			
Net cash provided by (used in) operating activities	13	273,368	142,064
		273,368	142,064
Cash flows from investing activities:			
Interest		43	431
Purchase of property, plant and equipment	11	(9,409)	(3,398)
		(9,366)	(2,967)
Change in cash and cash equivalents in reporting period		264,002	139,097
Cash and cash equivalents at the end of the reporting period		558,337	294,335

For the year ended 31st August 2021

1. Accounting Policies

Basis of preparation
The financial statements have been prepared under the historical cost convention in accordance with the Statement of Recommended Practice. The charity meets the definition of a public benefit entity under FRS 102.

Statement of compliance
The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (second edition - October 2019) (effective 1 January 2019) – (Charities SORP (FRS 102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Charities Act 2011).

Going concern
The accounts have been prepared on a going concern basis. The trustees consider there are no material uncertainties about the charity's ability to continue as a going concern and have confidence that the current operating model and reserves level retained are sufficient to mitigate the potential impact of the continuing Covid-19 situation.

Income
All income, including grant income receivable in future accounting periods, is included on the Statement of Financial Activities when the charity is entitled to the income, it is probable that it will be received, and the amount can be quantified with reasonable accuracy.

Expenditure and allocation and apportionment of costs
Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Fundraising costs are those costs attributable to generating income for the charity. The costs of charitable activities comprise all costs incurred in the pursuit of the charitable objectives of the charity. Support costs are those costs which do not relate to a single activity and have been apportioned between fundraising costs and charitable activities on a basis consistent with the use of resources.

Fund accounting
Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Tangible assets
Tangible assets are initially recorded at cost (or donated value) and are subsequently stated at cost less any accumulated depreciation and impairment losses.

Depreciation
Depreciation is calculated so as to write off the cost or valuation of an asset, less its residual value, over the useful economic life of that asset as follows:
Fixtures, fittings and equipment – 3 years straight line.

Stock
Stock is valued at the lower of cost and net realisable value.

Debtors
Debtors are recognised at their settlement amount, less any provisions for non-recoverability. Prepayments are valued at the amount prepaid. They are discounted to the present value of the future cash receipt where such discounting is material.

Cash at bank and in hand
Cash at bank and in hand represents such accounts and instruments that are available on demand or have a maturity of less than three months from the date of acquisition.

Taxation
The charity is exempt from corporation tax on its charitable activities.

Liabilities & creditors
Liabilities & creditors are recognised when the entity has an obligation to transfer economic benefits as a result of past transactions or events.

Pension costs
The Charity contributes to a defined pension contribution scheme for the benefit of its employees. Contributions are recognised in the financial statements when due.

For the year ended 31st August 2021

2. Voluntary income

	Unrestricte Funds £	Restricted Funds £	Year 31.08.21 Total Funds £	Year ended 31.08.20 Total Funds £
Grants	129,264	277,339	406,603	391,105
Donations	52,343	15,926	68,269	69,363
Grants and donations	181,607	293,265	474,872	460,468
Fundraising events	48,093	10,000	58,093	33,515
Gift Aid	8,880	-	8,880	7,967
	238,580	303,265	541,845	501,950

Grants received and due, included in the above, are as follows:

The National Lottery Community Fund	-	20,000	20,000	-
Jack Lane Charitable Trust	-	500	500	-
Leicestershire Community Foundation	-	3,000	3,000	-
Buffini Chao Foundation	-	5,000	5,000	-
The Worshipful Company of Grocers	5,000	-	5,000	-
Milton Keynes Community Foundation	-	1,500	1,500	-
The Rank Foundation	22,000	-	22,000	-
The Linder Foundation	10,000	-	10,000	-
J Reginald Corah Foundation Fund	-	750	750	-
Funding from Suffolk Community Foundation through :	-	-	-	-
- The Suffolk Coronavirus Community Fund	-	5,000	5,000	-
- The Acorn Fund	-	5,000	5,000	-
- The Birketts Fund	-	5,000	5,000	-
Funding from Essex Community Foundation through the Chrysalis Fund	-	5,000	5,000	5,000
Heart of Bucks Community Foundation	-	5,000	5,000	-
Other	92,264	221,589	313,853	386,105
	129,264	277,339	406,603	391,105

For the year ended 31st August 2021

3. Income from other trading activities

	Unrestricted Funds	Restricted Funds	Year ended 31.08.21 Total Funds	Year ended 31.08.20 Total Funds
	£	£	£	£
Sales of Christmas cards	1,770	-	1,770	-

4. Other income

	Unrestricted Funds	Restricted Funds	Year ended 31.08.21 Total Funds	Year ended 31.08.20 Total Funds
	£	£	£	£
Income received through Coronavirus Job Retention Scheme	1,215	-	1,215	3,502

5. Raising funds

	Unrestricted Funds	Restricted Funds	Year ended 31.08.21 Total Funds	Year ended 31.08.20 Total Funds
	£	£	£	£
Preparation of funding applications and monitoring, events and other costs	77,637	32,406	110,043	88,422

For the year ended 31st August 2021

6. Charitable activities

	Unrestricted Funds £	Restricted Funds £	Year ended 31.08.21 Total Funds £	Year ended 31.08.20 Total Funds £
Provision of Schoolreaders service:				
Service delivery	35,124	106,165	141,289	111,921
Service management	10,626	27,758	38,384	54,787
Financial management	3,416	5,021	8,437	6,490
Office and other staff costs	4,146	23,769	27,915	22,688
Printing & marketing	3,790	6,050	9,840	6,053
Computer & database costs	5,031	7,637	12,668	6,016
Governance costs:				
Financial management	6,067	8,916	14,983	12,491
Insurance	410	604	1,014	848
	68,610	185,920	254,530	221,294

7. Expenditure analysis

	Raising funds £	Schoolreaders service £	Support £	Governance £	Total £
Service delivery	56,851	133,639	10,958	-	201,448
Service management	15,229	38,385	-	-	53,614
Financial management	-	-	12,084	21,460	33,544
Office and other staff costs	4,990	25,698	3,174	-	33,862
Printing & marketing	3,183	9,840	-	-	13,023
Computer & database costs	1,321	10,341	3,333	-	14,995
Events & other fundraising costs	12,635	-	-	-	12,635
Insurance	-	-	-	1,452	1,452
	94,209	217,903	29,549	22,912	364,573
Support costs	8,919	20,630	(29,549)	-	0
Governance costs	6,915	15,997	-	(22,912)	-
Total expenditure	110,043	254,530	-	-	364,573

8. Net income

Net income is stated after charging:

	£
Depreciation	2,231
Independent Examiner fees	1,800
	4,031

9. Staff costs

The average number of employees in the year was 10 (2020 - 8).
No employees had emoluments in excess of £60,000 (2020 - none).
Total employment benefits of key management personnel were £43,720 (2020 £31,175).
Total staff costs paid in the year are as follows (2020 - £172,094):

	£
Gross salaries	194,501
Social Security costs	10,574
Pension contributions	4.037
	209,112

10. Trustees' remuneration and benefits

There were no trustees' remuneration or other benefits for the year ended 31 August 2021 (2020 £Nil).
Trustees' expenses amounting to £Nil were paid during the year ended 31 August 2021 (2020 £Nil).

11. Tangible assets

Cost	£
At 1 September 2020	6,746
Additions	9,409
At 31 August 2021	(462)
	15,693
Depreciation	
At 1 September 2020	2,177
Disposals	(116)
Charge for the year	2,231
At 31 August 2021	4,292
Carrying Amount	
At 31st August 2021	11,401
At 31st August 2020	4,569

For the year ended 31st August 2021

12. Debtors

	Unrestricted Funds £	Restricted Funds £	Total Funds 31.08.21 £	Total Funds 31.08.20 £
Debtors and accrued income	32,150	13,720	45,870	145,149

£35,000 is included in debtors as accrued grant income receivable in the year ending 31 August 2022.

13. Reconciliation of net income (expenditure) to net cash flow from operating activities

	2021 Total Funds £	2020 Total Funds £
Net income/(expenditure)	180,300	196,167
Adjustments for:		
Depreciation charges	2,231	1,664
Loss/(profit) on disposal of fixed assets	347	0
Interest	(43)	(431)
(Increase)/decrease in stock	(2,096)	0
(Increase)/decrease in debtors	99,279	(60,657)
Increase/(decrease) in creditors	(6,649)	5,321
Net cash provided by/(used in) operating activities	273,368	142,064

Analysis of cash and cash equivalents

	2021 Total Funds £	2020 Total Funds £
Cash in hand	558,337	294,335
Total cash and cash equivalents	558,337	294,335

14. Creditors: amounts falling due within one year

	Unrestricted Funds £	Restricted Funds £	Total Funds 31.08.21 £	Total Funds 31.08.20 £
Creditors and accruals	9,081	13,559	22,640	29,289

For the year ended 31st August 2021

15. Movement in funds

	At 31.08.20 £	Net movement in funds £	At 31.08.21 £
Unrestricted funds			
General fund	329,348	95,361	424,709
Restricted funds			
Total	85,416	84,939	170,355
TOTAL FUNDS	414,764	180,300	595,064

Net movement in funds, included in the above, are as follows:

	Balance at 31.08.20 £	Income £	Expenditure £	Balance at 31.08.21 £
Unrestricted funds	329,348	241,608	(146,247)	424,709
Restricted funds:				
Bedfordshire	20,000	6,200	(13,660)	12,540
Essex	2,096	15,000	(16,636)	460
Northamptonshire	139	2,967	(3,106)	-
Norfolk	1,516	11,250	(10,868)	1,898
Leicestershire	-	14,375	(9,081)	5,294
Bristol	-	10,000	(3,281)	6,719
Staffordshire	-	10,000	(3,333)	6,667
Other Counties	-	76,153	(76,153)	-
Future expansion	-	75,000	-	75,000
Staff wellbeing	-	2,000	(1,193)	807
Rent	6,496	12,567	(18,261)	802
Operations Coordinators	55,169	67,753	(62,754)	60,168
Total restricted funds	85,416	303,265	(218,326)	170,355
TOTAL FUNDS	414,764	544,873	(364,573)	595,064

Included in reserves at 31 August 2021 is £35,000 of accrued grant income receivable in the accounting period ending 31 August 2022.

16. Related party transactions

E J Scott, consultant, who provides database and operations development and fundraising support received £36,993 in respect of the year (2020 £51,243) and is related to a former Trustee, M J Scott. Donations without conditions received from related parties in the year totalled £32,148 (2020 £27,368).

17. Financial commitments

Financial commitments at 31 August 2021 amounted to £3,619 (2020 £7,649).

18. Events after the end of the reporting period

The pandemic continues to represent a condition existing at the balance sheet date however the trustees continue to carefully consider the impact of this on the measurements of assets and liabilities in the financial statements and concluded that no adjustments are required.



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