



RIGHT TO  
SUCCEED



# RIGHT TO SUCCEED CIO

## Annual Report and Financial Statements

Year to 31 August 2021

Charity Registration Number: 1160886



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# INTRODUCTION





The trustees present their report together with the financial statements of Right to Succeed CIO for the year to 31 August 2021.

The financial statements have been prepared in accordance with the accounting policies set out on pages 64 to 66 therein and comply with the charity's constitutional document applicable law and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), effective for accounting periods commencing 1 January 2015 or later.

The report has been prepared in accordance with Part 8 of the Charities Act 2011.



# OBJECTIVES AND ACTIVITIES

## Who we are and what we do

Right to Succeed supports communities in areas of high deprivation to work collectively to give children and young people the best start in life.

We bring together residents, professionals and decision-makers to co-design a development programme that is bespoke to the needs of the local community. We call this way of working “place-based change”.

We do this because we believe every child deserves the right to succeed, no matter where they live.

## Why we exist

The wealth of your parents still determines how well you do in education and in your career – we don’t think that’s right.

Too many children in the UK are not getting the right start in life, leaving them unable to realise their full potential.

We believe that no single organisation can solve this problem on their own, but together we can.

## Our Vision and Mission

**Vision:** Strong communities where every child is supported to succeed

**Mission:** We work collectively to strengthen communities and systems that enable children and young people to succeed



# How we work

## Our Theory of Change

Our Theory of Change sets out the steps that we take in order to effect change.

The target beneficiaries are the children and young people living in the communities where we work.

Together with local residents, professionals and leaders, we:



### How we work





## The Collective Impact Conditions

We believe the following conditions are a prerequisite to effective collective working in communities, and we work to establish them. This is a way of working together that recognises we can achieve more together than we can individually.

### Collective Impact Conditions

**01**

#### A common agenda

All the people involved in the project agree on what they want to achieve.

**02**

#### Shared measurement system

Everyone agrees on what success will look like, and how progress is measured.

**03**

#### Mutually reinforcing activities

Services and activities support and build on one another, making things run more efficiently.

**04**

#### Continuous communication

Strong relationships are maintained through regular meetings and communications between programme stakeholders.

**05**

#### Backbone support

One organisation keeps the project on track, coordinates the logistics, and makes sure everyone has the training, support and resources that they need.

John Kania & Mark Kramer, 2011, Collective Impact, Stamford Social Innovation Review






# How we measure impact

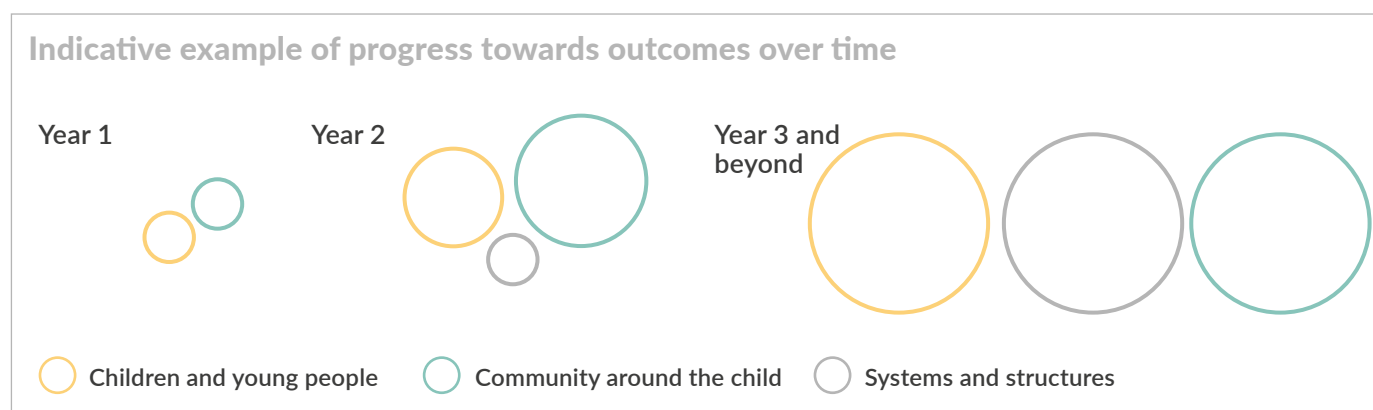
We measure impact at three levels. There are core outcomes we want to achieve across all of our programmes, and there are flexible outcomes that are dependent on the nature of the programme and the local context.

The collective nature of our work means that decision-making power lies in the local steering group. This means that while we may set indicative target outcomes in the early stages of a programme, these may change as the local community takes ownership and uses the data and evidence to decide the direction of the programme as it progresses.

**The Right to Succeed Measurement Framework has three impact levels:**

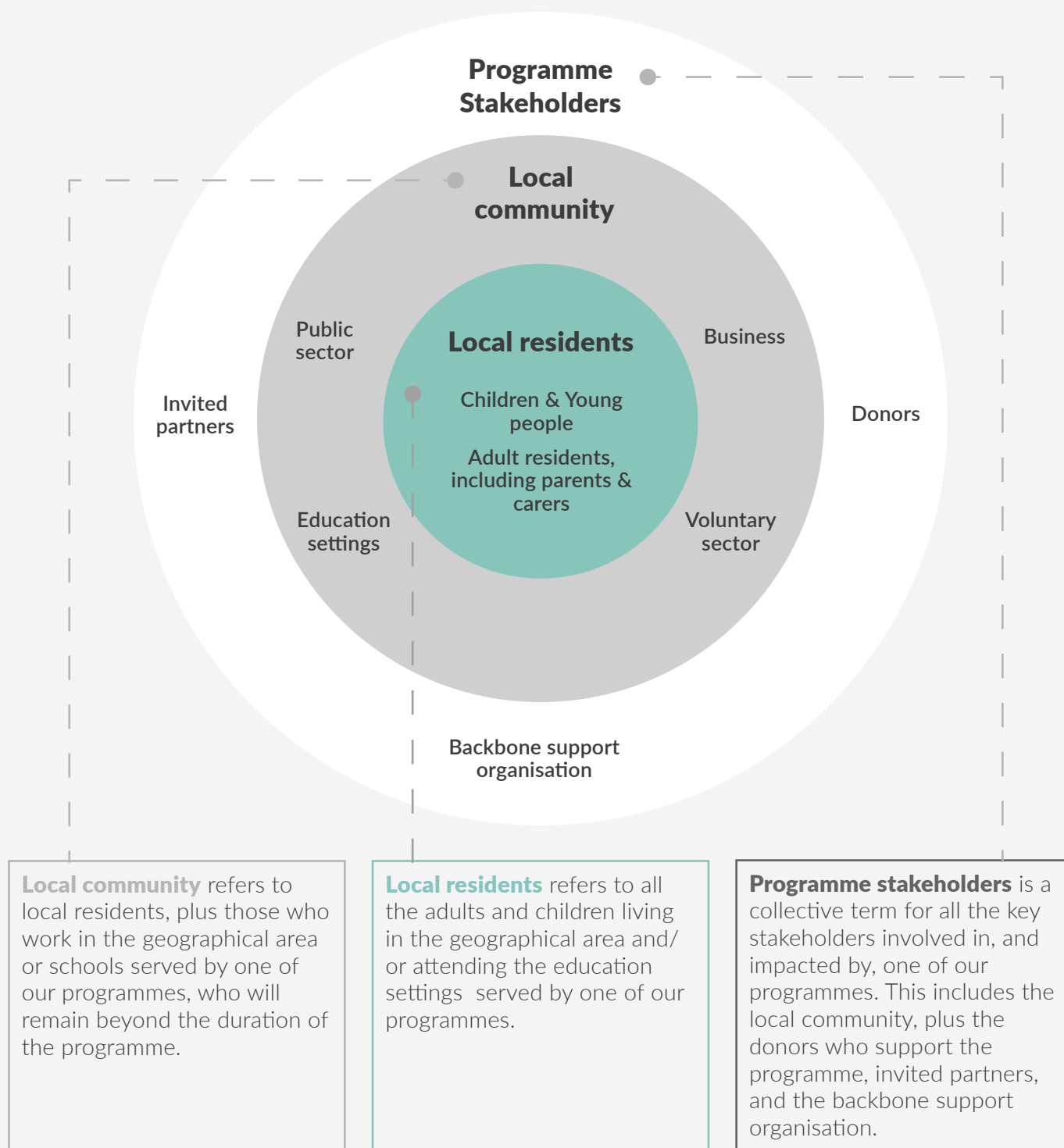
	 <b>Child and young person</b>	 <b>Community around the child</b>	 <b>Systems and structures</b>
<b>Sample Core Outcomes</b>	Improved literacy	Improved collective working between programme partners	Increased commissioning of preventative rather than reactive approaches
<b>Sample Flexible Outcomes</b>	Fewer permanent exclusions	Increased use of community centres	Improved governance structure and processes across the place

Social and behaviour change takes time and not all outcomes will be achieved at the same pace. This bubble graph illustrates the pace at which the impact might be felt at the system, community and child levels.



## How we define 'community'

Our mission is to work collectively to strengthen communities and systems that enable children and young people to succeed. By "community", we mean all those who live and work in the area where one of our programmes is based.



# Investing in children and young people growing up in areas of deprivation

## The disadvantage gap for children and young people is widening.

Last year, the attainment gap between poorer pupils and their peers stopped closing for the first time in a decade, even before the COVID-19 pandemic had impacted the education system.

Right to Succeed works in areas of high deprivation

to strengthen the communities and systems that can support children and young people to succeed. All our programmes include a strong focus on literacy; without this core skill, the opportunities open to children and young people remain limited.

### Low literacy

Literacy is a core skill that underpins pupils' successful progression through school, and their transition into adulthood and employment.

Children with low literacy levels find it difficult to engage with every part of the curriculum.

Our research has found a high correlation between low literacy levels and permanent exclusion from school.

### Risk of being excluded

Children living in poverty are 4 times more likely to be excluded than their peers.

Only 4% of children who are excluded from school achieve English and maths GCSEs.

Being excluded can also have a negative impact on a young person's mental health.

### Limited access to opportunity

Young people from disadvantaged backgrounds are disproportionately likely to be NEET or underemployed than their peers.

This "employment gap" has a negative effect on individual life chances that endures, imposing a high cost on them, society and our economy.

This cycle of disadvantage can continue into future generations.

### Risk of becoming NEET

Pupils who have been excluded are 10 times more likely to be not in education, employment or training (NEET) after their GCSEs.

They also make up a disproportionate number of those who go on to be long-term NEET.

References: Education in England: Annual Report 2020, Education Policy Institute; Timpson Review of School Exclusion, Department for Education, 2019; Child and adolescent mental health trajectories in relation to exclusion from school from the Avon Longitudinal Study of Parents and Children, Ford et al., 2020; Warming the Cold Spots of Alternative Provision, Centre for Social Justice, 2020; Characteristics of young people who are long-term NEET, Department for Education, 2018.

**In some of the country's most deprived areas, we have supported communities to break this cycle of disadvantage by:**

### **Closing the literacy gap**

- Using robust assessments to understand the needs of children and young people
- Practitioner training to improve literacy across the whole school and in all subjects
- Collaborative working between schools to improve the quality of literacy teaching across the curriculum for all children

### **Reducing fixed-term and permanent exclusions**

- Focusing on diagnostics to understand the root causes of persistent disruptive behaviour
- Implementation of specific interventions and whole-school approaches
- Facilitating integrated working between schools and alternative provision settings to support all children to learn and thrive

### **Increasing participation of school leavers in education, employment and training**

- Developing young people's agency through one-on-one work with engagement coaches
- Coordinating multi-agency approaches to support young people's transition to post-16 education, employment and training
- Improving town-wide structures to encourage ownership of the challenges and solutions

### **Strengthening communities and increasing access to opportunities**

- Improving access to and engagement with services
- Encouraging local pride and participation in local decision-making
- Coordinating a multi-agency approach to supporting families, children and young people, and delivering joined-up services

**These key themes are all interlinked and by working with communities to address one or more, we are helping to break the cycle of disadvantage and ensure that every child has the right to succeed, no matter where they live.**



# Our strategy at the start of 2020/21

**Our charity was six years old in March 2021. In these six years of working with the incredible people and organisations who live and work in the communities we serve we have learned what it takes to bring communities together and how to effectively support them to transform the lives of children and young people.**

At the start of the 2020/21 academic year, the Charity was working towards the 2019 strategy which was focused on learning how to deliver effective place-based change, codifying and sharing the approach.

In the last two years we have tripled in size, and we find ourselves at a pivot point, where we have the opportunity to scale rapidly, but need to balance this with ensuring that the quality of our work only continues to improve. And we have to do this in a

time when the communities we aim to serve will have been the hardest hit by the Covid-19 pandemic, and will also be the least likely to benefit from the economic recovery that will follow.

We therefore need to remain agile as an organisation, able to respond to both the changing needs of the communities we serve, and the learning we gain from our work. To achieve this, we have spent the latter half of 2021 developing a new three-year strategy which will support our goals.



# Our new 3-year strategy for 2021–2024

The charity is growing quickly both through demand for increasing the scope and scale of our existing programmes and through approaches from new places, communities, and stakeholders and increasing national and international interest in collective, place-based-change.

As we scale, we must ensure that we maintain quality in everything we do: in our delivery to communities, in our relationships with partners, in our internal processes and structures, and in how we nurture and develop our staff. Only in doing this will we create a sustainable organisation able to work towards our long-term vision.

To achieve our vision and mission, we have set three strategic priorities for the next three years.

- Demonstrate the collective approach works
- Prioritise sustainability as we grow
- Build support for collective working

We have set our strategy for achieving our strategic priorities against our strategic objectives for each organisational pillar.





# ACHIEVEMENTS AND PERFORMANCE

## 2020/21 in numbers



The achievements and performance set out below and on the following pages are measured against the 2019 three-year strategy and the objectives set at the start of 2020/21.

## Projects

What we said we'd do in 2020/21	What we've achieved in 2020/21
Every programme in Delivery aims to go through a complete delivery cycle in each area we work, meeting milestones and leading to demonstrable impact.	Due to the disruptive impact of Covid-19, it wasn't possible for all programmes to get through a complete delivery cycle. Delivery plans were adapted in consultation with all key project stakeholders to ensure the programmes were able to adapt and meet the needs of the local context. The main changes to delivery approaches across all our programmes were: a reduction in the number of targeted interventions being introduced that were more susceptible to Covid-19-related disruptions; and a stronger focus on capacity-building of children, practitioners and the wider community via universal professional development and training. Despite the impact of the pandemic, we have seen promising elements of demonstrable progress across all of our programmes at the system, community and child level and will be aiming to build on this and the learning gained over the next 12 months.
Four to six discovery projects have been successfully completed and have contributed towards creating the conditions for new delivery projects to be implemented.	Discovery projects were delayed to September 2021. However, pre-discovery work was started on Norfolk Youth Violence, the Manchester Inclusion Strategy and the Liverpool City Region.

# Delivery capabilities

What we said we'd do in 2020/21	What we've achieved in 2020/21
Develop a co-designed version of all agreed delivery materials that are tested in the field, leading to improved programme delivery.	We have developed a wide range of delivery materials that are informed by both our programme process and theory of change, and have been tested, and are now being effectively utilised across all phases of our programmes. While we are pleased with the progress that has been made over the last year, there is still a significant amount of work required, particularly around developing a replicable/scalable blueprint for our hyperlocalised community work. This will be a key area of focus over the next year.
Agree and adopt an organisation-wide approach to learning, research and development, leading to demonstrable operational improvements.	We have delivered a range of Learning & Development opportunities this year, focusing on various key areas of our work such as the shared measurement framework, implementation, collective impact, online tools and resources, project management and community engagement. We have also created internal learning processes that members of programme staff can use to collaborate, share, and disseminate organisational learning. This work has been focussed on the programme team, so more work needs to be done in the coming year to make this an organisation-wide approach.
Agree and resource a clear development plan for systems, to ensure we have the right ones in place to maximise impact of our programmes.	Systems development has been an area where activity has been paused whilst other key elements of our work have been prioritised.
Develop a consistent organisational approach to stakeholder engagement in order to enhance the role of community voice in our programmes.	<p>We have both undertaken programme CPD on Youth/Community Engagement and completed a thorough desktop review of approaches, tools and resources.</p> <p>We will utilise this learning to develop our Youth and Community engagement strategy and decision-making matrix to support Discovery projects in Liverpool City Region, Norfolk and our existing delivery programme in North Birkenhead.</p>



## Development

What we said we'd do in 2020/21	What we've achieved in 2020/21
Have a strong pipeline of pre-discovery projects in areas in the bottom decile of indices of multiple deprivation that transition to new discovery projects during this year and next.	The charity has seen strong demand for expanding its work, both in communities it already serves, and in other communities in the bottom 10% of the indices of multiple deprivation. As a result, the charity has a pipeline of new programmes for the next two years.
Complete the Project Place consultation work, acquiring the co-commissioning required to set up 2-3 new whole-place projects in the next two years, and to create a centre for place-based transformation.	<p>The consultation work on Place Matters, a centre for place-based transformation has been completed and a draft report produced.</p> <p>Over the next two years, six of the eight new programmes due to start discovery work will replicate the Cradle to Career approach taken in North Birkenhead, looking to transform children's outcomes in the most left-behind ward of six local authorities.</p> <p>Place Matters will work to develop a national community of practice around place-based change work, looking to scale effective practice and learning.</p>

## Backbone

What we said we'd do in 2020/21	What we've achieved in 2020/21
Be well financially managed, maintaining unrestricted reserves within the target range, with finance systems established that inform and support fundraising and programme delivery.	<p>Closing reserves were £1.2m, which is the top end of our unrestricted reserves target limit.</p> <p>New systems on purchasing and budget control were implemented successfully. We have further improvements to finance systems planned for 2021/22 to support growth of team and programmes.</p>
Fill the Board vacancies arising from our four remaining founding trustees each reaching the end of their maximum six-year term, providing us with the skills we need and showing improved diversity.	<p>Board vacancies were filled in good time with well-managed handovers to the new Chair from the outgoing chair.</p> <p>Education and local context experience were brought onto the Board, as well as new expertise.</p>
Appoint and retain the people we need, who are supported and developed to be successful in their role and represent the values that define our solution-focussed and inclusive culture.	We have made excellent appointments for our growing team. Timing of funding impacted recruitment in certain areas and we are working in 2021/22 on how to manage this more effectively.

# Thanks

Over this year we have received significant support in the form of advice, financial support, pro-bono office support and technical expertise from a range of individuals and organisations for which we are sincerely grateful. These supporters include:

## Funders

Allan and Gill Gray Philanthropy, Big Change, Credit Suisse EMEA Foundation, Esmée Fairbairn Foundation, Fidelity Foundation, Four Acre Trust, Garfield Weston Foundation, John Laing Charitable Trust, The Linbury Trust, Montpelier Foundation, Porticus, SHINE Trust, Steve Morgan Foundation, Swire Charitable Trust, The National Lottery Community Fund, Treebeard Trust and Youth Endowment Foundation.

## Public Sector

Blackpool Opportunity Area, Blackpool Council, Belfast City Council, Lancashire County Council, Manchester City Council, and Wirral Council.

## Support and advice

Baker McKenzie, Credit Suisse, Darkhorse Design and Jayne Moore Media

# Programme performance

On the following pages, we have outlined the progress we have made on each of our collective impact programmes in the year ended 31 August 2021. We have used the following icons to indicate how the aims are linked to the three Right to Succeed Impact levels:

## Right to Succeed Impact Levels



**Child and young person**



**Community around the child**



**System and structures**

## Blackpool, Key Stage 3 Literacy

### Closing the Literacy Gap for Blackpool's 11-14 year-olds

Blackpool Key Stage 3 (KS3) Literacy is a collective impact project focused on improving the literacy capability of all 11-14 year-olds across the town, through a research-informed, asset-based approach.

Delivery	Year 3
Schools	9
Partner organisations	14

It is a collaboration between all six mainstream secondary schools, two all-through schools, and the pupil referral unit. Literacy and Evidence Leads appointed within a school, and supported by the Special Educational Needs Coordinator, work with Right to Succeed to identify pupil needs, design solutions based on evidence, deliver in a carefully monitored way and reflect on learning to inform future delivery. Early research conducted by the project found low literacy was correlated with high risk of exclusion in Blackpool.

#### Progress in literacy



#### Children and young people

# +1.4

Increase in average Reading Standard Age Score

# +27%

Increase in pupils with highest reading levels (stanine 7-9)

This positive reading progression is an incredible achievement, especially in light of the disruption to education caused by Covid this past year.

Moreover, before the KS3 Literacy project started, pupils in Blackpool's secondary schools historically lost progress compared to the national average between years 7 and 11.

Standard Age Score (Reading Ability)



\*Free School Meals (FSM)

Stanine



## Progress in inclusion



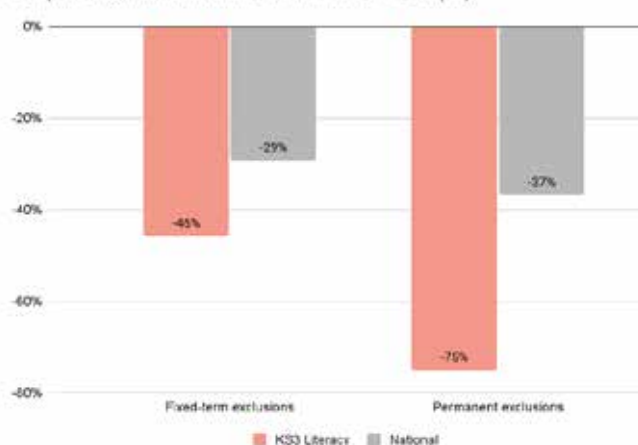
### Children and young people

**-53%**

reduction in days lost due to exclusions (vs -29% nationally)

Schools on the KS3 Literacy programme saw a significantly greater drop in exclusions than the national average.

Drop in exclusions from 2018/19 to 2019/20 (%)



There was a big reduction in exclusions nationally in 2019/20, partly due to the Covid-19 pandemic, but this drop has been much larger for schools on the KS3 Literacy programme than across state secondaries nationally.\*

\*Data gathered during the pandemic should be interpreted with caution, due to the unusual circumstances faced by schools.



### Community around the child

**Continuous Professional Development** - This year, school staff confidence in supporting their pupils in literacy increased by 5% from Autumn 2020 to Summer 2021, as measured in our annual survey. This is particularly encouraging given the challenges caused by Covid-19 disruptions.

**Low Literacy Levels** - Dr Jessie Ricketts, director of the Language and Reading Acquisition Lab at Royal Holloway, University of London, began working with the KS3 Literacy project this year. Dr Ricketts has been supporting schools to improve their ability to identify and remove barriers to learning for children with very low literacy levels.

**Disciplinary Literacy** - Alex Quigley, the Educational Endowment Foundation National Content Manager, has been supporting the secondary schools to develop their disciplinary literacy. Disciplinary literacy refers to the reading, writing, talking and thinking practices that are unique to specific school subjects. Schools were supported first to identify priorities, then they received training sessions in literacy for Maths, Science, Humanities and the Creative Arts, which were well attended and highly rated.



### Systems and structures

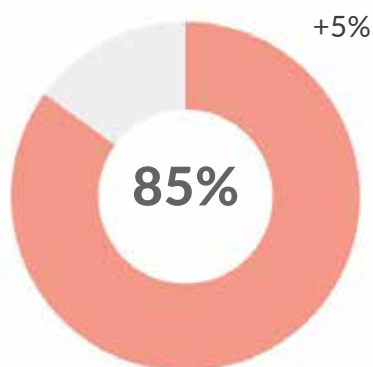
**Partner schools:** The literacy work being undertaken on the project is written into all school development plans. Ongoing work on individual school sustainability plans is also taking place. A key focus of these plans is to formalise a rolling programme of literacy CPD for new staff on arrival to the school.

**Across Blackpool:** The work done by the schools in the KS3 Literacy project is feeding into Blackpool's 10-Year Education Strategy. The town-wide strategy focuses on early years development, literacy, inclusion, and skills and employability.

### Plans for 2021/22

The Blackpool Opportunity Area (OA) board are continuing their support for the KS3 Literacy project in 2021/22 despite reductions in OA budgets nationally and locally.

**Thank you to Porticus for its generous support of this work, as part of the IntegratED programme, and to all our core funders (see p.20), without whom none of this work would be possible.**



Teacher confidence in ability to deliver literacy interventions and support the literacy needs of their pupils

18

Training sessions delivered

97

Practitioners trained



## Stories from the KS3 Literacy community



Photo by James Catteral, photography student Blackpool and the Fylde College

### Creating a culture of reading at Educational Diversity

#### The school

Educational Diversity is Blackpool's pupil referral unit and has a variety of different settings.

#### The challenge

At the outset of the project, pupils predominantly didn't engage well with reading (except for social media and other less-traditional forms of reading).

#### How the KS3 Literacy Programme supported change

Subject leads were heavily involved in changing the culture. Key vocabulary was linked to schemes: for example, posters with 'word of the week' would be used in a subject-specific context across different lessons. Teachers began to mark

for literacy across the curriculum, form-time reading was adopted across the settings, and more explicit teaching of subject-specific, non-fiction texts was introduced,

#### The culture change

Since the start of the project, the culture around literacy has changed significantly across the school. This change is not only limited to students – there has also been also a tangible shift in staff attitude, from believing literacy to be the responsibility of the English department, towards the recognition that literacy is integral to everything and as such, is everyone's responsibility.

**“That evidence [KS3 Literacy Programme] will help me in terms of designing how we in future fund the improvement in literacy and numeracy across England.”**

Nadhim Zahawi,  
Secretary of State for Education

**“The partnership approach taken by Right to Succeed, supported by GL Assessment, formed the cornerstone of this project, and has led to a cultural shift across all the schools, with every child in Key Stage 3 now receiving a high-quality literacy offer.”**

Stephen Tierney, Chair of the Key Stage 3 Literacy project

**“Right to Succeed have brought a rigorous approach to project management and implementation, and shared our focus on evidence-based practice in education. The project is bringing an innovative approach to developing literacy in Key Stage 3, and establishing a Blackpool wide cadre of senior literacy leads.”**

Liz Franey, Head of Delivery, Blackpool and Oldham Opportunity Areas

**“The whole-town approach to education works. I would encourage everyone to get behind it to support our town and its future.”**

Cllr Jim Hobson, Blackpool Council Cabinet Member for Children’s Social Care and Schools



Education Secretary Nadhim Zahawi joins the KS3 Literacy steering group in Blackpool

## Blackpool, Pathways for All

### Supporting young people identified as most at risk of becoming NEET (not in education, employment or training)

The Pathways for All programme provides support for vulnerable young people when moving between schools and colleges and into further education or training, to ensure that they are offered the best possible level of support at this critical transition point.

Delivery	Year 2
Schools	3
Partner organisations	12

The programme supports young people identified as at risk of becoming NEET (not in education, employment or training) to achieve sustained post-16 destinations through two streams:

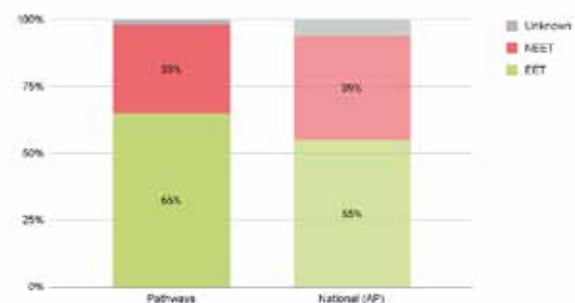
- **Developing agency:** engagement coaches working directly with young people; and
- **Improving structures:** a town-wide approach to defining ownership of the NEET issue and coordinating multi-agency support effectively.



#### Children and young people

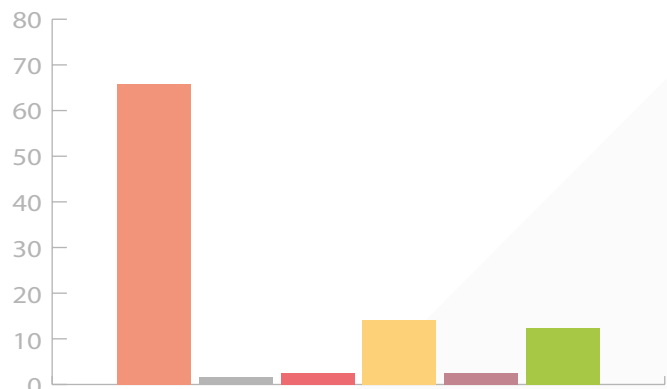
Two thirds of the Pathways cohort were in positive destinations (vs 55% nationally for children excluded from school in 2019/20, the most recent national comparison data).

Education, Employment and Training profile



#### 2020 School Leavers destinations in December 2020

- 66% in full-time education
- 2% in part-time education
- 3% in employment with training
- 15% in employment without training
- 2% in apprenticeship
- 13% in full time training





## Community around the child

Activities in Pathways for All have included:

### Engagement Coaches working with young people

The Engagement Coaches have continued to deliver support to young people and in August we confirmed the appointment of two new Engagement Coaches, taking the team up to five.

### Lancashire Careers Hub Alternative Provision transition project

One of the times that young people are at higher risk of becoming NEET is when they move to, or between Alternative Provision settings.\*

To address this, we co-designed a 'Lancashire Careers Hub Alternative Provision transition project' with Educational Diversity, the Blackpool pupil referral unit, and The Speech Bubble (a paediatric speech and language therapy practice). This pilot project looked at how best to support post-16 transition across Alternative Providers in Lancashire, and allow us to share learning from Pathways for All with PRUs across the region.

\* Alternative Provision settings provide education for children and young people who are unable to attend a mainstream school for a variety of reasons including school exclusion and include pupil referral units.



## Systems and structures

### Influencing wider systems change

As part of our aim to impact the wider systems that can help to reduce NEET levels in Blackpool, we have taken part in Blackpool's 10-year NEET strategy working group and joined the steering group of the Council's adolescent support team.

The wider activities of Blackpool's 10-Year Education Strategy 2020-30 go beyond the scope and remit of the current Pathways for All project and so we were invited by Blackpool Council to tender for a separate piece of work that would allow Right to Succeed to support the wider strategy's implementation. We were successful in this tender and will now be leading a separate project to support the planning of the town's 10-year strategy.

### Plans for 2021/22

Blackpool Opportunity Area confirmed that they would continue to fund the Pathways for All project in 2021/22, allowing us to scale up delivery from three schools to nine.

**Thank you also to The Dulverton Trust and Porticus for their generous support of the programme to date, and to all our core funders (see p.20), without whom none of this work would be possible.**

## Stories from the Pathways for All community

### Supported to stay in college

Student 1 had a history of mental and physical health concerns which were exacerbated by the Covid-19 pandemic. Their Pathways Engagement Coach supported them to get an Education, Health and Care Plan from the local authority, and they went on to enrol in college. Although they found this quite a difficult transition and were reluctant to continue at first, they were supported by their Engagement Coach to stay in college.

### Supported to re-direct their career plans

Student 2 had a long-term health condition which meant they couldn't progress with their chosen route in the Army. They were interested in vocational work and worked with their Engagement Coach to explore options such as catering and retail, through a series of work placements and short-term courses. This has helped them to focus their aspirations and to develop a realistic roadmap for achieving them.

### Supported to transfer provider

Student 3 had a number of family issues which made it difficult to sustain their existing college course. A traineeship was then cut short due to non-attendance that started as a result of having to self-isolate under government guidelines. They were then supported by an Engagement Coach to transfer to another college course, which was more suited to their interests, and they are now feeling more settled as a result.

### Supported through social anxiety

Student 4 suffers from social anxiety and this hinders their chances of moving into education, employment and training. The Engagement Coach has made a mental health referral so that they can access support and has supported them to this assessment. Home visits have also been important in making sure this student feels safe and calm.



### Supported to get work experience

Covid-19 dramatically hindered Student 5's mental and physical health. Engagement Coach support initially allowed them to consider a variety of available work experience opportunities, such as a one-day taster session at a kennel. It was clear that the additional support was crucial for this young person. However further Covid-19 lockdown restrictions limited contact, and set back the positive developments towards education, employment and training.

### Supported to transfer course

Student 7 had quite a complex home life and had struggled with attendance and behaviour in the past. Support consisted of a lot of cross-working with other support agencies and the Engagement Coach maintained a positive relationship with them throughout. Although they were keen to get straight into construction training, they acknowledged that they first needed to gain some maths and English qualifications. They therefore completed this first before moving onto the full construction course with guidance from their Engagement Coach.

### Supported to prepare for post-16

Student 6 is looked-after by the local authority and has complex mental health and substance abuse needs. They have a good relationship with their Youth Worker but there are concerns that they will struggle when they leave the school environment after year 11. The Engagement Coach and Youth Worker are working closely together to prepare this young person for post-16.



# Reach: Blackpool, Doncaster and Belfast

Reach was a three-year programme supported by The National Lottery Community Fund. Reach existed to help schools meet the complex needs of pupils identified as at risk of exclusion in 29 primary and secondary schools in Blackpool, Doncaster and North Belfast.

Reach worked with school leads, in consultation with targeted young people and their parents/ carers, to develop and implement strategies to meet the needs of pupils. Through this work, we aimed to deepen understanding of the needs of those most at risk of exclusion and develop systemic solutions. A range of interventions were chosen per school and per area, according to local needs.

Our research has found a consistent correlation between low literacy and likelihood of exclusion. All children were assessed for reading ability at the start and end of the project, and positive progress was seen across the cohort, compared to national average progress.



## Children and young people



\*Free School Meals (FSM)

+0.7

Increase in average Reading Standard Age Score across the Reach programme

## Blackpool

Delivery	Year 3
Schools	9
Partner organisations	7

+0.8

Increase in average Reading Standard Age Score in Blackpool

## Trauma-Informed Care

In the early years of the Reach programme, trauma was identified as a significant driver behind behavioural and mental health issues in the cohort of young people at high risk of exclusion. This led to the development of a Trauma-Informed Care strategy, co-produced by Blackpool schools, Better Start UK and Right to Succeed.

In the final year of the programme, the schools successfully implemented the strategy. The collaborative approach helped to connect services and organisations to support the delivery of the initiative. It also ensured that the messaging and training on trauma-informed responses remained research-informed and consistent across Blackpool.

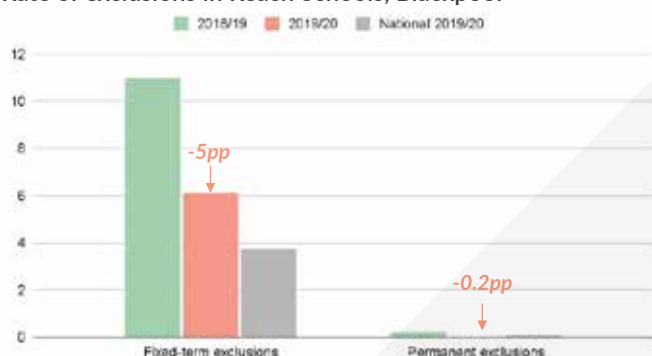
## Nurtureuk

Nutureuk was a significant partner in our Blackpool schools throughout Reach's three years. Nutureuk's National Schools Nurturing Programme recognises that children and young people who have a good start in life have significant advantages over those who have experienced missing or distorted early attachments. Nutureuk provides effective mental health and wellbeing support for children and young people who have experienced missing or distorted early attachments, giving them the social and emotional skills to do well at school and in life.

Through Nutureuk, Blackpool schools were supported to use their assessment tool, The Boxall

Profile, to evaluate children's social, emotional and behavioural development. The Boxall Profile helps education professionals to interpret pupils' behaviour, so they can spot issues sooner, and reduce their impact on children's learning.

#### Rate of exclusions in Reach Schools, Blackpool



#### Children and young people

Across the Reach schools in Blackpool, the permanent exclusion rate dropped by 80% over the first two years of the programme (before March 2020) to 0.04, below the national average. The fixed-term exclusions rate also dropped significantly in the same period, by 44%.

#### Doncaster

Delivery	Year 3
Schools	10
Partner organisations	4

# +0.4

Increase in average Reading Standard Age Score in  
**Doncaster**

#### Fortis Therapy

We worked with Fortis Therapy to deliver a whole-school therapeutic offer to four of our Doncaster schools whose GL Assessment results identified that some pupils needed extra support. The four schools came together as a community of practice around the approach to school improvement, using leadership coaching, whole-school training and direct therapeutic work with children.

To respond to the high level of need from Doncaster schools, we co-commissioned additional resources to allow the schools to engage a whole-school therapeutic offer.

#### Enable

Over the second year of the project, the Enable programme was rolled out to Doncaster schools. Led by Paul Carlile, Enable trains school staff and leaders to take a whole-school approach to working with at-risk pupils, to create long-term, systemic change. This approach is centred on developing a conversational framework to enable the growth and development of pupils.

#### Enable case study: Spa Academy, Askern

Incidents that happen in school are logged on a secure monitoring system that schools can use to monitor safeguarding, wellbeing and all pastoral issues. Comparing data from Autumn term 2019 to Autumn term 2020, we saw that, since the implementation of Enable training, behavioural incidents as a whole decreased from 160 to 79. Breaktime and classroom incidents fell from 100 to 45 and verbal, defiance and physical behaviour incidents declined too, from 138 to 64.

## North Belfast

Delivery	Year 3
Schools	10
Partner organisations	2

**+0.6**

Increase in average Reading Standard Age Score in **North Belfast**

### Youth voice participation

Over the past year, integrating youth voice and youth engagement into the design and delivery of the programme was a high priority. To support this, our North Belfast programme manager worked collaboratively with three local youth work organisations to consult with young people at risk of exclusion. Following a roundtable event on Youth Participation in September 2020, we designed a partnership project with Queen's University in North Belfast, which aims to highlight and support others to adopt best practice in consulting with young people at risk of exclusion.

### Youth literacy project

We secured a small grant of £14,000 from Belfast City Council to deliver a Youth Literacy project in the Reach schools. The project aims to enhance the reading skills of 16 pupils in each participating school. The project is assessing some 700 pupils with significantly low scores on standardised reading tests.

### Challenges and learning

Across all the Reach schools, but particularly in Belfast, teaching leads found it difficult to find the time to prioritise the Reach project work over their day-to-day duties. This became worse during the pandemic, when teachers' time and energy was more under pressure than ever.

From this we learned that schools must always be compensated to release teachers from their day role for sufficient time to support programme delivery. Going forward, we have integrated this financial offer into our work.

### Plans for 2021/22

In August 2021, the Reach Project officially came to an end, and a seven-month Reach Legacy Plan began, which continues to be supported by NLCF funding. Its aims are to: demonstrate the programme's achievements; share learning; encourage wider uptake of and funding for approaches to reduce exclusion and promote inclusion.

#### Our legacy plan includes:

- Produce short videos covering what was delivered in each of the three areas and its impact.
- Communicate learning to other schools locally and nationally.
- Three Doncaster schools taking part in the Enable programme, which trains them to take a whole-school approach to working with at-risk pupils, to create long-term, systemic change.
- Rolling out trauma-informed practice training more widely across Blackpool schools until March 2022.

**Thank you to The National Lottery Community Fund for its generous support of the Reach programme, to Credit Suisse for additional funding for our inclusion work, and to all our core funders (see p.20), without whom none of this work would be possible.**



**"The exciting thing about the Reach project was seeing the schools learn from the small-scale interventions and start to scale these across their whole school, meaning they were better able to identify need and deliver early interventions to the children coming through their doors."**

**Alison Bellaby, Programme Director,  
Reach**



Photo by Stacey Chambers, photography student Blackpool and the Fylde College

## Stories from the Reach community

### Reducing exclusions at Westminster Primary Academy

Westminster Primary Academy in Blackpool, which is part of the Fylde Coast Academy Trust, serves one of the most deprived neighbourhoods in the country.

Bucking national trends in this area, its pupils make progress significantly above the national average.

With almost 400 pupils on roll, it is substantially larger than the average primary school.

### Developing deeper understanding of pupils

**Spirals of Enquiry.** The school took part in Whole Education's Spirals of Enquiry programme. The model is designed to help schools understand what is really going on for their learners. The enquiry revealed that the pupils had good relationships with teachers but weren't confident in articulating the purpose of their learning. It found that while children enjoyed coming to school, they "weren't always confident in what or why they were learning".

**Boxall profiles:** The Boxall profile is an assessment tool for children and young people's social, emotional and behavioural development. The Boxall assessments highlighted that "all of our children needed support to develop their attention".

**GL Assessment's PASS survey:** The survey on pupil attitudes to self and school provided further context: 96% had a good attitude to teachers, but only 66% were confident in their learning.

Photo by Lydia Radcliffe-Flowers, photography student Blackpool and the Fylde College



### Interventions

#### Nurture groups

Working with partner Nurtureuk, the school set up a nurture group, initially only for the children in the Reach Programme. This was tailored to the needs of individuals, and focused on "giving them the tools to recognise their emotions". Creating this space for pupils was a crucial first step in helping them stay in school.

#### Outdoor learning

The school used outdoor learning to build pupils' confidence. Trips to Beacon Fell and Brockholes Nature Reserve gave children who struggled to engage in the classroom an environment where they felt empowered to contribute.



## How the teachers adapted their practice

### Relationships first

The school worked to find which adult knew and could support each child best, regardless of their position in the school.

### Responsive teaching

Alongside outdoor learning and nurture groups, teachers focused on what they described as “more responsive and reflective teaching”. In doing so, they displayed the flexibility and child-centred approach at the heart of their culture.

### Adapting the school routines

Prioritising relationships allowed teachers to identify specific impediments to children’s learning. Staff were able to assess and adapt to ensure children had the best start to the day, whether it would be providing a warm breakfast, starting their day with mentoring or support children to allow them to feel safe. This flexibility allowed them to engage in school in a way that would previously have been impossible.

## Impact

**Westminster Primary Academy reduced exclusions across the whole school by 85%.**



## North Birkenhead, Cradle to Career

### Putting the people of North Birkenhead at the heart of education, services and local decision-making

Cradle to Career aims to significantly improve literacy standards among children, give families easy access to the support they need, improve the quality of life for all and create new opportunities for local children and young people.

The programme provides community-based support through a 17-person team based at a local community centre, improves literacy with local schools, encourages local pride and involves local residents in designing campaigns and making decisions about the programme. The project has three main areas of focus, which are supported by three working groups: Education, Community and Families & Services.

#### Progress in education



#### Children and young people

The Education Working Group focuses on improving literacy and language. In the project's first year we measured baselines for 1,094 pupils in years 5-8 and an additional 321 pupils completed Early Years Foundation Stage and WellComm (a toolkit to identify unidentified speech and language issues in primary school children) assessments.

# +2.5

Increase in average Standard Age Score

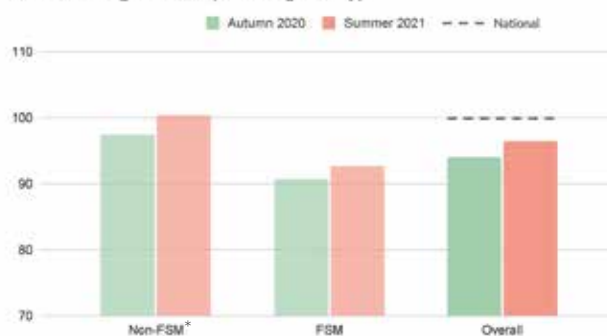
# +61%

Increase in pupils with highest reading levels (stanine 7-9)

Delivery	Year 1
Schools	8
Partner organisations	27

The project schools achieved incredible results in reading last year, considering that nationwide, primary school children ended the year with a month's learning loss compared to previous years, and secondary school children fared even worse. This effect was exacerbated for disadvantaged children, with research from the Department of Education finding that "The pandemic has exacerbated a situation in which pupils from disadvantaged backgrounds achieve lower progress and lower outcomes than their peers."

Standard Age Score (Reading Ability)



\*Free School Meals (FSM)

Stanine



## Progress in families and services



### Systems and structures

The Family and Services Working Group are making positive inroads in collective working to support the children and families of North Birkenhead, and have embedded the Community Support Team within the community. This is an innovative model, where Family Connectors work closely with Wirral Council's newly-formed Multi-Disciplinary Team to provide an integrated support package for local families. The team has been working together since November 2020, and operating out of a community centre at the heart of North Birkenhead since May 2020.

The multidisciplinary approach of the Community Support Team has had a positive impact on how quickly families access support. Support is now tailored to need and families have avoided long wait times, during which situations can escalate.

# 24

families signed up for support  
from Family Connectors in Year 1

The Multi-Disciplinary Team have supported:

# 37

children to step down\*  
from Child in Need Level 5  
support status

# 85

children from Child  
Protection Plans Level 6 to  
Child in Need support

\*A step-down indicates that less severe support is required by the Local Authority and thus that families are making positive progress.

## Progress in the community



### Community around the child

The Community Working Group this year launched an #OurNorthEnd local pride campaign, which aims to increase engagement of community members, and harness the positive community spirit already embedded in the North End.

- A local history mural has been painted.
- The programme ran a Community Seed Fund to support community projects that tackle a local need, including a special education needs playgroup, circus skills workshops, a community allotment and play equipment.

# 15

resident projects approved

# £15,000

awarded

### Plans for 2021/22

The impact of Covid-19 meant that there were implementation delays to some of the Year 1 interventions and community initiatives. In Year 2, key activities will include:

- Improving speech and language support in Early Years.
- Supporting at-risk children with transition to secondary school through shared SENCo and Educational Psychologist roles.
- Administering the Community Seed Fund 2.0 and the Service Collaboration Fund.
- Mapping the baseline youth offer.

**Thank you to Steve Morgan Foundation, SHINE and Wirral Council for their generous support of the programme, and to all our core funders (see p.20), without whom none of this work would be possible.**

## Stories from the North Birkenhead, Cradle to Career community

### Working with local primary schools to improve literacy and language in early years

About half of the children at Bidston Avenue live in areas that have extremely high levels of deprivation and which are also amongst the most deprived in England.

The school wanted to focus on improving oral language in Early Years as they were seeing increased numbers of children who were assessed as 'below' or 'well below' within the Prime Area of 'Communication & Language' and the impact of Covid-19 due to national lockdowns.

Their Wellcomm screening results revealed that 59% of children had a delay, with 15% of these with a significant delay.

#### Interventions

##### NELI (Nuffield Early Language Intervention)

The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks.

##### Total Communication

- 6 children targeted with specific strategies throughout the day in addition to their specific NELI intervention group
- All children targeted with Total Communication strategies
- 1 child with an EHCP with significant difficulties was targeted with Total Communication strategies specifically with 1:1 support throughout the day

##### Feedback from training:

- Weekly feedback sessions from training were planned with staff to gain greater understanding of why some children's speech was unintelligible

#### Impact

##### Cohort:

4/6 of the children receiving specific strategies throughout the day progressed from significant delay to 'mild delay or age appropriate'.

The child with an EHCP had moved from 18 months to 3 years, showing 18 months progress in 8 months.

##### Staff:

Staff have increased confidence and understanding of early language development and the risk factors that can affect it. All F2 staff found the Total Communication strategies and resources easy to use, effective and will continue to use them in their everyday practice.

##### Whole School:

Staff have increased awareness of the issues impacting on speech, language and communication in our youngest children. The strategies and resources gained from the training will be shared with other members of staff and used with identified children as needed (supported by the F2 staff).

**"Using Total Communication strategies has enhanced my teaching. All of the children respond to the actions immediately. I am very aware that I now use these gestures and actions throughout the day with other children in the Foundation Unit."**

Neryn Evans, TA3 and delivering the NELI programme

## How Family Connectors are supporting local families



Karen Costain, Family Connector,  
North Birkenhead Cradle to Career

### Aisha

Aisha had been suffering in an abusive relationship after her ex-partner had come out of prison, and had briefly had her children taken away. When she met her Family Connector, she had her children back and wanted to take charge of her life.

Her Family Connector helped her to:

- Manage her finances by getting free baby items, a crisis food hamper until her next pay day and a working washing machine
- Consider her employment options by securing her a laptop and recommending a job coach
- Find new accommodation that was still close to her son's school.

#### The impact

- More confidence
- Improved environment for the children and family
- Supporting Aisha to find a job

### Victoria

Before working with Family Connectors, Victoria was going through a difficult time. She had low confidence in herself, was struggling to support her two children at home, and her ex-partner was out of work and not coming around to see the kids.

Her Family Connector helped her to:

- Get new toys and play equipment for the children
- Organise a handyman to fix the fridge
- Arrange for counselling to help Victoria work on her confidence
- Engage with her children's father and agree visiting times

#### The impact

- Improved environment for the children and family
- Supporting Victoria to find a job
- Strengthening relationships between the children and their father

Family Connector stories have been anonymised and details changed to protect people's identity.



## Manchester, Every Child

### Every child understood, every child included, every child succeeds.

The Every Child Project is a collective impact project focusing on identifying the needs of pupils and working with schools to effectively implement strategies that remove barriers to learning.

The project aims to develop a systematic approach to reducing exclusions in Key Stage 3, based on accurate assessments of children's developmental needs, tailored interventions, and an effective process of implementation.

Three areas emerged this year as the key priorities to address moving forward: Inclusion, Literacy, and Transition. Examples of how these translate into the work in schools include:

- Embedding whole-school nurture principles.
- Identifying and implementing effective support for pupils with low reading levels and with SEND.
- Developing high-quality literacy teaching and learning as the bedrock of good intervention.
- Upskilling staff with data, research-informed practice and classroom strategies.
- Better understanding the challenges in the transition from primary to secondary.

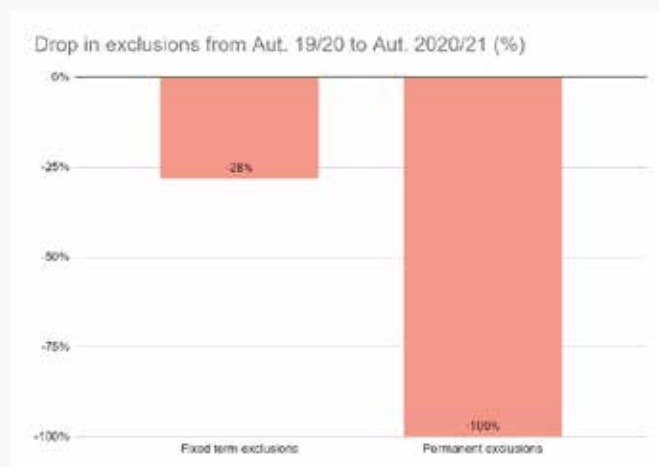
**“Right to Succeed offer something groundbreaking I haven’t seen in 20+ years in education: a chance to change the narrative for children and bring about long-term, sustainable change.”**

John Rowlands  
Executive Principal, Greater Manchester Academies Trust

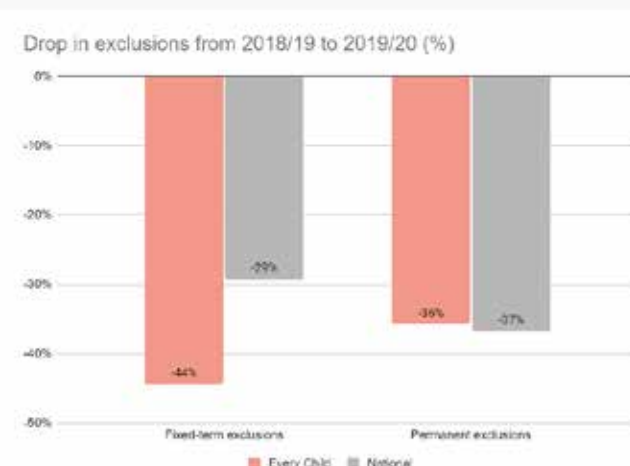
Delivery	Year 2
Schools	7
Partner organisations	2

### Progress on inclusion

From Year 1 to Year 2, the Every Child schools saw a 28% reduction in fixed-term exclusions and a 100% reduction in permanent exclusions. (The national data is not yet available for comparison.)



For comparison, from Year 0 to Year 1, there was a drop of 44% in the number of fixed-term exclusions given to pupils across the project schools. This compares favourably to a drop of 29% nationally. (The national drop is likely because of higher student absences due to the pandemic.)





While the pandemic affected the data we were able to collect for the Every Child schools, we had already seen promising signs of progress prior to March 2020. Across all of KS3, there was a reduction in the number of pupils who had spent more than five days in internal exclusion in Term 2 compared to Term 1. Most encouragingly, the schools reported no Year 7's in this group in the second term, compared to 14 pupils in the first.

## Progress in literacy



### Children and young people

**-0.4**

Change in average Reading Standard Age Score

**+17%**

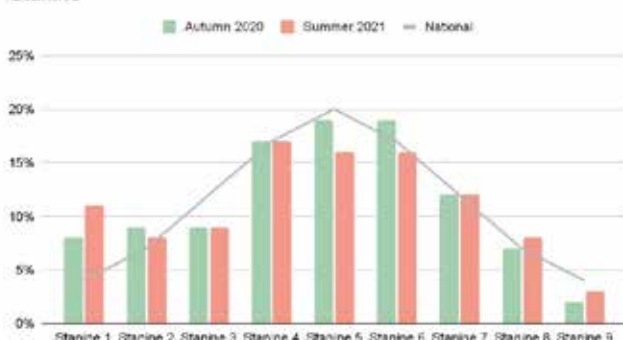
Pupils with highest reading levels (stanine 7-9)

Standard Age Score (Reading Ability)



\*Free School Meals (FSM)

Stanine



## Transition Project

Following a successful pilot in Year 2, seven primary schools in North and East Manchester will take part in a new project to support students' transition from primary to secondary school.

Difficulties in speech, language and communication needs as well as social, emotional and mental health needs are often not recognised in students until they reach secondary school, and have a significant impact on pupils' risk of being excluded. By supporting primary schools to identify needs, we can target support for pupils at an earlier stage, to help reduce school exclusions.

## Plans for 2021/22

- Continue with National Nurturing Schools Programme, EEF Literacy training, EEF Learning Behaviours training.
- Transition project (see above).
- Continued alignment with and feedback on the Manchester Inclusion Strategy.
- Evaluative process with Research School to look at intervention and whole-school implementation.
- Sustainability planning beyond year 3.

**Thank you to SHINE and Four Acre Trust for their generous support of the Every Child programme, to Credit Suisse for additional funding for our inclusion work, and to all our core funders (see p.20), without whom none of this work would be possible.**

## Stories from the Every Child community

### Repurposing approaches to alternative provision to improve educational offer

Before the Every Child programme, Manchester Communication Academy had around 25-30 students educated in alternative provision with a significant budget supporting this approach.

#### Internal Alternative Provision

The Every Child programme has enabled the school to reimagine their approach to supporting students most vulnerable within a mainstream setting. The school has invested in both staffing and resources to develop an effective internal provision, The Take 2 Centre, that more appropriately meets the needs of students requiring more focused support. The Take 2 Centre replicates the approach of alternative providers by developing small group tuition and supports children to self regulate, develop their independence and to develop a dual approach between personal and academic support.

The school now adopts a more appropriate preventative rather than reactive approach that is better able to support pupils with additional needs and more quickly intervene when these needs are identified.

This provision engages with families and key agencies as equal partners to co-construct the most appropriate child centred approach. The knowledge developed from this has shaped policy and practice which has resulted in a scalable and sustainable model. Both pastoral and academic data and effective knowledge sharing identifies the barriers that families and children may face, that makes them more vulnerable and this enables appropriate informed support at the earliest moment.

#### Impact

**The repurposing of the alternative provision budget to deploy specialist support and adapting a curriculum that engages and responds to need has generated £150,000 that has supported a more effective internal approach.**

This has resulted in:

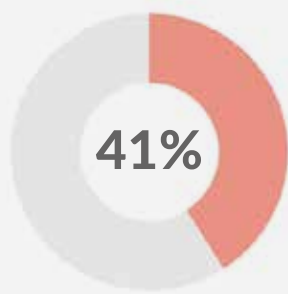
- 38% reduction in fixed-term exclusions
- 68% reduction in externally sourced alternative provision places
- Improved engagement with children and families
- Improved attendance for key targeted groups
- A broad curriculum for identified students, including employer engagements, careers and skills training
- Improved specialist support such as counselling, CBT and mental health support
- A 'starting now' approach that tracks students more effectively from Year 6/7, identifying key vulnerabilities and ensuring early intervention

### Impact of 'behaviour for learning' policy at School A

After recognising that referrals to the internal exclusion room were high, School A introduced a new 'behaviour for learning' policy. The impact of the change in approach is highlighted in the significant decline in both internal and fixed term exclusions.



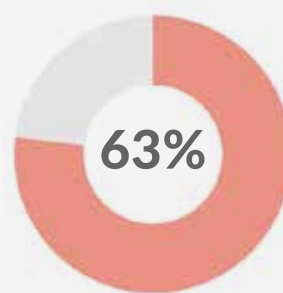
Reduction in  
internal exclusions



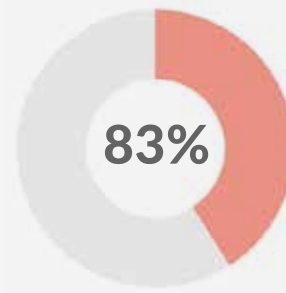
Reduction in  
fixed-term exclusions

### Impact of a new behaviour policy at School B

School B identified that there was a need to adjust the behaviour policies following joining the project in September 2019. The school would record behaviour points for a variety of incidents, including not completing homework. Due to this, the number of recorded Behaviour Incidents were considerably higher than other project schools. The schools' new behaviour policies has resulted in a significant reduction of incidents from Autumn 2019 to Autumn 2020. This must be viewed with caution due to the situation in schools in 2020 due to Covid.



Reduction in  
fixed-term exclusions



Reduction in number of  
students with 2 or more  
fixed-term exclusions



Every Child Project Leads examine the evidence for improving behaviour with the Manchester Communication Research School

# Plans for Discovery programmes in 2021/22

## Blackpool, 10-year Education Strategy

**The transition to a town-wide place-based approach to achieve educational equity for all children and young people.**

Blackpool is moving to a bold 10-year education strategy, building on the legacy of the Blackpool Opportunity Area, and focused on enabling children to thrive and achieve their potential in adulthood.

The strategy will see the town split into three Cross-Phase Areas (Blackpool North, Central and South), bringing together key stakeholders from all phases of education in each area to improve children and young people's outcomes.

The town-wide priorities are to improve literacy and to promote inclusion, and will include a focus on improving outcomes in early years, and supporting post-16 transitions to education, employment and/or training.

Right to Succeed is proud to have been awarded the contract to support the town's transition to effective place-based work across the three areas, which will take the form of a Discovery project over 12 months.

## Liverpool City Region, Knowsley and Halton, Cradle to Career

**Delivering effective place-based change of children and young people's outcomes in Liverpool City Region's most left-behind communities.**

The Liverpool City Region Combined Authority (LCRCA) Schools Support Programme is piloting Cradle to Career to support education and community development, and help drive sustainable economic growth within the Liverpool City Region.

Initially, the Discovery work managed by Right to Succeed will take place in Northwood in Knowsley and Halton Lea in Halton. The project is designed to enable the community to take ownership of the development of the area in which they live, addressing key issues affecting them and building on the strengths already in the community. It is this ownership that will ensure the sustainability of improved outcomes for children and young people.

Further, the project will seek to evaluate to what extent the conditions for effective place-based change are present amongst key stakeholders currently living and working in those communities.

## Manchester, Inclusion Strategy

**In September 2021 we started a new project in Manchester, which is running at the same time as the Every Child Project. We have been invited to support Manchester City Council (MCC) in continuing to develop and implement their Inclusion Strategy from September 2021.**

The strategy was initially developed by MCC and multi-agency partners in 2019, to help the council work together to support children and young people to remain engaged in education and reduce the risk of all types of exclusion. However, following the pandemic, the strategy has been revised. The newly developed Inclusion Strategy 2021-2024 programme will be overseen by the Inclusion Strategy Board, made up of representatives from MCC, multiple agencies, schools, youth/community sector, funders, and families.

Right to Succeed will be directly supporting the Inclusion Strategy Board to plan implementation of the strategy. The Inclusion Strategy 2021-2024 will have a much wider reach than the original, looking to support all schools across the city to work collectively. It will support schools to identify children's needs, help them to provide the support/intervention pupils need to succeed, and foster a collaborative approach to inclusive practice for stakeholders across the city. This project is now in the Discovery phase which will continue until January 2022.

## Norfolk, Youth Endowment Fund

**Right to Succeed is working with the Youth Endowment Fund (YEF) on the Neighbourhood Fund programme to support a community in Norfolk to lead on decision making that can positively impact the local neighbourhood, by preventing children and young people from becoming involved in violence.**

The Neighbourhood Fund aims to understand whether co-designing approaches with local communities to address specific challenges in relation to serious violence can work, and if they can identify successful components to reduce the number of children and young people becoming involved in violence.

The fund will test different models and approaches to community engagement to better understand how, where and why it supports improved outcomes for children at risk of becoming involved in violence.

During Discovery, we will establish key relationships and carry out in-depth data analysis to select a hyper-local area for delivery of the programme. We will then identify local strengths and assets; map funding, systems and stakeholders; and begin to identify opportunities for change.



# STRUCTURE, GOVERNANCE AND MANAGEMENT



# Constitution

Right to Succeed was established as a Charitable Incorporated Organisation (CIO) with the Charity Commission on 13 March 2015. The CIO's constitutional documents are its Articles of Association.

## Organisation

Trustees can be appointed by ordinary resolution of the members.

The trustees, who served throughout the financial year, except as stated below, were as follows:

Trustee	Appointed	Resigned
Ms Debi Bailey		
Mrs Alita Benson		
Ms Julia Grant		
Mr Anthony Harte		13 March 2021
Ms Catherine Hodges	19 January 2021	
Ms Suzanne McCarthy	13 October 2020	
Mr Jo Owen		13 March 2021
Ms Madhu Rajesh	20 April 2021	20 September 2021
Mr John Rowlands		
Mr Charles Scott		
Mr David Sheldon		13 March 2021
Mr Michael Wells	19 January 2021	
Mr Chris White		13 March 2021

The trustees of the charity are given information on the roles and responsibilities of trustees of a UK charity and are invited to attend regular Trustee Training Workshops run by Buzzacott LLP and Bates Wells Braithwaite LLP. Trustees are regularly updated on Charity Commission best practice. On becoming a trustee, each trustee goes through an induction process which includes meeting key members of the executive and reading core documents detailing our work and future plans.

Each trustee aims to visit the work in schools or similarly informative events on the ground (or by video call during the Covid-19 pandemic) at least once a year.

Anthony Harte, Jo Owen, David Sheldon and Chris White reached their maximum terms this year. We thank them for their incredible support in the first six years of the charity.

## Key management personnel

The trustees consider that they comprise the key management personnel of the charity along with the Senior Executive Team, which, following a restructure of the team on 1 January 2021, comprises:

<b>Graeme Duncan</b>	Chief Executive
<b>Beth Matheson</b>	Chief Operations Officer
<b>Catherine Murray</b> (appointed 27 October 2020)	Chief Development Officer
<b>Paul O'Neill</b>	Chief Programmes Officer

Until 31 December 2020, Olivia Sixsmith, Director of Development, and Belinda Logan, Director of Reach, were also a part of the Senior Executive.

Remuneration of the Chief Executive is set by the board. Remuneration of other senior managers is set by the Chief Executive and reviewed by the Finance Committee on behalf of the board.

## Trustees responsibility statement

The trustees are responsible for preparing the trustees' report and account in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice). The law applicable to charities in England and Wales requires the trustees to prepare accounts for each financial year which give a true and fair view of the state of affairs of the charity and of the income and expenditure of the charity for that year. In preparing these accounts, the trustees are required to: select suitable accounting policies and then apply them consistently; observe the methods and principles in Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable to the United Kingdom and Republic of Ireland (FRS 102); make judgements and estimates that are reasonable and prudent; state whether applicable United Kingdom Accounting Standards have been followed, subject to any material departures disclosed and explained in the accounts; and prepare the accounts on the going concern basis unless it is inappropriate to presume that the charity will continue in operation. The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the accounts comply with the Charities Act 2011, applicable Charity (Accounts and Reports) Regulations and the provisions of the charity's constitution. 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 charity and financial information included on the charity's website. Legislation in the United Kingdom governing the preparation and dissemination of accounts may differ from legislation in other jurisdictions.

# Risk management

The trustees have reviewed the major risks to which the charity is exposed, in particular those relating to the specific operational areas of the Charity and its finances. The trustees review the measures in place and establish policies, systems and procedures to minimise or manage any potential impact on the charity should those risks materialise. The principal risks and their main mitigations are as follows:

## Strategic risk

As our programmes grow in number and size we need to maintain the quality of what we deliver and build a sustainable future. We have a robust decision making process for new opportunities to ensure we understand and can manage the risks around funds, capability, capacity and stakeholders. We have started to codify our approach to programme delivery to ensure that we will achieve consistent quality, and to ensure learnings are built into future activity.

## Impact risk

Our programmes span multiple years and by their nature, the desired outcomes are subject to a number of variables, such as Covid. We need to be able to demonstrate our impact to secure funding and to attract new programmes. All programmes apply our data driven Impact Measurement Framework and new programmes will have specific measurable outcomes that are baselined. We will continue to develop this framework, learning from existing programmes and working with funders to ensure the profile of our impact is understood.

## Delivery risk

Planning and budgeting programmes over multiple years is challenging, compounded this year by Covid-19 disruption to our schools and our communities. Our methodology includes extensive pre-discovery and discovery work to ensure programmes are scoped properly, roles and responsibilities are understood and budgets and plans are realistic. Programme plans and risk registers are reviewed regularly and continuous communication between programme teams and the Senior Executive team has enabled programmes to be adapted in the year to ensure progress.

Our team, whilst growing, is small and does not have the capacity to absorb significant absences or attrition. Historically we have not been able to recruit for programmes before funding is secured which is often close to the start date. We have invested in staff engagement and learning and development to support retention of our team and will review recruitment options to reduce the burden at critical times, typically the start of the academic year.

## Funding risk

The withdrawal of programme funding or insufficient funds to finance our core operations would prevent RTS from delivering its strategy. We secure full funding in advance for each phase of our programmes and obtain co-commissioning from Local Authorities or similar to ensure commitment. We regularly engage with commissioners/funders. The Finance Committee regularly reviews funding pipeline status and this is reported to the Board.

## Partner risk

We rely on third parties to help deliver the programmes; a failure by one or more partners could impact on our delivery and/or reputation. Partnership agreements are in place for all key functions in our programmes. Our partnerships function manages the partner process and co-ordinates across all programme partnerships.

Other significant risks that the trustees monitor but consider currently less likely to arise given the mitigating controls in place are:

- Reputational management: Failure to manage serious untoward incidents of any kind resulting in reputational damage.
- Data protection breach or a safeguarding concern

Having assessed the major risks, the trustees are satisfied that the charity has taken actions to mitigate these risks to a tolerable level. The presence of regular monitoring of both Programme and organisational objectives at Senior Executive and Board level helps identify any early indicators around the risks.

## Fundraising

The charity's fundraising is largely focused on engaging with trusts, foundations and other grant-making institutions. We do receive a small number of donations from individuals but we have not made any fundraising appeals to the general public to date. The charity is registered with the Fundraising Regulator and undertakes regular reviews of the Regulator's Code of Fundraising Practice, and endeavours to keep abreast of changes in legislation, regulation and best practice in fundraising. The charity received no complaints from donors or members of the public about its fundraising practices this year





# LEGAL AND ADMINISTRATIVE INFORMATION



## Trustees

- Mrs Suzanne McCarthy (chair) (appointed trustee 13 October 2020, appointed chair 19 January 2021)
- Ms Debi Bailey
- Mrs Alita Benson
- Mrs Julia Grant
- Mr Anthony Harte (resigned 13 March 2021)
- Ms Catherine Hodges (appointed 19 January 2021)
- Mr Jo Owen (resigned as chair 19 January 2021, resigned as trustee 13 March 2021)
- Mrs Madhu Rajesh (appointed 20 April 2021, resigned 20 September 2021)
- Mr John Rowlands
- Mr Charles Scott
- Mr David Sheldon (resigned 13 March 2021)
- Mr Michael Wells (appointed 19 January 2021)
- Mr Chris White (resigned 13 March 2021)

## Registered office

40 Bowling Green Lane  
London  
EC1R 0NE

## Charity registration number

1160886

## Auditors

Buzzacott LLP  
130 Wood Street  
London  
EC2V 6DL

## Bankers

CAF Bank  
25 Kings Hill Avenue  
West Malling  
Kent  
ME19 45Q

## Solicitors

Baker McKenzie LLP  
100 New Bridge Street  
London  
EC4V 6JA

Bates Wells & Braithwaite LLP  
10 Queen Street Place  
London  
EC4R 1BE

## Public benefit

The trustees confirm that they have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the Charity's objectives and aims and in planning future activities

## Objects

The objects of the Charity are to advance for the public benefit any purpose or purposes which are exclusively charitable under the laws of England and Wales as the Trustees from time to time see fit with a non-exclusive focus on the education of young people, particularly those from disadvantaged communities including, without limitation by providing educational support to such young people; and providing support to individuals and organisations advancing the education of such people.



# FINANCIAL REVIEW

## Results for the year

A summary of the year's results can be found on page 61 of the attached financial statements.

The net income for the year was £630,841 (2020 - £879,537). The charity's total income grew by 28.6% to £2,633,242 (2020 - £2,047,164) which consisted mainly of donations and grants. £1,786,857 of this was spent on charitable activities (2020 - £959,242) while £215,544 (2020 - £208,835) was spent on raising income.

We increased the amount of voluntary income raised for the year by 28.3% to £2,582,890 (2020 - £2,012,130) of which £1,807,951 (2020 - £907,297) was restricted: £666,749 towards school based programmes, £335,540 towards core development and advocacy projects and £854,783 towards the new Cradle to Career programme in Birkenhead.

£774,939 (2020 - £1,104,833) of voluntary income raised was unrestricted and was spent on supporting the programmes described above, as well as on design and planning of the programmes for future periods, fundraising and our core costs of running the organisation.

Covid-19 did not put a stop to our programme delivery but it did continue to slow down some of the activity and related expenditure. As a result £536,923 (2020 - 275,614) of funding restricted to a number of our programmes has been carried forward to fund activities delivered in 2021/22. A further £151,958 of funding restricted to core development was carried forward for projects spanning both years.

## Reserves policy and financial position

The Charity maintains an unrestricted reserve from which core and programme activities are funded in line with the approved annual plan and budget. As at 31 August 2021 the Charity had free reserves of £1,253,310 (2020 - £1,035,736) which will be used to implement future plans while further funding is sought.

The current reserves policy requires the Charity to maintain an unrestricted reserves position within a target range that is calculated on the basis of 3 - 6 months of current operating costs and such similar costs that the Charity may be committed to within the next 12 months (such as planned expansion of the staff team) to achieve its objectives, plus an estimated cost for an unknown event that could derail the charity's plans and any other commitments made. The range is currently calculated as £0.79m to £1.27m based on the 2021/22 approved budget and plan. The current level of free reserves falls just within this range which trustees are comfortable with due to our current annual funding cycles peaking just before the year end. While the organisation is in growth mode and the economic outlook remains uncertain, the target free reserves will be reviewed on a six month basis to ensure they reflect any increase in base operating costs.

**Approved by the trustees and signed on their behalf by:**

DocuSigned by:  
  
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**Suzanne McCarthy**

Chair of Trustees

Approved by the trustees on 20 January 2022



# INDEPENDENT AUDITORS REPORT

# Independent auditor's report to the trustees of Right To Succeed CIO

## Opinion

We have audited the accounts of Right To Succeed CIO (the 'charity') for the year ended 31 August 2021 which comprise the statement of financial activities, the balance sheet, the statement of cash flows, principal accounting policies and the notes to the accounts. 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 accounts:

- Give a true and fair view of the state of the charity's affairs as at 31 August 2021 and of its income and expenditure for the year 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 accounts section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the accounts 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 accounts, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the accounts 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 accounts are authorised for issue.

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

## Other information

The trustees are responsible for the other information. The other information comprises the information included in the annual report and accounts, other than the accounts and our auditor's report thereon. Our opinion on the accounts does not cover the other information and we do not express any form of assurance conclusion thereon.

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

We have nothing to report in this regard.

## Matters on which we are required to report by exception

We have nothing to report in respect of the following matters in relation to which the Charities Act 2011 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 accounts; or
- Sufficient accounting records have not been kept; or
- The accounts are not in agreement with the accounting records and returns; or
- We have not received all the information and explanations we require for our audit.

## Responsibilities of trustees

As explained more fully in the trustees' responsibilities statement, the trustees are responsible for the preparation of the accounts and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of accounts that are free from material misstatement, whether due to fraud or error.

In preparing the accounts, 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 accounts

Our objectives are to obtain reasonable assurance about whether the accounts 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 accounts.

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

Our approach to identifying and assessing the risks of material misstatement in respect of irregularities, including fraud and non-compliance with laws and regulations, was as follows:

- The engagement partner ensured that the engagement team collectively had the appropriate competence, capabilities and skills to identify or recognise non-compliance with applicable laws and regulations;
- We identified the laws and regulations applicable to the charity through discussions with management, and from our knowledge and experience of the sector;
- We focused on specific laws and regulations which we considered may have a direct material effect on the financial statements or the operations of the charity, including 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), the Charities Act 2011, data protection legislation, anti-bribery, safeguarding, employment, and health and safety legislation;
- We assessed the extent of compliance with the laws and regulations identified above through making enquiries of management and inspecting legal correspondence; and



- Identified laws and regulations were communicated within the audit team regularly and the team remained alert to instances of non-compliance throughout the audit.

We assessed the susceptibility of the charity's financial statements to material misstatement, including obtaining an understanding of how fraud might occur, by:

- Making enquiries of management as to where they considered there was susceptibility to fraud, their knowledge of actual, suspected and alleged fraud; and
- Considering the internal controls in place to mitigate risks of fraud and non-compliance with laws and regulations.

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

- Performed analytical procedures to identify any unusual or unexpected relationships;
- Tested journal entries to identify unusual transactions; and
- Assessed whether judgements and assumptions made in determining the accounting estimates set out in the accounting policies were indicative of potential bias.

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

- Agreeing financial statement disclosures to underlying supporting documentation;
- Reading the minutes of the trustee meetings;
- Enquiring of management as to actual and potential litigation and claims; and
- Reviewing any available correspondence with the Charity Commission and other regulators.

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

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

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

A further description of our responsibilities for the audit of the accounts is located on the Financial Reporting Council's website at [www.frc.org.uk/auditorsresponsibilities](http://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 section 144 of the Charities Act 2011 and with regulations made under section 154 of that Act. 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.



Buzzacott LLP  
Statutory Auditor  
130 Wood Street  
London  
EC2V 6DL

**Date: 4 February 2022**

Buzzacott LLP is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006



# FINANCIAL STATEMENTS

# Statement of financial activities

Income and expenditure	Notes	Unrestricted funds £	Restricted funds £	2021 Total funds £	Unrestricted funds £	Restricted funds £	2020 Total funds £
<b>Income from:</b>							
Donations	1	774,939	1,807,951	2,582,890	1,104,833	907,297	2,012,130
Charitable activities		—	49,121	49,121	—	33,999	33,999
Other income		1,231	—	1,231	1,035	—	1,035
<b>Total income</b>		<b>776,170</b>	<b>1,857,072</b>	<b>2,633,242</b>	<b>1,105,868</b>	<b>941,296</b>	<b>2,047,164</b>
<b>Expenditure on:</b>							
Raising funds		215,544	—	215,544	208,385	—	208,385
Charitable activities	2	343,052	1,443,805	1,786,857	60,273	898,969	959,242
<b>Total expenditure</b>		<b>558,596</b>	<b>1,443,805</b>	<b>2,002,401</b>	<b>268,658</b>	<b>898,969</b>	<b>1,167,627</b>
<b>Net income for the year</b>		<b>217,574</b>	<b>413,267</b>	<b>630,841</b>	<b>837,210</b>	<b>42,327</b>	<b>879,537</b>
Transfers between funds		—	—	—	(8,067)	8,067	—
<b>Net movement in funds</b>		<b>217,574</b>	<b>413,267</b>	<b>630,841</b>	<b>829,143</b>	<b>50,394</b>	<b>879,537</b>
<b>Reconciliation of funds</b>							
Fund balances brought forward at 1 September 2020		1,035,736	275,614	1,311,350	206,593	225,220	431,813
<b>Fund balances carried forward at 31 August 2021</b>		<b>1,253,310</b>	<b>688,881</b>	<b>1,942,191</b>	<b>1,035,736</b>	<b>275,614</b>	<b>1,311,350</b>

All of the charity's activities derived from continuing operations during the above financial periods.

The charity has no recognised gains and losses other than those shown above.

# Balance sheet year ended 31 August 2021

	Notes	2021 £	2021 £	2020 £	2020 £
<b>Fixed assets</b>	7		5,356		9,442
<b>Current assets</b>					
Cash at bank		2,197,152		1,920,709	
Debtors	8	56,093		44,609	
		<u>2,253,245</u>		<u>1,965,318</u>	
<b>Creditors: amounts falling due within one year</b>	9	<u>(266,410)</u>		<u>(663,410)</u>	
<b>Net current assets</b>			1,986,835		1,301,908
<b>Total assets less current liabilities</b>			1,992,191		1,311,350
<b>Creditors: amounts falling due after more than one year</b>	10	<u>(50,000)</u>		<u>—</u>	
<b>Total net assets</b>			<u>1,942,191</u>		<u>1,311,350</u>
<b>The funds of the charity</b>					
<b>Funds and reserves</b>					
Unrestricted funds		1,253,310		1,035,736	
Restricted funds	11	<u>688,881</u>		<u>275,614</u>	
<b>Total funds</b>			<u>1,942,191</u>		<u>1,311,350</u>

Approved by the trustees and signed on their behalf by:

DocuSigned by:  
  
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**Suzanne McCarthy**

Chair of Trustees

Approved by the trustees on 20 January 2022

# Statement of cash flows year ended 31 August 2021

	Notes	2021 £	2020 £
<b>Cash flows from operating activities:</b>			
Net cash provided by operating activities	A	276,443	1,430,793
<b>Cash flows from investing activities:</b>			
Purchase of tangible fixed assets		–	(7,973)
Sale of tangible fixed assets		–	825
<b>Net cash used in investing activities</b>		<b>–</b>	<b>(7,148)</b>
<b>Change in cash and cash equivalents in the year</b>		<b>276,443</b>	<b>1,423,645</b>
<b>Cash and cash equivalents at 1 September 2020</b>	B	<b>1,920,709</b>	<b>497,064</b>
<b>Cash and cash equivalents at 31 August 2021</b>	B	<b>2,197,152</b>	<b>1,920,709</b>

Notes to the statement of cash flows for the year to 31 August 2021.

## A Reconciliation of net movement in funds to net cash provided by operating activities

	2021 £	2020 £
<b>Net movement in funds (as per the statement of financial activities)</b>	<b>630,841</b>	<b>879,537</b>
<b>Adjustments for:</b>		
Depreciation charge	4,086	3,101
Profit on sale of fixed assets	–	(147)
Increase in debtors	(11,484)	(17,998)
(Decrease)/increase in creditors	(347,000)	566,300
<b>Net cash provided by operating activities</b>	<b>276,443</b>	<b>1,430,793</b>

## B Analysis of cash and cash equivalents

	2021 £	2020 £
Cash at bank and in hand	2,197,152	1,920,709
<b>Total cash and cash equivalents</b>	<b>2,197,152</b>	<b>1,920,709</b>

No separate statement of changes in net debt has been prepared as there is no difference between the movements in cash and cash equivalents and movement in net cash (debt).

# Principal accounting policies

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the financial statements are laid out below.

## Basis of preparation

These statutory financial statements have been prepared for the year ended 31 August 2021.

The financial statements have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant accounting policies below or the notes to these financial statements.

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their financial statements in accordance with the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102) (Charities SORP FRS 102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Charities Act 2011.

The charity constitutes a public benefit entity as defined by FRS 102.

The financial statements are presented in sterling and are rounded to the nearest pound.

## Critical accounting estimates and areas of judgement

Preparation of the financial statements requires the trustees to make significant judgements and estimates.

The items in the accounts where these judgements and estimates have been made include:

- Estimating the useful economic life of tangible fixed assets;
- Allocation of support costs based on estimated staff time spent on each activity; and
- Estimating the value of donated services.

## Assessment of going concern

The trustees have assessed whether the use of the going concern assumption is appropriate in preparing these financial statements. The trustees have made this assessment in respect to a period of one year from the date of approval of these financial statements.

The trustees of the charity have concluded that there are no material uncertainties related to events or conditions that may cast significant doubt on the ability of the charity to continue as a going concern. The trustees are of the opinion that the charity will have sufficient resources to meet its liabilities as they fall due. The most significant areas of judgement that affect items in the financial statements are detailed above. With regard to the next accounting period, the year ending 31 August 2022, the most significant area that affects the carrying value of the assets held by the charity is the level of donations income achieved (see the risk management section of the trustees' report for more information).

The trustees regularly consider the impact of the Covid-19 pandemic on the going concern of the charity. They are satisfied that the charity has not seen an impact on its income in the past 18 months and do not anticipate a reduction on income due to the pandemic. The charity has kept its funders informed of any adaptations it is required to make in delivery of its programme work in schools and community, such as conducting meetings and training online and being more flexible with timeframes for pupil assessments. Funders are supportive of the circumstances and have given no indications of withdrawing commitments to funding due to these adaptations, and continue to offer opportunities to apply for renewed funding.



## Income

Income is recognised in the period in which the charity has entitlement to the income, the amount of income can be measured reliably and it is probable that the income will be received.

Income comprises donations, income received from local/national government for delivery of charitable activities and other income.

## Donations

Donations are recognised when the charity has confirmation of both the amount and settlement date. In the event of donations pledged but not received, the amount is accrued for where the receipt is considered probable. In the event that a donation is subject to conditions that require a level of performance before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that those conditions will be fulfilled in the reporting period.

## Income from charitable activities

This includes income charged to deliver our charitable services. This consists of income from Blackpool Opportunity Area for delivery of Pathways for All in Blackpool.

## Donated services

Services donated include provision of legal advice and specialist consultancy. This is recognised as income in the period in which the advice or service was provided based on the value to the charity, which for the most part is the comparable market value. An equivalent amount is recognised in the same period as an expense in the relevant section of the Statement of Financial Activities.

## Expenditure and the basis of apportioning costs

Expenditure is included in the statement of financial activities when incurred and includes attributable VAT which cannot be recovered.

Expenditure comprises the following:

- Expenditure on raising funds relates mainly to costs of staff time spent on raising funds and awareness of the organisation and the planned programme activities.
- Expenditure on charitable activities in deliverance of the objectives set out in the Trustees' report relate mainly to costs of staff time and travel and payments to our collaborative partners.
- Support costs relate to the costs of governance, IT, finance and other activities involved in managing the organisation. These have been allocated to activities based on estimates of the number of FTE staff engaged in each activity.

## Debtors

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

## 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.

## Creditors and provisions

Creditors and provisions are recognised when there is an obligation at the balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably. Creditors and provisions are recognised at the amount the charity anticipates it will pay to settle the debt. They have been discounted to the present value of the future cash payment where such discounting is material.

## Fixed assets

Fixed assets costing £1,500 or more are capitalised on the balance sheet and depreciated on a straight line basis over their useful economic life (UEL).

Class of asset	UEL
IT equipment	3 years

## Subsidiaries

Right to Succeed CIO has one wholly owned subsidiary, Right to Succeed Limited (company registration 08689873). The subsidiary is currently dormant.

## Pensions

Contributions in respect of the charity's defined contribution pension scheme are charged to the statement of financial activities when they are payable to the scheme. The charity's contributions are restricted to the contributions disclosed in note 5. There were no outstanding contributions at the year end. The charity has no liability beyond making its contributions and paying across the deductions for the employees' contributions.

# Notes to the financial statements year ended 31 August 2021

## 1 Donations

	Unrestricted funds £	Restricted funds £	2021 £
Donations	10,639	—	10,639
Grants	736,452	1,807,951	2,544,403
Donated services	27,848	—	27,848
<b>2021 Total funds</b>	<b>774,939</b>	<b>1,807,951</b>	<b>2,582,890</b>

	Unrestricted funds £	Restricted funds £	2020 £
Donations	603,429	—	603,429
Grants	483,478	907,297	1,390,775
Donated services	17,926	—	17,926
<b>2020 Total funds</b>	<b>1,104,833</b>	<b>907,297</b>	<b>2,012,130</b>

Donated services in 2021 comprise legal advice provided by Baker McKenzie and Communications advice from Dark Horse and Jayne Moore PR (2020: legal advice by Baker McKenzie and HR advice from Alita Benson).

## 2 Charitable activities

	Activities undertaken directly £	Support costs £	2021 £
Programmes:			
- KS3 Literacy	121,067	13,740	134,807
- Preventing Exclusions (Reach)	406,869	71,614	478,483
- Youth Employment (Pathways)	72,693	12,545	85,238
- Cradle to Career	509,609	83,623	593,232
- Every Child Manchester	164,165	32,211	196,376
- Halton & Knowsley Discovery	10,320	4,969	15,289
Advocacy and Communicating our work	134,211	30,249	164,460
Data Projects	111,296	7,676	118,972
<b>Total</b>	<b>1,530,230</b>	<b>256,627</b>	<b>1,786,857</b>

# Notes to the financial statements year ended 31 August 2021

## 2 Charitable activities (continued)

	Activities undertaken directly £	Support costs £	2020 £
<b>Programmes:</b>			
- KS3 Literacy	150,199	15,585	165,784
- Preventing exclusions (Reach)	279,607	56,050	335,657
- Youth employment (Pathways)	34,715	14,477	49,192
- Cradle to Career	124,211	27,117	151,328
- Every Child Manchester	99,624	30,052	129,676
Advocacy and Communicating our work	39,657	3,447	43,104
Data Insights Project	70,208	14,293	84,501
<b>Total</b>	<b>798,221</b>	<b>161,021</b>	<b>959,242</b>

## 3 Support costs

	Raising funds £	Programmes £	Data Projects £	Advocacy and communicating our work £	2021 £
IT and communications	7,638	33,147	1,163	4,585	<b>46,532</b>
Financial administration	5,374	23,325	819	3,226	<b>32,744</b>
Governance (note 4)	12,946	56,186	1,972	7,771	<b>78,875</b>
Other	24,434	106,045	3,722	14,667	<b>148,868</b>
	<b>50,392</b>	<b>218,702</b>	<b>7,675</b>	<b>30,249</b>	<b>307,019</b>

	Raising funds £	Programmes £	Data Insights Project £	Advocacy £	2020 £
IT and communications	2,033	10,160	1,013	244	13,450
Financial administration	2,516	12,577	1,255	303	16,651
Governance (note 4)	8,573	42,856	4,275	1,031	56,735
Other	15,542	77,688	7,750	1,869	102,849
	<b>28,664</b>	<b>143,281</b>	<b>14,293</b>	<b>3,447</b>	<b>189,685</b>

All support costs are allocated based on estimates of staff time spent on each activity.

#### 4 Governance costs

	2021 £	2020 £
Audit fee	8,906	8,574
Legal fees	22,660	17,925
Trustee meetings and travel	—	55
Other Professional Fees	17,165	6,134
Insurance	5,478	4,760
Staff costs	24,666	19,287
	<b>78,875</b>	<b>56,735</b>

Legal fees in Governance Costs in 2021 and 2020 were all provided pro bono.

#### 5 Employee and key management remuneration

##### **Summary**

Staff costs during the year were as follows:

	2021 £	2020 £
Wages and salaries	829,743	509,727
Social security costs	86,791	50,666
Pension contributions	69,051	35,850
	<b>985,585</b>	<b>596,243</b>

##### **Staff numbers**

The average number of staff employed during the year on a headcount basis was 23.2 (2020 – 13.2). The average number of employees during the year, calculated on a full time equivalent basis (FTE), analysed by function, was as follows:

	2021 £	2020 £
Raising funds	3.1	1.5
Charitable activities	14.2	7.4
Core management and support	4.2	2.2
	<b>21.5</b>	<b>11.1</b>

# Notes to the financial statements year ended 31 August 2021

## **Higher paid employees and remuneration of key management personnel**

One employee earned between £90,000 and £100,000 (2020 – no employee), no employees earned between £80,000 and £90,000 during the year (2020 – one employee) and two employees earned between £60,000 and £70,000 (2020 – one employee).

The key management personnel of the charity are the trustees along with the Executive Team. The trustees do not receive remuneration. The total employee benefits including National Insurance contributions of the key management personnel of the charity were £372,149 (2020 – £370,729).

No trustee received any remuneration for the period in which they served as a trustee. No trustee claimed expenses for the period in which they served as a trustee totalling (2020 – £140 reimbursed to one trustee).

## **5 Employee and key management remuneration (continued)**

The Charity purchased Trustees' indemnity insurance at a cost of £1,398 (2020 – £1,434) for the year. The policy provides indemnity for the Trustees and professional liability to a limit of £1,500,000.

## **6 Taxation**

Right to Succeed CIO is a registered charity and therefore is not liable to income tax or corporation tax on income derived from its charitable activities, as it falls within the various exemptions available to registered charities.

## **7 Fixed assets**

	IT Equipment £
Total cost at 1 September 2020 and 31 August 2021	14,873
Accumulated depreciation at 1 September 2020	(5,431)
Depreciation charge	(4,086)
Accumulated depreciation at 31 August 2021	(9,517)
Net book value at 31 August 2020	9,442
Net book value at 31 August 2021	5,356



## 8 Debtors

	2021 Total funds £	2020 Total funds £
Accounts receivable	20,260	34,682
Prepayments and accrued income	29,294	4,514
Other debtors	6,539	5,413
	<b>56,093</b>	<b>44,609</b>

## 9 Creditors: amounts falling due within one year

	2021 Total funds £	2020 Total funds £
Accounts payable	24,254	28,601
Taxation and Social Security	31,484	2,294
Accruals and deferred income	197,376	624,946
Other creditors	13,296	7,569
	<b>266,410</b>	<b>663,410</b>

## 10 Creditors: amounts falling due after one year

	2021 Total funds £	2020 Total funds £
Deferred income	50,000	—
	<b>50,000</b>	<b>—</b>

### Movement in deferred income

	£
Deferred income at 1 September 2020	578,616
Income released during the year	(578,616)
Income received and deferred	125,000
Deferred income at 31 August 2021	<b>125,000</b>

# Notes to the financial statements year ended 31 August 2021

## 11 Restricted funds

The income funds of the Charity include restricted funds comprising the following unexpended balances of donations held to be applied for specific purposes:

	At 1 September 2020 £	Income £	Expenditure £	Transfer from un- restricted funds £	At 31 August 2021 £
Preventing exclusions (Reach, Big Lottery Fund Grant)	160,572	317,128	(372,005)	—	105,695
Reach (additional funders)	—	24,375	(24,375)	—	—
Every Child (Manchester)	45,911	110,000	(148,776)	—	7,135
KS3 Literacy (Blackpool)	10,091	132,246	(114,519)	—	27,818
Pathways for all (Blackpool)	23,999	83,000	(75,064)	—	31,935
Cradle to Career (North Birkenhead)	4,515	854,783	(494,959)	—	364,339
Project Place	17,733	51,927	(69,660)	—	—
Data insights project	12,793	—	(12,793)	—	—
Capacity Building – Youth Endowment Fund grant	—	17,672	(17,672)	—	—
Capacity Building – other grants	—	132,827	(15,478)	—	117,349
Data Platform Project	—	133,114	(98,504)	—	34,610
	275,614	1,857,072	(1,443,805)	—	688,881

## 11 Restricted funds (continued)

	At 1 September 2019 £	Income £	Expenditure £	Transfer from un- restricted funds £	At 31 August 2020 £
<i>Preventing exclusions (Reach, Big Lottery Fund Grant)</i>	175,517	309,503	(324,448)	–	160,572
<i>Every Child (Manchester)</i>	–	150,000	(104,089)	–	45,911
<i>KS3 Literacy (Blackpool)</i>	–	175,000	(164,909)	–	10,091
<i>Pathways for all</i>	–	63,999	(44,180)	4,180	23,999
<i>Cradle to Career</i>	36,703	101,978	(134,166)	–	4,515
<i>Project Place</i>	–	39,333	(25,487)	3,887	17,733
<i>Data insights project</i>	13,000	70,000	(70,207)	–	12,793
<i>Capacity Building</i>	–	31,483	(31,483)	–	–
	<u>225,220</u>	<u>941,296</u>	<u>(898,969)</u>	<u>8,067</u>	<u>275,614</u>

Transfers from unrestricted funds were made in the prior year where trustees have committed to allocating unrestricted funds to projects where there was a small shortfall in funding so as to deliver the project's objectives.

The Big Lottery Fund (now the National Lottery Community Fund) has provided the Charity with two grants for the Reach programme focussing on preventing exclusions in Blackpool, North Belfast and Doncaster. The Charity also received other funding for its work to reduce exclusions in these areas from a small number of other funders.

The **Every Child** programme, based in Manchester and focussing on reducing exclusions in KS3, is funded partly by SHINE Trust and one other donor.

**Cradle to Career** in Birkenhead is funded by the Steve Morgan Foundation and SHINE Trust. Funds at year end will be applied to programme delivery in 2021/22, some of which was delayed from 2020/21 due to the pandemic.

**Restricted funds for Capacity Building** includes a grant from The Youth Endowment Fund for development of the Charity's theory of change, a grant for development of the Charity's place based measurement framework and a grant for development of the Charity's programmes, data analysis and evaluation in readiness for expansion to new areas.

Project Place, Pathways for All and KS3 Literacy are all funds restricted to the respective programmes as described in the Trustees Annual Report.

Credit Suisse EMEA Foundation funded the **data insights project** in the prior year which included development of an impact portal, testing for which has been delayed due to the ongoing disruption in schools.

In 2020/21 the Charity started work on a data platform for the schools in our North Birkenhead Cradle to Career programme. The platform is being developed with ImpactEd and will bring together data from participating schools' management information systems as well as data on child development collected as part of the programme. Schools should then be able to gain insight into the effectiveness of their work and tailor their support and interventions to improve attainment. This project is funded by the Steve Morgan Foundation and the Department of Culture, Media and Sport.

# Notes to the financial statements year ended 31 August 2021

## 12 Analysis of net assets between funds

	Unrestricted funds £	Restricted funds £	At 31 August 2021 £
<b>Fund balances at 31 August 2021 are represented by:</b>			
Tangible fixed assets	3,737	1,619	5,356
Current assets	1,270,983	982,262	2,253,245
Creditors: amounts falling due within one year	(21,410)	(245,000)	(266,410)
Creditors: amounts falling due after one year	(21,411)	(50,000)	(50,000)
<b>Total net assets</b>	<b>1,253,310</b>	<b>688,881</b>	<b>1,942,191</b>

	Unrestricted funds £	Restricted funds £	At 31 August 2020 £
<b>Fund balances at 31 August 2020 are represented by:</b>			
Tangible fixed assets	5,709	3,733	9,442
Current assets	1,086,920	878,398	1,965,318
Creditors: amounts falling due within one year	(56,893)	(606,517)	(663,410)
<b>Total net assets</b>	<b>1,035,736</b>	<b>275,614</b>	<b>1,311,350</b>

## 13 Operating lease commitments

At 31 August 2021, the charity's future minimum lease payments under non-cancellable operating leases were as follows:

	2021 £	2020 £
<b>Amounts due:</b>		
Within one year	21,785	1,304
Between one and two years	210	714
	<b>21,995</b>	<b>2,018</b>

#### **14 Related party transactions**

The aggregate amount of donations received in the year from related parties was £nil (2020 - £nil).

There were no related party transactions during the year.

John Rowlands, trustee, is executive principal of Greater Manchester Academies Trust (GMAT). He has chaired the steering group on the charity's Every Child project in Manchester since the start of the project in 2018. Manchester City Council (MCC), as co-commissioners of the Every Child Project, pay GMAT £15,000 per annum for John's time leading the project. There is no contractual agreement between the charity and MCC to make this payment.

#### **15 Liability of members**

The charity is constituted as a charitable incorporated organisation. In the event of the charity being wound up members have no liability to contribute to its assets and no personal responsibility for settling its debts and liabilities.



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