

UP - UNLOCKING POTENTIAL

England & Wales · Charity number 1163932

Details

Other names	THE 1-UP FOUNDATION
Status	Registered
Legal form	Charitable company
Company number	09750864
Registered	2015-10-12
Register	View on the Charity Commission register

Contact

Address	Canopi 82 Tanner Street London SE1 3GN
Phone	07341 731528
Email	hello@up.org.uk
Website	www.up.org.uk

Activities

Objects: THE OBJECTS OF THE CHARITY ARE FOR THE PUBLIC BENEFIT:THE RELIEF AND ASSISTANCE OF CHILDREN, YOUNG PEOPLE AND THOSE IN NEED BY REASON OF THEIR SOCIAL OR FAMILY CIRCUMSTANCES; ANDSUCH OTHER PURPOSES THAT ARE EXCLUSIVELY CHARITABLE ACCORDING TO THE LAW OF ENGLAND AND WALES AS THE TRUSTEES IN THEIR ABSOLUTE DISCRETION THINK FIT.

Activities: We support schools and communities to ensure no child or family struggles alone with their social, emotional and mental health needs. We provide trauma-informed, flexible, multidisciplinary therapeutic interventions for children experiencing trauma, poverty and adversity, alongside place-based support and advice for parents, carers and teachers, and placement training for future practitioners.

Classification

- **How:** Provides Human Resources, Provides Services, Provides Advocacy/advice/information
- **What:** General Charitable Purposes, Education/training, The Advancement Of Health Or Saving Of Lives, The Prevention Or Relief Of Poverty, Economic/community Development/employment, Recreation
- **Who:** Children/young People, The General Public/mankind

Geography

- Throughout London

Finances

Period end	Income	Expenditure	Assets	Employees
2025-08-31	£3,173,204	£3,128,084	£1,708,512	68
2024-08-31	£2,917,453	£2,908,426	£1,663,392	68
2023-08-31	£2,748,481	£2,727,695	£1,654,365	60
2022-08-31	£2,476,698	£2,486,344	£1,633,579	52
2021-08-31	£2,482,692	£2,462,087	£1,643,225	45
2020-08-31	£1,621,423	£1,546,658	£1,622,620	44

Trustees

Name	Role	Appointed
STUART RODEN	Chair	2015-08-14
Andrew Timothy Cook		2023-08-10
BRIAN ANDREW LINDEN		2016-11-01
Caroline Mary Heaven Herbert		2021-12-07
Charlotte Sophie Warshaw		2025-07-01
Jonathan Clark		2017-07-12
Ntolyanna Mordochai		2024-07-03
TATIANA ROSE AMORY		2015-08-26
THOMAS WILLIAM BIBLE BA		2015-08-26
WILLIAM MICHAEL JEFFERIES DE WINTON		2015-08-26

UP - UNLOCKING POTENTIAL

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Accounts



2025 Annual Report

**Annual Report & Financial Statements
for the year ended 31 August 2025**

Company number: 09750864
Registered charity number: 1163932

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Reference & Administrative Details



For the year ended 31 August 2025

Status The organisation is a charitable company limited by guarantee, incorporated on 26 August 2015 and registered as a charity on 12 October 2015.

Governing Document The company was established under Memorandum and Articles which established the objects and powers of the charitable company.

Company Number 09750864

Charity Number 1163932

Registered & Operating Office Canopi, Unit A, Arc House
82 Tanner Street
London, SE1 3GN

Trustees

Stuart Roden	Chair
Brian Linden	Vice – Chair
William de Winton	Treasurer
Thomas Bible	
Tatiana Amory	
Jonathan Clark	Safeguarding Lead
Carrie Herbert	
Andrew Cook	
Ntolyanna Mordochai	
Charlotte Warshaw	Appointed 1 July 2025

Chief Executive Cassie Oakeshott

Current Leadership Team

Cassie Oakeshott	CEO & Clinical Director
Amelia Maling	Head of Fundraising
Helen Twigg	Director of Safeguarding & Business Development
Lucy Freeman	Director of the Schools Programme
Sasha Chipperfield	Head of HR
Tracy True	Finance & Resources Director

Auditors HaysMac LLP
Chartered accountants & registered auditors
10 Queen Street Place, London, EC4R 1AG

The Trustees present their report and the audited financial statements for the year ended 31 August 2025.

Unlocking Potential supports schools and communities to ensure no child or family struggles alone with their social, emotional and mental health (SEMH) needs. We provide flexible, over-time, multi-disciplinary therapeutic support that meets children and families where they are, and enables them to feel safe, understood and the best version of themselves.

The scale of the social and mental health challenges affecting children and families in the UK is greater than ever before and our services are a response to the unprecedented demand and unmet need for therapeutic support.

Marking our 10th anniversary, we took the opportunity to invest in forward planning and develop a strategy for the years ahead. Supported by key funders, this positions the charity to deepen our work with families, strengthen cross-sector collaboration and continue developing a resilient, agile organisation.

Objectives and activities



Our Vision

Everyone feels supported, equipped and able to achieve their potential.



Our Mission

Our mission is to provide tailored therapeutic support to more children, while training the practitioners of the future to build holistic, resilient social systems that equip children and their families with the confidence, tools, and skills to thrive at school and within their communities.

During the year we brought this vision to life with...



Our **Schools Programme** enables us to deliver multidisciplinary therapeutic and wrap-around support (including creative arts and play therapies, speech and language therapy and occupational therapy) to children with adverse childhood experiences (ACEs), while providing advice for the whole school community and parents/carers.



Our **Parenting Programme** and **Family Support Programme** enables parents and families to develop the skills and understanding they need to support their children and thrive.



We are committed to **supporting the practitioners of the future**, and partner with leading universities and training organisations to provide supportive training placements to enable trainee therapists to succeed.



Running **our own specialist independent school** for children with SEMH needs. The Corner School offers alternative education pathways for children in crisis, including those excluded from or unable to attend mainstream schools.

“ I now feel more confident with my parenting skills and better prepared for the long journey ahead. It has helped me to be a calmer more patient parent.”

AM, Parent

Transfer of The Corner School to The Mulberry Bush Organisation

During the year under review, UP was the proprietor of The Corner School, which has operated as a distinct programme under UP's ownership since opening in 2018.

Following a positive Ofsted inspection in November 2024, in which the school was awarded a 'Good' rating in all areas, the Trustees undertook a strategic review of the school's long-term future. After careful consideration of what would be in the best interests of the children, their parents and carers, and staff, the Trustees made the decision to transfer the school to The Mulberry Bush Organisation, a charity whose values and therapeutic approach closely align with those of UP.

The transfer completed on 1 February 2026, after the balance sheet date.

The Trustees are confident that this decision secures the continued delivery of high-quality therapeutic education for pupils while enabling UP to focus on its core charitable strategy and long-term sustainability. The transfer was undertaken following appropriate due diligence and governance processes to ensure continuity of provision and the safeguarding of beneficiaries.

Through our Schools Programme, UP delivers a tiered programme of specialist, targeted and universal early interventions designed to meet the specific needs of children and young people, supporting their social, emotional, and mental health (SEMH), as well as their communication and daily living skills. In 2024-25, we supported 3,000 children aged 4-18, in 26 partner schools across 10 London boroughs.

1:1 Psychotherapy – Creative Arts and Play Therapies



- › Supports children to express emotions safely, strengthen self-awareness and relationships, and build resilience in managing ACEs, SEMH, and SEND challenges.
- › Equips parents and carers to provide stability, connection, and nurturing home environments.

Skills and Environment – Occupational Therapy (OT)



- › Helps children engage fully in daily life by developing motor skills, sensory regulation, routines, and confidence.
- › Supports independence in essential daily tasks (e.g., dressing, eating, organising) and promotes resilience.

Individual Talk Time Sessions (6xTT)



- › Six focused sessions offering practical strategies for managing worries, big feelings, and friendship challenges.
- › Builds emotional regulation, confidence, and problem-solving skills that children can use at school and at home.

Speak UP & Check-ins



- › A self-referral, 15-minute drop-in service providing children with a safe, supportive space to discuss worries or concerns.

Communication – Speech and Language Therapy (SaLT)



- › Develops expressive and receptive language, speech clarity, and confident social communication through 1:1, group, and classroom-based sessions.
- › Supports adults to embed communication strategies at school and home, ensuring every child can understand and be understood.

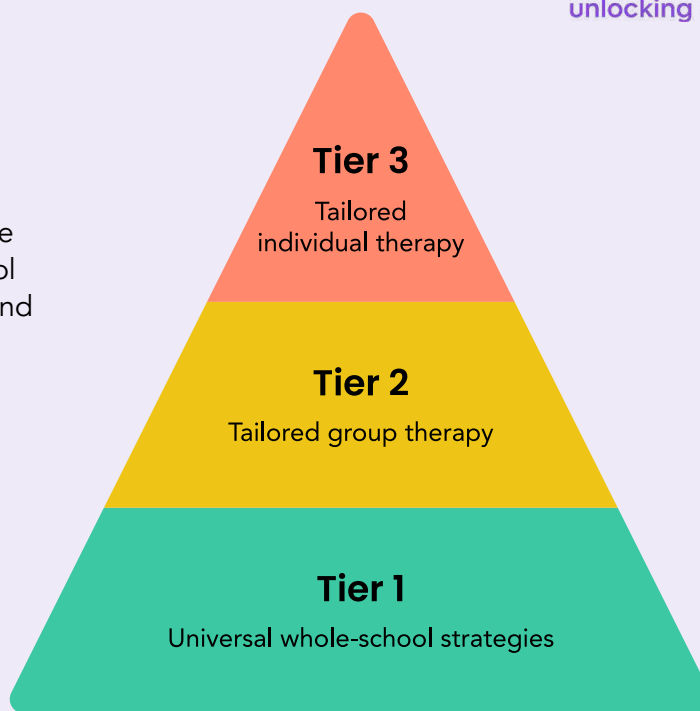
Wellbeing Groups



- › Six-week, small-group programmes using creative activities, games, and projects to build confidence, emotional wellbeing, and peer connection, tailored to each child's needs and interests.

Our approach includes a flexible tiered model of child-centred support.

Our tiered model of support strengthens the mental health and wellbeing of whole school communities, including children, teaching and support staff, and families and carers.



Whole School (Universal) Support

At a universal level, we worked with schools to lay the foundations for emotionally healthy and resilient environments. This included:

- ▶ Delivering UP's Children's Mental Health Week, on the theme of Disconnect to Reconnect: The Power of Going Offline, providing whole school assemblies, workshops and resources for children and parents/carers to support them to disconnect from tech and seek a healthier daily balance of activities.
- ▶ Delivering whole-staff training on a range of themes, including Supporting Children's Wellbeing, Inclusive Classrooms, Attachment Aware practice, Managing Behaviours that Challenge, Staff wellbeing and Care.

This approach aimed to embed a sustainable culture of wellbeing, contributing to calmer classroom environments, increased staff confidence, and a shared language and understanding around emotional health.

Targeted Support

For children and staff requiring additional support, we provided early intervention through:

- ▶ Small-group wellbeing and emotional literacy sessions for pupils.
- ▶ One-to-one consultations and guidance for staff on behaviour, safeguarding, and classroom challenges, including support with referral pathways.

This early help model supported the timely identification of emerging needs, reduced escalation, and strengthened connections between families and appropriate services.



Specialist Support

For children with a higher number of adverse childhood experiences and children presenting with more complex needs, we delivered specialist 1:1 therapy and multi-disciplinary interventions, including:

- ▶ One-to-one creative arts, play-based, and psychotherapeutic interventions, alongside Speech and Language Therapy (SaLT) and Occupational Therapy (OT) input where appropriate.
- ▶ Integrated planning with SENCOs, pastoral teams and external agencies, supported by regular review of progress and impact.

These interventions were designed to support measurable improvements in emotional regulation, communication, and engagement in learning.

“ Our partnership with Unlocking Potential has transformed how we think about wellbeing. Staff feel supported, children are calmer, and families are more engaged.”

Headteacher, London Primary School

Outcomes

Through this tiered model, we observed:



Pupils better able to regulate emotions and engage more fully in learning.



Improvements in attendance and attainment, strengthened safeguarding practices, and families feeling more confident and supported.



Teaching and support staff reporting increased confidence and a stronger sense of professional support.



School communities better equipped to create environments in which children and families can thrive.

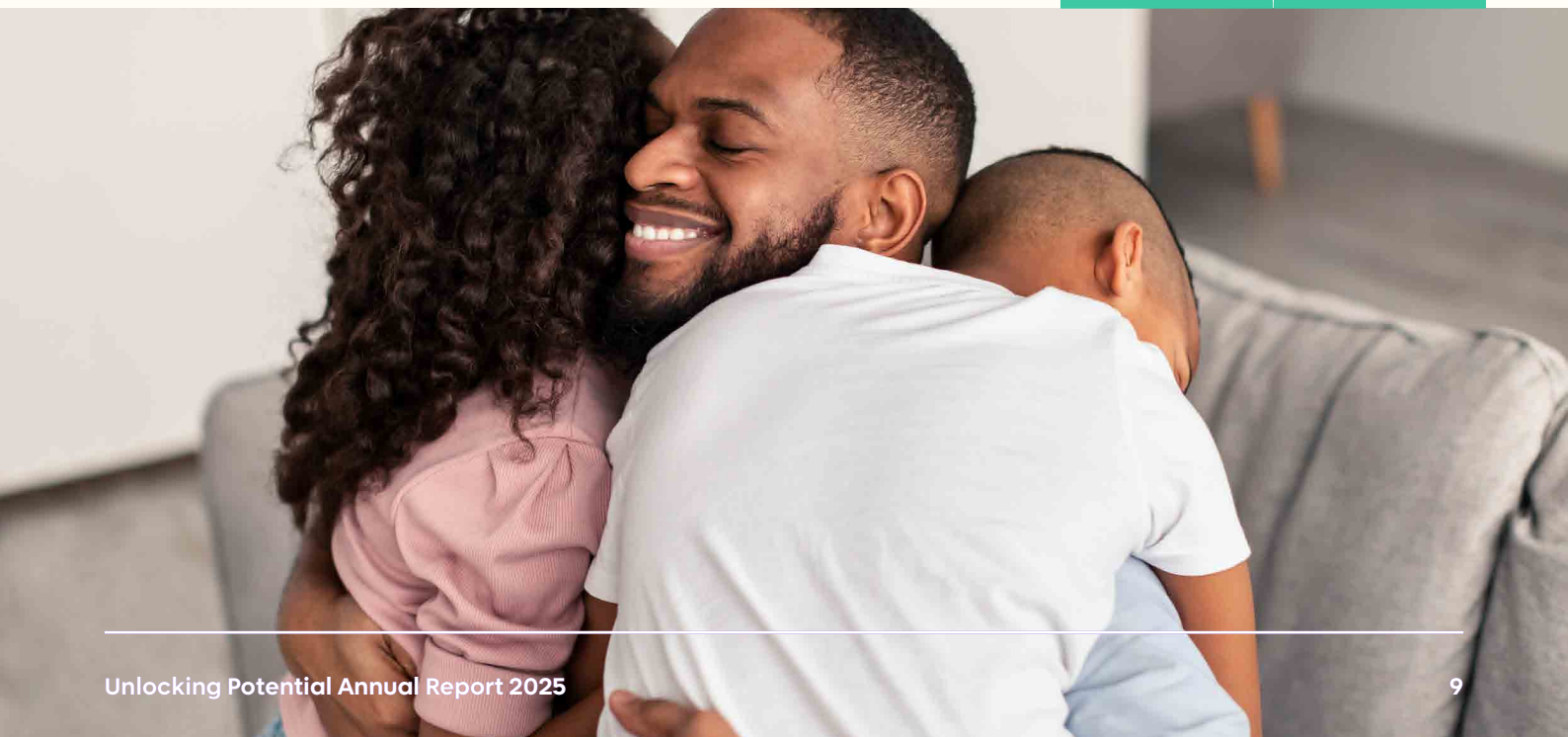
During the year, UP delivered its Parenting Programme, providing parents and carers with dedicated time and space to reflect on their approach to supporting the children in their lives.

The programme aims to:

- ▶ Support families in exploring what is working well and identifying areas for positive change.
- ▶ Help parents and carers develop new strategies, reducing feelings of isolation or overwhelm.
- ▶ Promote understanding of children's needs, responding with empathy and connection, and building confidence, empowerment, and enjoyment in parenting.
- ▶ Offer specific groups tailored for neurodiverse families, including parents and carers of neurodiverse children or those who are neurodiverse themselves.
- ▶ Provide a safe and inclusive environment where families can share practical strategies, celebrate strengths, and connect with others.

Through these sessions, families are better equipped to support their children's emotional, social, and educational development, contributing to stronger, more resilient home and school communities.

“providing parents and carers with dedicated time and space to reflect on their approach to supporting the children in their lives.”



UP provides a distinctive multi-disciplinary placement model, supporting the development of the next generation of SEMH professionals, including Speech and Language Therapists (SaLTs), Occupational Therapists (OTs), and Child Therapists.

Our placements are in-depth and rigorous, offering hands-on experience in real-world settings while preparing clinicians for the challenges of working in SEMH education. Trainees receive expert supervision, high safeguarding standards, and structured support for clinical practice throughout their placement.

Our Training Approach



Through this approach, we aim to equip teachers and professionals with the knowledge and skills to create more supportive school environments. In doing so, UP seeks to influence long-term systemic change across the SEMH sector, enhancing outcomes for children and families beyond the immediate classroom.

“ The supervision and in-house trainings have really expanded my practice – it has been both a supportive and stretching placement – I hope to be back for more.”

Psychotherapy Placement Student

Development of the Family Support Programme Pilot

During the year, UP secured significant multi-year funding from The Rausing Trust enabling us to establish a three-year pilot for our new Family Support Programme in the London borough of Wandsworth. Planning and development work commenced in the reporting period, with delivery beginning in September following the year end.

This programme represents an important strategic development for the charity. We recognise that children's outcomes are strengthened, sustained and magnified when parents and carers are also appropriately supported.

The Family Support Service provides practical and emotional support to parents and carers of primary-aged children. The service helps families build confidence, reduce stress and improve day-to-day routines and relationships.

Who the service is for

The pilot supports families living in Wandsworth who may benefit from support with:

- ▶ Parenting challenges, including boundaries, routines, behaviour and relationships
- ▶ Parental stress, low mood or anxiety that may be impacting family functioning
- ▶ School attendance or engagement difficulties, including challenges with morning routines
- ▶ Housing or financial pressures that may be affecting wellbeing
- ▶ Families who have previously found it hard to engage with Early Help services or who may have declined support in the past

What we offer

- ▶ A named Family Support Worker and a clear, goal-focused support plan
- ▶ Practical support delivered in the home or community, with regular check-ins
- ▶ Support to navigate services and strengthen multi-agency working where appropriate
- ▶ Access to UP's Parenting Programme

What we do not provide

The family support service does not provide:

- ▶ Crisis or urgent mental health response
- ▶ Statutory social work functions
- ▶ Specialist domestic abuse casework (although we can provide referral or signposting to appropriate services)
- ▶ Therapeutic interventions

The Trustees view this programme as a significant step in extending UP's therapeutic model beyond the classroom and into the wider family and community context.

During the year, UP operated The Corner School, a Special Independent Primary School based in Brent for children with social, emotional and mental health (SEMH) needs who had been excluded from mainstream education or were at risk of exclusion.

The school's mission was to provide specialist therapeutic education to help children re-engage with their learning, rebuild confidence and move toward positive life outcomes.

All children attending the Corner School had an Educational Health Care Plan (EHCP) and presented complex social, emotional and mental health challenges that had significantly impacted their previous educational experiences. Many had been excluded from mainstream education or were at imminent risk of exclusion.

During the year, the school provided specialist support to 15 children. Through a highly personalised approach, pupils were supported to re-engage with education, explore their strengths and unlock their potential.

At the Corner School, we provided:



Small class sizes with high staff-to-student ratios (1:1 or 2:1) to enable individualised support



A trauma-informed and sensory-aware approach to learning



A curriculum tailored to meet the unique needs of each child through bespoke educational programmes and lesson plans



A tri-part therapeutic model that integrates speech and language therapy, occupational therapy, and creative arts therapy into daily learning

As noted elsewhere in this report, The Corner School transferred to The Mulberry Bush Organisation on 1 February 2026, after the year end.

We believe that lasting change is only possible through collaboration, and we recognise that we cannot fulfil our vision alone. As a charity, we deeply value our partnerships, which are essential to amplifying our impact and extending the reach of our work.

Our university partners support the development of future practitioners and include:

The Tavistock, Terapia, Goldsmiths, Birkbeck, Cambridge University, Oxford Brookes, Institute of Arts and Therapy in Education, Centre for Counselling and Psychotherapy Education, City Saint Georges' University, University of Essex, University of Roehampton, University of East London, Brunel University of London, University of Brighton.

We also worked in partnership with London local authorities to ensure robust safeguarding, support and advocacy for children and families.

Our local authority partners include Brent, Camden, Ealing, Hackney, Hammersmith & Fulham, Harrow, Havering, Hillingdon, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth and Westminster.

In addition, we partner with charities that enhance and amplify our work by offering additional enrichment opportunities and support for children and young people. Key partners in the year included: AllChild, The Kids Network, Free to Be Kids, TimeGivers and We are Beyond.

We are also proud members of the Fair Education Alliance, contributing to wider sector collaboration and learning.

Public Benefit

The Trustees have had regard to the Charity Commission's guidance on public benefit when reviewing the Charity's aims and activities. The Trustees confirm that the Charity's activities are carried out for the public benefit.

The Charity works to support a defined section of the public — children and young people experiencing social, emotional and mental health difficulties.

Our activities are designed to reduce these challenges by providing therapeutic, educational and family support that helps children and young people improve their wellbeing, engage more positively with learning and relationships, and achieve better long-term outcomes.

This work is fully aligned with the Charity's charitable objectives.

“ Our partnership with UP has been a great success – they enhance our work by bringing their professional skills and expertise to our services – it's a relationship that benefits everyone.”

A Partner

Our strategy places a strong emphasis on understanding and evidencing our impact. Data and feedback guide how we refine our work, ensuring that we can reach more children, families and schools with interventions that genuinely make a difference.

We measure progress through:



Child Outcomes Research Consortium (CORC) Best Practice Framework

We use the CORC Best Practice Framework, a set of standards, tools, and guidance for organisations supporting children and young people's mental health, to ensure that our outcome and feedback data is robust, reliable, and consistent.



Goal-Based Outcomes (GBOs)

Children, parents, and teachers set and track goals. Children's goals often differ from adults', providing valuable insight into what matters most to them. Goals are grouped into three representative areas – self, relationships, and learning – reflecting resilience, emotional regulation, mental health and wellbeing, and engagement in learning.



Child Outcome Rating Scale (CORS)

CORS measures children's wellbeing across key life areas and is completed every six sessions to track progress over time.



Child Session Rating Scale (CSRS)

CSRS provides real-time feedback on each session, enabling practitioners to adapt their approach immediately based on the child's experience.



ImpactEd

ImpactEd provide specialist advice and guidance on evaluating impact in education and they are supporting us capture data on attendance, exclusions, school engagement and children's wellbeing and survey and focus group data from teachers on the impact of our interventions.

Our full impact report for the year may be found here:



Who we work with

In the year we enabled over **3,000 children** and young people, in **24 primary** and **two secondary** schools across ten London Boroughs to access bespoke, multi-disciplinary therapeutic and mental health support in the environments where they live and learn.

Of the children we work with in therapy & 6xTT:

61%

are from a global majority community

54%

are eligible for pupil premium

66%

of children are medium or high risk*

82%

of children (that we know of) have parents struggling with addiction

36%

of children live in a single parent family

17%

of children have parents who are struggling with their mental health

20%

of children are affected by domestic abuse

“ The work carried out through UP has become an integral part of our school community. UP provides children with a safe, nurturing space to process and express their emotions, helping them thrive both emotionally and academically. For our families, it offers a vital support system that promotes stronger relationships and better outcomes both at home and in school.”

Headteacher of a Partner School in Brent

*Children who are high risk, we define as: They are a Child in Need, or on a Child Protection Plan, have 3 or more ACEs, live in poverty, have housing insecurity, are in care, have refugee or asylum seeker status, have experienced abuse, suffered the loss of a family member, been excluded from school or have a significant history of behaviours that challenge.

In the year we...

partnered with

26

schools

supported

771

children with a 1:1
intervention

provided

4,910

sessions of 1:1 psychotherapy

held

7,855

Speak UP and Check-in,
self-referral sessions

delivered

759

6xTalkTime, short-term
targeted intervention sessions

provided

1,122

Occupational Therapy
(OT) sessions

delivered

788

Speech and Language
Therapy (SaLT) sessions



The difference our work made...

Self

Improved emotional wellbeing and resilience

Relationships

Improved relationships and positive social skills

Learning

Improved readiness to learn and engagement

1:1 Child Psychotherapy

95% child set goals
94% parent set goals
92% teacher set goals

98% child set goals
92% parent set goals
92% teacher set goals

91% child set goals
83% parent set goals
92% teacher set goals

6xTT (shorter interventions)

94% child set goals
97% teacher set goals

91% child set goals
97% teacher set goals

100% child set goals
94% teacher set goals

Occupational Therapy

86% of children achieved or made good progress towards better emotional regulation and confidence

100% of children achieved or made good progress towards clearer communication and positive social skills

90% of children achieved or made good progress towards greater readiness to learn – settling to talk, participating and persisting with work

Speech and Language Therapy

90% of children achieved or made good progress towards better emotional regulation and confidence

88% children achieved or made good progress towards clearer communication and positive social skills

90% of children achieved or made good progress towards greater readiness to learn – settling to talk, participating and persisting with work

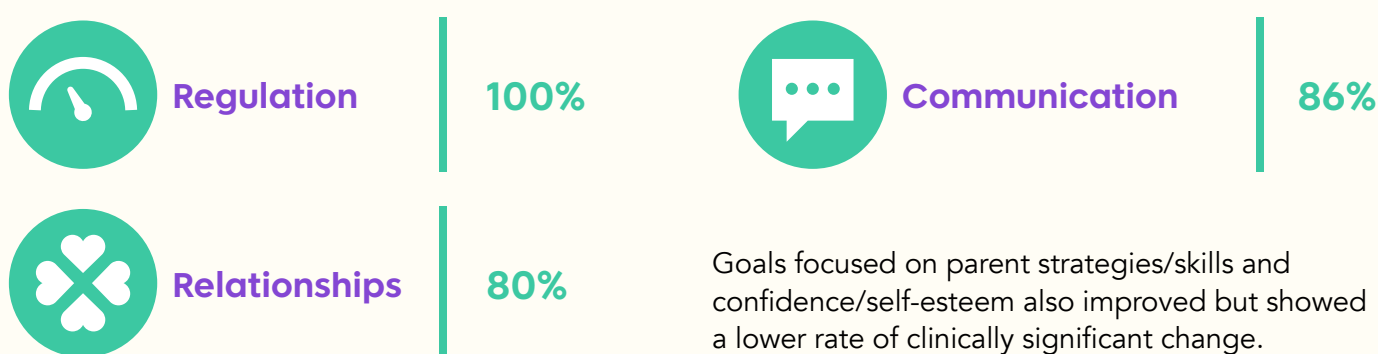
“ The parenting group and support from UP has made such a positive impact on my family life and I am better able to set boundaries and understand my child’s needs better. Thank you so much.”

Mum of year 4 child in therapy

Of the 30 parents who completed our 8-week online parenting courses in the year, the most common parent goal themes were:



The strongest outcomes were seen in goals regulation, with all paired goals showing clinically significant improvement of 3+ points, followed by communication and relationships:



Influencing Systems Change

Our work has the greatest and most sustainable impact when we strengthen the environments and systems in which children spend most of their time. By equipping the adults who care for and work with children to better understand their needs, we help ensure they can provide consistent and confident support.

In the year, we provided:

- 6** Universal SaLT and OT programmes that embed therapists in classrooms for a 6-week block to upskill staff on specific strategies like Makaton and Visual Semantics.
- 59** placements, upskilling the next generation of SEMH professionals (SaLTs, OTs, and Child Therapists) by offering in-depth, rigorous, and challenging placements that prepare clinicians for the demands of the field.
- 556** Meetings with school staff across the year. Additionally our team provide day-to-day support for teachers through informal conversations, offering practical advice and reflection on how to better manage behavioural and mental health issues in their classrooms.
- 860** therapist placements hosted since our inception, contributing significantly to the growth and strength of the field of Allied Health and Creative Arts & Therapies.

By equipping teachers and professionals with the knowledge and skills to create more supportive environments, we seek to enable lasting, systemic change in schools and across the SEMH field.

Children at the Corner School were assessed against National Curriculum levels and set bespoke academic goals aligned to their stage of learning. These goals were embedded into classroom learning, enabling education staff and therapists to work collaboratively to support each child's progress.



We were proud to maintain a **'Good' Ofsted rating** following our most recent standard inspection in November 2025.



All children have access to **appropriate therapeutic interventions.**



During the year, **14 children received OT input** and, among those who set OT goals, **100% fully achieved their goals.**



15 children accessed SaLT during the school year. Children at the Corner School often have more complex communication needs and may work towards multiple goals over a number of years. Across this school year, children worked towards 48 SaLT goals, with **92%** at least partially achieved, demonstrating strong progress towards their identified outcomes.



Across the year a total of **680 therapy sessions were delivered:** 340 1:1 therapy; 226 SaLT and 114 OT, providing integrated educational and therapeutic support for children with complex needs.



All children engaged with psychotherapy during the year, either through individual therapy or through universal and informal therapeutic support. A total of 340 1:1 therapy sessions were delivered and all children demonstrated progress across the year.

The school psychotherapist also supported parents through parent meetings, attending 33 across the school year, providing space for reflection alongside guidance and practical strategies to strengthen understanding of, and responses to, their child's emotional needs. Good progress was seen across Goal Based Outcomes with 75% of goals showing improvement and 50% showing clinically significant improvement of 3 or more points.

Key Stage 2 Classes



100%

of children made progress from their starting points in **Mathematics, Reading and Writing**



100%

of children made progress in **phonics** in this academic year

Early years foundation stage (EYFS) Key Stage 1 (KS1) Class

Children in the EYFS/KS1 class work within the early years foundation Stage framework, which includes seven areas of development:

Communication and Language

100%

developed social phrases and engaged with learn rhymes, poems and songs.

Literacy

100%

were able to recognise individual letters and identify the sounds they represent.

Understanding the World

80%

can name and describe familiar people and explore the natural world around them.

Personal, Social and Emotional Development

80%

built constructive and respectful relationships and developed the ability to express and understand feelings.

Mathematics

80%

were able to count objects, actions and sounds, count beyond ten, and explore the composition of numbers to ten.

Expressive Art and Design

80%

engaged with music and movement, expressing their feelings and responses and participating in music-making and dance.

Physical Development

80%

developed small motor skills, enabling them to use tools such as pencils for drawing and writing safely and confidently.



Financial Review

For the year ended 31 August 2025

Full details are given on pages 30-47.

The charity remained financially stable during the year, with income continuing to grow and expenditure closely aligned with programme delivery. The modest surplus generated reflects careful financial management while maintaining investment in the charity's core services and strategic development.

Total income for the year amounted to £3,173,204 (prior year: £2,917,453) and total expenditure incurred amounted to £3,128,084 (prior year: £2,908,428). The resulting surplus of income over expenditure for the year was £45,120 (prior year surplus: £9,027).

The charity continued to maintain a diverse income base, including grants from trust and foundations, programme income from schools and local authorities, and matched funding campaigns.

Donations and grants represented 51% of total income during the year. Total donations and grants in the year were £1,622,256 (prior year: £1,524,424).

Our sincere appreciation goes to all of our supporters who have given so generously during the year to support our work. Particular thanks are given to those who have pledged multi-year funding which allows us to plan and develop our services with greater confidence and has enabled us to expand our Schools Programme and reach more vulnerable children.

We were particularly grateful for three-year funding of £150,000 per year from the Rausing Charitable Trust, to support the development of our Family Support Programme pilot. The first year's funding of £150,000 has been recognised as deferred income at the year end, aligning with the start of delivery of the pilot programme in the following financial year. The charitable expenditure attributable to the Family Support Programme pilot during the year relates to time spent planning and developing the programme.

Income from charitable activities continues to represent a significant proportion of the charity's overall income. Fee income from the Schools Programme was £606,638 (prior year: £614,316) while local authority placement fees at the Corner School totalled £895,927 (prior year: £718,851).

As shown in the Statement of Financial Activities (SOFA), the majority of the Charity's expenditure relates directly to its charitable activities.

Fee income from the Schools Programme contributed 36% (prior year: 37%) towards the total cost of delivering the programme, with the balance funded through donations and grants.

Schools choose a package of support that matches their needs and available resources. However, some schools are finding this increasingly challenging as budgets have tightened, alongside falling birth rates and migration out of London, requiring difficult financial decisions.

The Corner School ended the year with fifteen children on roll, one of whom was transitioning to secondary school. Income from five local authorities for school placement fees contributed 76% (prior year: 67%) towards the total cost of the Programme during the year, with the balance funded by donations, grants and the designated fund established to support the school.

As noted elsewhere in this report, The Corner School transferred to The Mulberry Bush Organisation on 1 February 2026, after the year end. In connection with this transfer, a payment of £650,000 was made to the Mulberry Bush Organisation. Fixed assets relating to the school, with a cost of £281,894 and a net book value of £64,756 were also transferred as part of the arrangement.

In preparation for this transfer, the Trustees allocated an additional £250,000 to the Corner School designated fund at the year end, increasing the total designated amount to £650,000.

Income from the Schools contributing to the costs of the Schools Programme and the Corner School local authority placement fees is recognised as income from charitable activities and applied to support the delivery of those programmes.

The Trustees continue to monitor financial risks closely, including pressures on school budgets and the wider economic environment, which may affect demand for services and fundraising income. The charity's reserves policy and forward financial planning are designed to mitigate these risks.

Reserves

The charity requires reserves to ensure continuity of services for beneficiaries and to support the achievement of its charitable aims and objectives.

The Trustees have established a reserves policy in relation to unrestricted free reserves (those funds that are freely available). The policy is linked to the charity's strategic plans and states that free reserves should be maintained at a level equivalent to three to six months' operational expenditure.

Total reserves at 31 August 2025 amounted to £1,708,512.

The free reserves at 31 August 2025 were £870,637, after excluding designated funds of £650,000, fixed asset funds of £87,875 and restricted funds of £100,000.

The free reserves represent four months of future operating costs, which the Trustees consider to be within the target range set out in the reserves policy.

The Trustees review the reserves policy regularly to ensure that it continues to reflect the needs and financial position of the charity. The visibility provided by multi-year grants from Trusts and Foundations gives the Trustees confidence regarding the ongoing financial sustainability of the organisation.

The Trustees have a reasonable expectation that the charity has adequate resources to continue in operating for the foreseeable future, and the financial statements have therefore been prepared on a going concern basis.

Income Generation

The charity did not undertake active public fundraising during the year. However, we participated in two BigGive matched funding campaigns during the year. We are grateful to our BigGive Champion, The Childhood Trust who generously supported us with matched funding of £75,000 across the two campaigns in the year.

No complaints were received in relation to fundraising activities, and the charity remains registered with the Fundraising Regulator.

We will continue to grow our non-founder Trustee financial support base by diversifying our network of high-net-worth donors, increasing funding from trusts and foundations, and exploring opportunities for commissioned services and partnerships.

We remain extremely grateful to all of our supporters for their generosity during the year.



The Board and leadership team recognise that sound risk management is fundamental to good governance and effective management. Risk management is embedded into the charity's decision-making processes and forms an integral part of strategic and operational planning. Risk assessments are conducted for all required activities, and a comprehensive Risk Register covering all key risks is maintained, updated and reviewed quarterly by the leadership team. In addition, the Finance and Risk Committee and Trustee Board review the Risk Register at every meeting. The principal risks and uncertainties identified by the charity are outlined below:

Safeguarding

As we work with vulnerable children, young people and families, safeguarding is central to everything we do. We maintain a comprehensive safeguarding framework to manage associated risks and respond appropriately to all safeguarding concerns.

- ▶ All staff are required to complete safeguarding on-line training before starting their role, and safeguarding forms a key part of the induction process, including practical guidance on applying the charity's safeguarding policies and procedures.
- ▶ Depending on their role, staff also receive classroom based safeguarding training.
- ▶ Managers receive regular safeguarding updates from a variety of sources, including Andrew Hall's Safeguarding Extras.

The charity has a stand-alone Clinical & Safeguarding Subcommittee, responsible for overseeing clinical governance, safeguarding, and the continuous development of practice. Key roles include a lead Safeguarding Trustee, who supports good practice across the charity. We also have a Trustee with Clinical experience and a Director of Safeguarding & Business Development.

A dedicated Safeguarding Risk Register is maintained and reviewed by both the Clinical Governance and Safeguarding Committee and the Trustee board to ensure rigorous oversight.

Financial

The charity is reliant on a small number of key individuals. However, these individuals have demonstrated long-standing commitment and expertise. The CEO, Head of Fundraising and leadership team and Trustees are actively working to diversify income streams. This includes securing grants and multi-year funding from Trusts and Foundations and high net worth individuals for specific programmes.

Our Schools Programme has grown significantly in recent years. While we recognise the increasing financial pressures on schools, we continue to deliver high quality services that are financially sustainable for both the charity and our partner schools.

Building on our new strategic direction, the charity is pursuing ambitious growth to extend the reach and impact of our services. Following the post balance sheet transfer of the Corner School to The Mulberry Bush Organisation, the trustees are focusing the charity's resources on its core areas of expertise and future growth opportunities. We will focus on forming strong partnerships with organisations that share our vision and values, enabling us to work collaboratively to reach more children and families in need. Through these efforts, we aim to ensure that every child and family who requires support can access the services and interventions that will help them thrive, while continuing to strengthen the charity's resilience and long-term sustainability.

Our ambition is to:



Reach 60 schools by 2030



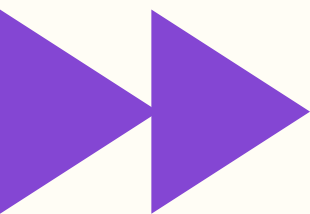
Extend support to more children and families



Strengthen the national movement for early, multidisciplinary support



Shape a future where every child feels supported, equipped and able to achieve their potential



UP – Unlocking Potential is a company limited by guarantee governed by its Memorandum and Articles of Association dated 26 August 2015; updated by special resolution on 18 October 2022. It is registered with the Charity Commission and is a company limited by guarantee.

Organisation

The Board of Trustees administers the Charity. The Trustees met as a Board three times in the year. Throughout the year the board operated the following committees, made up of Trustees, leadership team members and advisers:

Finance & Risk Committee:

This committee is Chaired by the treasurer.

Clinical & Safeguarding Committee:

This committee is Chaired by the lead Safeguarding Trustee.

Corner School Education Committee:

This committee is Chaired by Carrie Herbert.

Our Chief Executive appointed by the board manages the day-to-day operations of the charity.

The Chief Executive has delegated authority, within the terms of delegation approved by the Trustees, for operational matters including finance, employment, and the delivery of the services.

The Chief Executive is supported by a leadership team – this year our leadership team included:

- Chief Executive & Clinical Director
- Director of Safeguarding & Business Development
- Finance & Resources Director
- Headteacher Corner School
- Head of Fundraising
- Head of HR
- Director of the Schools Programme Director
- Deputy Director of the Schools Programme

The Trustees recognise the need to invest in experienced and talented staff to ensure their agreed programmes, policies and procedures can be implemented.

The Trustees consider the Board of Trustees and the leadership team to comprise the key leadership personnel of the charity in charge of directing and controlling, running and operating the Charity on a day to day basis. All Trustees give of their time freely. Expenses and related party transactions are disclosed in note 8, 9 and 19 to the accounts. The remuneration of the key management personnel is discussed and approved by the Board who ensure salary packages are benchmarked against comparable parts of the voluntary sector.

The Charity would like to warmly thank the Trustees for their tremendous support that they have provided over the year.

Charity Governance Code for larger charities

The Board recognises the importance of the Charity Governance Code for larger charities in promoting good governance in the charity sector. Trustees have assessed the charity's application of the relevant principles from the code.

Appointment of Trustees

The Board currently comprises 10 members. When considering new Trustees, the Board has regard to the requirements for any specialised skills needed.

Trustee Induction and Training

New Trustees undergo an induction process to brief them on their legal obligations under charity and company law, the content of the Memorandum and Articles of Association, the decision-making process, the business plan and recent financial performance of the Charity.

In addition, new Trustees meet key staff and other Trustees and are encouraged to attend the programmes. New Trustees are encouraged to undertake appropriate training which will facilitate them in undertaking their role. All Trustees continue to receive training on an ongoing basis.

Equality, Diversity, Inclusion and Belonging (EDIB)

The Trustees and leadership team are committed to creating a more diverse, equitable and inclusive workplace for our staff and beneficiaries. We have representatives within each service area who champion and improve EDIB within their areas and the wider organisation, we identify and deliver key objectives via an annual action plan that is under continual review.

Statement of the Board of Trustees Responsibilities for the Financial Statements

The Trustees, who are also directors of UP – Unlocking Potential for the purpose of company law, are responsible for preparing the Trustee’s Report and the accounts in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the Trustees to prepare financial statements for each financial year and not approve the financial statements unless they are satisfied that the financial statements give a true and fair view of the state of the affairs of the Charity as at the balance sheet date and of its incoming resources and application of resources, including income and expenditure, for the year then ended.

In preparing those financial statement which give a true and fair view, the Trustees should follow best practice and:

- ▶ Select suitable accounting policies and then apply them consistently;
- ▶ Observe the methods and principles of the Charities SORP;
- ▶ Make judgements and estimates that are reasonable and prudent;
- ▶ State whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements;
- ▶ Prepare the financial statements on the going concern basis unless it is inappropriate to assume that the charitable company will continue on that basis.

The Trustees are responsible for keeping accounting records which disclose with reasonable accuracy at any time the financial position of the charitable company and which enable them to ensure that the financial statements comply with the Companies Act 2006.

The Trustees are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for prevention and detection of fraud and other irregularities.

The Trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable Company’s website. Legislation in the United Kingdom governing the preparation and dissemination of Financial Statements may differ from legislation in other jurisdictions.

Each of the directors, who held office at the date of approval of this Trustees’ Report, has confirmed that there is no information of which they are aware which is relevant to the audit but of which the auditor is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditors are made aware of such information.

In preparing this report, the trustees have taken advantage of the exemptions available to small companies and have not prepared a strategic report.

Approved by the Trustees on 21 April 2026 and signed on their behalf by:



Stuart Roden, Trustee (Chair)

Opinion

We have audited the financial statements of UP – Unlocking Potential for the year ended 31 August 2025 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- ▶ Give a true and fair view of the state of the charitable company's affairs as at 31 August 2025 and of the charitable company's net movement in funds, including the 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 Companies Act 2006.

Basis for opinion

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

Conclusions relating to going concern

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

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

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

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Trustees' Annual Report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- ▶ The information given in the Trustees' Annual Report (which includes the directors' report prepared for the purposes of company law) for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- ▶ The directors' report included within the Trustees' Annual Report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' Annual Report (which incorporates the directors' report).

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- ▶ Adequate accounting records have not been kept by the charitable company; or

The charitable company financial statements are not in agreement with the accounting records and returns; or

- ▶ Certain disclosures of trustees' remuneration specified by law are not made; or
- ▶ We have not received all the information and explanations we require for our audit; or
- ▶ The trustees were not entitled to prepare the financial statements in accordance with the small companies' regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

Responsibilities of trustees for the financial statements

As explained more fully in the trustees' responsibilities statement set out on page 26, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's responsibilities for the audit of the financial statements

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

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

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to compliance with OFSTED regulations and compliance with company and charity law applicable in England and Wales, we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as Companies Act 2006, the Charities Act 2011 and payroll taxes.

We evaluated management’s incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls), and determined that the principal risks were related to the cut-off of income, posting inappropriate journal entries to income and management bias. Audit procedures performed by the engagement team included:

Inspecting correspondence with regulators and tax authorities;

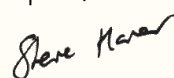
- ▶ Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- ▶ Evaluating management’s controls designed to prevent and detect irregularities;
- ▶ Identifying and testing journals, in particular journal entries posted with unusual account combinations, postings by unusual users or with unusual descriptions; and
- ▶ Challenging assumptions and judgements made by management in their critical accounting estimates

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council’s website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor’s report.

Use of our report

This report is made solely to the charitable company’s members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company’s members those matters we are required to state to them in an Auditor’s report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company’s members, as a body, for our audit work, for this report, or for the opinions we have formed.



Steve Harper (Senior Statutory Auditor)

**For and on behalf of HaysMac LLP,
Statutory Auditor**

Date: 22/04/2026

10 Queen Street Place
London
EC4R 1AG

Statement of Financial Activities

(Incorporating an Income and Expenditure Account)

For the year ended 31 August 2025

	Notes	2025 Unrestricted Funds £	2025 Restricted Funds £	Year Ended 31 August 2025 Total Funds £	Year ended 31 Aug 2024 Total Funds £
INCOME FROM:					
Donations and grants	2	1,422,050	200,206	1,622,256	1,524,425
Charitable activities	3	-	1,502,565	1,502,565	1,333,167
Investments		48,383	-	48,383	49,984
Other		-	-	-	9,877
Total Income	13	1,470,433	1,702,771	3,173,204	2,917,453
EXPENDITURE ON:					
Charitable activities	4	1,235,247	1,690,271	2,925,518	2,725,627
Raising funds	5	202,566	-	202,566	182,799
Total Expenditure	13	1,437,813	1,690,271	3,128,084	2,908,426
Net income	8	32,620	12,500	45,120	9,027
Net movement in funds		32,620	12,500	45,120	9,027
Funds brought forward		1,575,892	87,500	1,663,392	1,654,365
Funds at 31 August 2025		1,608,512	100,000	1,708,512	1,663,392

All of the above results were derived from continuing activities.

The statements of financial activities included all gains and losses recognised in the year.

Full comparatives for the Statement of Financial Activities are shown in note 21.

Balance sheet

At 31 August 2025

	Notes	31 August 2025 £	31 August 2024 £
FIXED ASSETS			
Tangible assets	10	87,875	120,152
CURRENT ASSETS			
Debtors	11	186,879	190,211
Short term deposits and cash in hand		1,792,986	1,501,164
		<u>1,979,865</u>	<u>1,691,375</u>
CURRENT LIABILITIES			
Creditors: amounts falling due within one year	12	359,228	148,135
		<u>1,620,637</u>	<u>1,543,240</u>
NET CURRENT ASSETS		<u>1,708,512</u>	<u>1,663,392</u>
NET ASSETS		<u><u>1,708,512</u></u>	<u><u>1,663,392</u></u>
FUNDS			
Unrestricted funds			
General fund	13,14	870,637	1,055,740
Fixed asset fund	13,14	87,875	120,152
Designated fund	13,14	650,000	400,000
		<u>1,608,512</u>	<u>1,575,892</u>
Restricted funds		100,000	87,500
TOTAL CHARITY FUNDS		<u><u>1,708,512</u></u>	<u><u>1,663,392</u></u>

Approved and authorised for issue by the Trustees on 21 April 2026 and signed on their behalf by:



William de Winton, Trustee (Treasurer)

The notes on pages 33-47 form part of these financial statements.

Statement of Cash Flows

For the year ended 31 August 2025



	Notes	31 August 2025 £	31 August 2024 £
Cash flows from operating activities	18	254,088	53,452
Cash flows from investing activities			
Interest income		48,383	49,984
Purchase of tangible fixed assets		(10,649)	(8,019)
Cash provided by investing activities		37,734	41,965
Increase in cash and cash equivalents in the year		291,822	95,417
Cash and cash equivalents at the beginning of the year		1,501,164	1,405,747
Total cash and cash equivalents at the end of the year		1,792,986	1,501,164

For the year ended 31 August 2025

1. Accounting Policies

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

Basis of preparation

These financial statements have been prepared in accordance with the Companies Act 2006, the Statement of Recommended Practice: Accounting and Reporting by Charities (Second Edition, effective 1 January 2019), and in accordance with the Financial Reporting Standard 102 (FRS 102).

UP – Unlocking Potential meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

Preparation of accounts on a going concern basis

The trustees consider there are no material uncertainties about the Charity's ability to continue as a going concern. The review of our financial position, reserves levels and future plans gives Trustees confidence the charity remains a going concern for the foreseeable future. Additionally the Trustees are committed to growing our non-founder Trustee donor base by diversifying our network of high net worth donors, increasing funding from trust and foundations for our programmes, and exploring commissioning routes.

The Trustees are satisfied that the Charity has adequate resources to continue in operation for the foreseeable future and, accordingly these financial statements have been prepared on the basis that the Charity is a going concern.

Critical accounting judgements and estimates

In preparing these financial statements, the Trustees have made judgements, estimates and assumptions that affect the application of the charity's accounting policies and the reported assets, liabilities, income and expenditure and the disclosures made in the financial statements. Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

The Trustees consider that there are no critical areas of judgement or estimation uncertainty in preparing these accounts.

Income recognition

All income is recognised once the charity has entitlement to income, it is probable that income will be received and the amount of income receivable can be measured reliably.

Donations and legacies

Donations and gifts are included in full in the Statement of Financial Activities when there is entitlement, probability of receipt and the amount of income receivable can be measured reliably.

Grants

Grants are recognised in full in the statement of financial activities in the year in which the charity has entitlement to the income, the amount of income receivable can be measured reliably and there is probability of receipt.

Government Grants

In the prior year, government grant income represents Department for Education funding for the Recovery Premium Grant and Tutoring Grant for Brent pupils at the Corner School

Income from charitable activities

Income from charitable activities is recognised as earned as the related services are provided. Income from other trading activities is recognised as earned as the related goods are provided.

Investment income

Investment income is recognised on a receivable basis once the amounts can be measured reliably.

Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required, and the amount of the obligation can be measured reliably. Expenditure is classified under the following activity headings:

Expenditure on charitable activities comprises costs of services and support costs.

The charity is registered for VAT and is partially exempt due to a mixture of taxable and exempt activities.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

Where VAT is recoverable, the amounts are stated net of VAT.

Expenditure is allocated to the particular activity where the cost relates directly to that activity. However, the cost of overall direction and administration of each activity, comprising the salary and overhead costs of the central function, is apportioned based on staff time attributable to each activity.

Notes to the Financial Statements

For the year ended 31 August 2025

Allocation of costs

Staff costs are allocated between direct charitable expenditure and support costs based on the time spent on these activities. Other costs are allocated directly to the relevant heading.

Operating leases

Rental charges are charged on a straight-line basis over the life of the lease.

Fixed assets

Fixed assets are stated at cost or deemed cost (donated valuation at estimated fair value) less accumulated depreciation and impairment losses. Assets costing more than £500 are capitalised.

Depreciation is calculated to write off the costs of the fixed asset by equal instalments as follows, all straight line:

Furniture, fittings and equipment	5 years straight line
Computer Equipment	3 years straight line
Catering Equipment	3 years straight line
Leasehold improvements	Life of lease
Playground Equipment	Over the life of the lease at the Corner School

Financial instruments

The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments, including trade and other debtors and creditors are initially recognised at transaction value and subsequently measured at their settlement value.

Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of twelve months or less from the date of acquisition or opening of the deposit or similar account.

Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

Funds

Unrestricted funds are donations and other income receivable or generated for the objects of the charity. Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

Restricted funds are those funds which are to be used in accordance with specific instructions imposed by the donor or trust deed.

Employee benefits

• Short term benefits

Short term benefits including holiday pay are recognised as an expense in the period in which the service is received.

• Employee termination benefits

Termination benefits are accounted for on an accrual basis and in line with FRS 102.

• Pension scheme

Pension contributions represent amounts paid into personal pension plans and the Teachers' Pension Scheme for employees.

Foreign currency translation

The charities functional and presentation currency is pound sterling. Monetary assets and liabilities denominated in foreign currencies are translated into sterling at the rates of exchange ruling at the balance sheet date. Transactions in foreign currencies are recorded at the rate ruling at the date of the transaction. All differences are recognised in the SOFA.

Legal status

UP - Unlocking Potential is a company limited by guarantee registered in England and Wales and has no share capital. In the event of the charity being wound up, the liability in respect of the guarantee is limited to £1 per member of the charity. Its operating office is shown on page 2.

Notes to the Financial Statements

For the year ended 31 August 2025

2. Donations and Grants

	2025 Total £	2024 Total £
Donations	1,620,896	1,524,425
Government Grants	1,360	-
	1,622,256	1,524,425

3. Income from Charitable Activities

	Schools & Universities £	Local Authority £	2025 Total £
Schools Programme	606,638	-	606,638
Corner School	-	895,927	895,927
	606,638	895,927	1,502,565

	Schools & Universities £	Local Authority £	2024 Total £
Schools Programme	614,316	-	614,316
Corner School	-	718,851	718,851
	614,316	718,851	1,333,167

Notes to the Financial Statements

For the year ended 31 August 2025

4. Analysis of Charitable Expenditure

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2025 Total £
Schools Programme	1,254,301	179,280	267,583	1,701,164
Corner School	700,038	290,280	190,427	1,180,745
Family Support Programme	16,741	1,672	25,196	43,609
	1,971,080	471,232	483,206	2,925,518

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2024 Total £
Schools Programme	1,245,774	201,917	205,581	1,653,272
Corner School	650,336	275,663	146,356	1,072,355
	1,896,110	477,580	351,937	2,725,627

5. Costs of Generating Funds

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2025 Total £
Costs of generating funds	105,827	17,629	79,110	202,566

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2024 Total £
Costs of generating funds	93,255	12,122	77,422	182,799

Notes to the Financial Statements

For the year ended 31 August 2025

6. Analysis of Support Costs

	Staff Costs £	Resources £	Professional Fees £	Governance £	2025 Total £
Schools Programme	145,840	21,878	67,401	32,464	267,583
Corner School	111,202	14,488	39,984	24,753	190,427
Family Support Programme	18,567	1,355	1,141	4,133	25,196
Charitable Expenditure (note 4)	275,609	37,721	108,526	61,350	483,206
Generating Funds (note 5)	56,320	4,542	5,711	12,537	79,110
	331,929	42,263	114,237	73,887	562,316

	Staff Costs £	Resources £	Professional Fees £	Governance £	2024 Total £
Schools Programme	131,033	17,043	24,813	32,692	205,581
Corner School	96,220	11,085	14,887	24,164	146,356
Charitable Expenditure (note 4)	227,253	28,128	39,700	56,856	351,937
Generating Funds (note 5)	58,146	3,408	1,654	14,214	77,422
	285,399	31,536	41,354	71,070	429,359

7. Governance Costs Include

	2025 £	2024 £
Staff Costs	53,977	50,969
Auditor's remuneration	19,710	19,800
Other	200	301
	73,887	71,070

Notes to the Financial Statements

For the year ended 31 August 2025



8. Net Income

	2025 £	2024 £
This is after charging		
Auditor's remuneration (including a percentage of irrecoverable VAT)		
Audit	19,710	19,800
Other Services	2,910	900
Expenses reimbursed to Trustees – Overnight Accommodation	-	200
Depreciation	38,845	44,725

Notes to the Financial Statements

For the year ended 31 August 2025



9. Staff Costs and Numbers

	2025 £	2024 £
Staff costs were as follows:		
Salaries and wages	2,090,057	2,018,021
National Insurance	221,442	196,928
Pension Contributions	151,314	110,784
	2,462,813	2,325,733

The number of employees whose emoluments fell within the following bands were:

	2025	2024
£60,001 - £70,000	2	1
£70,001 - £80,000	-	1
£80,001 - £90,000	1	-
£90,001 - £100,000	1	1

The total amount of expenses reimbursed to Trustees in the year was £0 (2024: £200 to one Trustee). No Trustee received remuneration in the current or prior year.

The total employee benefits of the key management personnel of the charity in the year were £611,485 (2024: £568,976).

The key management personnel of the charity in the year are considered to be the Chief Executive & Clinical Director, Finance & Resources Director, Head of HR, the Schools Programme Director, the Interim Schools Programme Director, the Headteacher of the Corner School, the Director of Safeguarding & Business Development and the Head of Fundraising.

The average number of employees during the year was as follows:

	2025 Full time equivalent staff numbers	2024 Full time equivalent staff numbers	2025 Staff Numbers	2024 Staff Numbers
Schools Programme	23	24	43	43
Corner School	14	14	15	17
Family Support Programme	0.2	-	1	-
Raising Funds	2	2	2	2
Support - Management	5	5	7	6
Average number of employees	44.2	45	68	68

Notes to the Financial Statements

For the year ended 31 August 2025

10. Fixed Assets

	Catering Equipment £	Leasehold Improvements £	Furniture, Fittings & Equipment £	Playground Equipment £	Total £
Cost					
At 1 September 2024	2,925	207,960	122,424	37,566	370,875
Additions	-	-	10,649	-	10,649
Disposals	-	(9,226)	(20,525)	-	(29,751)
Balance at 31 August 2025	2,925	198,734	112,548	37,566	351,773
Accumulated depreciation					
At 1 September 2024	2,102	120,703	106,894	21,024	250,723
Charge for the year	585	21,694	12,251	4,315	38,845
Disposals	-	(5,145)	(20,525)	-	(25,670)
Balance at 31 August 2025	2,687	137,252	98,620	25,339	263,898
Brought forward at 1 September 2024	823	87,257	15,530	16,542	120,152
Carried forward at 31 August 2025	238	61,482	13,928	12,227	87,875

11. Debtors: amounts falling due within one year

	2025 £	2024 £
Trade debtors	36,855	59,309
Prepayments and accrued income	55,009	55,824
Other debtors	95,015	75,078
	186,879	190,211

Notes to the Financial Statements

For the year ended 31 August 2025



12. Creditors: amounts falling due within one year

	2025 £	2024 £
Trade Creditors	54,244	10,718
Other taxation and social security	68,062	47,556
Accruals and deferred income	220,197	76,638
Other creditors	16,725	13,223
	359,228	148,135

Notes to the Financial Statements

For the year ended 31 August 2025

13. Analysis of funds

	At 1 September 2024 £	Income £	Expenditure £	Transfers £	At 31 August 2025 £
General Fund	1,055,740	1,470,433	(998,968)	(656,568)	870,637
Designated Funds	400,000	-	(400,000)	650,000	650,000
Fixed Asset Fund	120,152	-	(38,845)	6,568	87,875
Total Unrestricted Funds	1,575,892	1,470,433	(1,437,813)	-	1,608,512
Restricted Funds:					
Schools Programme – Schools	-	589,884	(589,884)	-	-
Schools Programme – Universities	-	16,754	(16,754)	-	-
Schools Programme – Grants	87,500	192,000	(179,500)	-	100,000
Schools Programme – Donations	-	6,846	(6,846)	-	-
Corner School – Local Authority	-	895,927	(895,927)	-	-
Corner School Grants	-	1,360	(1,360)	-	-
Total Restricted Funds	87,500	1,702,771	(1,690,271)	-	100,000
Total Funds	1,663,392	3,173,204	(3,128,084)	-	1,708,512

Notes to the Financial Statements

For the year ended 31 August 2025

	At 1 September 2023 £	Income £	Expenditure £	Transfers £	At 31 August 2024 £
General Fund	1,120,132	1,251,734	(908,107)	(408,019)	1,055,740
Designated Funds	350,000	-	(350,000)	400,000	400,000
Fixed Asset Fund	156,858	-	(44,725)	8,019	120,152
Total Unrestricted Funds	1,626,990	1,251,734	(1,302,832)	-	1,575,892
Restricted Funds:					
Schools Programme – Schools	-	594,678	(594,678)	-	-
Schools Programme – Universities	-	19,638	(19,638)	-	-
Schools Programme – Grants	25,000	197,500	(135,000)	-	87,500
Schools Programme – Donations	-	125,175	(125,175)	-	-
Corner School – Local Authority	-	718,851	(718,851)	-	-
Corner School Grants	2,375	-	(2,375)	-	-
Insurance Claim	-	9,877	(9,877)	-	-
Total Restricted Funds	27,375	1,665,719	(1,605,594)	-	87,500
Total Funds	1,654,365	2,917,453	(2,908,426)	-	1,663,392

Designated funds

A designated fund had been created to develop the school and cover forecast operating deficits. In preparation for the transfer, the trustees increased the designated fund to £650,000 to cover the expected Transfer Payment on transferring ownership of the school.

Fixed Asset fund

The fixed asset fund represents a transfer of the net book value of the fixed assets at the end of the year. These funds are in a separate fund to show they are not freely available to be utilised by the charity.

Restricted funds

Restricted funds have been received during the year in respect of specific projects operated by the charity.

For the year ended 31 August 2025

14. Analysis of Net Assets by Fund

	General Funds £	Designated Funds £	Restricted Funds £	2025 Total £
Fixed Assets	87,875	-	-	87,875
Net current assets	870,637	650,000	100,000	1,620,637
Total	958,512	650,000	100,000	1,708,512

	General Funds £	Designated Funds £	Restricted Funds £	2024 Total £
Fixed Assets	120,152	-	-	120,152
Net current assets	1,055,740	400,000	87,500	1,543,240
Total	1,175,892	400,000	87,500	1,663,392

15. Post Balance Sheet Event

Subsequent to the year end, the charity completed the transfer of The Corner School to The Mulberry Bush Organisation. There was no legal obligation to transfer the Corner School until after the balance sheet date and, accordingly, this represents a non-adjusting post balance sheet event. No adjustments have been made to the amounts recognised in these financial statements for the year ended 31 August 2025.

In connection with the transfer, a payment of £650,000 was made to The Mulberry Bush Organisation. Fixed assets relating to the school, with an original cost of £281,894 and a net book value of £64,756 at the date of transfer, were also transferred as part of the arrangement.

The costs will be recognised in the financial statements for the year ending 31 August 2026, reflecting the payment made and the net book value of assets transferred.

The trustees consider that the transfer safeguards the long-term interests of beneficiaries and allows the charity to focus resources on its core charitable purposes.

For the year ended 31 August 2025

16. Operating Lease Commitments

At the year end the charity was committed to making the following payments in total in respect of operating leases.

	Equipment 2025 £	Equipment 2024 £
Falling due:		
Within one year from 31 August 2025	1,960	2,859
Within two to five years from 31 August 2025	7,498	-

	Land and buildings 2025 £	Land and buildings 2024 £
Falling due:		
Within one year from 31 August 2025	68,256	68,256
Within two to five years from 31 August 2025	136,512	204,768

Operating lease costs charged to the Statement of Financial Activities in the year ended 31 August 2025 amounted to £101,664 (2024: £107,825).

17. Taxation

The charity is exempt from corporation tax as all of its income is charitable and is applied for charitable purpose. As one of the programmes in the year was the running of an independent specialist school, the charity registered for VAT from January 2025.

The charity is partially exempt for VAT purposes due to a mixture of taxable and exempt activities.

Irrecoverable VAT is included with the expense to which it relates on the Statement of Financial Activities.

Where VAT is recoverable, the amounts are stated net of VAT.

Following the post balance sheet transfer of the Corner School to The Mulberry Bush Organisation (note 15) the charity de-registered for VAT at 28 February 2026.

18. Reconciliation of Net Income to Net Cash Inflow from Operating Activities

	2025 £	2024 £
Net Income for the year	45,120	9,027
Add back depreciation charge	38,845	44,725
Loss on sale of fixed asset	4,081	-
Deduct interest income shown in investing activities	(48,383)	(49,984)
Decrease in debtors	3,332	249,749
Increase / (Decrease) in creditors	211,093	(200,065)
Net cash generated in operating activities	254,088	53,452

19. Related Party Transactions

The total amount of donations received from four Trustees in the year was £927,000 (2024:£858,000 from four Trustees). There were no other related party transactions in the year or prior year.

20. The Teachers' Pension Scheme

The Corner School participates in the Teachers' Pension Scheme (The TPS) for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £19,034 (2024: £3,562) and at the year end £0 (2024: £0) was accrued in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a 'pay as you go' basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2020 and the Valuation Report, which was published in October 2023. The Valuation Report shows notional assets of £222.2bn and liabilities of £262bn, resulting in a scheme deficit of £39.8bn.

The employer contribution rate for the TPS is 28.6%, and employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 28.68%.

Following the post balance sheet transfer of the Corner School to The Mulberry Bush Organisation (note 15) the charity no longer participates in the TPS.

Notes to the Financial Statements

For the year ended 31 August 2025

21. Comparative Statement of Financial Activities for the Year Ended 31 August 2024

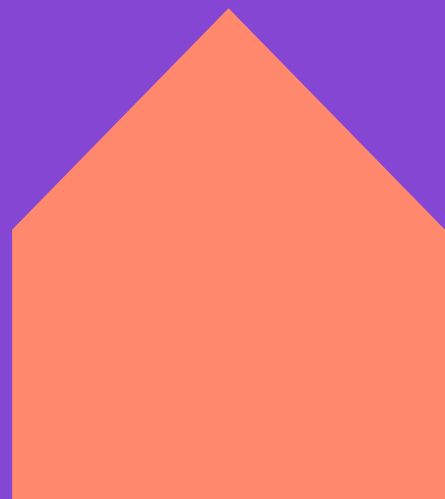
	Notes	2024 Unrestricted Funds £	2024 Restricted Funds £	Year Ended 31 August 2024 Total Funds £
INCOME FROM:				
Donations and grants	2	1,201,750	322,675	1,524,425
Charitable activities	3	-	1,333,167	1,333,167
Investments		49,984	-	49,984
Other		-	9,877	9,877
Total Income	13	1,251,734	1,665,719	2,917,453
EXPENDITURE ON:				
Charitable activities	4	1,120,033	1,605,594	2,725,627
Raising funds	5	182,799	-	182,799
Total Expenditure	13	1,302,832	1,605,594	2,908,426
Net (expenditure) / income	8	(51,098)	60,125	9,027
Net movement in funds		(51,098)	60,125	9,027
Funds brought forward		1,626,990	27,375	1,654,365
Funds at 31 August 2024		1,575,892	87,500	1,663,392

Get in Touch

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e: hello@up.org.uk

Canopi
82 Tanner Street
London
SE1 3GN



UP - UNLOCKING POTENTIAL

England & Wales - Charity number 1163932

Accounts



Unlocking Potential

2024 Annual Report

**Annual Report & Financial Statements
for the year ended 31 August 2024**

Company number: 09750864
Registered charity number: 1163932

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Reference & Administrative Details



For the year ended 31 August 2024

Status The organisation is a charitable company limited by guarantee, incorporated on 26 August 2015 and registered as a charity on 12 October 2015.

Governing Document The company was established under Memorandum and Articles which established the objects and powers of the charitable company.

Company Number 09750864

Charity Number 1163932

Registered & Operating Office Canopi, Unit A, Arc House
82 Tanner Street
London, SE1 3GN

Trustees

Stuart Roden	Chair
Brian Linden	Vice – Chair
William de Winton	Treasurer
Thomas Bible	
Tatiana Amory	
Jonathan Clark	Safeguarding Lead
Derek Nasser	Clinical Trustee (resigned 3 July 2024)
Carrie Herbert	Chair of the Corner School Education Committee
Andrew Cook	
Ntolyanna Mordohai	Appointed 3 July 2024

Chief Executive Cassie Oakeshott

Current Leadership Team

Cassie Oakeshott	CEO & Clinical Director
Amelia Maling	Head of Fundraising
Daniela Caton	Headteacher Corner School
Helen Twigg	Director of Safeguarding & Business Development
Lucy Freeman	Director of the UPLifting Children Programme
Sasha Chipperfield	Head of HR
Tracy True	Finance & Resources Director
Zoe Hibbert	Deputy Director of the UPLifting Children Programme & SENCO & Inclusion Lead at the Corner School

Auditors HaysMac LLP
Chartered accountants & registered auditors
10 Queen Street Place, London, EC4R 1AG

For the year ended 31 August 2024

The Trustees present their report and the audited financial statements for the year ended 31 August 2024.

The impact of poverty on families is painfully visible in the statistics for children's declining mental health. The year continued to be a very challenging time as school and local authority budgets dwindled, leaving mental health and special needs support stretched beyond capacity and unable to cope with the scale and severity of need.

Our vision is to create a world where every child and young person can fully realise their potential. We believe that by working hand-in-hand with communities, we can empower children and young people with social, emotional, and mental health (SEMH) challenges to thrive.

Activities

We bring this vision to life with...



Our UPLifting Children programme

UPLifting Children (previously known as the Schools Programme) which provides therapeutic services to children aged 4-18, at risk of declining mental health, poor social and academic outcomes, or school exclusion.

A key area of our work in the UPLifting Children programme is influencing systems change by training and upskilling mental health practitioners, teachers and other professionals.



Our specialist independent school

Running our own specialist independent school for children with SEMH needs. The Corner School offers alternative education pathways for children in crisis, including those excluded from or unable to attend mainstream schools.

UPLifting Children



(Previously known as the Schools Programme)

Through our UPLifting Children programme, we provided targeted and universal early intervention services to 3,000 children aged 4-18, in 26 different schools across 10 London boroughs. Our goal is to offer reliable access to multi-disciplinary mental health support and create safe, trusting relationships for children with SEMH needs.

For children who have faced Adverse Childhood Experiences (ACEs), who have challenges in more than one area, or who struggle to express themselves, connect with others, or feel at ease in their bodies, our therapeutic approach is transformative.

We deliver:



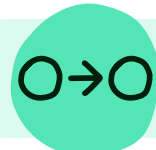
Psychotherapy: Creative Arts and Play Therapies



Speech and Language Therapy (SaLT)



Occupational Therapy (OT)



Transition groups



Wellbeing groups

Our trauma-informed approach ensures that we provide preventative and early intervention services, helping children develop secure attachments with trusted adults in a safe environment.

Our unique tri-part model brings together the power of Psychotherapy, Speech and Language Therapy and Occupational Therapy addressing the wide-ranging impact of SEMH needs and trauma. This holistic approach allows us to support the whole child, helping them overcome emotional, social, and developmental challenges.



Psychotherapy: Creative Arts and Play Therapies



Our 1:1 therapy and 6xTT (Six Times TalkTime) sessions use the power of non-verbal expression so that children can explore emotions, release built-up tension and process difficult experiences in a safe and manageable way.

UPLifting Families



We also provide guidance and coaching for parents to build supportive environments at home, including an 8-week UPLifting Families online parenting course designed to empower parents in understanding and supporting their children's SEMH needs.

Speech and Language Therapy (SaLT)



SaLT helps children to find their voice by developing skills that enable them to communicate their needs and emotions. For children impacted by trauma, this is a critical first step in breaking the cycle of internalised stress or acting out due to feeling misunderstood.

Influencing Systems Change



We support systemic change within the fields of education and therapy, by training and empowering those who work with children to understand their developmental needs in new ways.

For **teachers**, we offer:

- **Therapeutic INSET days and Twilight sessions** to improve their understanding of SEMH needs
- **Universal SaLT and OT programmes** that embed therapists in classrooms for 6-week blocks to upskill staff on specific strategies like Makaton and Visual Semantics
- **Ongoing, day-to-day support for teachers** through informal conversations, offering practical advice and reflection on how to better manage behavioural and mental health issues in their classrooms

Across the **SEMH field and Therapeutic Professions**, we offer:

- **A unique tri-part model placement experience**, that is rigorous and challenging, where trainees learn to apply theory to practice within a multi-disciplinary and trauma-informed framework.

By up-skilling the children's workforce, we foster systemic change within schools that improves long-term outcomes for children with SEMH needs.

Occupational Therapy (OT)



OT or body-based therapies, help children who have experienced significant life challenges or trauma to re-establish a sense of safety by focusing on sensory regulation, motor skills, and daily functioning such as sleep and self-care, enabling them to interact with their surroundings in a calmer and more confident manner.



For children who have been excluded from mainstream education or are at risk of exclusion, we offer the Corner School, a Special Independent Primary School, based in Brent, for children with SEMH needs. Our mission is to give these children the specialist support they need to re-engage with their education and unlock their potential, helping them move toward positive life outcomes.

All children at the Corner School arrive with an Educational Health Care Plan and a complex set of social, emotional and mental health challenges that have blighted their previous educational experiences. Many have been excluded from mainstream education or were on a trajectory of exclusion.

We provided specialist support to 11 children at the beginning of the year, growing to 14 by the end of the year. We helped pupils to re-engage with learning, explore and unlock their potential and move towards positive life outcomes.

At the Corner School, we provide:



Small class sizes with high staff-to-student ratios (1:1 or 2:1) to offer individualised support



A trauma-informed and sensory-aware approach to learning



A curriculum tailored to meet the unique needs of each child through bespoke educational programmes and lesson plans



A tri-part therapeutic model that integrates speech and language therapy, occupational therapy, and creative arts therapy into daily learning

“ In our school, we believe that each child holds the key to unlocking their own potential. ”



We believe that lasting change is only possible through collaboration, and we know we can't fulfil our vision alone. As a charity we deeply value our partnerships, which are essential to amplifying our impact.

Our university partners include: The Tavistock, Goldsmiths, Birkbeck, Cambridge University, Oxford Brookes, Institute of Arts and Therapy in Education, Centre for Counselling and Psychotherapy Education, City University.

Across the UPLifting Children programme and the Corner School we work in partnership with 14 London local authorities to ensure robust safeguarding, support and advocacy for children and parents including: Brent, Camden, Ealing, Hackney, Hammersmith & Fulham, Harrow, Havering, Hillingdon, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth and Westminster.

We also partner with charities that enhance and amplify our work by offering additional enrichment opportunities to children and young people. Some of our key partners include: AllChild, The Kids Network, Free 2 Be, TimeGivers, We are Beyond.

Additionally, we are a proud member of Place2Be's Trailblazers for Apprenticeship Development, and we are in the process of joining the Fair Education Alliance.

Public Benefit

Our work is regularly reviewed in light of the Charity Commission's guidance on public benefit, and the Trustees confirm that the main activities of the Charity are for the public benefit. We work for the public (defined as a section of the public identified by their social and emotional difficulties) benefit. We define our benefit as reducing social and emotional difficulties faced by children and young people, which is in line with our objectives.



We are committed to measuring and enhancing the impact of our services to ensure lasting change for the children and families we support. We are currently enhancing our evaluation processes with ImpactEd and CORC (Anna Freud Centre), using the Best Practice Framework, which we are implementing in 2024-25.



Our interventions consistently demonstrate strong outcomes across a range of key areas, including improvements in children's social and emotional skills, confidence, self-esteem, and school engagement. Our work also fosters healthier parent-child relationships and helps children better manage their emotions and behaviour.



[Our full impact report for the year may be found here](#)

We measure progress through **Goal-Based Outcomes**, the **Parent Stress Scale Questionnaire**, and our continuous cycle of feedback keeps us in touch with our communities and able to track improvements for both **UPLifting Children** and the **Corner School**. Annually we evaluate the impact of the entire organisation through our partnership with ImpactEd, and we produce an annual report of our impact.

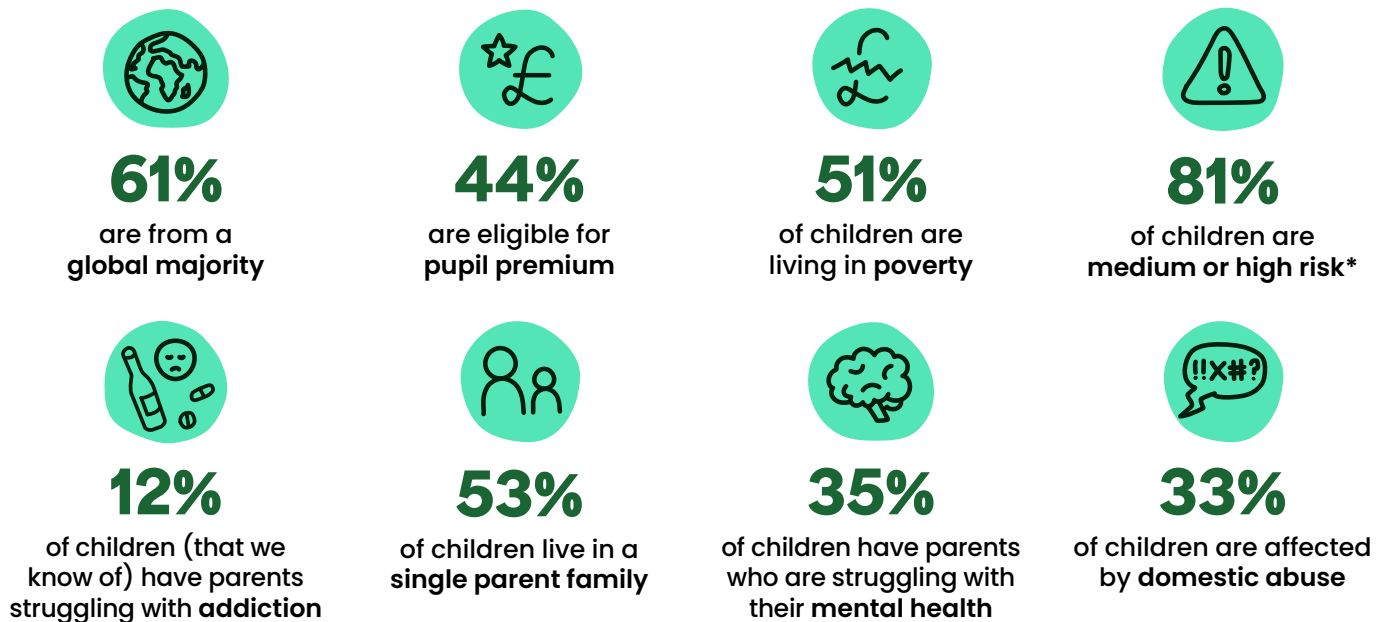


To fit more neatly into our ‘family’ of services and branding, we have renamed the Schools Programme, our prevention and early intervention service, to:

UPLifting Children

Who we work with

In the year we enabled over 3,000 children and young people, in 28 primary (93%) and secondary (7%) schools across ten London boroughs to access bespoke, multi-disciplinary therapeutic and mental health support in the environments where they live and learn. Of these children 818 individual children accessed a 1:1 intervention including Psychotherapy, Speech and Language therapy and Occupational therapy. Of the children we work with:



*Children who are high risk, we define as: They are a Child in Need, or on a Child Protection Plan, have 3 or more ACEs, live in poverty, have housing insecurity, are in care, have refugee or asylum seeker status, have experienced abuse, suffered the loss of a family member, been excluded from school or have a history of behaviour problems.

The number of prevention and early interventions sessions delivered by the UPLifting Children programme across London in the year may be summarised as below:



Early intervention Results



Of the children and young people who completed early interventions:

100%

have improved **self-esteem** or **confidence**

98%

have improved **emotional regulation**

97%

have improved **communication skills**



96%

have improved **mental health** or **relationships**

87%

have improved **participation in school and learning**

85%

have improved **behaviour**

97%

of parents and teachers **observed children reflecting on their behaviour** and making positive changes

100%

of teachers reported **improvements in both children's school engagement and confidence**



The sessions are helping me to know when I am getting angry and how to stop and think.

Year 4 child accessing 6xTT, Lewisham



UPLifting Families Results

Of the 26 parents who completed our 8-week UPLifting Families online parenting courses in 2023-24:

100%

agreed their children were better able to **manage their emotions**

100%

agreed that their children could **communicate their needs** more effectively



It was so reassuring and supportive to be with other parents from different backgrounds experiencing the same thing, and the UP facilitators were just fantastic, we have learnt so much and are so grateful.

Parent who accessed UPLifting Families, Brent



Our work is more sustainable and impactful when we positively change the environments and systems children spend the majority of their time in, and when those who work with and care for children understand their needs and can confidently support them.

In the year, we provided:



12

SalT, OT and Therapeutic INSET days and Twilight sessions to improve teachers understanding of SEMH needs.



6

Universal SalT and OT programmes that embed therapists in classrooms for a 6-week block to upskill staff on specific strategies like Makaton and Visual Semantics.



190

Days of **ongoing, day-to-day support** for teachers through informal conversations, offering practical advice and reflection on how to better manage behavioural and mental health issues in their classrooms.



64

Placements upskilling the next generation of SEMH professionals (SalTs, OTs, and Child Therapists) by offering in-depth, rigorous, and challenging placements that prepare clinicians for the demands of the field.



800+

Since our inception, we have hosted over **800 therapist placements**, contributing significantly to the growth and strength of the field of Allied Health and Creative Arts & Therapies.

By equipping teachers and professionals with the knowledge and skills to create more supportive environments, we aim to **foster long-term systemic change in schools and across the SEMH field.**

“ Given my positive experiences and the growth I’ve gained through my placements over the past couple of years, I would love to continue working with the organisation... Having a placement at UP has really supported me in my confidence and future work readiness. ”

Psychotherapy Trainee

Children at the Corner School are assessed against National Curriculum levels and are also set bespoke academic goals which reflect where they are against the national curriculum. These goals are then embedded into classroom learning so that education staff and therapists work collaboratively to help children reach their goals.

All children have access to appropriate therapeutic interventions. In the year, 8 children engaged with SaLT and 100% at least partially met their goals. 100% of children engaged with psychotherapy in the year either through individual therapy or universal/informal therapeutic support and all of them made progress across the year.



We are proud to have maintained a **'Good' Ofsted rating** at our last standard inspection in December 2024.



100% of children made progress from their starting points in **Maths, Reading and Writing**.



100% of children made progress in **phonics** in this academic year.



595 therapeutic sessions were delivered in the year.

“

He has made so much progress with his behaviour and his learning. At the weekends, he talks about what he has learnt at school. It is amazing to see him so happy and playing with other children so well. He has improved with controlling himself better, especially during competitive games, it was nice to see him encouraging others and getting on well with staff.

Parent of a child at the Corner School

”



Financial Review



For the year ended 31 August 2024

Full details are given on pages 23-40

Total income for the year amounted to £2,917,453 (prior year: £2,748,481) and total expenditure incurred amounted to £2,908,428 (prior year: £2,727,695). The surplus of income over expenditure for the year was £9,027 (prior year surplus: £20,786).

Just over half of our income came from donations and grants. Total donations and grants in the year were £1,524,424 (prior year: £1,473,200).

With the aim of diversifying our income and securing the future sustainability of our work, a Head of Fundraising and a Digital Media & Marketing Officer joined the team in the first quarter of the year.

Our appreciation goes to all of our supporters who have given so generously in the year to support our work. Particular thanks are given to those who have pledged multi-year funding which allows us to plan and develop our work and has enabled us to grow our UPLifting Children programme and reach more vulnerable children.

Income from charitable activities is growing as a percentage of overall income with fee income from our UPLifting Children programme being £614,316 (prior year: £536,643) and income from local authorities for school placement fees at the Corner School being £718,851 (prior year: £705,610).

As shown in the Statement of Financial Activities (SOFA), most of the Charity's expenditure was attributable to its charitable activities.

Fee income in the UPLifting Children programme contributed 37% (prior year: 37%) towards the total cost of the programme. The balance was met by donations and grants.

Schools choose a package of support that matches their needs and budget, however for some schools this is becoming increasingly difficult, as their budgets have shrunk with the cost-of-living crisis, falling birth rates and migration out of London, and they are having to make hard decisions.

The Corner School ended the year with fourteen children on the pupil roll, of whom two were transitioning to secondary school. The income from four local authorities for the school placement fees for the children contributed 67% (prior year: 59%) towards the total cost of the programme in the year. The balance was met by donations, grants and the designated fund set up for this purpose. In view of the forecast shortfall for the next academic year we have transferred a further £400,000 to the designated fund for the Corner School at the year end.

The UPLifting Children programme earned income and Corner School local authority placement fees have been treated as restricted income.



Reserves

The charity needs reserves to meet the needs of beneficiaries and to fulfil its charitable aims and objectives. The Trustees have a policy as to the level of unrestricted reserves (that is those funds that are freely available) that the charity ought to have. The policy is linked to the strategic business plans of the charity and remains that the charity's reserves should be equivalent to three to six months' operational expenditure.

Total reserves at 31 August 2024 amounted to £1,663,392.

The free reserves at 31 August 2024 were £1,055,740 which excludes designated funds of £400,000, fixed asset funds of £120,152 and restricted funds of £87,500.

The free reserves represent four months of future operating costs of the charity, which is considered adequate by the Trustees.

The reserves policy is regularly reviewed by the Trustees, to ensure that it continues to meet the needs of the charity. The Trustees have considered the impact of the cost-of-living crisis and general economic uncertainty on the reserves and financial health of the charity. The Trustees are satisfied that the charity has adequate resources to continue in operation for the foreseeable future and, accordingly these financial statements have been prepared on the basis that we are a going concern.

Income Generation

The charity did not actively fundraise from the public during the year. However, we did participate in three BigGive matched giving campaigns in the year. We have received no complaints with regards to fundraising activities. The charity is registered with the Fundraising Regulator.

A Head of Fundraising was appointed in September 2023 to grow our non-founder Trustee financial support base by diversifying our network of high-net-worth donors, increasing funding from trusts and foundations for our programmes, and exploring potential commissioning routes.

“ We remain extremely grateful to all of our supporters in the year. ”

The Board and the leadership team acknowledge that sound risk management is fundamental to good governance and best management practice. Risk management forms an essential part of the charity's decision-making process and is integrated into strategic and operational planning. Risk assessments are carried out on all required activities. A risk register covering all key risks is maintained and carefully updated and reviewed four times a year by the leadership team. Further the Finance and Risk Committee and Trustee Board review the Risk Register at every meeting. The principal risks and uncertainties identified by the charity are as follows:

Safeguarding

As we work with vulnerable children, young people and families, safeguarding is central to everything we do. We have a comprehensive safeguarding framework to manage the associated risks and act appropriately to all safeguarding concerns.

All staff are required to complete a safeguarding on-line training before commencing their role and safeguarding is a key part of staff induction including how to apply the safeguarding policy and procedures. Depending on the role, staff also have classroom based safeguarding training. All managers have regular safeguarding updates from a variety of sources, including Andrew Hall's Safeguarding Extras.

We have a stand-alone Clinical & Safeguarding Subcommittee, whose role is to oversee clinical governance, safeguarding, and ensure continuous development of our practice. We have a lead Safeguarding Trustee, who supports good practice across the charity. We also have a lead Clinical Trustee and a Director of Safeguarding & Business Development. We are actively seeking a replacement lead Clinical Trustee as the holder of this role resigned in July 2024. We maintain a standalone Safeguarding Risk Register, which is reviewed at the Clinical Governance and Safeguarding Committee and the main board meetings.

Financial

The charity is reliant on a small number of individuals; however, they have demonstrated their longstanding commitment to the charity. The CEO, Head of Fundraising and leadership team together with Trustees are working on diversifying our income streams and we have made some demonstrable progress to date, for example through securing grants from Trusts and Foundations for specific areas of our work and multi-year funding from high-net-worth individuals. Our UPLifting Children Programme has grown significantly in recent years, and although we are very aware of the ever increasing pressure on school budgets, we work with them to deliver a high quality service that they can afford and one that supports the financial sustainability of the charity.

Skills

Recruiting, developing, and retaining the right staff, to ensure that we can deliver consistent and high-quality services is a particular risk in our Corner School, as there are sector wide issues in recruiting educational staff. In order to be an attractive employer, we pay substantially more than the average for Teaching Assistants and have a training and development plan in place for our school staff.



Future Plans



The demand for our services is very high and reliant on our capacity to continuously upskill, support and increase our workforce.

We are having to innovate and reach even more family members of the children we work with, in response to a growing mental health crisis in schools and the impact of increased poverty - more children with trauma, more safeguarding issues, more family breakdown.

We know that what happens in the early years matters for a lifetime, so our long-term plan is to develop and enrich the work across all our services by:

1

Increasing the reach and impact of our early intervention UPLifting Children programme by developing new interventions that respond to the need we see through our data thereby enhancing the therapeutic work we deliver in schools

2

Developing our preventative services further by piloting a new Family Support Programme, making our response more holistic

3

Developing our parenting work to reach more parents through our parent groups and through individual parenting support

4

Amplifying our systems change work through collaborating with more like-minded organisations and institutions that train therapists and other mental health professionals

5

Developing an even stronger outcomes framework that will effectively monitor the impact of our work with children

Structure, Governance & Management

UP – Unlocking Potential is a company limited by guarantee governed by its Memorandum and Articles of Association dated 26 August 2015; updated by special resolution on 18 October 2022. It is registered with the Charity Commission and is a company limited by guarantee.

Organisation

The Board of Trustees administers the Charity. The Trustees met as a Board four times in the year. Throughout the year the board operated the following committees, made up of Trustees, leadership team members and advisers:

Finance & Risk Committee

This committee is Chaired by the treasurer.

Clinical & Safeguarding Committee

This committee is Chaired by the lead Clinical Trustee.

Corner School Education Committee

This committee is Chaired by the lead Trustee on Education.

Our Chief Executive appointed by the board manages the day-to-day operations of the charity.

The Chief Executive has delegated authority, within the terms of delegation approved by the Trustees, for operational matters including finance, employment, and the delivery of the services.

The Chief Executive is supported by a leadership team – this year our leadership team included:

- **Chief Executive & Clinical Director**
- **Director of Safeguarding & Business Development**
- **Finance and Resources Director**
- **Headteacher Corner School**
- **Head of Fundraising**
- **Head of HR**
- **UPLifting Children Programme Director**
- **Deputy UPLifting Children Programme Director**

The Trustees recognise the need to invest in experienced and talented staff to ensure their agreed programmes, policies and procedures can be implemented.

The Trustees consider the Board of Trustees and the leadership team to comprise the key leadership personnel of the charity in charge of directing and controlling, running and operating the Charity on a day to day basis. All Trustees give of their time freely. Expenses and related party transactions are disclosed in note 8, 9 and 18 to the accounts. The remuneration of the key management personnel is discussed and approved by the Board who ensure salary packages are benchmarked against comparable parts of the voluntary sector.

The Charity would like to warmly thank the Trustees for their tremendous support that they have provided over the year.

Charity Governance Code for larger charities

The Board recognises the importance of the Charity Governance Code for larger charities in promoting good governance in the charity sector. Trustees have assessed the charity's application of the relevant principles from the code.

Appointment of Trustees

The Board currently comprises 9 members. When considering new Trustees, the Board has regard to the requirements for any specialised skills needed.

Trustee Induction and Training

New Trustees undergo an induction process to brief them on their legal obligations under charity and company law, the content of the Memorandum and Articles of Association, the decision-making process, the business plan and recent financial performance of the Charity.

In addition, new Trustees meet key staff and other Trustees and are encouraged to attend the programmes. New Trustees are encouraged to undertake appropriate training which will facilitate them in undertaking their role. All Trustees continue to receive training on an ongoing basis.

Equality, Diversity, and Inclusion (EDI)



The Trustees and leadership team are committed to creating a more diverse, equitable and inclusive workplace for our staff and beneficiaries. We have established a working group with a representative from each service area to champion and improve EDI within the organisation and an action plan is under continual review, identifying key objectives for the year for each Programme and UP as an employer, this will be driven by the EDI working group.

Statement of the Board of Trustees Responsibilities for the Financial Statements

The Trustees, who are also directors of UP – Unlocking Potential for the purpose of company law, are responsible for preparing the Trustee’s Report and the accounts in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the Trustees to prepare financial statements for each financial year and not approve the financial statements unless they are satisfied that the financial statements give a true and fair view of the state of the affairs of the Charity as at the balance sheet date and of its incoming resources and application of resources, including income and expenditure, for the year then ended.

In preparing those financial statement which give a true and fair view, the Trustees should follow best practice and:

- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles of the Charities SORP;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements;
- Prepare the financial statements on the going concern basis unless it is inappropriate to assume that the charitable company will continue on that basis.

The Trustees are responsible for keeping accounting records which disclose with reasonable accuracy at any time the financial position of the charitable company and which enable them to ensure that the financial statements comply with the Companies Act 2006.

The Trustees are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for prevention and detection of fraud and other irregularities.

The Trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable Company’s website. Legislation in the United Kingdom governing the preparation and dissemination of Financial Statements may differ from legislation in other jurisdictions.

Each of the directors, who held office at the date of approval of this Trustees’ Report, has confirmed that there is no information of which they are aware which is relevant to the audit but of which the auditor is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditors are made aware of such information.

In preparing this report, the trustees have taken advantage of the exemptions available to small companies and have not prepared a strategic report.

Approved by the Trustees on 19 February 2025 and signed on their behalf by:

Stuart Roden, Trustee (Chair)

Independent auditor's report to the members of UP - Unlocking Potential



Opinion

We have audited the financial statements of UP – Unlocking Potential for the year ended 31 August 2024 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- Give a true and fair view of the state of the charitable company's affairs as at 31 August 2024 and of the charitable company's net movement in funds, including the 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 Companies Act 2006.

Basis for opinion

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

Conclusions relating to going concern

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

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

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

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Trustees' Annual Report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- The information given in the Trustees' Annual Report (which includes the directors' report prepared for the purposes of company law) for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- The directors' report included within the Trustees' Annual Report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' Annual Report (which incorporates the directors' report).

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- Adequate accounting records have not been kept by the charitable company; or
- The charitable company financial statements are not in agreement with the accounting records and returns; or
- Certain disclosures of trustees' remuneration specified by law are not made; or
- We have not received all the information and explanations we require for our audit; or
- The trustees were not entitled to prepare the financial statements in accordance with the small companies' regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

Responsibilities of trustees for the financial statements

As explained more fully in the trustees' responsibilities statement set out on page 19, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's responsibilities for the audit of the financial statements

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

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

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to compliance with OFSTED regulations and compliance with company and charity law applicable in England and Wales, we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as Companies Act 2006, the Charities Act 2011 and payroll taxes.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls), and determined that the principal risks were related to the cut-off of income, posting inappropriate journal entries to income and management bias. Audit procedures performed by the engagement team included:

- Inspecting correspondence with regulators and tax authorities;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Evaluating management's controls designed to prevent and detect irregularities;
- Identifying and testing journals, in particular journal entries posted with unusual account combinations, postings by unusual users or with unusual descriptions; and
- Challenging assumptions and judgements made by management in their critical accounting estimates

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

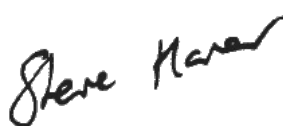
A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at:

www.frc.org.uk/auditorsresponsibilities.

This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an Auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members, as a body, for our audit work, for this report, or for the opinions we have formed.



**Steve Harper (Senior Statutory Auditor)
For and on behalf of HaysMac LLP,
Statutory Auditor**

Date: 25 February 2025

10 Queen Street Place
London
EC4R 1AG

Statement of Financial Activities



(Incorporating an Income and Expenditure Account)

For the year ended 31 August 2024

	Notes	2024 Unrestricted Funds £	2024 Restricted Funds £	Year Ended 31 August 2024 Total Funds £	Year ended 31 Aug 2023 Total Funds £
INCOME FROM:					
Donations and grants	2	1,201,750	322,675	1,524,425	1,473,200
Charitable activities	3	-	1,333,167	1,333,167	1,244,253
Investments		49,984	-	49,984	31,028
Other		-	9,877	9,877	-
Total Income:	13	1,251,734	1,665,719	2,917,453	2,748,481
EXPENDITURE ON:					
Charitable activities	4	1,120,033	1,605,594	2,725,627	2,667,608
Raising funds	5	182,799	-	182,799	60,087
Total Expenditure	13	1,302,832	1,605,594	2,908,426	2,727,695
Net (expenditure) / income	8	(51,098)	60,125	9,027	20,786
Net movement in funds		(51,098)	60,125	9,027	20,786
Funds brought forward		1,626,990	27,375	1,654,365	1,633,579
Funds at 31 August 2024		1,575,892	87,500	1,663,392	1,654,365

All of the above results were derived from continuing activities.

The statements of financial activities included all gains and losses recognised in the year.

Full comparatives for the Statement of Financial Activities are shown in note 20.

Balance sheet



At 31 August 2024

	Notes	31 August 2024 £	31 August 2023 £
FIXED ASSETS			
Tangible assets	10	120,152	156,858
CURRENT ASSETS			
Debtors	11	190,211	439,960
Short term deposits and cash in hand		1,501,164	1,405,747
		<u>1,691,375</u>	<u>1,845,707</u>
CURRENT LIABILITIES			
Creditors: amounts falling due within one year	12	148,135	348,200
		<u>1,543,240</u>	<u>1,497,507</u>
NET CURRENT ASSETS		<u>1,663,392</u>	<u>1,654,365</u>
NET ASSETS		<u>1,663,392</u>	<u>1,654,365</u>
FUNDS			
Unrestricted funds			
General fund	13,14	1,055,740	1,120,132
Fixed asset fund	13,14	120,152	156,858
Designated fund	13,14	400,000	350,000
		<u>1,575,892</u>	<u>1,626,990</u>
Restricted funds		87,500	27,375
TOTAL CHARITY FUNDS		<u>1,663,392</u>	<u>1,654,365</u>

Approved and authorised for issue by the Trustees on 19 February 2025 and signed on their behalf by:

William de Winton, Trustee (Treasurer)

The notes on pages 26-40 form part of these financial statements.

Statement of Cash Flows



For the year ended 31 August 2024

	Notes	31 August 2024 £	31 August 2023 £
Cash flows from / (used in) operating activities	17	<u>53,452</u>	<u>(24,196)</u>
Cash flows from investing activities			
Interest income		49,984	31,028
Purchase of tangible fixed assets		<u>(8,019)</u>	<u>(16,625)</u>
Cash provided by investing activities		<u>41,965</u>	<u>14,403</u>
Increase / (decrease) in cash and cash equivalents in the year		95,417	(9,793)
Cash and cash equivalents at the beginning of the year		1,405,747	1,415,540
Total cash and cash equivalents at the end of the year		<u><u>1,501,164</u></u>	<u><u>1,405,747</u></u>

For the year ended 31 August 2024

1. Accounting Policies

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

Basis of preparation

These financial statements have been prepared in accordance with the Companies Act 2006, the Statement of Recommended Practice: Accounting and Reporting by Charities (Second Edition, effective 1 January 2019), and in accordance with the Financial Reporting Standard 102 (FRS 102).

UP – Unlocking Potential meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

Preparation of accounts on a going concern basis

The trustees consider there are no material uncertainties about the Charity's ability to continue as a going concern. The review of our financial position, reserves levels and future plans gives Trustees confidence the charity remains a going concern for the foreseeable future. Additionally, the Trustees are committed to growing our non-founder Trustee donor base by diversifying our network of high-net-worth donors, increasing funding from trusts and foundations for our programmes, and exploring potential commissioning routes. The Trustees are satisfied that the Charity has adequate resources to continue in operation for the foreseeable future and, accordingly these financial statements have been prepared on the basis that the Charity is a going concern.

Critical accounting judgements and estimates

In preparing these financial statements, the Trustees have made judgements, estimates and assumptions that affect the application of the charity's accounting policies and the reported assets, liabilities, income and expenditure and the disclosures made in the financial statements. Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

The Trustees consider that there are no critical areas of judgement or estimation uncertainty in preparing these accounts.

Income recognition

All income is recognised once the charity has entitlement to income, it is probable that income will

be received and the amount of income receivable can be measured reliably.

Donations and legacies

Donations and gifts and are included in full in the Statement of Financial Activities when there is entitlement, probability of receipt and the amount of income receivable can be measured reliably.

Grants

Grants are recognised in full in the statement of financial activities in the year in which the charity has entitlement to the income, the amount of income receivable can be measured reliably and there is probability of receipt.

Government Grants

In the prior year, government grant income represents Department for Education funding for the Recovery Premium Grant and Tutoring Grant for Brent pupils at the Corner School.

Income from charitable activities

Income from charitable activities is recognised as earned as the related services are provided. Income from other trading activities is recognised as earned as the related goods are provided.

Investment income

Investment income is recognised on a receivable basis once the amounts can be measured reliably.

Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required, and the amount of the obligation can be measured reliably. Expenditure is classified under the following activity headings:

Expenditure on charitable activities comprises costs of services and support costs.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

Expenditure is allocated to the particular activity where the cost relates directly to that activity.

However, the cost of overall direction and administration of each activity, comprising the salary and overhead costs of the central function, is apportioned based on staff time attributable to each activity.

Notes to the Financial Statements



For the year ended 31 August 2024

Allocation of costs

Staff costs are allocated between direct charitable expenditure and support costs based on the time spent on these activities. Other costs are allocated directly to the relevant heading.

Operating leases

Rental charges are charged on a straight-line basis over the life of the lease.

Fixed assets

Fixed assets are stated at cost or deemed cost (donated valuation at estimated fair value) less accumulated depreciation and impairment losses. Assets costing more than £500 are capitalised.

Depreciation is calculated to write off the costs of the fixed asset by equal instalments as follows, all straight line:

Furniture, fittings and equipment	5 years straight line
Computer Equipment	3 years straight line
Catering Equipment	3 years straight line
Leasehold improvements	Life of lease
Playground Equipment	Over the life of the lease at the Corner School

Financial instruments

The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments, including trade and other debtors and creditors are initially recognised at transaction value and subsequently measured at their settlement value.

Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of twelve months or less from the date of acquisition or opening of the deposit or similar account.

Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

Funds

Unrestricted funds are donations and other income receivable or generated for the objects of the charity. Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

Restricted funds are those funds which are to be used in accordance with specific instructions imposed by the donor or trust deed.

Employee benefits

- **Short term benefits**
Short term benefits including holiday pay are recognised as an expense in the period in which the service is received.
- **Employee termination benefits**
Termination benefits are accounted for on an accrual basis and in line with FRS 102.
- **Pension scheme**
Pension contributions represent amounts paid into personal pension plans and the Teachers' Pension Scheme for employees.

Foreign currency translation

The charities functional and presentation currency is pound sterling. Monetary assets and liabilities denominated in foreign currencies are translated into sterling at the rates of exchange ruling at the balance sheet date. Transactions in foreign currencies are recorded at the rate ruling at the date of the transaction. All differences are recognised in the SOFA.

Legal status

UP - Unlocking Potential is a company limited by guarantee registered in England and Wales and has no share capital. In the event of the charity being wound up, the liability in respect of the guarantee is limited to £1 per member of the charity. Its operating office is shown on page 2.

Notes to the Financial Statements



For the year ended 31 August 2024

2. Donations and Grants

	2024 Total £	2023 Total £
Donations	1,524,425	1,463,945
Government Grants	-	9,255
	1,524,425	1,473,200

3. Income from Charitable Activities

	Schools & Universities £	Local Authority £	2024 Total £
UPLifting Children	614,316	-	614,316
Corner School	-	718,851	718,851
	614,316	718,851	1,333,167

	Schools & Universities £	Local Authority £	2023 Total £
UPLifting Children	538,643	-	538,643
Corner School	-	705,610	705,610
	538,643	705,610	1,244,253

Notes to the Financial Statements



For the year ended 31 August 2024

4. Analysis of Charitable Expenditure

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2024 Total £
UPLifting Children	1,245,774	201,917	205,581	1,653,272
Corner School	650,336	275,663	146,356	1,072,355
	1,896,110	477,580	351,937	2,725,627

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2023 Total £
UPLifting Children	1,099,771	169,483	200,682	1,469,936
Corner School	603,316	425,997	161,863	1,191,176
Community Outreach	2,400	866	3,230	6,496
	1,705,487	596,346	365,775	2,667,608

5. Costs of Generating Funds

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2024 Total £
Costs of generating funds	93,255	12,122	77,422	182,799

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2023 Total £
Costs of generating funds	-	16,516	43,571	60,087

Notes to the Financial Statements



For the year ended 31 August 2024

6. Analysis of Support Costs

	Staff Costs £	Resources £	Professional Fees £	Governance £	2024 Total £
UPLifting Children	131,033	17,043	24,813	32,692	205,581
Corner School	96,220	11,085	14,887	24,164	146,356
Charitable Expenditure (note 4)	227,253	28,128	39,700	56,856	351,937
Generating Funds (note5)	58,146	3,408	1,654	14,214	77,422
	285,399	31,536	41,354	71,070	429,359

	Staff Costs £	Resources £	Professional Fees £	Governance £	2023 Total £
UPLifting Children	132,441	15,254	23,308	29,679	200,682
Corner School	109,829	8,169	19,751	24,114	161,863
Community Outreach	3,230	-	-	-	3,230
Charitable Expenditure (note 4)	245,500	23,423	43,059	53,793	365,775
Generating Funds (note5)	35,533	-	-	8,038	43,571
	281,033	23,423	43,059	61,831	409,346

7. Governance Costs Include

	2024 £	2023 £
Staff Costs	50,969	41,993
Auditor's remuneration	19,800	18,000
Other	301	1,838
	71,070	61,831

Notes to the Financial Statements



For the year ended 31 August 2024

8. Net Income

	2024	2023
	£	£
This is after charging		
Auditor's remuneration (including VAT)		
Audit	19,800	18,000
Other Services	900	-
Expenses reimbursed to Trustees	200	610
Depreciation	44,725	49,419

Notes to the Financial Statements



For the year ended 31 August 2024

9. Staff Costs and Numbers

	2024 £	2023 £
Staff costs were as follows:		
Salaries and wages	2,018,021	1,784,908
National Insurance	196,928	175,195
Pension Contributions	110,784	68,410
	<u>2,325,733</u>	<u>2,028,513</u>

Included in the amounts above is the amount of £0 (2023: £5,000) for termination payments.

The number of employees whose emoluments fell within the following bands were :

	2024	2023
£60,001 - £70,000	1	1
£70,001 - £80,000	1	-
£90,000 - £100,000	1	1

The total amount of expenses reimbursed to one Trustee in the year was £200 (2023: £610). No Trustee received remuneration in the current or prior year.

The total employee benefits of the key management personnel of the charity in the year were £568,976 (2023: £446,949).

The key management personnel of the charity in the year are considered to be the Chief Executive & Clinical Director, Finance & Resources Director, HR Manager, the UPLifting Children Programme Director, the Deputy UPLifting Children Programme Director & Head of Partnerships and Community Engagement, the Headteacher of the Corner School ,the Director of Safeguarding & Business Development and the Head of Fundraising.

The average number of employees during the year was as follows:

	2024 Full time equivalent staff numbers	2023 Full time equivalent staff numbers	2024 Staff Numbers	2023 Staff Numbers
UPLifting Children	24	22	43	37
Corner School	14	14	17	17
Raising Funds	2	-	2	-
Support - Management	5	5	6	6
Average number of employees	<u>45</u>	<u>41</u>	<u>68</u>	<u>60</u>

Notes to the Financial Statements



For the year ended 31 August 2024

10. Fixed Assets

	Catering Equipment £	Leasehold Improvements £	Furniture, Fittings & Equipment £	Playground Equipment £	Total £
Cost					
At 1 Sept 2023	2,925	207,960	139,767	37,566	388,218
Additions	-	-	8,019	-	8,019
Disposals	-	-	(25,362)	-	(25,362)
Balance at 31 August 2024	2,925	207,960	122,424	37,566	370,875
Accumulated depreciation					
At 1 Sept 2023	1,517	97,944	115,190	16,709	231,360
Charge for the year	585	22,759	17,066	4,315	44,725
Disposals	-	-	(25,362)	-	(25,362)
Balance at 31 August 2024	2,102	120,703	106,894	21,024	250,723
Brought forward at 1 Sept 2023	1,408	110,016	24,577	20,857	156,858
Carried forward at 31 August 2024	823	87,257	15,530	16,542	120,152

11. Debtors: amounts falling due within one year

	2024 £	2023 £
Trade debtors	59,309	202,391
Prepayments and accrued income	55,824	76,868
Other debtors	75,078	160,701
	190,211	439,960

Notes to the Financial Statements



For the year ended 31 August 2024

12. Creditors: amounts falling due within one year

	2024	2023
	£	£
Trade Creditors	10,718	32,096
Other taxation and social security	47,556	51,454
Accruals and deferred income	76,638	232,988
Other creditors	13,223	31,662
	<u>148,135</u>	<u>348,200</u>

Notes to the Financial Statements



For the year ended 31 August 2024

13. Analysis of funds

	At 1 September 2023 £	Income £	Expenditure £	Transfers £	At 31 August 2024 £
General Fund	1,120,132	1,251,734	(908,107)	(408,019)	1,055,740
Designated Funds	350,000	-	(350,000)	400,000	400,000
Fixed Asset Fund	156,858	-	(44,725)	8,019	120,152
Total Unrestricted Funds	1,626,990	1,251,734	(1,302,832)	-	1,575,892
Restricted Funds:					
UPLifting Children – Schools	-	594,678	(594,678)	-	-
UPLifting Children – Universities	-	19,638	(19,638)	-	-
UPLifting Children – Grants	25,000	197,500	(135,000)	-	87,500
UPLifting Children – Donations	-	125,175	(125,175)	-	-
Corner School – Local Authority	-	718,851	(718,851)	-	-
Corner School Grants	2,375	-	(2,375)	-	-
Insurance Claim	-	9,877	(9,877)	-	-
Total Restricted Funds	27,375	1,665,719	(1,605,594)	-	87,500
Total Funds	1,654,365	2,917,453	(2,908,426)	-	1,663,392

Notes to the Financial Statements



For the year ended 31 August 2024

	At 1 September 2022 £	Income £	Expenditure £	Transfers £	At 31 August 2023 £
General Fund	1,068,927	1,166,028	(748,198)	(366,625)	1,120,132
Designated Funds	350,000	-	(350,000)	350,000	350,000
Fixed Asset Fund	189,652	-	(49,419)	16,625	156,858
Total Unrestricted Funds	1,608,579	1,166,028	(1,147,617)	-	1,626,990
Restricted Funds:					
UPLifting Children – Schools	-	516,033	(516,033)	-	-
UPLifting Children – Universities	-	22,610	(22,610)	-	-
UPLifting Children – Grants	25,000	225,855	(225,855)	-	25,000
UPLifting Children – Donations	-	103,090	(103,090)	-	-
Corner School – Local Authority	-	705,610	(705,610)	-	-
Corner School Grants	-	9,255	(6,880)	-	2,375
Total Restricted Funds	25,000	1,582,453	(1,580,078)	-	27,375
Total Funds	1,633,579	2,748,481	(2,727,695)	-	1,654,365

Designated funds

A designated fund was initially created to develop the Corner School. With 14 children being on the school roll at the start of the 2024-25 academic year the school is still working towards full capacity. In view of the forecast operating deficit for the next academic year we have transferred a further £400,000 to the designated fund for the Corner School at the year end.

Fixed Asset fund

The fixed asset fund represents a transfer of the net book value of the fixed assets at the end of the year. These funds are in a separate fund to show they are not freely available to be utilised by the charity.

Restricted funds

Restricted funds have been received during the year in respect of specific projects operated by the charity.

Notes to the Financial Statements



For the year ended 31 August 2024

14. Analysis of Net Assets by Fund

	General Funds £	Designated Funds £	Restricted Funds £	2024 Total £
Fixed Assets	120,152	-	-	120,152
Net current assets	1,055,740	400,000	87,500	1,543,240
Total	1,175,892	400,000	87,500	1,663,392

	General Funds £	Designated Funds £	Restricted Funds £	2023 Total £
Fixed Assets	156,858	-	-	156,858
Net current assets	1,120,132	350,000	27,375	1,497,507
Total	1,276,990	350,000	27,375	1,654,365

15. Operating Lease Commitments

At the year end the charity was committed to making the following payments in total in respect of operating leases.

	Equipment 2024 £	Equipment 2023 £
Falling due:		
Within one year from 31 August 2024	2,859	2,859
Within two to five years from 31 August 2024	-	5,718

	Land and buildings 2024 £	Land and buildings 2023 £
Falling due:		
Within one year from 31 August 2024	68,256	55,000
Within two to five years from 31 August 2024	204,768	220,000

Operating lease costs charged to the Statement of Financial Activities in the year ended 31 August 2024 amounted to £107,825 (2023: £91,109).

Notes to the Financial Statements



For the year ended 31 August 2024

16. Taxation

The charity is exempt from corporation tax as all of its income is charitable and is applied for charitable purpose. The charity is not exempt from VAT which is included with the expenses to which it relates on the Statement of Financial Activities. As one of the programmes is the running of an independent specialist school, the charity has registered for VAT from January 2025.

17. Reconciliation of Net Income to Net Cash Inflow from Operating Activities

	2024 £	2023 £
Net Income for the year	9,027	20,786
Add back depreciation charge	44,725	49,419
Deduct interest income shown in investing activities	(49,984)	(31,028)
Decrease / (increase) in debtors	249,749	(28,195)
(Decrease) in creditors	(200,065)	(35,178)
Net cash generated / (used) in operating activities	53,452	(24,196)

18. Related Party Transactions

The total amount of donations received from four Trustees in the year was £858,000 (2023: 835,000 from four Trustees). There were no other related party transactions in the year or prior year.

For the year ended 31 August 2024

19. The Teachers' Pension Scheme

The Corner School participates in the Teachers' Pension Scheme (The TPS) for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £3,562 (2023: £7,727) and at the year end £0 (2023: £7,727) was accrued in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended). Members contribute on a 'pay as you go' basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2020 and the Valuation Report, which was published in October 2023.

Following the McCloud judgement, the remedy proposed that when benefits become payable, eligible members can select to receive them from either the reformed or legacy schemes for the period 1 April 2015 to 31 March 2022. The actuaries have assumed that members are likely to choose the option that provides them with the greater benefits, and in preparing the 2020 valuation have valued the 'greater value' benefits for groups of relevant members.

The employer contribution rate for the TPS is 28.6%, and employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 28.68%.

As the Corner School is an independent school, a requirement of joining the TPS was that we set up a guarantee of £30,000. The guarantee is held with HSBC bank.

Notes to the Financial Statements



For the year ended 31 August 2024

20. Comparative Statement of Financial Activities for the Year Ended 31 August 2023

	Notes	2023 Unrestricted Funds £	2023 Restricted Funds £	Year Ended 31 August 2023 Total Funds £
INCOME FROM:				
Donations and grants	2	1,135,000	338,200	1,473,200
Charitable activities	3	-	1,244,253	1,244,253
Investments		31,028	-	31,028
Total income:	13	1,166,028	1,582,453	2,748,481
EXPENDITURE ON:				
Charitable activities	4	1,087,530	1,580,078	2,667,608
Raising funds	5	60,087	-	60,087
Total Expenditure	13	1,147,617	1,580,078	2,727,695
Net income	8	18,411	2,375	20,786
Net movement in funds		18,411	2,375	20,786
Funds brought forward		1,608,579	25,000	1,633,579
Funds at 31 August 2023		1,626,990	27,375	1,654,365

Get in Touch

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 [UPUnlocking](https://www.instagram.com/UPUnlocking)

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Unlocking Potential

Company number: 09750864
Registered charity number: 1163932

Graphic design by graftcreative.uk

UP - UNLOCKING POTENTIAL

England & Wales - Charity number 1163932

Accounts



Unlocking Potential

2023 Annual Report

Annual Report & Financial Statements
for the year ended 31 August 2023

Company number: 09750864
Registered charity number: 1163932



Reference & Administrative Details

For the year ended 31 August 2023

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Reference & Administrative Details

For the year ended 31 August 2023

Status

The organisation is a charitable company limited by guarantee, incorporated on 26 August 2015 and registered as a charity on 12 October 2015.

Governing Document

The company was established under Memorandum and Articles which established the objects and powers of the charitable company.

Company Number

09750864

Charity Number

1163932

Registered & Operating Office

CAN Mezzanine, 7-14 Great Dover Street, London, SE1 4YR

Trustees

Stuart Roden (Chair)
Brian Linden (Vice – Chair)
William de Winton (Treasurer)
Thomas Bible
Tatiana Amory
Emily Meeyoung Sun (resigned 10 May 2023)
Jonathan Clark (Safeguarding Lead)
Derek Nasser (Clinical Trustee)
Carrie Herbert (Chair of the Corner School Education Committee)
Andrew Cook (appointed 10 August 2023)

Chief Executive

Cassie Oakeshott

Current Leadership Team

Cassie Oakeshott - CEO & Clinical Director
Amelia Maling – Head of Fundraising
Daniela Caton - Headteacher Corner School
Helen Twigg - Director of Safeguarding & Business Development
Lucy Freeman - Director of the Schools Programme
Zoe Hibbert - Director of the Schools Programme (Maternity Cover)
Sasha Chipperfield - Head of HR
Tracy True - Finance & Resources Director

Auditors

Haysmacintyre LLP
Chartered accountants & registered auditors
10 Queen Street Place, London, EC4R 1AG

Registered with



FUNDRAISING
REGULATOR



Trustees' Report

For the year ended 31 August 2023

The Trustees present their report and the audited financial statements for the year ended 31 August 2023. This has once again been a challenging year for children, families, teachers, and staff managing an increase in safeguarding concerns, the impact of the cost-of-living crisis and general economic uncertainty. There has been a noticeable increase in referrals. We have seen an increase in demand for both our Schools Programme services and for placements at our Corner School. We are also seeing a greater range and complexity of cases that the children we are working with are presenting, indicative of how so many children's lives are blighted by the issues faced by adults in their lives.

Our Mission

Unlocking Potential's mission is to work collaboratively with communities to enable children and young people with social, emotional, and mental health (SEMH) needs to unlock their full potential.

We achieve our mission through our strategic goals:

Strategic goals

- ✔ We deliver high performing therapeutic programmes and education provision for children and young people with SEMH needs.
- ✔ We work in collaboration with families, communities, and other partners to ensure that children and young people access the interventions they need in order to thrive.
- ✔ We work in a trauma informed way that is child centric and attachment based, with a total commitment to excellent safeguarding practice.
- ✔ We cultivate a workforce of knowledgeable and skilled staff who are passionate about supporting children and young people to make positive changes in their lives.



Our Values

Trust

We build trust by being honest, transparent, and accountable in the way we work with children and young people, staff, and partners and by providing services and programmes whose outcomes are measurable and evidenced based.

Empowering

We co-create opportunities for our children, young people, parents/carers and staff to actively participate in decision-making that influences change. We promote the voices of children and young people in our organisation and the wider community.

Impact

We are committed to measuring our impact through a data driven method in order to develop our programmes and make a greater difference to the lives of children, young people, and their parents and carers.

Collaborative

Relationships are at the heart of our work. We prioritise communication and collaboration with partners, families, and communities, believing that by working together we create more effective and holistic outcomes for children and young people.

Nurturing

We provide a nurturing approach based on safety and space for creativity, exploration, and growth. We support and care for our children, young people, and staff to realise their potential.



Trustees' Report

For the year ended 31 August 2023

Activities

We deliver high performing therapeutic programmes and education provision for children and young people with SEMH needs. We work in collaboration with families, communities, and other partners to ensure that children and young people access the interventions they need in order to thrive.

The Schools Programme

The Schools Programme is a school-based mental health service offering therapeutic interventions and wellbeing activities to children and young people with SEMH needs. We support partner schools, Child and Adolescent Mental Health Services (CAMHS) and the NHS by providing a high-quality therapeutic service to schools around London that support the most vulnerable children. Increasingly and following government guidance that all schools have a designated mental health lead, schools are recognising the value of having an in-house mental health service, which ensures that children showing signs of distress can be assessed quickly and offered a timely and appropriate intervention.

Our multi-disciplinary team of Psychotherapists, Creative Arts therapists, Occupational therapists and Speech and Language therapists provide flexible, timely and targeted interventions to improve emotional wellbeing and support children to thrive. Therapeutic interventions offered by our team work alongside those delivered by school staff to create a holistic and robust pastoral system. The inclusion of child therapists at pastoral meetings often adds a valuable perspective to the staff and administration about how best to support the child's academic progress and emotional wellbeing.

During the year, we supported **671** children through 1:1 interventions in 24 schools across ten London boroughs including expanding our reach into a new secondary school.

The Schools Programme provides an exceptional mental health and wellbeing service to primary and secondary schools across London. Delivering a range of interventions designed to meet the needs of children across our partner schools including:

- 1:1 Therapy (Child Psychotherapy)
- Six Times Talk Time (6xTT) a brief solution focused intervention delivered 1:1 or in small groups focused on themes of self-esteem, social skills, emotional literacy, anger management and transition and change
- Wellbeing Groups designed to develop social skills, enhance self-esteem, and manage minor anxiety
- Transitional Groups through which UP Therapy Team Managers support year 6 children for their move to secondary school
- 'Speak UP', a drop-in service, where children can self-book an appointment to see a therapist to discuss their worries or concerns by dropping a slip into the Speak UP box
- Occupational Therapy
- Speech and Language Therapy
- Check Ins (ad hoc or regular) for emotional support
- Online Parent Group

Children with SEMH needs are amongst the most vulnerable and at risk in society, they are more often excluded from school, more likely to be involved with gang and criminal activity and have lower academic attainment than their peers. We recognise that intervening in a child's life as early as possible can make a huge difference to their educational outcomes and life chances.

In the year ended 31 August 2023 we worked in twenty-four schools across ten London boroughs. We treat each school as a unique community and adapt the service according to the school's own needs and priorities.

Our service offers 1-1 therapy, occupational therapy (OT), speech and language therapy (SaLT), short term therapeutic interventions and during / after school clubs and activities. Our staff are fully integrated into the school pastoral and inclusion team, picking up on emerging issues often through informal engagement in the playground with children, teachers, and parents, to meet previously unidentified or unmet needs.



Trainee Placements

Trainee therapists are a core part of our work, without the incredibly valuable input of Psychotherapy, Occupational therapy and Speech and Language therapy trainees on our trainee placement programme, we simply could not reach the number of children we do. We worked with 67 trainees in the year. We have built up significant relationships with the largest and most well-known training colleges, including the following:

- Tavistock and Portman NHS Foundation Trust
- Terapia
- Birkbeck College
- Institute for Arts and Therapy in Education (IATE)
- Centre for Counselling & Psychotherapy Education (CCPE)
- University of Roehampton
- Oxford Brookes University
- City, University of London
- University of Brighton
- Brunel University London
- London South Bank University
- University of Essex

We have a rigorous recruitment and selection process, overseen by our placement team. Once a trainee passes the two-part recruitment process, they are allocated to one of our qualified and accredited in-house UP supervisors.

We are proud of the robust care and support we offer trainees, and we frequently receive positive testimonials for both trainees and training college tutors and supervisors. They recognise both the learning opportunities and strength and rigour of an UP Placement. In some cases, trainees are able to go on to become valued UP staff.

“From application to induction I have felt listened to and held by the placement lead. I have grown in confidence and I have enjoyed working with the children and adults in my placement school.”

Trainee therapist



Positive Parenting Programme

Parents and carers are a vital part of any school community, and at UP we understand the role they play in supporting their children to progress in their academic and social, emotional wellbeing, providing their children with the roots and wings to unlock their potential. We meet with parents one-to-one every six weeks or so, as part of their child's therapy check ins, or we refer parents/carers onto the UP Positive Parenting Group or other Parenting Groups provided by the local authority. The UP Positive Parenting group is an 8 week Parent Group, based on the philosophy of positive parenting, drawing on theories of child development, active listening, insights from neuroscience and the central tenet of 'limits with love'.



The Corner School (TCS)

The Corner School is a specialist, independent primary school in Brent for children who have been excluded or are at risk of exclusion from mainstream education due to the challenges their SEMH needs present. We provide quality learning opportunities in a multi-disciplinary, nurturing, and therapeutic environment where children can grow and thrive.

Our school follows the national curriculum, which is then tailored to suit the specific needs of our pupils through bespoke educational programmes and lesson plans. Our approach is both trauma informed and sensory-aware, to ensure we view a child's learning interests, their needs and their behaviour in the context of their wider family system and historic and emerging SEMH needs.

Therapeutic support at the Corner School

In addition to our academic work, our children access a tri-part therapeutic model of Occupational Therapy (OT), Speech and Language Therapy (SaLT) and Psychotherapy/Emotion Coaching. We support learning and academic progression by ensuring diagnosed or emerging SEMH needs are met through our team of therapists in the wider charity and a dedicated child psychotherapist who is on the school team.



Public Benefit

Our work is regularly reviewed in light of the Charity Commission's guidance on public benefit, and the Trustees confirm that the main activities of the Charity are for the public benefit. We work for the public (defined as a section of the public identified by their social and emotional difficulties) benefit. We define our benefit as reducing social and emotional difficulties faced by children and young people, which is in line with our objectives.

Parent & family support at the Corner School

We understand that families are a vital part of our children's lives and believe in working in partnership with parents and carers to support our children at school and at home. This starts from the first meeting we have with parents and carers, where we aim for them to experience our child-centered, warm and nurturing approach so that we can begin to get to know each other and build the first steps towards a trusting alliance.

Many parents or carers will have experienced multiple complex challenges in their previous relationships with schools and outside agencies. Part of our work is about understanding their experiences and ensuring we offer a new relational experience to support them to move beyond these historic blocks and have a transformational experience of working in partnership with their child's school. Therapeutic support lies at the heart of this relationship.

At the Corner School, we offer a range of approaches to support parents; from making daily calls home to talk through a particular challenge their son or daughter is having, to being involved in Reflective Parenting sessions. Reflective Parenting sessions enable parents/carers to meet regularly with their child's therapist to work on and understand specific issues, strengthening the parent-child connection and developing parenting skills for closer and more positive relationships.



Achievements and Performance

For the year ended 31 August 2023

Impact Report

Our full Impact Report for the year may be found here:

[Impact Report >>](#)

The Schools Programme

The Schools Programme is a school-based mental health service offering therapeutic interventions and wellbeing activities to children with SEMH needs. Our multi-disciplinary team of Psychotherapists, Creative Arts therapists, Occupational therapists and Speech and Language therapists provide flexible, timely and targeted interventions to improve emotional wellbeing and help children thrive.

Referrals and the Referral Process

The Schools Programme seeks to address the crisis in children and young people's mental health that impacts on all aspects of their life including their ability to engage fully in education.

NHS data shows that at the end of February 2022, 420,314 young people were receiving mental health support or were waiting to start support, the highest number since records began and a 54% increase since February 2020, and these figures are the tip of the iceberg. Many children are refused CAMHS support because they don't meet the high thresholds to be seen.

Children are referred to the Schools Programme by the school's senior leadership team, classroom teachers, parents and children themselves. Once a child is referred to the service, the UP therapist conducts a detailed assessment with the parent or carer of the child before they start the appropriate chosen intervention. Children are referred for a variety of reasons, however, emotional regulation, family trauma, behaviour problems in school and safeguarding concerns make up the highest proportion of our referrals.





Who We Support

44%	were eligible for pupil premium
15%	were involved with social care
38%	were referred to 1:1 therapy for known family trauma or serious safeguarding concerns

Ethnicity



Ethnicity Key*

Any other Asian background	3%
Any other Black background	7%
Any other ethnic group	2%
Any other Mixed background	5%
Any other White background	3%
Arab	3%
Asian or Asian British: Bangladeshi	4%
Asian or Asian British: Indian	1%
Asian or Asian British: Pakistani	2%
Black British	1%
Black or Black British: African	6%
Black or Black British: Caribbean	10%
Mixed: White and Asian	1%
Mixed: White and Black African	2%
Mixed: White and Black Caribbean	7%
Turkish	1%
White: British	22%
White: Other European	5%
White: Roma	0.3%
Not Given	13%

Gender



Gender Key*

Female	39%
Male	59%
Not Given	2%

*Data obtained from School MIS systems



Overview of Therapeutic Services

We supported over 2,500 children in 22 primary schools and two secondary schools across ten London boroughs. This was an increase from 17 primary schools and one secondary school in the prior year.

We worked in partnership with West London Zone in five of the schools as their delivery partner. The table below shows the number of children attending / sessions delivered of the various interventions offered in the year.

Children seen for 1:1 Therapy	314
1:1 Therapy sessions attended	5,353
Children seen for 6xTT	138
6xTT sessions attended	810
Children seen for OT	207
OT sessions attended	1,553
Children seen for SaLT	82
SaLT sessions attended	524
Universal SaLT	180
Children seen in Wellbeing/Transition Groups	253
Children that attended Speak UP	3,132
Children seen in Check Ins	2,224

Safeguarding

Ensuring the appropriate safeguarding of the children and young people that we work with is a vital component of the work that we do. In the year 312 safeguarding concerns were identified a 333% increase from September 2020.

The top three reasons that safeguarding concerns were raised were physical abuse, mental health concerns of the child/young person and self-harm. We have seen a 2200% increase in reports of self-harm from one in the prior year to 23 in the current year.

To ensure that we continue to address these issues effectively we have further developed our procedure and processes when supporting children who self-harm. We are also seeing a greater range and complexity of cases that the children and young people we are working with are presenting, indicative of how so many children's lives are affected by the issues faced by the adults in their lives.

UP's multi-disciplinary approach enables us to support children and young people with the most complex needs who require support through multiple different interventions. In the year we supported 64 children who accessed more than one intervention, often at the same time. For example 1:1 therapy and Occupational therapy.

1:1 Therapy

Counselling and Psychotherapy can benefit children in many ways by providing time, space and a supportive relationship in which to explore aspects of life that cause preoccupation or worry and impacts their day-to-day wellbeing and functioning. During weekly sessions in the designated UP therapy room, children are invited to engage in play, imagination and the use of creative media. Art, drawing, painting, puppetry, sand play and music; all of which assist the child to explore their inner and outer worlds, their relationship to themselves and others, in order to facilitate psychological healing, growth and transformation.



Children are referred for 1:1 therapy for a variety of reasons, the most common include:

Emotional regulation	20%
Family trauma	15%
Behaviour problems at school	12%
Self-esteem & anxiety issues	9%
Behaviour problems at home	7%

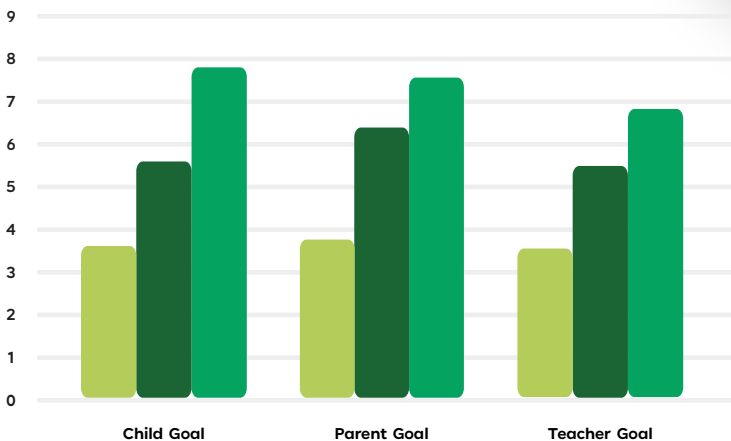
Goal Based Outcomes (GBOs) for 1:1 therapeutic evaluation

GBOs are a recognised and widely-used tool to evaluate progress in clinical work. GBOs fit with the Choice and Partnership Approach and the Children and Young People's Improving Access to Psychological Therapies model of service, and have recently been more widely rolled out across the NHS in child, adult and physical health settings.

For children in 1:1 therapy, three goals are set at the start of the intervention: a goal with the child, with their teacher and with their parent/carer. It is always interesting to see if there are any themes or correlation between the three goals (e.g. if a child and parent or parent and teacher both want to see progress in the same area). We re-score the child's own-determined goal every six sessions, and re-score the teacher and parent goals once a term.

The chart below displays the average child, teacher and parent goal scores at the beginning, middle, and end of 1:1 therapy for the 116 children that finished therapy during the year.

Average Child, Parent and Teacher Goal Scores



Child, parent and teacher goals improved by a clinically significant average of 3 points or more.

Adverse Childhood Experiences (ACEs)

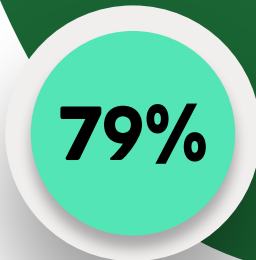
ACEs are stressful or traumatic experiences that can have a huge impact on children and young people throughout their lives. We record ACEs for children that access 1:1 therapy and 6 x TalkTime.

Risk Levels for children in 1:1 Therapy

High risk: Children on a CP (Child Protection) or CIN (Child in Need) Plan, children with 3+ ACEs, children with an EHC Plan, refugee and asylum seekers, children who have experienced sexual abuse, children who have experienced domestic abuse, looked after children, children who have been excluded from school.

Medium risk: Children identified as vulnerable by the school, children with a history of behaviour problems in school, children living in high levels of poverty, children with 2+ ACEs, parents divorcing/separating.

Low risk: School identifies a need for short term support. Depending on the child, this could be a bereavement, additional needs around making and keeping friends, and/or struggling with emotional regulation in the classroom.



79% of children that attended 1:1 therapy were medium or high risk.

Goal Score Key

- 1-4 Emerging
 - 5-7 Developing
 - 8-9 Securing
 - 10 Mastered
- Initial Goal
■ Middle Goal
■ End Goal

After attending 1:1 therapy:

- 93%** of children reported an improvement in their mental health and wellbeing
- 100%** of teachers reported an improvement in children's engagement with school/ education
- 91%** of parents reported that their children were better able to manage their emotions


Case Study

9-year-old Xavier was referred to 1:1 therapy by his mother who was concerned by Xavier's anxiety and self-critical behaviour. Xavier had also said on several occasions that he 'didn't want to be alive.'

The last few years had been unsettled for Xavier as the family moved to London from overseas. Mum moved to London alone before Xavier, and during this parental separation, his paternal grandmother died in unexpected and traumatic circumstances. This was very hard on Xavier, and then his parents also separated, following incidences of domestic abuse that led to the police being called and dad moving out of the family home.

The Unlocking Potential Therapy Team Manager met with mum to complete an assessment. Mum shared her concerns about Xavier being hard on himself and being unable to accept when he has done well, often speaking negatively about himself. Following the assessment, UP staff identified long term 1:1 therapy with a complex case therapist as the appropriate intervention as he would benefit from extended support to aid his understanding of his experiences and improve his self-confidence.

In 1:1 therapy, Goal Based Outcomes (GBOs) are used to measure the effectiveness of the intervention with the child, parent, and teacher all setting a goal. Xavier, his mum, and his teacher were all keen that through the therapy he develop his confidence and set goals to reflect this, initially both scoring low, Xavier scored himself at a 2 and mum a 1. While Xavier and mum were focused on his perception of himself, his teacher was focused on his confidence in the classroom, initially scoring him at 5.



“I don't know what magic wand you have, but he is like a new child since starting sessions.”

Xavier's mum

Xavier engaged well in therapy in sessions; he made use of the toys to explore a range of themes, particularly using construction toys to create different worlds and playing competitive board games with the therapist. At the beginning of the work, Xavier found it hard to reflect on his feelings, and was very critical of himself and seemed anxious about losing. Over the period of the therapy, Xavier developed his confidence, becoming more open with the therapist, appearing happier and playing board games without the pressure of winning or the fear of losing.

After attending a year of 1:1 therapy, Xavier's final GBO score was 9, a clinically significant 7 point improvement, mum's goal increased by 6 points and his teacher's final score was 9, a 4 point increase on the initial score. His teacher described Xavier as being much more confident, displaying his personality more in class and developing his friendships. Xavier's mum shared that he was more confident, happier and had made significant progress, “I don't know what magic wand you have, but he is like a new child since starting sessions.”



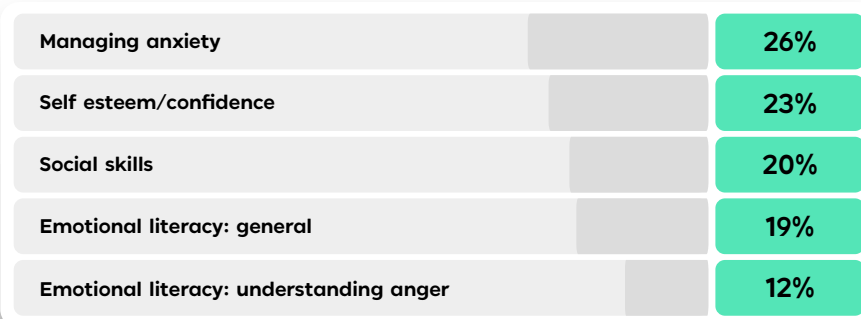
Trainees on Placement

Each child is offered 1:1 therapy with a trainee or qualified therapist, depending on the complexity of the case. We worked with 40 trainee psychotherapists during the year, from six colleges and universities. The placement partnerships we have allow us to deliver 1:1 therapy to many more children than would otherwise be possible. We greatly value the mutually beneficial placements we offer and are proud to help train so many trainees on their journey to becoming fully qualified.

6 Times Talk Time (6xTT)

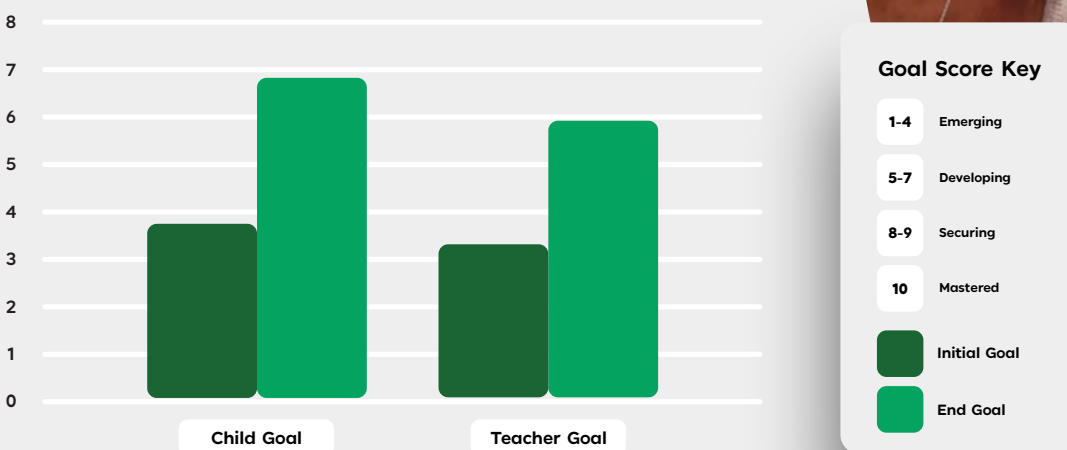
6xTT is a set of 6 weekly sessions offered to individuals or groups of children needing support in one of five areas: Self-Esteem, Social Skills, Emotional Literacy, Anger Management, Transition and Change (moving to a new school; moving home; divorce and separation; bereavement).

Children are referred to 6xTT for a variety of reasons, the most common include:



Goal Based Outcomes (GBOs) for 6xTT evaluation

For children in 6xTT, we set a goal with the child and their teacher at the beginning and end of the 6 sessions. The chart displays the average child and teacher goal scores at the beginning and end of 6xTalkTime for the 89 children that completed their sessions in the year.



93% of children reported that they improved after attending 6xTT

100% of teachers reported an improvement in children's confidence after attending 6xTT



Occupational Therapy (OT)

Occupational therapy aims to give practical support to help increase childrens’ independence and satisfaction in all aspects of their life. In schools, the goal of OT is to improve childrens’ performance of the tasks and activities that are important for successful school functioning such as handwriting and paying attention in class. OTs work alongside the child and their teacher to support positive change in the child, environment and task.

Occupational therapists worked alongside trainees on their college/ university placement with us in the year to enable us to reach more children.

Children are referred for a variety of reasons, the most common include:

Attention/focus	27%
Emotional/sensory regulation	24%
Handwriting	21%
Fine motor skills	14%
Social skills	14%



“OT has made such a difference to Michael; before he would cry and refuse to do PE, now he’s excited to do PE.”

Reception Class
Teacher from a school in Lambeth

Occupational Therapy Goals

UP Occupational therapists are responsive to the needs of the child so goals can be adjusted during the intervention to ensure that we are continuing to meet the child’s needs. Therefore, children are often supported to work towards several goals during an OT intervention and in the year children engaging with OT worked towards 355 goals.

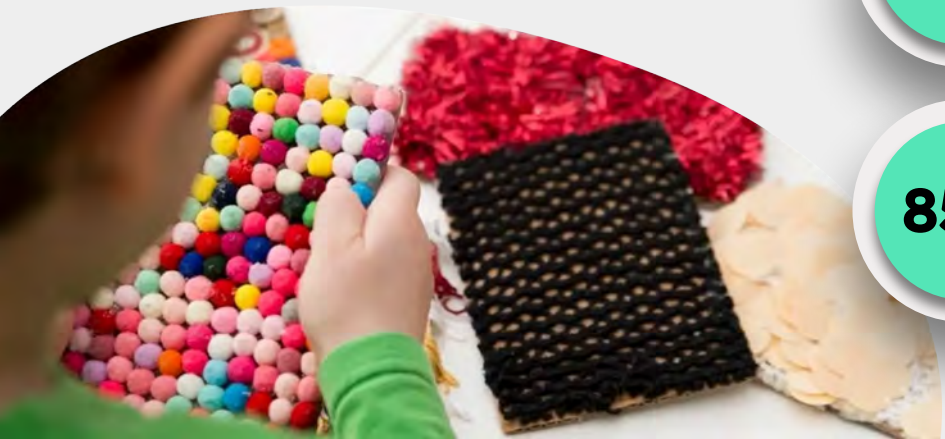
This year’s goals included ‘learning’ goals designed to support children develop their handwriting and fine motor skills.

After attending OT:

92% of the 355 goals were fully or partially met

94% of teachers reported an improvement in children’s engagement with school/ education

85% of children reported improved self esteem





Speech and Language Therapy (SaLT)

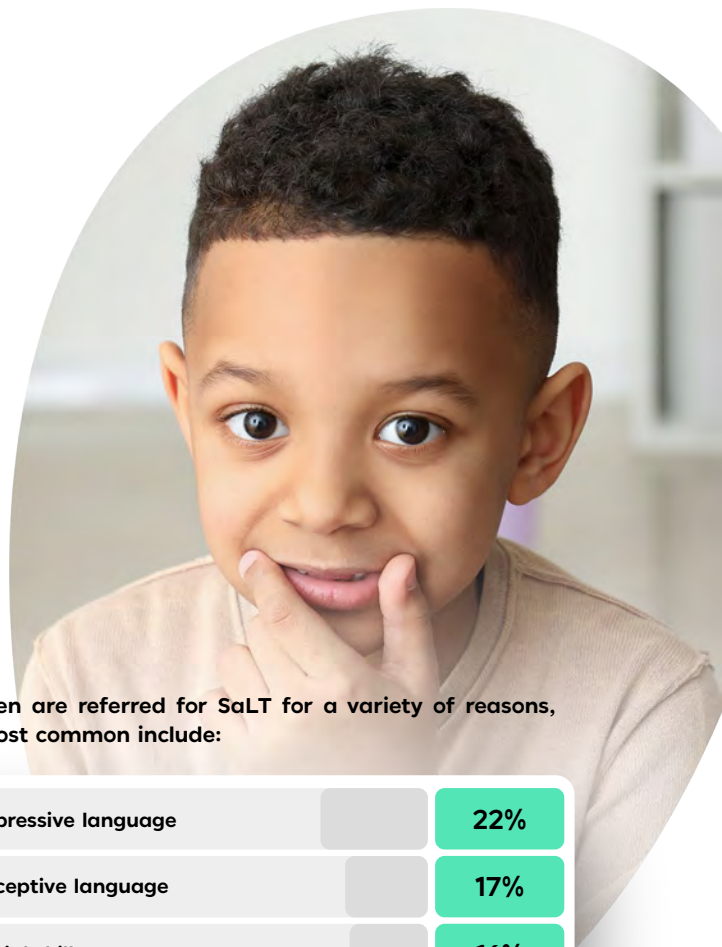
Speech and Language therapists (SaLTs) are Allied Health Professionals. At UP, our SaLTs work with parents, carers, teachers, and other professionals providing intervention and care for children who have various difficulties with communication, but SaLTs can also support where eating, drinking or swallowing is an issue.

During a standard half termly package, UP SaLTs work with School Leads/SENCOs to identify two high need classes and to select an age range to work with who will receive universal-to-small-scale-targeted SaLT support that will benefit the communication development of the whole class setting. Children presenting with individual communication needs are identified and benefit from appropriate small SaLT groups led by a SaLT or SaLT trainee. School staff are also offered relevant in-person training.

The combination of these three elements helps to secure better communication outcomes and reach the highest number of children possible.

Due to the link between communication difficulties and poor SEMH, UP's SaLT works in a preventative manner initially addressing communication needs as part of UP's Tri-Part approach. Many SaLT referrals to UP are the child's first contact with the charity.

In the year the UP SaLT service provided this universal approach to 180 children across four of our partner schools Reception classes. In addition to universal in-class support, we provided training to the staff in these four partner schools on visuals, colourful semantics and zones of regulation, which was very well received.



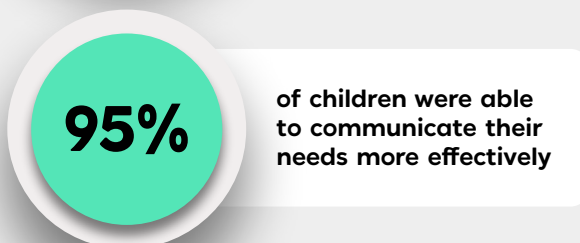
Children are referred for SaLT for a variety of reasons, the most common include:

Expressive language	22%
Receptive language	17%
Social skills	16%
Attention and listening	13%
Speech	13%

“It was wonderful to learn how simple changes in class like using visuals and Makaton signs can impact the children’s understanding so greatly.”

Classroom Teacher, school in Wandsworth.

After attending SaLT:





Speak-UPs

Each week our Team Managers offer any child in the school an opportunity to self-refer to our service to talk about a worry or concern. This self-referral service makes sure that children who would not necessarily meet the criteria for a 1:1 therapy referral or who have been managing their issues in silence find their way to a compassionate adult when they need the support.

3,132

children referred themselves to Speak-UPs in the year

Check-Ins

Check-ins are offered to children where they might benefit from some reassurance and a friendly ear. Sometimes a parent or carer may arrive at school to disclose a particularly tough challenge they are facing, or the family might have experienced a sudden crisis. Knowing that a child can be seen on the same day for a check-in is very comforting for parents and school staff alike. Check-ins may also be offered to children who are on the waiting list for 1:1 therapy and would benefit from consistent contact with the service before the therapy starts, or for those who have finished therapy and are transitioning to greater self-sufficiency but might still benefit from an encouraging chat and a reminder of how far they've come.

2,224

children were seen in Check-Ins in the year

Transition to Secondary School for year 6 children

Summer term is a significant milestone for year 6 students, who are having to manage both loss and excitement, preparing to say goodbye to friends and teachers while also anticipating new beginnings, with all that this entails. All children benefit from the transitional groups we run, but particularly those who may be vulnerable due to additional needs or challenges.

The series of workshops we provide are tailored to each year 6 cohort's specific preoccupations and worries, and this year, we ran some of the classes as well as supported school staff to deliver sessions, which included creating memory books of primary school, top tips for making new friends, and practical tools for helping them settle in and flourish in their first year at secondary school. Giving children time to talk and feel their way through this process, and seeing that others too feel similarly, creates connection points and alleviates worries that 'everyone else has this sorted and it's just me who isn't managing well'.

Wellbeing Groups

Wellbeing groups are designed to meet the needs of the children and are based around a variety of themes including chess, Lego, mindful colouring and social skills. These groups offer children a chance to focus on increasing confidence and self-esteem and building friendships in a relaxed and nurturing environment. Group membership is usually set at maximum 5-6 children, and rotates every term or half term, to ensure that children attending have enough time to learn new skills and make new friends, but also so that the huge waiting list can be moved along - wellbeing groups are a very popular alternative to regular playground break time!

253

children attended wellbeing / transition groups across our service in the year

“The groups created a safe space for all children to explore their feelings and worries, whilst learning useful tools and strategies to form new friendships and prepare for the different expectations of secondary school. The children were very engaged and enjoyed sharing their fears and expectations with their classmates, finding some common ground and comfort that lessened their worries in the process.”

Therapy Team Manager,
school in Hackney

Support for School Staff and other Professionals

Our offer for teaching staff is timely, adaptable, bespoke and trauma-informed. Our staff seek opportunities to support and upskill school staff across the school day, both through informal chats and scheduled 1:1s booked by staff to discuss how to manage challenging or concerning behaviour and increase children and staff wellbeing.

UP staff attended:

149

Professionals Meetings

541

Teacher Meetings



Parent Support

We know that supporting parents and carers is key to providing effective support to children and young people, so we ensure that regular meetings and check-ins are a key part of our service. We recognise the value of positive relationships, and prioritise these at every stage of the work: when introducing our parents/carers to UP and our team members, when booking regular check-ins to hear how a child is progressing at home and school, when thinking with the parent/carer about how family life is supporting a child’s development, and when responding to parents in crisis on the phone or at the school gate.

It can be hard for parents/carers to take the step to engage with external services, but the positive relationship they have with UP staff builds their confidence to accept help from social care, housing and adult mental health services.

Parent Meetings Attended	607
Parent Phone Calls Made	537



Positive Parenting Group

In 2020/21 to further develop our offer to parents/carers we began our Positive Parenting Group.

The group has grown each year and in the year supported 20 parents/carers across three groups. This year participants had children attending schools in Brent, Camden, Hackney, Lambeth, Lewisham and Wandsworth. The groups are co-facilitated by members of the UP team, a child therapist trained in Parent Group Facilitation and able to hold in mind the needs of the child, and an adult therapist able to work with any strong feelings evoked in parents.

The 8-week programme includes sessions on empathy and communication, the power of connection, helping children with their big feelings, how to get the most out of your day, encouragement and praise, self-care, and family relationships.

A key and unique aspect of the group is the mid-week 1:1 phone calls, to follow up and check in with parents/carers to see how they experienced the group, what they took away to put into practice, how their child is responding to the new strategies/ways of thinking and being, and answer any questions in a timely way. It is in these calls that our staff can often identify if a parent has their own learning/additional needs themselves or is struggling with their own mental health and would benefit from closer connection with the school and the possibility of onward signposting/referral to other supportive services.



Our Participants



Participating Parents Ethnicity

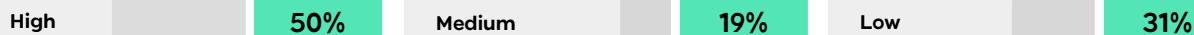
Any other ethnic group	15%
Any other White background	10%
Asian or Asian British: Indian	5%
Black or Black British: African	5%
Black or Black British: Caribbean	10%
White: British	40%
White: Other European	10%
Not Given	5%

Risk Factors

We consider children to be more vulnerable if they receive pupil premium, have a mental health diagnosis or an EHC plan, or are on a statutory service plan.

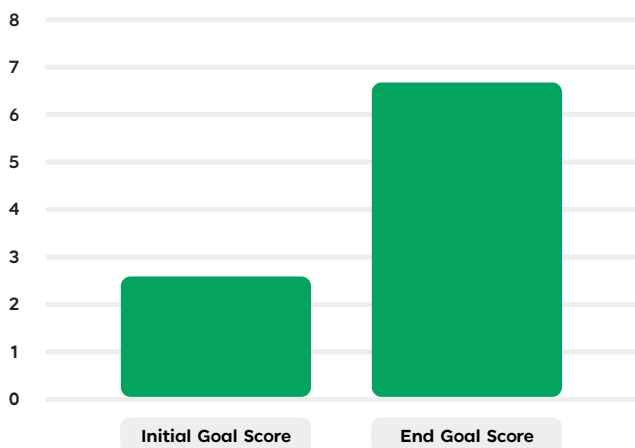
- 44%** were parents of children receiving Pupil Premium
- 38%** were parents of children with a SEMH diagnosis
- 31%** were parents of children with an EHCP
- 19%** were parents of children on statutory service plans (child protection, child in need)

Risk Levels of children whose parents participated in the Positive Parenting Group.



Our Impact

To measure the impact of our parent group we use Goal Based Outcomes (GBOs). Parents set goals to support their children to improve their communication, manage their feelings and to more effectively manage boundaries.



Parent goals improved by an average of 4.1 points.

“ Thank you so much for inviting me onto your course. I strongly feel that society quite often pits parents against each other right from the start with debates on birthing, breastfeeding, vaccinating, screen time, discipline, schooling etc etc, the opinion and judgment are endless! Something so refreshing and powerful happens when parents come together to simply share their experiences, and listen to each other, under the gentle guidance of people like A & N. No judgement, just grace and support.

100%

of parents agreed that their children could communicate their needs more effectively after they attended the parent group

100%

of parents agreed that their children were better able to manage their emotions after they attended the parent group



Children’s Mental Health Week

Every year February sees the celebration of Children's Mental Health Week during which we provide a themed out-reach day to children, parents/carers and staff.

We use CMHW to further educate staff and children, celebrate good mental health, and enable children to discover new tools to support their wellbeing. This year’s theme was ‘Express Yourself’.

UP therapists delivered theme-specific sessions and fun activities across all our partner schools, designed to help children and young people get to know themselves and each other better. A variety of resources were also created and provided for free to schools and on the UP website.



ImpactEd

In the year we partnered with ImpactEd a not for profit organisation that supports schools and charities working in the education sector to improve the evaluation of their interventions. Working with ImpactEd we conducted a small-scale pilot of our School’s Programme in five schools in Brent, Lambeth and Wandsworth. We used the ImpactEd platform to collect pre- and post-intervention data from school Management Information Systems on attendance, behaviour, and exclusions, and used academically validated survey tools to measure pupil wellbeing (the Stirling Children’s Wellbeing Scale) and school engagement (the School Engagement Survey).

As to be expected during this time of financial, political, environmental and social crisis, the average wellbeing of all children declined from start to end of measuring period. However, those children supported by Unlocking Potential were bolstered by their interventions as their wellbeing fell only 0.05 points (from 3.48 to 3.43), in contrast to children not supported by UP, whose wellbeing fell more sharply by 0.10 points (from 3.66 to 3.56).

School engagement declined, on average over the course of the evaluation, for all pupils. This can be part-way explained by the fact that children’s engagement naturally reduces as the school year progresses from September through into the summer months, and as children are coping with more and more stressors. As with wellbeing, Unlocking Potential offers a buffer against this, with UP children only falling by 0.10 points (from 3.52 to 3.42), in contrast to children not supported by UP, whose engagement fell steeply by 0.17 points (from 3.70 to 3.53).

We have continued to work with ImpactEd in the 2023/24 school year to further develop our impact measurement process.



The Corner School

The Corner School is a specialist Independent Primary School set in Brent for children who have been excluded or are at risk of exclusion from mainstream education, due to the challenges their SEMH needs present. We provide quality learning opportunities in a multi-disciplinary, nurturing and therapeutic environment where children can grow and thrive. Our children develop a sense of safety and belonging within the school community, coming to understand that all aspects of themselves are valued, even if there are still challenges or struggles to be worked through.

Drawing on social communication tools to support children's understanding and receptivity, by modelling appropriate behaviour, and by building significant relationships, we foster willingness, enjoyment and inspiration that leads to success. We aim to increase children's self-esteem and resilience and improve their emotional regulation and support them to express empathy for themselves and others.

Our vision is to improve the life chances of all children at the Corner School by providing an appropriate and relevant education, improving their mental and physical health, and helping them build positive relationships with peers and adults so that they can contribute to their community and wider society.

Ofsted Inspections

We are proud to have achieved a 'Good' Ofsted rating at our first inspection in 2019 and again at our last standard inspection in February 2022.

See the full reports here:

[Read Reports >>](#)

www.reports.ofsted.gov.uk/provider/27/145849



“Leaders and staff want the best possible outcomes for every pupil. They know how to help pupils build up their self-esteem and to experience success.”

Ofsted report
February 2022

The Corner School Learner Child Charter.

Children's outcomes: We want our children to develop competencies for:

Self:

- **Belonging:** Children feel safe and understand that they are valued members of the school community.
- **Sense of self:** Children have a strong sense of their own identity and can explain what makes them unique.
- **Growth mindset and resilience:** Children believe that they can be successful if they try hard and they demonstrate determination and perseverance in the face of challenge.
- **Engagement and agency:** Children are inspired and enthusiastic and are able to imagine a bright future and know how to get there.



Learning:

- **Creative mindset:** Children are inquisitive, curious and imaginative.
- **Depth of knowledge:** Children will learn broadly across a range of subjects, but they will also ignite a deep interest in and understanding of the areas they love and want to explore further over time.
- **Skills:** Children are confident communicators who are able to articulate their ideas and understand how words can open their world.

Relationships:

- **Empathetic citizens:** Children appreciate other perspectives, values and traditions and understand their contribution to their family, their community and the wider world.
- **Respect and fairness:** Children are kind and empathetic and go out of their way to help others.
- **Strong bonds:** Children build responsible and healthy connections based on trust with their family, their friends and their community.



The Children

We started at the beginning of the year with 12 children. We had one new admission and ended the year with 13 children across KS1 and KS2. Four children transitioned to secondary school from September 2023.

Our child-teacher ratio is 2:1 or 1:1. We limit our class sizes because we recognise that small and one-to-one work with teachers is crucial to the academic development of our children. We also offer exclusive one-to-one learning if a child struggles in the classroom with other children.

Our children are typically managing a range of issues that have made mainstream schooling challenging. We receive referrals for children with the following conditions and behaviours (whether diagnosed or still emerging):

- (ADHD) Attention Deficit Hyperactivity Disorder (or Attention Deficit Disorder)
- Anxiety
- Attachment difficulties
- (ASC) Autistic Spectrum Conditions (including PDA-Pathological Demand Avoidance)
- Depression
- Dyspraxia, Dyslexia, Dyscalculia
- Family challenges that impact a child's learning and ability to feel good at school
- Oppositional Defiant Disorder (ODD)
- School refusers
- Social Communication Issues
- Traumatic incidences that may make school engagement very challenging



We offer every child:

- ✔ An assessment of need: we want to understand a child's needs, from a learning perspective but also to understand their behaviour in the context of their family and SEMH needs.
- ✔ A tailored, personalised curriculum: we follow the national curriculum where appropriate, and all learners have a personalised, individual, 'learning pathway'. This approach means that each child experiences success and can reach their full potential.
- ✔ A trauma-informed, sensory-aware teaching and learning approach: this considers how children feel, think and behave, based on the belief that as bio-psycho-social beings, how our bodies feel in any given environment will affect our readiness to learn.
- ✔ A tri-part therapeutic model: this ensures that every child has access to additional, personalised support for their specific needs, and that insights from their therapies can be shared with teaching staff so that children have the opportunity to understand themselves and how they learn, and develop a growth mindset.



Academic Progress

Children at the Corner School are assessed against National Curriculum levels. Children are also set bespoke academic goals which reflect where they are against the national curriculum. We then embed these targets into classroom learning and therapists, teachers, and other staff members work collaboratively to help children reach their goals. We encourage children to become independent learners who take ownership of their goals, instilling a love of learning and a desire to become their best selves. All individual goals are shared with the parents and carers to support progress at school and at home.

Our team is utterly committed to transforming life chances of children, ensuring that they have opportunities to thrive. Our dedicated team of teachers, teaching assistants and therapists work together to support each child to develop as individuals in their own unique way. We offer a safe and nurturing environment and the stability needed to gain an emotional balance and to develop their self-esteem and resilience.

We are committed to delivering inspirational teaching that develops confidence in learning and encourages our children to take ownership of their learning and be proud of their achievements. We use an imaginative and innovative curriculum to bring out the best in our children.

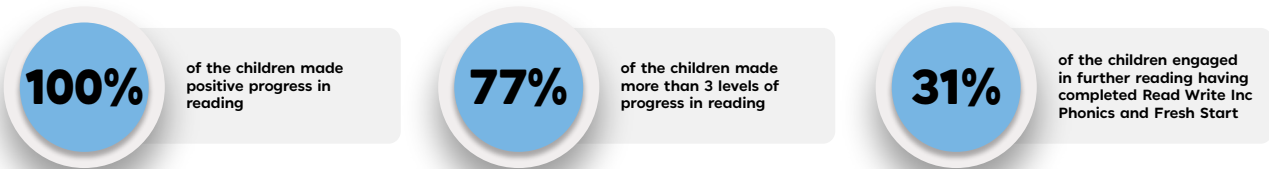
Reading & Writing

We use Read Write Inc. Phonics, a literacy programme validated by the Department for Education, designed to teach children to read and write with ease and fluency.

Read Write Inc. is used in more than a quarter of UK primary schools and was designed to ensure progress for every child. It has proven success in all types of schools, including those with high numbers of children with SEND and those in the least privileged areas. Read Write Inc. Phonics is split into different literacy groups represented by a group. There are 9 groups each having at least 10 books.

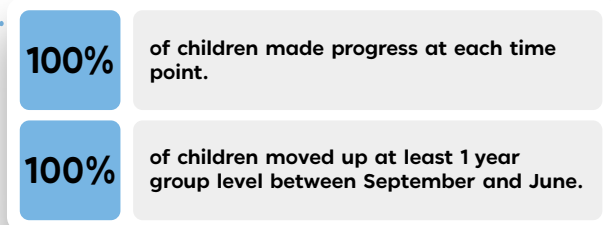
Once children complete Read Write Inc. Phonics they move to Fresh Start, which is split into five groups with a total of 33 modules. Once children complete Fresh Start they move on to accessing further reading that is more appropriate for their age.

Progress in Reading



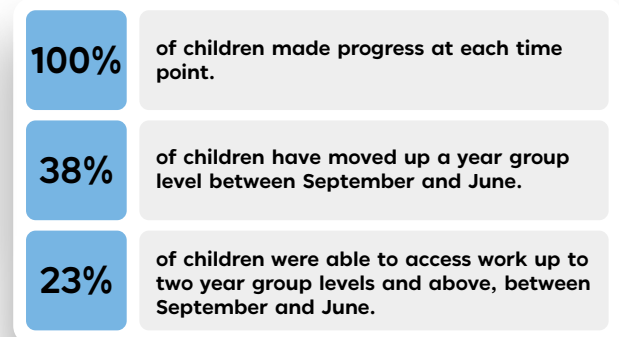
Progress in Writing

Children were assessed for writing at three points in the year.



Progress in Mathematics

Children were assessed for mathematics at three points in the year.



Special Needs Assessment Profile (SNAP)

We use the SNAP online tool to assess specific learning and behavioural difficulties which may be hindering a child's potential to learn. SNAP follows the 'Assess - Plan - Do - Review' model set out in the SEND Code of Practice. The SNAP report identifies key areas of strengths and difficulties for the child being assessed. This enables settings to employ interventions to support the child in order to improve their capacity to be regulated and learn. Children at the Corner School were assessed throughout the year. Provision has been adjusted and remains under review to enable staff to be responsive to the children's needs.

Therapeutic Support at The Corner School

The Corner School is a unique, specialist provision, where a therapeutic approach underpins our work with the children. We have a dedicated, experienced, in-house Child Psychotherapist working 3 days a week in the school, who works to support children’s social-relational, psychological, emotional and mental health needs. We also have dedicated occupational therapy and speech and language therapy support.

The chart below shows the number of therapeutic interventions that took place during the year.



	Number of children that accessed	Number of sessions attended
Formal 1:1 Therapy	5	48
Informal 1:1 Therapy	13	105
Therapeutic contact (this includes clinical observations, universal and targeted support)	13	Every child has 1:1 dedicated therapeutic contact each week
OT	9	14
SaLT	12	94

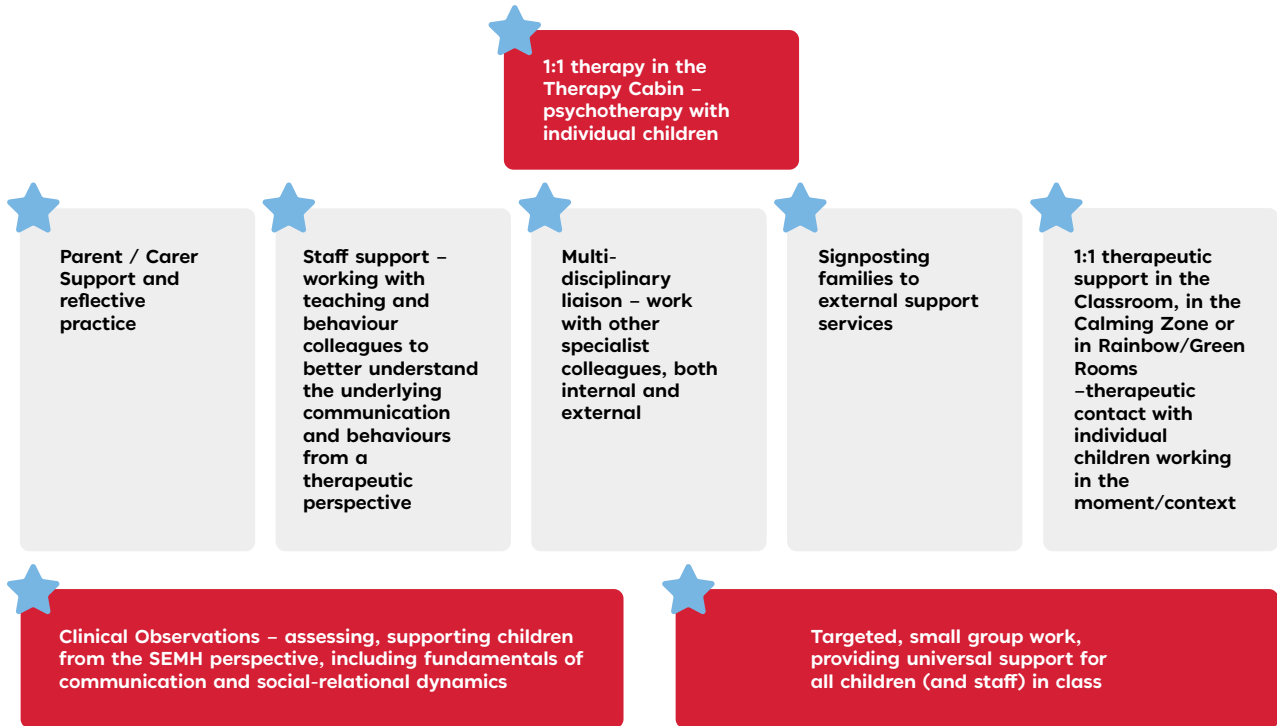
1:1 Therapy

The Corner School Psychotherapist is an integrative practitioner, who will observe, assess and work to support each child depending on their specific needs and presentations. Very often children have a range of multi-layered needs that the Corner School Therapist can help to assess and work with. These clinical areas may include:

- ★ Range of presenting issues, difficulties, diagnosed and undiagnosed educational and social, emotional and mental health needs
- ★ Safeguarding issues
- ★ Psychological factors, Emotion & Affect, Including relationship to Self
- ★ Somatic/physical & Sensory (work alongside Occupational Therapist OT)
- ★ Functioning – Developmental factors, including ages and stages, challenges and delays
- ★ Social, relationships to others, attachment issues and roles in group
- ★ Cognitive-behavioural – thoughts and beliefs
- ★ Patterns of play and creative expression (self and with / alongside / interactive with others)
- ★ Significant Life events/trauma/ separations/moves/ loss/family issues
- ★ Communication styles (work alongside Speech and Language therapist SaLT)
- ★ Regulation/Dysregulation – their norm, length of regulation/in crisis, known triggers & de-escalation strategies

Tiered Psychotherapeutic Support

The therapist provides a tiered support service, working within the Corner School in a range of different ways:



Therapy Cabin

The Corner School therapist has worked to refurbish the therapy cabin in line with our children’s and parent’s/carers needs.

Newly renovated it has become a very popular space in the school grounds for both children and parents, and now includes the following:

- Play Zone:** including miniatures, puppets and projective play, interactive games, construction, storytelling
- Sensory Zone:** a safe space to support nervous system regulation, grounding, calming, supporting the children’s sensory seeking and sensory avoidant needs
- Art and Craft zone:** allows for art and creative media as therapeutic tools to encourage safe, non-judgement expression



Speech and Language Therapy (SaLT)

Speech and Language Therapy (SaLT) at The Corner School supports children to develop their communication and interaction skills which are essential for accessing learning, building and maintaining meaningful relationships and developing awareness of self, others and emotional literacy. SaLT is embedded in the school through communication-friendly environments and differentiated learning curriculums.

All children at the Corner School access SaLT at a universal level which includes communication environment audits, joint target setting, and bespoke training for all staff. Children requiring more support access targeted interventions, for example, social groups, attention and listening groups, joint PSHE lessons and social stories. These may be delivered by the SaLT and other therapists, or a member of staff who has received training from the SaLT. Children requiring a high level of specialised support access 1:1 intervention. The SaLT also works with families to support communication and interaction in the home environment.



In the year, the Corner School has accessed 2 days per week of speech and language therapy which has increased the level of direct and indirect support the SaLT has been able to provide across the school. Direct interventions delivered this year include: Lego-based therapy, Attention Autism, Playground Games, Social Conversation Skills, Secondary Transition, Communication Boards, Emotional Literacy Development. SaLT has also focused on supporting emotional regulation and wellbeing throughout the day. Formal training sessions delivered by the SaLT have included: 'Creating Quality Interactions' and 'De-escalation and Restorative Approaches'.

“You have no idea how proud it makes me to hear her (child) saying those words” – sessions with a parent of child using communication board.

Parent of child in KS1

Secondary Transition

This year the therapy team have created a transition programme for 4 students who transitioned to secondary school. The programme has been shared with the class teams and families and covers a range of functional skills and activities to prepare for secondary school including using public transport, managing feelings around transition and reading school timetables. All children who transitioned to secondary school were offered weekly sessions with therapists, and therapists have worked closely with the class teams to support discussions and preparation around transition to secondary school.

Occupational Therapy

Occupational therapy (OT) at The Corner School supports children to regulate their emotions and sensory system so that they can engage in lessons and develop their foundational skills. OT is embedded in the school curriculum through child centered teaching activities and meaningful enrichment activities.

Each child in the Corner School receives an annual holistic occupational therapy assessment which combines class observations, discussions with staff, and one to one work with the child. An intervention plan is created based on the holistic assessment which may consist of one-to-one sessions outside of the classroom, integrated activities with teachers, or occupational therapy-based group work with other students.



It is UP's belief that a deeper understanding and level of empathy for ourselves will in turn lead to an improved relationship with our children.

This year we supported ten families with parent coaching and counselling.

Parent & family support at The Corner School

Parent/carer reflective support – 10 parents

- Parents supported in a safe, confidential space to reflect on their child's needs
- Termly or half termly parent/carer meetings for all children accessing individual therapy

Themes covered:

- Building mentalising capacity and empathy
- Different parenting 'styles'
- Cultural parenting
- Family and systemic/environmental factors
- Specific issues affecting child – e.g. adoption and fostering, trauma, abandonment, separation and divorce, eating, sleep, screens and internet
- Understanding EHCP diagnoses
- Identifying additional external specialist support
- Home visits for new referrals

Case Study

Ben has been a student at the Corner School since February 2022. In terms of early learning skills, Ben was significantly below age related expectations. His attention and concentration skills for an adult-led task were significantly limited. Ben also displayed difficulties with his gross and fine-motor skills. Ben required support with dressing and undressing, eating with cutlery and playing safely by himself or alongside others. Ben was diagnosed with ADHD in mid-2023 and has been on medication since July 2023.

In addition to above, Ben presented with significant difficulties with his social communication and interaction. He required considerable support to develop his receptive and expressive language skills.

Reason for referral to The Corner School:

- 1 Complex SEMH needs
- 2 Reduced timetable at mainstream school
- 3 Refusal to follow instructions
- 4 Persistent disruptive behaviour
- 5 Persistent physical aggression and assaults on adults and peers
- 6 Damage to school property

“I enjoy coming to the Corner School, I love Enrichment and my phonics is getting really good!”

Quote from Ben

Interventions and strategies implemented:

- Full time placement at The Corner School
- Implementation of Brent’s Graduated Approach Framework: Individual Child’s Assess, Plan, Do & Review cycle
- Therapeutic support at universal and targeted level via tri-part therapy model at The Corner School: Art/Play therapy, SaLT and OT
- Lego Therapy to support his social and communication skills
- Trauma informed approaches to ensure that all staff were holding in mind Ben’s attachment and relational challenges in all their day-to-day work with him
- 2:1 adult support in the garden room as an individual learning space to ensure safety for Ben and others
- Phased increase of classroom learning with other peers in the afternoons
- Restorative approaches with peers and adults following incidents
- Consistently high expectations and firm boundaries
- Additional take up and processing time
- Personalised behaviour support plan and targets
- Modelling of expected behaviour and use of language
- Explanation of choices and consequences
- Use of specific positive praise and token reward system
- Use of visual timetable, now and next board, and consistent predictable routines
- Zones of regulation and personal toolbox with strategies to support co and self-regulation
- Regular wellbeing check-ins throughout the day
- Regular contact with mum
- Regular brain breaks (trim trail, rainbow room)
- Modelling and use of breathing activities

Impact of Intervention and strategies:

- Improved relationships with self, others and curriculum
- Strong progress in reading levels- moved up 5 levels
- Increased self-esteem and improved attitude towards learning
- Increased window of tolerance to try new things
- Improved relationships with others
- Improved ability to work and play collaboratively with others
- Improved social awareness, ability to interact with others appropriately and development of how his actions may affect others
- Significant reduction in the number of incidents of physical harm to others (adults and peers) and therefore reduction of safe holds/physical intervention



Financial Review

For the year ended 31 August 2023

Financial Review

Full details are given on pages 00-00.

Total income for the year amounted to £2,748,481 (prior year: £2,476,698) and total expenditure incurred amounted to £2,727,695 (prior year: £2,486,344). The surplus of income over expenditure for the year was £20,786 (prior year deficit: £9,646).

Just over half of our income came from donations and grants. Total donations and grants in the year were £1,473,200 (prior year: £1,535,894).

With the aim of diversifying our income and securing the future sustainability of our work, the senior leadership team have given time and attention to fundraising in the year. Although down on the prior year, fundraising has been successful with total restricted donations being £103,090 (prior year: £112,834) and total restricted grants being £225,855 (£264,371) for the Schools Programme.

Our appreciation goes to all of our supporters who have given so generously in the year to support our work. Particular thanks are given to those who have pledged to multiyear funding which allows us to plan and develop our work and has enabled us to grow our Schools Programme and reach more vulnerable children.

Income from charitable activities is growing as a percentage of overall income with fee income from our Schools Programme being £516,033 (prior year: £350,430) and income from local authorities for school placement fees at the Corner School being £705,610 (prior year: £554,400).

As shown in the Statement of Financial Activities (SOFA), most of the Charity's expenditure was attributable to its charitable activities.

Our fee income from our partner schools in the Schools Programme contributed 35% (prior year: 29%) towards the total cost of the programme. The balance was met by donations and grants.

Schools choose a package of support that matches their needs and budget, however for some schools this is becoming increasingly difficult, as their budgets have shrunk with the cost-of-living crisis, falling birth rates and migration out of London, and they are having to make hard decisions.



The Corner School ended the year with thirteen children on the pupil roll, of whom four were transitioning to secondary school. The income from four local authorities for the school placement fees for the children contributed 59% (prior year: 51%) towards the total cost of the Programme in the year. The balance was met by donations, grants and the designated fund set up for this purpose. In view of the forecast shortfall for the next academic year we have transferred a further £350,000 to the designated fund for the Corner School at the year end.

The Schools Programme earned income and Corner School local authority placement fees have been treated as restricted income.



Reserves

The charity needs reserves to meet the needs of beneficiaries and to fulfil its charitable aims and objectives. The Trustees have a policy as to the level of unrestricted reserves (that is those funds that are freely available) that the charity ought to have. The policy is linked to the strategic business plans of the charity and remains that the charity's reserves should be equivalent to three to six months' operational expenditure.

Total reserves at 31 August 2023 amounted to £1,654,365.

The free reserves at 31 August 2023 were £1,120,132 which excludes designated funds of £350,000, fixed asset funds of £156,858 and restricted funds of £27,375.

The free reserves represent five months of future operating costs of the charity, which is considered adequate by the Trustees.

The reserves policy is regularly reviewed by the Trustees, to ensure that it continues to meet the needs of the charity. The Trustees have considered the impact of the cost-of-living crisis and general economic uncertainty on the reserves and financial health of the charity. The Trustees are satisfied that the charity has adequate resources to continue in operation for the foreseeable future and, accordingly these financial statements have been prepared on the basis that we are a going concern.



Registered with



FUNDRAISING
REGULATOR

Income Generation

The charity did not actively fundraise from the public during the year. However, we did participate in three BigGive matched giving campaigns in the year. We have received no complaints with regards to fundraising activities. The charity is registered with the Fundraising Regulator.

A Head of Fundraising was appointed in September 2023 to grow our non-founder Trustee financial support base by diversifying our network of high-net-worth donors, increasing funding from trusts and foundations for our programmes, and exploring potential commissioning routes.

We remain extremely grateful to all of our supporters in the year.



Risk Management

The Board and the leadership team acknowledge that sound risk management is fundamental to good governance and best management practice. Risk management forms an essential part of the charity's decision-making process and is integrated into strategic and operational planning. Risk assessments are carried out on all required activities. A risk register covering all key risks is maintained and carefully updated and reviewed four times a year by the leadership team. Further the Finance and Risk Committee and Trustee Board review the Risk Register at every meeting. The principal risks and uncertainties identified by the charity are as follows:

Safeguarding

As we work with vulnerable children, young people and families, safeguarding is central to everything we do. We have a comprehensive safeguarding framework to manage the associated risks and act appropriately to all safeguarding concerns. All staff are required to complete a safeguarding on-line training (from the NSPCC) before commencing their role and safeguarding is a key part of staff induction including how to apply the safeguarding policy and procedures. Depending on the role, staff also have classroom based safeguarding training. All managers have regular safeguarding updates from a variety of sources, including Andrew Hall's Safeguarding Extras. We have a stand-alone Clinical & Safeguarding Subcommittee; whose role is to oversee clinical governance, safeguarding, and ensure continuous development of our practice. We have a lead Safeguarding Trustee, who supports good practice across the charity. We also have a lead Clinical Trustee and a Director of Safeguarding & Business Development. We maintain a standalone Safeguarding Risk Register, which is reviewed at the Clinical Governance and Safeguarding Committee and the main board meetings.

Financial

The charity is reliant on a small number of individuals; however, they have demonstrated their longstanding commitment to the charity. The CEO and leadership team together with Trustees are working on diversifying our income streams and we have made some demonstrable progress to date, for example through securing grants from Trusts and Foundations for specific areas of our work and multiyear funding from high-net-worth individuals. Our Schools Programme has grown significantly in the past two years, and although we are very aware of the ever increasing pressure on school budgets, we work with them to deliver a high quality service that they can afford and one that supports the financial sustainability of the charity.

Skills

Recruiting, developing, and retaining the right staff, to ensure that we can deliver consistent and high-quality services; this is particularly a risk in our Corner School, as there are sector wide issues in recruiting educational staff. In order to be an attractive employer, we pay substantially more than the average for Teaching Assistants and have a training and development plan in place for our school staff.

Future plans will focus on

1

We will maximise the impact and effectiveness of the Schools Programme (SP) by reviewing its structure and our service offer and by following our Growth Strategy.

- We will continue to expand the SP, aiming to be delivering services in 28 schools by August 2024.
- We will develop a strategy for either following our children into secondary school and/or a secondary school support model, focusing on secondary schools that our primary schools feed into.
- We will develop a Teacher Training Programme of stand-alone and interconnected INSETs that includes trauma informed teaching practice and understanding attachment based teaching in order to support the most vulnerable children in school and to support teachers' well-being and expertise. These trainings will include input from psychotherapy, occupational therapy and speech and language therapy.
- We will seek to work in partnership with like-minded charities to widen the benefits available to the children in the partner schools we are working in.

2

We will continue to develop our support for the families of our children by reaching more parents via a) Parent Groups b) Individual Parenting support or c) Individual counselling sessions, both in the Schools Programme and at the Corner School. This parent work will in turn support the work that is taking place with the children of these parents, so that relationships are strengthened at home as well as at school.

- We will continue to expand the roll out of the current online Parent Group course by reaching more of the SP schools' parents, running a total of 3 blocks of courses in the year.
- We will review our parent support and identify areas for development based on feedback from schools.

3

We will deliver high quality therapeutic educational provision at the Corner School and ensure that we continue to build on our good Ofsted rating.

- We will continue to raise awareness of the Corner School and deliver stronger marketing initiatives to promote an online presence.
- We will ensure we build upon the existing good practices to maintain at least a good Ofsted rating.

4

We will develop new Safeguarding and Wellbeing interventions to support children with specific areas of need, as identified in our Safeguarding and Wellbeing Audits.

- Each year some of the more vulnerable families we work with who have multiple children, the issues that were present when we worked with their oldest child are still present for the youngest.
- This is predominantly the case for families experiencing poverty, trauma and poor mental health, who are on the cyclical conveyor belt of Early Help, Child In Need, Child Protection and back again.
- Interventions targeted at one child can only do so much if there are entrenched, intergenerational issues that mean a child's home life is chaotic, and their basic needs are not being met.
- In response to this, we are developing a new pilot programme, taking a holistic family approach to support transformational change and will be looking at funding to enable implementation.

5

We will improve how we support, develop and involve our staff and ensure that we attract and retain the highest calibre staff and Trustees/Governors who feel engaged, valued, and motivated to fulfil their responsibilities.

- We will nurture high performing Leadership / Management.
- We will provide relevant training and development, additional internal support/resources.
- We will review and improve ways of working together, enhancing our whole-charity culture, collaboratively and transparently.

6

We will build a more sustainable organisation, by expanding our funding base.

- We will expand our fundraising initiatives, this will include Trusts, Foundations, philanthropists and corporate giving. We will build on our Fundraising Strategy outlining how our vision will be achieved.

7

We will develop a robust outcomes framework to demonstrate the impact of our work with children and young people. Agreeing a reporting process that will enable us to effectively monitor the impact of our work, ensuring robustness through external evaluation.

- We will deliver a pilot with ImpactEd to identify if this will enable us to improve our impact reporting and understanding.
- We will review the way we report on goals to demonstrate our impact to potential funders and others.
- We will evaluate the success of our pilot with ImpactEd measuring wellbeing and school engagement in KS2 children across 15 of our schools.



Structure, Governance & Management

For the year ended 31 August 2023

UP – Unlocking Potential is a company limited by guarantee governed by its Memorandum and Articles of Association dated 26 August 2015; updated by special resolution on 18 October 2022. It is registered with the Charity Commission and is a company limited by guarantee.

Organisation

The Board of Trustees administers the Charity. The Trustees met as a Board three times in the year. Throughout the year the board operated the following committees, made up of Trustees, leadership team members and advisers:

Finance & Risk Committee: This committee is Chaired by the treasurer.

Clinical & Safeguarding Committee: This committee is Chaired by the lead Clinical Trustee.

Corner School Education Committee: This committee is Chaired by Carrie Herbert.

Our Chief Executive appointed by the board manages the day-to-day operations of the charity.

The Chief Executive has delegated authority, within the terms of delegation approved by the Trustees, for operational matters including finance, employment, and the delivery of the services.

The Chief Executive is supported by a leadership team – this year our leadership team included:

Chief Executive & Clinical Director
Director of Safeguarding & Business Development
Finance and Resources Director
Headteacher Corner School
Head of HR
Schools Programme Director
Schools Programme Director (Maternity Cover)

The Trustees recognise the need to invest in experienced and talented staff to ensure their agreed programmes, policies and procedures can be implemented.

The Trustees consider the Board of Trustees and the leadership team to comprise the key leadership personnel of the charity in charge of directing and controlling, running and operating the Charity on a day to day basis. All Trustees give of their time freely. Expenses and related party transactions are disclosed in note 8, 9 and 18 to the accounts. The remuneration of the key management personnel is discussed and approved by the Board who ensure salary packages are benchmarked against comparable parts of the voluntary sector.

The Charity would like to warmly thank the Trustees for their tremendous support that they have provided over the year.

Charity Governance Code for larger charities

The Board recognises the importance of the Charity Governance Code for larger charities in promoting good governance in the charity sector. Trustees have assessed the charity's application of the relevant principles from the code.

Appointment of Trustees

The Board currently comprises 9 members. When considering new Trustees, the Board has regard to the requirements for any specialised skills needed.

Trustee Induction and Training

New Trustees undergo an induction process to brief them on their legal obligations under charity and company law, the content of the Memorandum and Articles of Association, the decision-making process, the business plan and recent financial performance of the Charity.

In addition, new Trustees meet key staff and other Trustees and are encouraged to attend the programmes. New Trustees are encouraged to undertake appropriate training which will facilitate them in undertaking their role. All Trustees continue to receive training on an ongoing basis.



Equality, Diversity, and Inclusion (EDI)

The Trustees and leadership team are committed to creating a more diverse, equitable and inclusive workplace for our staff and beneficiaries. We have established a working group with a representative from each service area to champion and improve EDI within the organisation and an action plan is under continual review, identifying key objectives for the year for each Programme and UP as an employer, this will be driven by the EDI working group.

Statement of the Board of Trustees Responsibilities for the Financial Statements

The Trustees, who are also directors of UP – Unlocking Potential for the purpose of company law, are responsible for preparing the Trustee’s Report and the accounts in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the Trustees to prepare financial statements for each financial year and not approve the financial statements unless they are satisfied that the financial statements give a true and fair view of the state of the affairs of the Charity as at the balance sheet date and of its incoming resources and application of resources, including income and expenditure, for the year then ended.

In preparing those financial statement which give a true and fair view, the Trustees should follow best practice and:

- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles of the Charities SORP;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements;
- Prepare the financial statements on the going concern basis unless it is inappropriate to assume that the charitable company will continue on that basis.

The Trustees are responsible for keeping accounting records which disclose with reasonable accuracy at any time the financial position of the charitable company and which enable them to ensure that the financial statements comply with the Companies Act 2006.

The Trustees are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for prevention and detection of fraud and other irregularities.

The Trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable Company’s website. Legislation in the United Kingdom governing the preparation and dissemination of Financial Statements may differ from legislation in other jurisdictions.

Each of the directors, who held office at the date of approval of this Trustees’ Report, has confirmed that there is no information of which they are aware which is relevant to the audit but of which the auditor is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditors are made aware of such information.

In preparing this report, the trustees have taken advantage of the exemptions available to small companies and have not prepared a strategic report.

Approved by the Trustees on 13 May 2024 and signed on their behalf by:

Stuart Roden
Trustee (Chair)



Opinion

We have audited the financial statements of UP – Unlocking Potential for the year ended 31 August 2023 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2023 and of the charitable company's net movement in funds, including the 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 Companies Act 2006.

Basis for opinion

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

Conclusions relating to going concern

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

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

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

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Trustees' Annual Report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Trustees' Annual Report (which includes the directors' report prepared for the purposes of company law) for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the directors' report included within the Trustees' Annual Report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' Annual Report (which incorporates the directors' report).

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept by the charitable company; or
- the charitable company financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies' regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

Responsibilities of trustees for the financial statements

As explained more fully in the trustees' responsibilities statement set out on page 34, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's responsibilities for the audit of the financial statements

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

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

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to compliance with OFSTED regulations and compliance with company and charity law applicable in England and Wales, we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as Companies Act 2006, the Charities Act 2011 and payroll taxes.

Independent auditor's report to the members of UP - Unlocking Potential

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls), and determined that the principal risks were related to the cut-off of income, posting inappropriate journal entries to income and management bias. Audit procedures performed by the engagement team included:

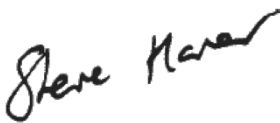
- Inspecting correspondence with regulators and tax authorities;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Evaluating management's controls designed to prevent and detect irregularities;
- Identifying and testing journals, in particular journal entries posted with unusual account combinations, postings by unusual users or with unusual descriptions; and
- Challenging assumptions and judgements made by management in their critical accounting estimates

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

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

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an Auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members, as a body, for our audit work, for this report, or for the opinions we have formed.



Steve Harper (Senior Statutory Auditor)
For and on behalf of Haysmacintyre LLP, Statutory Auditor

10 Queen Street Place
London
EC4R 1AG

Date: 20 May 2024



Statement Of Financial Activities

(Incorporating an Income and Expenditure Account)

For the year ended 31 August 2023

		2023 Unrestricted Funds £	2023 Restricted Funds £	Year Ended 31 August 2023 Total Funds £	Year Ended 31 August 2022 Total Funds £
INCOME FROM:	Notes				
Donations and grants	2	1,135,000	338,200	1,473,200	1,535,894
Charitable activities	3	-	1,244,253	1,244,253	939,563
Investments		31,028	-	31,028	1,241
Total Income:	13	1,166,028	1,582,453	2,748,481	2,476,698
EXPENDITURE ON:					
Charitable activities	4	1,087,530	1,580,078	2,667,608	2,421,254
Raising funds	5	60,087	-	60,087	65,090
Total Expenditure:	13	1,147,617	1,580,078	2,727,695	2,486,344
Net income / (expenditure)	8	18,411	2,375	20,786	(9,646)
Net movement in Funds		18,411	2,375	20,786	(9,646)
Funds brought Forward		1,608,579	25,000	1,633,579	1,643,225
Funds at 31 August 2023		1,626,990	27,375	1,654,365	1,633,579

All of the above results were derived from continuing activities.

The statements of financial activities included all gains and losses recognised in the year.

Full comparatives for the Statement of Financial Activities are shown in note 20.



Balance Sheet

At 31 August 2023

		31 August 2023 £	31 August 2022 £
	Notes		
FIXED ASSETS			
Tangible assets	10	156,858	189,652
CURRENT ASSETS			
Debtors	11	439,960	411,765
Short term deposits and cash in hand		1,405,747	1,415,540
		1,845,707	1,827,305
CURRENT LIABILITIES			
Creditors: amounts falling due within one year	12	348,200	383,378
		1,497,507	1,443,927
NET CURRENT ASSETS		1,654,365	1,633,579
FUNDS			
Unrestricted funds			
General fund	13,14	1,120,132	1,068,927
Fixed asset fund	13,14	156,858	189,652
Designated funds	13,14	350,000	350,000
		1,626,990	1,608,579
Restricted funds		27,375	25,000
TOTAL CHARITY FUNDS		1,654,365	1,633,579

Approved and authorised for issue by the Trustees on 13 May 2024 and signed on their behalf by:

William de Winton
Trustee (Treasurer)

The notes on pages 41 -51 form part of these financial statements



Statement Of Cash Flows

For the year ended 31 August 2023

	Notes	31 August 2023 £	31 August 2022 £
Cash flows (used in) operating activities	17	(24,196)	(6,454)
Cash flows from investing activities			
Interest income		31,028	1,241
Purchase of tangible fixed assets		(16,625)	(14,689)
Cash provided by / (used in) investing activities		14,403	(13,448)
(Decrease) in cash and cash equivalents in the year		(9,793)	(19,902)
Cash and cash equivalents at the beginning of the year		1,415,540	1,435,442
TOTAL CASH AND CASH EQUIVALENTS AT THE END OF THE YEAR		1,405,747	1,415,540

1. ACCOUNTING POLICIES

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

Basis of preparation

These financial statements have been prepared in accordance with the Companies Act 2006, the Statement of Recommended Practice: Accounting and Reporting by Charities (Second Edition, effective 1 January 2019), and in accordance with the Financial Reporting Standard 102 (FRS 102).

UP - Unlocking Potential meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

Preparation of accounts on a going concern basis

The trustees consider there are no material uncertainties about the Charity's ability to continue as a going concern. The review of our financial position, reserves levels and future plans gives Trustees confidence the charity remains a going concern for the foreseeable future. Additionally, the Trustees have considered the impact of the cost of living crisis and general economic uncertainty on the reserves and financial health of the Charity and are satisfied that the Charity has adequate resources to continue in operation for the foreseeable future and, accordingly these financial statements have been prepared on the basis that the Charity is a going concern.

Critical accounting judgements and estimates

In preparing these financial statements, the Trustees have made judgements, estimates and assumptions that affect the application of the charity's accounting policies and the reported assets, liabilities, income and expenditure and the disclosures made in the financial statements. Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

The Trustees consider that there are no critical areas of judgement or estimation uncertainty in preparing these accounts.

Income recognition

All income is recognised once the charity has entitlement to income, it is probable that income will be received and the amount of income receivable can be measured reliably.

Donations and legacies

Donations and gifts and are included in full in the Statement of Financial Activities when there is entitlement, probability of receipt and the amount of income receivable can be measured reliably.

Grants

Grants are recognised in full in the statement of financial activities in the year in which the charity has entitlement to the income, the amount of income receivable can be measured reliably and there is probability of receipt.

Government Grants

Government grant income represents Department for Education funding for the Recovery Premium Grant and Tutoring Grant for Brent pupils at the Corner School.

Income from charitable activities

Income from charitable activities is recognised as earned as the related services are provided. Income from other trading activities is recognised as earned as the related goods are provided.

Investment income

Investment income is recognised on a receivable basis once the amounts can be measured reliably.

Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required, and the amount of the obligation can be measured reliably. Expenditure is classified under the following activity headings:

Expenditure on charitable activities comprises costs of services and support costs.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

Expenditure is allocated to the particular activity where the cost relates directly to that activity. However, the cost of overall direction and administration of each activity, comprising the salary and overhead costs of the central function, is apportioned based on staff time attributable to each activity.

Allocation of costs

Staff costs are allocated between direct charitable expenditure and support costs based on the time spent on these activities. Other costs are allocated directly to the relevant heading.

Operating leases

Rental charges are charged on a straight-line basis over the life of the lease.

Fixed assets

Fixed assets are stated at cost or deemed cost (donated valuation at estimated fair value) less accumulated depreciation and impairment losses. Assets costing more than £500 are capitalised.

Depreciation is calculated to write off the costs of the fixed asset by equal instalments as follows, all straight line:

Furniture, fittings and equipment	5 years straight line
Computer Equipment	3 years straight line
Catering Equipment	3 years straight line
Leasehold improvements	Life of lease
Playground Equipment	Over the life of the lease at the Corner School

Financial instruments

The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments, including trade and other debtors and creditors are initially recognised at transaction value and subsequently measured at their settlement value.

Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of twelve months or less from the date of acquisition or opening of the deposit or similar account.

Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

Funds

Unrestricted funds are donations and other income receivable or generated for the objects of the charity. Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

Restricted funds are those funds which are to be used in accordance with specific instructions imposed by the donor or trust deed.

Employee benefits

- **Short term benefits**

Short term benefits including holiday pay are recognised as an expense in the period in which the service is received.

- **Employee termination benefits**

Termination benefits are accounted for on an accrual basis and in line with FRS 102.

- **Pension scheme**

Pension contributions represent amounts paid into defined contribution pension plans and the Teachers' Pension Scheme for employees.

Foreign currency translation

The charities functional and presentation currency is pound sterling. Monetary assets and liabilities denominated in foreign currencies are translated into sterling at the rates of exchange ruling at the balance sheet date. Transactions in foreign currencies are recorded at the rate ruling at the date of the transaction. All differences are recognised in the SOFA.

Legal status

UP - Unlocking Potential is a company limited by guarantee registered in England and Wales and has no share capital. In the event of the charity being wound up, the liability in respect of the guarantee is limited to £1 per member of the charity. Its operating office is shown on page 2.

2. DONATIONS AND GRANTS

	2023 Total £	2022 Total £
Donations	1,463,945	1,532,894
Government Grants	9,255	3,000
	1,473,200	1,535,894

Notes To The Financial Statements

For the year ended 31 August 2023

3. INCOME FROM CHARITABLE ACTIVITIES

	Schools & Universities £	Local Authority £	2023 Total £
Schools Programme	538,643	-	538,643
Corner School	-	705,610	705,610
	<u>538,643</u>	<u>705,610</u>	<u>1,244,253</u>

	Schools & Universities £	Local Authority £	2022 Total £
Schools Programme	385,163	-	385,163
Corner School	-	554,400	554,400
	<u>385,163</u>	<u>554,400</u>	<u>939,563</u>

4. ANALYSIS OF CHARITABLE EXPENDITURE

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2023 Total £
Schools Programme	1,099,771	169,483	200,682	1,469,936
Corner School	603,316	425,997	161,863	1,191,176
Community Outreach	2,400	866	3,230	6,496
	<u>1,705,487</u>	<u>596,346</u>	<u>365,775</u>	<u>2,667,608</u>

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2022 Total £
Schools Programme	870,558	136,372	196,383	1,203,313
Corner School	572,847	305,841	213,563	1,092,251
Young People's Programme	74,268	10,090	27,376	111,734
Community Outreach	3,500	5,039	5,417	13,956
	<u>1,521,173</u>	<u>457,342</u>	<u>442,739</u>	<u>2,421,254</u>

Notes To The Financial Statements

For the year ended 31 August 2023

5. COSTS OF GENERATING FUNDS

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2023 Total £
Costs of generating funds	-	16,516	43,571	60,087

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2022 Total £
Costs of generating funds	-	2,662	62,428	65,090

6. ANALYSIS OF SUPPORT COSTS

	Staff Costs £	Resources £	Professional Fees £	Governance £	2023 Total £
Schools Programme	132,441	15,254	23,308	29,679	200,682
Corner School	109,829	8,169	19,751	24,114	161,863
Community Outreach	3,230	-	-	-	3,230
Charitable Expenditure (note 4)	245,500	23,423	43,059	53,793	365,775
Generating Funds (note 5)	35,533	-	-	8,038	43,571
	281,033	23,423	43,059	61,831	409,346

	Staff Costs £	Resources £	Professional Fees £	Governance £	2022 Total £
Schools Programme	133,806	17,251	23,311	22,015	196,383
Corner School	141,677	15,542	32,593	23,751	213,563
Young People's Programme	19,677	2,042	2,180	3,477	27,376
Community Outreach	3,935	861	621	-	5,417
Charitable Expenditure (note 4)	299,095	35,696	58,705	49,243	442,739
Generating Funds (note 5)	51,161	2,578	-	8,689	62,428
	350,256	38,274	58,705	57,932	505,167

Notes To The Financial Statements

For the year ended 31 August 2023

7. GOVERNANCE COSTS INCLUDE

	2023 £	2022 £
Staff Costs	41,993	43,292
Auditor's remuneration	18,000	14,640
Other	1,838	-
	<u>61,831</u>	<u>57,932</u>

8. NET INCOME

	2023 £	2022 £
This is stated after charging		
Auditor's remuneration (including VAT)		
Audit	18,000	14,640
Other services	-	-
Expenses reimbursed to Trustees	610	-
Depreciation	<u>49,419</u>	<u>47,961</u>

9. STAFF COSTS AND NUMBERS

	2023 £	2022 £
Staff costs were as follows:		
Salaries and wages	1,784,908	1,683,724
National Insurance	175,196	169,576
Pension Contributions	68,410	61,421
	<u>2,028,513</u>	<u>1,914,721</u>

Included in the amounts above is the amount of £5,000 (2022: £70,869) for termination payments.

The number of employees whose emoluments fell within the following bands were:

	2023	2022
£60,001 - £70,000	1	-
£90,001 - £100,000	1	-
£100,001 - £110,000	-	1
£110,001 - £120,000	-	1

The total amount of expenses reimbursed to one Trustee in the year was £610 (2022: £0). No Trustee received remuneration in the current or prior year.

The total employee benefits of the key management personnel of the charity in the year were £446,949 (2022: £569,239). The key management personnel of the charity in the period are considered to be the Chief Executive & Clinical Director, Finance & Resources Director, Head of HR, the Schools Programme Director, the Schools Programme Director (Maternity Cover), the Headteacher of the Corner School and the Director of Safeguarding & Business Development.

Notes To The Financial Statements

For the year ended 31 August 2023

9. STAFF COSTS AND NUMBERS (continued)

The average number of employees during the year was as follows:

	2023 Full time equivalent staff numbers	2022 Full time equivalent staff numbers	2023 Staff Numbers	2022 Staff Numbers
Schools Programme	22	18	37	26
Corner School	14	13	17	17
Young People's Programme / Young Adults	-	1	-	1
Support – Management	5	6	6	8
Raising Funds	-	-	-	-
Average number of	41	38	60	52

10. FIXED ASSETS

	Catering Equipment	Leasehold Improvements £	Furniture, Fittings & Equipment £	Playground Equipment £	Total £
Cost					
At 1 September 2022	2,925	203,514	127,588	37,566	371,593
Additions	-	4,446	12,179	-	16,625
Disposals	-	-	-	-	-
Balance at 31 August 2023	2,925	207,960	139,767	37,566	388,218
Accumulated depreciation					
At 1 September 2022	932	75,456	93,159	12,394	181,941
Charge for the period	585	22,488	22,031	4,315	49,419
Disposals	-	-	-	-	-
Balance at 31 August 2023	1,517	97,944	115,190	16,709	231,360
Net Book Value					
Brought forward at 1 September 2022	1,993	128,058	34,429	25,172	189,652
Carried forward at 31 August 2023	1,408	110,016	24,577	20,857	156,858

11. DEBTORS: amounts falling due within one year

	2023 £	2022 £
Trade debtors	202,391	259,473
Prepayments and accrued income	76,868	44,335
Other debtors	160,701	107,957
	439,960	411,765

Notes To The Financial Statements

For the year ended 31 August 2023

12. CREDITORS: amounts falling due within one year

	2023 £	2022 £
Trade creditors	32,096	31,306
Other taxation and social security	51,454	45,899
Accruals and deferred income	232,988	260,270
Other creditors	31,662	45,903
	<u>348,200</u>	<u>383,378</u>

13. ANALYSIS OF FUNDS

	At 1 September 2022 £	Income £	Expenditure £	Transfers £	At 31 August 2023 £
General Fund	1,068,927	1,166,028	748,198	(366,625)	1,120,132
Designated Funds	350,000	-	350,000	350,000	350,000
Fixed Asset Fund	189,652	-	49,419	16,625	156,858
Total Unrestricted Funds	<u>1,608,579</u>	<u>1,166,028</u>	<u>1,147,617</u>	<u>-</u>	<u>1,626,990</u>
Restricted Funds:					
Schools Programme - Schools	-	516,033	516,033	-	-
Schools Programme - Universities	-	22,610	22,610	-	-
Schools Programme - Grants	25,000	225,855	225,855	-	25,000
Schools Programme - Donations	-	103,090	103,090	-	-
The Corner School - Local Authority	-	705,610	705,610	-	-
The Corner School - Grants	-	9,255	6,880	-	2,375
Total Restricted Funds	<u>25,000</u>	<u>1,582,453</u>	<u>1,580,078</u>	<u>-</u>	<u>27,375</u>
Total Funds	<u>1,633,579</u>	<u>2,748,481</u>	<u>2,727,695</u>	<u>-</u>	<u>1,654,365</u>

	At 1 September 2021 £	Income £	Expenditure £	Transfers £	At 31 August 2022 £
General Fund	1,070,301	1,136,241	772,926	(364,689)	1,068,927
Designated Funds	350,000	-	350,000	350,000	350,000
Fixed Asset Fund	222,924	-	47,961	14,689	189,652
Total Unrestricted Funds	<u>1,643,225</u>	<u>1,136,241</u>	<u>1,170,887</u>	<u>-</u>	<u>1,608,579</u>
Restricted Funds:					
Schools Programme - Schools	-	350,430	350,430	-	-
Schools Programme - Universities	-	34,733	34,733	-	-
Schools Programme - Grants	-	264,371	239,371	-	25,000
Schools Programme - Donations	-	112,834	112,834	-	-
The Corner School - Local Authority	-	554,400	554,400	-	-
Community - Homework Club	-	7,231	7,231	-	-
Young People's Programme - Grants	-	12,800	12,800	-	-
The Corner School - Grants	-	658	658	-	-
Government Grants	-	3,000	3,000	-	-
Total Restricted Funds	<u>-</u>	<u>1,340,457</u>	<u>1,315,457</u>	<u>-</u>	<u>25,000</u>
Total Funds	<u>1,643,225</u>	<u>2,476,698</u>	<u>2,486,344</u>	<u>-</u>	<u>1,633,579</u>

Notes To The Financial Statements

For the year ended 31 August 2023

Designated funds

A designated fund was initially created to develop the Corner School. With 11 children being on the school roll at the start of the 2023-24 academic year the school is still working towards full capacity. In view of the forecast operating deficit for the next academic year we have transferred a further £350,000 to the designated fund for the Corner School at the year end.

Fixed Asset fund

The fixed asset fund represents a transfer of the net book value of the fixed assets at the end of the year. These funds are in a separate fund to show they are not freely available to be utilised by the charity.

Restricted funds

Restricted funds have been received during the year in respect of specific projects operated by the charity.

14. ANALYSIS OF NET ASSETS BY FUND

	General Funds £	Designated Funds £	Restricted Funds £	2023 Total £
Fixed assets	156,858	-	-	156,858
Net current assets	1,120,132	350,000	27,375	1,497,507
Total	1,276,990	350,000	27,375	1,654,365

	General Funds £	Designated Funds £	Restricted Funds £	2022 Total £
Fixed assets	189,652	-	-	189,652
Net current assets	1,068,927	350,000	25,000	1,443,927
Total	1,258,579	350,000	25,000	1,633,579

15. OPERATING LEASE COMMITMENTS

At the year end the charity was committed to making the following payments in total in respect of operating leases.

	Equipment 2023 £	Equipment 2022 re-stated £
Falling due:		
Within one year from 31 August 2023	2,859	3,761
Within two to five years from 31 August 2023	5,718	5,622

	Land and buildings 2023 £	Land and buildings 2022 re-stated £
Falling due:		
Within one year from 31 August 2023	55,000	55,000
Within two to five years from 31 August 2023	220,000	275,000

Operating lease costs charged to the Statement of Financial Activities in the year ended 31 August 2023 amounted to £91,109 (2022: £83,318).

Notes To The Financial Statements

For the year ended 31 August 2023

16. TAXATION

The charity is exempt from corporation tax as all its income is charitable and is applied for charitable purpose. The charity is not exempt from VAT which is included with the expenses to which it relates on the Statement of Financial Activities.

17. RECONCILIATION OF NET INCOME TO NET CASH INFLOW FROM OPERATING ACTIVITIES

	2023 £	2022 £
Net income / (expenditure) for the year	20,786	(9,646)
Add back depreciation charge	49,419	47,961
Deduct interest income shown in investing activities	(31,028)	(1,241)
(Increase) in debtors	(28,195)	(209,748)
(Decrease) / increase in creditors	(35,178)	166,220
Net cash (used) in operating activities	<u>(24,196)</u>	<u>(6,454)</u>

18. RELATED PARTY TRANSACTIONS

The total amount of donations received from four Trustees in the year was £835,000 (2022: £835,000 from four Trustees).

During the prior year Trustees agreed to fund the Beckmead Trust £2,207 being the VAT incurred on the purchase of 50 laptops purchased in the period ended 31 August 2020. The laptops were distributed to vulnerable children and young people living in Brent during the Covid-19 pandemic. Stuart Roden is a Trustee of the Beckmead Trust and Jonathan Clark is the Chief Executive of the Beckmead Trust. All transactions were made at arms length. There were no other related party transactions in the year or prior year.

19. THE TEACHERS' PENSION SCHEME

The Corner School participates in the Teachers' Pension Scheme (The TPS) for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £7,727 (2022: £0) and at the year end £7,727 (2022: £0) was accrued in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended). Members contribute on a 'pay as you go' basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2020 and the Valuation Report, which was published in October 2023.

Following the McCloud judgement, the remedy proposed that when benefits become payable, eligible members can select to receive them from either the reformed or legacy schemes for the period 1 April 2015 to 31 March 2022. The actuaries have assumed that members are likely to choose the option that provides them with the greater benefits, and in preparing the 2020 valuation have valued the 'greater value' benefits for groups of relevant members.

The valuation confirmed that the employer contribution rate for the TPS would increase from 23.6% to 28.6% from 1 April 2024. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 28.68%.

As the Corner School is an independent school, a requirement of joining the TPS was that we set up a guarantee of £30,000. The guarantee is held with HSBC bank.

Notes To The Financial Statements

For the year ended 31 August 2023

20. COMPARATIVE STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 31 AUGUST 2022

		2022 Unrestricted Funds £	2022 Restricted Funds £	Year Ended 31 August 2022 Total Funds £
INCOME FROM:	Notes			
Donations & grants	2	1,135,000	400,894	1,535,894
Charitable activities	3	-	939,563	939,563
Investments		1,241	-	1,241
Total Income:		1,136,241	1,340,457	2,476,698
EXPENDITURE ON:				
Charitable activities	4	1,105,797	1,315,457	2,421,254
Raising funds	5	65,090	-	65,090
Total Expenditure:		1,170,887	1,315,457	2,486,344
Net (expenditure) / income	5	(34,646)	25,000	(9,646)
Net movement in Funds		(34,646)	25,000	(9,646)
Funds brought Forward		1,643,225	-	1,643,225
Funds at 31 August 2022		1,608,579	25,000	1,633,579



Unlocking Potential

www.up.org.uk

Company number: 09750864
Registered charity number: 1163932

UP - UNLOCKING POTENTIAL

England & Wales - Charity number 1163932

Accounts



Unlocking Potential

2022 Annual Report

Annual Report & Financial Statements
for the year ended 31 August 2022

Company number: 09750864
Registered charity number: 1163932



Reference & Administrative Details

For the year ended 31 August 2022

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Unlocking Potential
2022 Annual Report

Reference & Administrative Details

For the year ended 31 August 2022

Status

The organisation is a charitable company limited by guarantee, incorporated on 26 August 2015 and registered as a charity on 12 October 2015.

Governing Document

The company was established under Memorandum and Articles which established the objects and powers of the charitable company.

Company Number

09750864

Charity Number

1163932

Registered & Operating Office

CAN Mezzanine, 7-14 Great Dover Street, London, SE1 4YR

Trustees

Stuart Roden (Chair)
Brian Linden (Vice – Chair)
William de Winton (Treasurer)
Thomas Bible
Tatiana Amory
Chiku Bernardi (resigned 25 January 2022)
Emily Meeyoung Sun (resigned 10 May 2023)
Jonathan Clark (Safeguarding Lead)
Derek Nasser (Clinical Trustee)
Carrie Herbert (appointed 7 December 2021; Chair of the Corner School Education Committee)

Chief Executive

Cassie Oakeshott

Leadership Team

Cassie Oakeshott - CEO & Clinical Director
Daniela Caton - Head Teacher Corner School
Helen Twigg - Director of Safeguarding & Business Development
Lucy Freeman - Director of the Schools Programme
Sasha Chipperfield - Head of HR
Tracy True - Finance & Resources Director

Auditors

Haysmacintyre LLP
Chartered accountants & registered auditors
10 Queen Street Place, London, EC4R 1AG

Registered with



FUNDRAISING
REGULATOR



Trustees' Report

For the year ended 31 August 2022

The Trustees present their report and the audited financial statements for the year ended 31 August 2022. This has once again been a challenging year for children, families, teachers, and staff managing safeguarding concerns, the impact of the cost of living crisis and general economic uncertainty. There has been a noticeable increase in referrals. We have seen an increase in demand for both our Schools Programme services and for placements at our Corner School.

Our Mission

Unlocking Potential's mission is to work collaboratively with communities to enable children and young people with social, emotional, and mental health (SEMH) needs to unlock their full potential.

We achieve our mission through our strategic goals:

Strategic goals

- ✔ We deliver high performing therapeutic programmes and education provision for children and young people with SEMH needs.
- ✔ We work in collaboration with families, communities, and other partners to ensure that children and young people access the interventions they need in order to thrive.
- ✔ We work in a trauma informed way that is child centric and attachment based, with a total commitment to excellent safeguarding practice.
- ✔ We cultivate a workforce of knowledgeable and skilled staff who are passionate about supporting children and young people to make positive changes in their lives.



Our Values

Trust

We build trust by being honest, transparent, and accountable in the way we work with children and young people, staff, and partners and by providing services and programmes whose outcomes are measurable and evidenced based.

Empowering

We co-create opportunities for our children, young people, parents/carers and staff to actively participate in decision-making that influences change. We promote the voices of children and young people in our organisation and the wider community.

Impact

We are committed to measuring our impact through a data driven method in order to develop our programmes and make a greater difference to the lives of children, young people, and their parents and carers.

Collaborative

Relationships are at the heart of our work. We prioritise communication and collaboration with partners, families, and communities, believing that by working together we create more effective and holistic outcomes for children and young people.

Nurturing

We provide a nurturing approach based on safety and space for creativity, exploration, and growth. We support and care for our children, young people, and staff to realise their potential.



Trustees' Report

For the year ended 31 August 2022

Activities

We deliver high performing therapeutic programmes and education provision for children and young people with SEMH needs. We work in collaboration with families, communities, and other partners to ensure that children and young people access the interventions they need in order to thrive.

The Schools Programme

The Schools Programme is a school-based mental health service offering therapeutic interventions and wellbeing activities to children with SEMH needs. We support partner schools, CAMHS and the NHS by providing a high-quality therapeutic service to schools around London that support the most vulnerable children. Increasingly and following government guidance that all schools have a designated mental health lead, schools are recognising the value of having an in-house mental health service, which ensures that children showing signs of distress can be assessed quickly and offered a timely and appropriate intervention. Increasingly schools are understanding the value of having an in-house mental health service.

Our multi-disciplinary team of Psychotherapists, Creative Arts therapists, Occupational therapists and Speech and Language therapists provide flexible, timely and targeted interventions to improve emotional wellbeing and support children to thrive. Therapeutic interventions offered by our team work alongside those delivered by school staff to create a holistic and robust pastoral system. The inclusion of child therapists at pastoral meetings often adds a valuable perspective to the staff and administration about how best to support the child's academic progress and emotional wellbeing.

The Schools Programme provides a range of interventions designed to meet the needs of children across our partner schools including:

- 1:1 Child Psychotherapy or Arts Therapy
- Six Times Talk Time (6xTT) a brief solution focused intervention delivered 1:1 or in small groups focused on themes of self-esteem, social skills, emotional literacy, anger management and transition and change
- Wellbeing Groups designed to develop social skills, enhance self-esteem, and manage minor anxiety
- Transitional Groups through which UP Therapy Team Managers support year 6 children for their move to secondary school
- 'Speak UP', a drop-in service, where children can self-book an appointment to see a therapist to discuss their worries or concerns by dropping a slip into the Speak UP box
- Occupational Therapy
- Speech & Language Therapy
- Check ins (ad hoc or regular) for emotional support
- Online Parent Group

During the 2021-2022 school year, we supported over 2,500 children and their families in 17 primary schools and one secondary school across seven London boroughs. Following a period of rapid growth we are now working in 24 schools across ten London boroughs.

Children with SEMH needs are amongst the most vulnerable and at risk in society, they are more often excluded from school, more likely to be involved with gang and crime activity and have lower academic attainment than their peers. We recognise that intervening in a child's life as early as possible can make a huge difference to their educational outcomes and life chances.

In the year ended 31 August 2022 we worked in eighteen schools across seven London boroughs. We treat each school as a unique community and adapt the service according to the school's own needs and priorities. Demand for our services is growing; we are currently working in twenty four schools across ten London boroughs, including two secondary schools.

Our service offers 1-1 therapy, occupational therapy (OT), speech and language therapy (SaLT), short term therapeutic interventions and during / after school clubs and activities. Our staff are fully integrated into the school pastoral and inclusion team, picking up on emerging issues often through informal engagement in the playground with children, teachers, and parents, to meet previously unidentified or unmet needs.



Trainee Placements

Trainee therapists are a core part of our work, without the incredibly valuable input of trainees on our trainee placement programme, we simply could not reach the number of children we do. We worked with 51 trainees in the year. We have built up significant relationships with the largest and most well-known training colleges, including the following:

- Tavistock and Portman NHS Foundation Trust
- Terapia
- Birkbeck College
- Institute for Arts and Therapy in Education (IATE)
- Centre for Counselling & Psychotherapy Education (CCPE)
- Goldsmiths University
- University of Roehampton
- University of Hertfordshire
- University of Cambridge
- Lambeth University
- Oxford Brookes University
- Kingston University

We have a rigorous recruitment and selection process, overseen by our placement team. Once a trainee passes the two-part recruitment process, they are allocated to one of our qualified and accredited in-house UP supervisors.

We are proud of the robust care and support we offer trainees, and we frequently receive positive testimonials for both trainees and training college tutors and supervisors. They recognise both the learning opportunities and strength and rigour of an UP Placement. In some cases, trainees are able to go on to become valued UP staff.



“I have absolutely loved my placement experience and all of the support I have been given from interview, to the training and clinical placement. Unlocking Potential is such a wonderful platform within which to make a positive impact with vulnerable children.”

Trainee therapist

Positive Parenting Programme

Parents and carers are a vital part of any school community, and at UP we understand the role they play in supporting their children to progress in their academic and social, emotional wellbeing, providing their children with the roots and wings to unlock their potential. We meet with parents one-to-one every six weeks or so, as part of their child's therapy check ins, or we refer parents/carers onto the UP Positive Parenting Group or other Parenting Groups provided by the local authority. The UP Positive Parenting group is a 10-week Parent Group, based on the philosophy of positive parenting, drawing on theories of child development, active listening, insights from neuroscience and the central tenet of 'limits with love'.

“I love my sessions and my confidence is a 10 now.”

Child in 1:1 Therapy



The Corner School (TCS)

The Corner School is a specialist, independent primary school in Brent for children who have been excluded or are at risk of exclusion from mainstream education due to challenges with their SEMH needs. We provide a nurturing and therapeutic environment where children can learn, grow, and thrive.

Our school follows the national curriculum, where possible, and all pupils have a personalised class, or individual, 'learning pathway'. Our approach is both trauma informed and sensory-aware, to ensure we view a child's learning interests, their needs and their behaviour in the context of their wider family system and historic and emerging SEMH needs.

Therapeutic support at the Corner School

In addition to our academic work, our children access a tri-part therapeutic model of Occupational Therapy (OT), Speech & Language Therapy (SaLT) and Psychotherapy/Emotion Coaching. We support learning and academic progression by ensuring diagnosed or emerging SEMH needs are met through our team of therapists in the wider charity and a dedicated child psychotherapist who is on the school team.

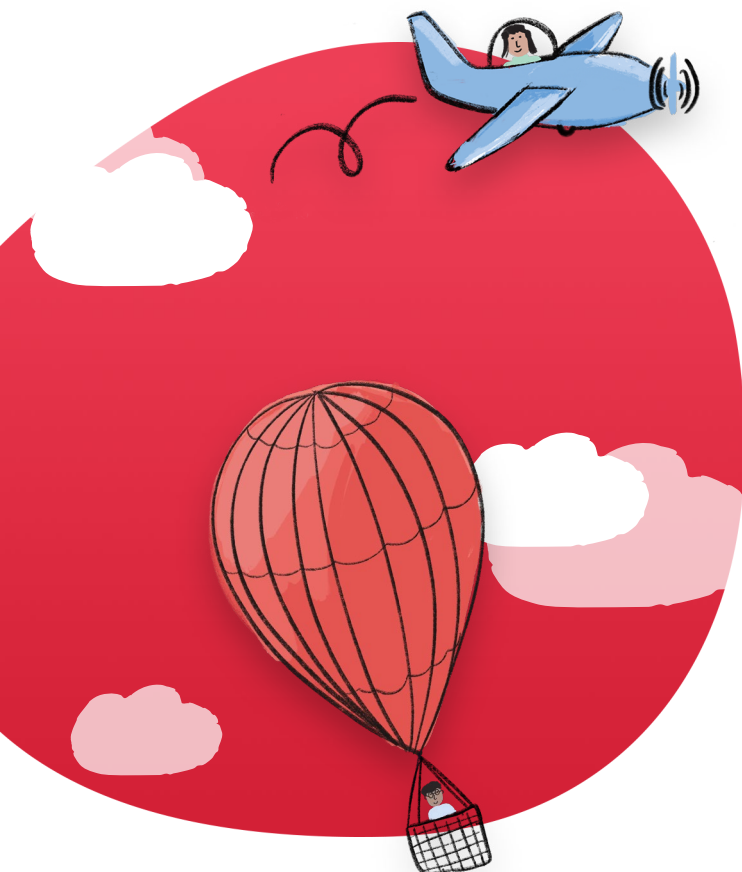


Parent & family support at the Corner School

We understand that families are a vital part of our children's lives and believe in working in partnership with parents and carers to support our children at school and at home. This starts from the first meeting we have with parents and carers, where we aim for them to experience our child-centered, warm and nurturing approach so that we can begin to get to know each other and build the first steps towards a trusting alliance.

Many parents or carers will have experienced multiple complex challenges in their previous relationships with schools and outside agencies. Part of our work is about understanding their experiences and ensuring we offer a new relational experience to support them to move beyond these historic blocks and have a transformational experience of working in partnership with their child's school. Therapeutic support lies at the heart of this relationship.

At the Corner School, we offer a range of approaches to support parents; from making, from daily calls home to talk through a particular challenge their son or daughter is having, to being involved in Reflective Parenting sessions. Reflective Parenting sessions enable parents/carers to meet regularly with their child's therapist to work on and understand specific issues, strengthening the parent-child connection and developing parenting skills for closer and more positive relationships.





The Young People’s Programme

The Young Brent Foundation commissioned UP to deliver a 6-month project, called ‘Elevation’ that ran until the end of March 2022, providing youth work interventions to improve the confidence in education and increase the resilience of 6–25-year-olds living across three estates in Brent: Chalkhill, Church End and Stonebridge.

For the duration of the project UP staff worked with both statutory and voluntary partners including schools and Alternative Provisions as well as community groups to deliver group work and 1-2-1 key working to over 200 children and young people. We delivered 1-2-1 and groupwork sessions to the year 8, 9/10 and 11 year boys at Jubilee Academy, an Alternative Provision in Harrow attended by boys from Brent. At Brent River College, we ran 1-2-1 and group sessions for boys and girls across years 7-11. We also delivered two sessions to 27 children at the Chalkhill Community Centre. These children were aged between 6 and 13 years and were both boys and girls. They all lived on the Chalkhill Estate.

Elevation also worked with Streetfusion Arts, a music and video production company that delivers workshops and studio sessions for children and young people in Brent and across London. Through the project with Streetfusion Arts, Elevation worked with 26 young people from 15 to 24 years who had been disengaged from school/college/work to develop skills and support them into meaningful activity. This project ran for 12 weeks with 48 hours of project time producing 16 music compositions and engaging with mental health and wellbeing activities. We delivered a session on wellbeing to 120 young people across 4 school classes at Newman Catholic College, a secondary school in Brent which was well received by staff and students. To understand the impact of the session we surveyed the attendees, 72% said that they felt more confident after the session and 70% said they knew more about their peers after the session.

Elevation was a short-term, 6-month project, ending in March 2022, and following the completion of the work, the Young People’s Programme was closed.



“I liked being able to talk freely about my emotions without having to worry.”

Young person attending the programme

Public Benefit

Our work is regularly reviewed in light of the Charity Commission’s guidance on public benefit, and the Trustees confirm that the main activities of the Charity are for the public benefit. We work for the public (defined as a section of the public identified by their social and emotional difficulties) benefit. We define our benefit as reducing social and emotional difficulties faced by children and young people, which is in line with our objectives.

Community Outreach - The Homework Club

Working in partnership with Destiny House International and the St Raphael’s Family Wellbeing Centre, we have continued to offer a homework club on a Monday night located in the Family Wellbeing Centre and targeted at children and families, living on the St Raphael’s estate in Brent. Thanks to the effort of the Family Wellbeing Centre in promoting the club to families interest in and take up of places increased through the year, with 19 children registered in July 21, to 38 being registered at the club by July 2022.

In addition to weekly support with their homework, we offered additional activities to the children this year, including a session delivered during Black History Month by ‘Positive Affirmations’ who did some work with the children about positive thinking and all the children were able to take away a positive affirmations card.



Achievements and Performance

For the year ended 31 August 2022

Impact Report

Our full impact report may be found here:

[Impact Report >>](#)

The Schools Programme

The Schools Programme is a school-based mental health service offering therapeutic interventions and wellbeing activities to children with SEMH needs. Our multi-disciplinary team of Psychotherapists, Creative Arts therapists, Occupational therapists and Speech and Language therapists provide flexible, timely and targeted interventions to improve emotional wellbeing and help children thrive.

Referrals and the Referral Process

The Schools Programme seeks to address the crisis in children and young people’s mental health that impacts on all aspects of their life including their ability to engage fully in education.

NHS data shows that at the end of February 2022, 420,314 young people were receiving mental health support or were waiting to start support, the highest number since records began and a 54% increase since February 2020, and these figures are the tip of the iceberg. Many children are refused CAMHS support because they don’t meet the high thresholds to be seen.

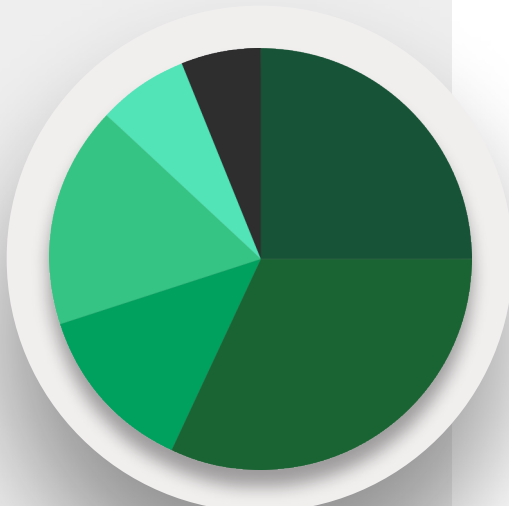
Children are referred to the Schools Programme by the school’s senior leadership team, classroom teachers, parents and children themselves. Once a child is referred to the service, the UP therapist conducts a detailed assessment with the parent or carer of the child before they start the appropriate chosen intervention. Children are referred for a variety of reasons, however, emotional regulation, family trauma, behaviour problems in school and safeguarding concerns make up the highest proportion of our referrals.

Who we support

Our therapeutic work reaches some of the most vulnerable in our society:



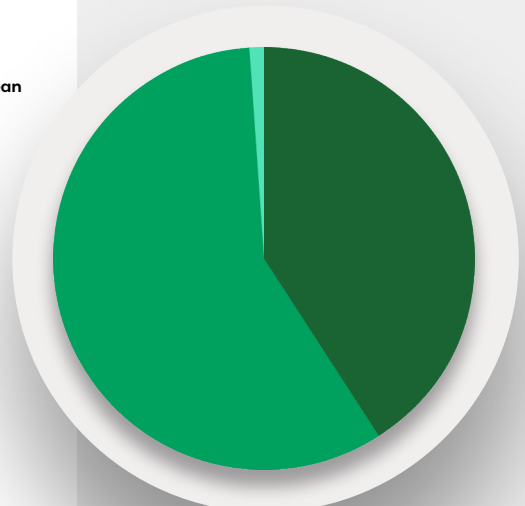
Ethnicity



Ethnicity Key*

- 17% Asian British/Asian
- 25% Black British/African/Caribbean
- 13% Mixed Background
- 7% Other
- 32% White
- 6% Unknown

Gender



Gender Key*

- 41% Female
- 58% Male
- 1% Unknown

*Data obtained from School SIMS systems



Overview of Therapeutic Services

We supported over 2,500 children in 17 primary schools and 1 secondary school across 7 London boroughs. The table below shows the number of children attending / sessions delivered of the various interventions offered in the year.

Children seen for 1:1 Therapy	255
1:1 Therapy sessions attended	4,319
Children seen for 6xTT	115
6xTT sessions attended	593
Children seen for OT	191
OT sessions attended	1,334
Children seen for SaLT	58
SaLT sessions attended	234
Children that attended Speak UP	2,430
Children seen in Check Ins	1,715

“It’s really wonderful to see him engaging in learning and being excited about that. He wouldn't engage when we asked him to but after your sessions, he is happy to do some writing and develop his stories if we ask him to.”

Parent of a child in 1:1 Therapy

1:1 Therapy

Counselling and Psychotherapy can benefit children in many ways by providing time, space and a supportive relationship in which to explore aspects of life that cause preoccupation or worry and impacts their day-to-day wellbeing and functioning. During weekly sessions in the designated UP therapy room, children are invited to engage in play, imagination and the use of creative media such as art, drawing, painting, puppetry, sand play and music; all of which assist the child to explore their inner and outer worlds, their relationship to themselves and others, in order to facilitate psychological healing, growth and transformation.

97%

of children were better able to manage their emotions and were able to reflect on their behaviour and make positive changes after attending Schools Programme interventions.



Children are referred for 1:1 therapy for multiple reasons

Emotional regulation	21%
Family trauma	16%
Behaviour problems at school	10%
Self esteem & anxiety issues	9%
Struggling academically	7%

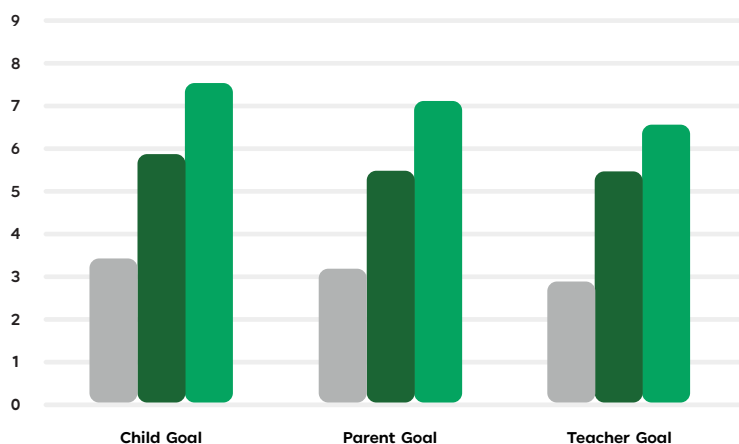
Goal Based Outcomes (GBOs) for 1:1 therapeutic evaluation

GBOs are a recognised and widely-used tool to evaluate progress in clinical work. GBOs fit with the Choice and Partnership Approach and the Children and Young People's Improving Access to Psychological Therapies model of service, and have recently been more widely rolled out across the NHS in child, adult and physical health settings.

For children in 1:1 therapy, three goals are set at the start of the intervention: a goal with the child, with their teacher and with their parent/carer. It is always interesting to see if there are any themes or correlation between the three goals (e.g. if a child and parent or parent and teacher both want to see progress in the same area). We re-score the child's own-determined goal every six sessions, and re-score the teacher and parent goals once a term.

Relying on the research of Duncan Law and his team (see Edbrook-Childs et al., 2015), GBOs have a suggested reliable change index of 2.45. Therefore, we consider any goal increase of 3 points or more to show clinically significant improvement.

The chart below displays the average child, teacher and parent goal scores at the beginning, middle, and end of 1:1 therapy for the 104 children that finished therapy during the year.



Child, parent and teacher goals improved by an average of 3 points or more.

Adverse Childhood Experiences (ACEs)

ACEs are stressful or traumatic experiences that can have a huge impact on children and young people throughout their lives. We record ACEs for children that access 1:1 therapy and 6 x TalkTime.

Risk Levels for children in 1:1 Therapy

High risk: Children on a CP (Child Protection) or CIN (Child in Need) Plan, children with 3+ ACEs, children with an EHC Plan, refugee and asylum seekers, children who have experienced sexual abuse, children who have experienced domestic abuse, looked after children, children who have been excluded from school.

Medium risk: Children identified as vulnerable by the school, children with a history of behaviour problems in school, children living in high levels of poverty, children with 2+ ACEs, parents divorcing/separating.

Low risk: School identifies a need for short term support. Depending on the child, this could be a bereavement, additional needs around making and keeping friends, and/or struggling with emotional regulation in the classroom.

78% of children that attended 1:1 therapy were medium or high risk.



Goal Score Key

- 1-4 Emerging
- 5-7 Developing
- 8-9 Securing
- 10 Mastered

- Beginning
- Middle
- End

96% of children reported that they improved after attending therapy

96% of teachers reported an improvement in the children in their classes that attended 1:1 therapy

97% of parents reported an improvement in their children that attended 1:1 therapy



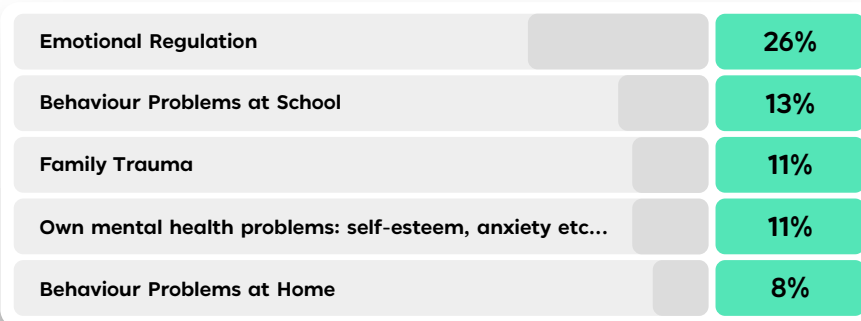
Trainees on Placement

Each child is offered 1:1 therapy with a trainee or qualified therapist, depending on the complexity of the case. We worked with 51 trainee therapists during the year, from 12 colleges and universities. The placement partnerships we have allow us to deliver 1:1 therapy to many more children than would otherwise be possible. We greatly value the mutually beneficial placements we offer and are proud to help train so many trainees on their journey to becoming fully qualified.

6 Times Talk Time (6xTT)

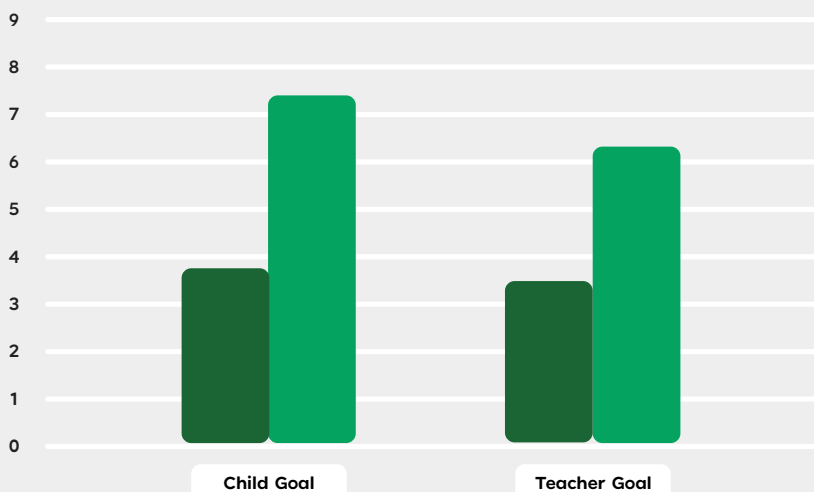
6xTT is a set of 6 weekly sessions offered to individuals or groups of children needing support in one of five areas: Self-Esteem, Social Skills, Emotional Literacy, Anger Management, Transition and Change (moving to a new school; moving home; divorce and separation; bereavement).

6xTT (children are referred for multiple reasons):



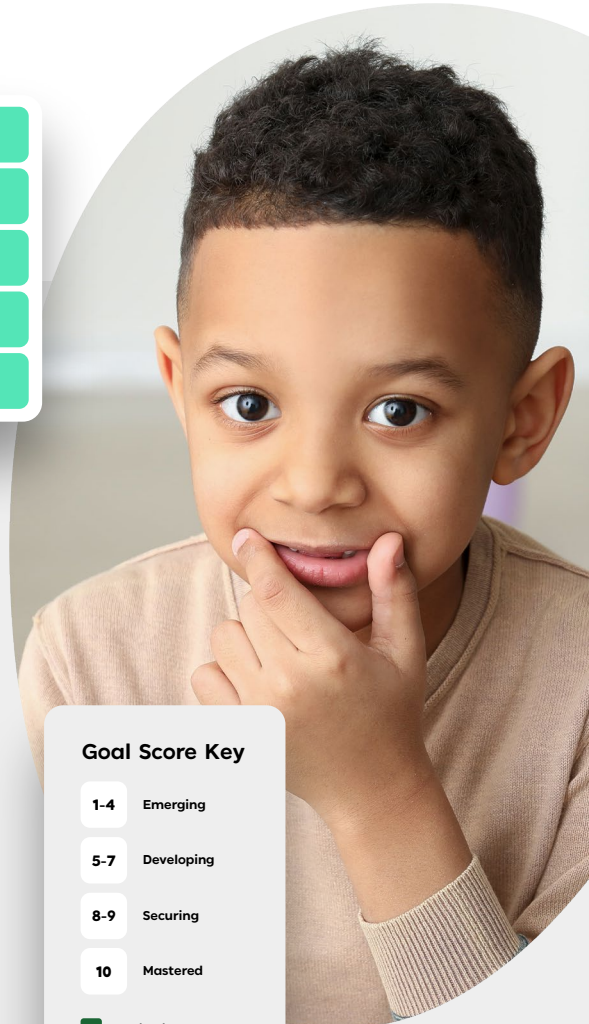
Goal Based Outcomes (GBOs) for 6xTT evaluation

For children in 6xTT, we set a goal with the child and their teacher at the beginning and end of the 6 sessions. The chart displays the average child and teacher goal scores at the beginning and end of 6xTalkTime.



Goal Score Key

- 1-4 Emerging
 - 5-7 Developing
 - 8-9 Securing
 - 10 Mastered
- Beginning
■ End



100%

of children reported an improvement in their original goal after attending

85%

of teachers reported an improvement in the behaviour, confidence, and satisfaction of their children after attending 6xTT

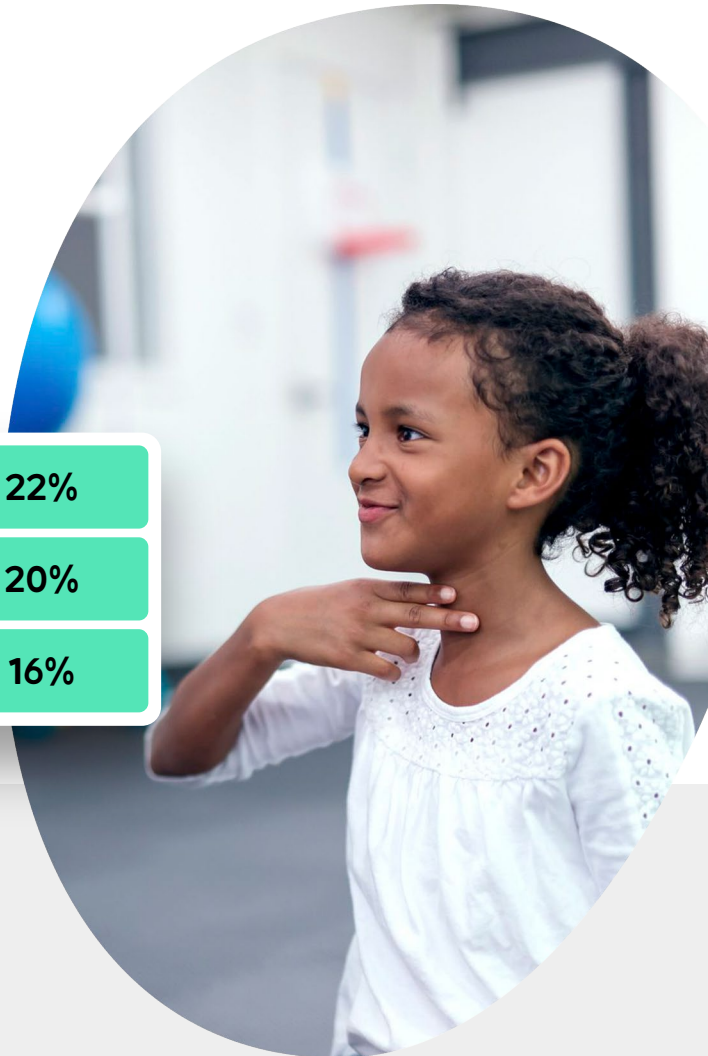


Occupational Therapy (OT)

Occupational therapy aims to give practical support to help increase childrens' independence and satisfaction in all aspects of their life. In schools, the goal of OT is to improve childrens' performance of the tasks and activities that are important for successful school functioning such as handwriting and paying attention in class. OTs work alongside the child and their teacher to support positive change in the child, environment and task.

Children are referred to OT for the following reasons:

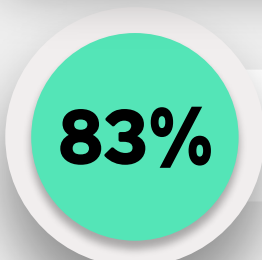
Attention/Focus	22%
Emotional/Sensory Regulation	20%
Handwriting	16%



Occupational Therapy Goals

SMART goals are used to measure the progress of the children we see. The goals are usually set after initial assessment and take into consideration the views of the parent, teacher and child. The goals are reviewed regularly during interventions and are assessed as not met, partially met and fully met at the end of a block of sessions. In the year each child received an average of 7 OT sessions per intervention.

86% of children in Occupational and Speech and Language therapy were able to communicate their needs more effectively and felt more positive about themselves



of goals were either fully or partially met

Speech and Language Therapy (SaLT)

At UP, in line with our SEMH focus, we work alongside the child to offer support in three key areas: emotional literacy, social communication and additional language needs. We provide individual or group interventions, seeing children in school and providing advice and guidance for exercises to be carried out at home.

Children are referred for SaLT for the following reasons:

Expressive Language	25%
Social Skills	16%
Speech	13%



Speak-UPs

Each week our Team Managers offer any child in the school an opportunity to self-refer to our service to talk about a worry or concern. This self-referral service makes sure that children who would not necessarily meet the criteria for a 1:1 therapy referral or who have been managing their issues in silence find their way to a compassionate adult when they need the support.

2,430

children referred themselves to Speak-UP in the year

Check-Ins

Check-ins are offered to children where they might benefit from some reassurance and a friendly ear. Sometimes a parent or carer may arrive at school to disclose a particularly tough challenge they are facing, or the family might have experienced a sudden crisis. Knowing that a child can be seen on the same day for a check-in is very comforting for parents and school staff alike. Check-ins may also be offered to children who are on the waiting list for one to one therapy and would benefit from consistent contact with the service before the therapy starts, or for those who have finished therapy and are transitioning to greater self-sufficiency but might still benefit from an encouraging chat and a reminder of how far they've come.

1,715

children were seen in Check-Ins in the year

“Speak UP has been especially well used by the children in key stage 2 with friendship difficulties. This has also highlighted specific areas where other interventions may be useful, like friendship and communication groups which we were then able to offer.”

Therapy Team Manager



“I feel so much better and calmer about being able to talk about my feelings.”

Year 5 child accessing Speak UP

“We are lucky you are here because you are easy to talk to if we have something we are worried about.”

Year 5 child accessing Check Ins

Wellbeing Groups

Wellbeing groups are designed to meet the needs of the children and are based around a variety of themes including chess, Lego, mindful colouring and social skills. These groups offer children a chance to focus on increasing confidence and self-esteem and building friendships in a relaxed and nurturing environment. Group membership is usually set at maximum 5-6 children, and rotates every term or half term, to ensure that children attending have enough time to learn new skills and make new friends, but also so that the huge waiting list can be moved along – wellbeing groups are a very popular alternative to regular playground break time!

344

children attended wellbeing groups across our service in the year



Transition to Secondary School for year 6 children

Summer term is a significant milestone for year 6 students, who are having to manage both loss and excitement, preparing to say goodbye to friends and teachers while also anticipating new beginnings, with all that this entails. All children benefit from the transitional groups we run, but particularly those who may be vulnerable due to additional needs or challenges.

The series of workshops we provide are tailored to each year 6 cohort's specific preoccupations and worries, and this year, we ran some of the classes as well as supported school staff to deliver sessions, which included creating memory books of primary school, top tips for making new friends, and practical tools for helping them settle in and flourish in their first year at secondary school. Giving children time to talk and feel their way through this process, and seeing that others too feel similarly, creates connection points and alleviates worries that 'everyone else has this sorted and it's just me who isn't managing well'.



“Through a self-reporting questionnaire, we identify the children who are most worried about their move to secondary school and then run small groups to work through their concerns. We also run whole class sessions to cover more general concerns.

I was pleased to hear that an appeal letter I wrote for one of the Y6 girls attending UP support was successful in supporting her appeal to attend her preferred school”

Therapy Team Manager

“I get so much from the Parent Group and look forward to continuing relationships with the other parents, when the group has finished. I am going to arrange an outing in the holidays where each parent and their children are welcome to join”

Parent attending one of our parenting groups



Positive Parenting Group

Family life can be full of highs and lows, and we know from our meetings with parents and carers that they are often managing complex challenges with limited resources. This lack of resources and support led us to create our own UP school-based Positive Parenting course, with the central idea of setting ‘Limits with Love’. The main goal being to strengthen relationships between parents and their children, so that parents feel effective and enjoy their role, and children feel cared for and value their parents’ limits.

The groups are co-facilitated by two members of the UP team, a child therapist trained in Parent Group Facilitation and able to hold in mind the needs of the child, and an adult therapist able to work with any strong feelings evoked in parents.

UP has always included parents in our interventions because we know that family life is the cornerstone of a child’s development and that children thrive when parents and carers actively promote their children’s growth. The qualified therapists that work in our schools understand the needs of the parents and wider community, which means that every intervention with a parent is ultimately for the benefit of the child.



Our Parent Group work

We ran two online groups this year. Each group runs for 10 weeks, with a break over a half term or other school holiday, and takes 3-4 weeks to set up, with a rigorous assessment and preparation-for-being-on-line process. This ensures that all parents attending, no matter how great their challenges, feel able to open up in the group and that their sharing will be facilitated safely to reduce shame or overwhelm. The first group ran from the beginning of November and the second group from the end of April. Both groups contained a mixture of parents from seven schools in six different boroughs: Hackney, Tower Hamlets, Wandsworth, Lewisham, Camden and Brent. A total of 13 participants out of 15 completed the full 10-week course.

Our Participants



Asian: Bangladeshi	15%
Any other Asian Background	8%
Any other Black Background	8%
Black African	8%
White British	38%
White: Other European	23%



Risk Factors

We consider children to be more vulnerable if they receive pupil premium, have a mental health diagnosis or an EHC plan, and/or are on a statutory service plan.

- 31%** Parents of children receiving Pupil Premium
- 31%** Parents of children on Statutory Service plans (Child Protection, Child in Need, Special Guardianship)
- 46%** Parents of children with a SEMH diagnosis
- 46%** Parents of children with an EHC plan



To measure our impact, we used Goal Based Outcomes and the Parent Stress Scale

50%

of parent goals increased by 3 or more points.

The Parent Stress Scale

The Parent Stress Scale (PSS) is a questionnaire that assesses parents' feelings about their parenting role, exploring both positive aspects and negative aspects of parenthood. The PSS can be used to assess outcomes of interventions designed to support parenting efficacy of mothers, fathers and/or carers across a wide age range. Participants completed the PSS at the start and end of the course. The Parental Stress Score for an individual is banded into levels of stress, with lower scores indicating lower parenting stress levels. The average score across all participants fell by 3 points after the group intervention ended.

Parent Group Case Study

Referral

Freddie is a 10 year old, white, British boy, living at home with mum, dad and 5 year old sister. Freddie attends an inner city primary school and was recently referred to UP for 1:1 therapy. Despite an assessment for ASC (Autistic Spectrum Condition), Freddie did not meet thresholds for a formal diagnosis. However, he expresses various traits of the condition, and finds transitions and emotional regulation particularly challenging. At the time of referral he was having violent physical outbursts towards mum.



Freddie's Mum, Cathy was referred to the Parent & Carer Group by the UP Therapy Team Manager. The group facilitators reached out to Cathy who showed interest in attending and partook in the Parent & Carer Assessment. Cathy shared that Freddie's behaviour at home was a great challenge and that it was causing tension and disharmony throughout the family. Cathy believed that Freddie's emotional outbursts and non-compliant behaviour was impacting his sister's behaviour negatively and that Dad was unable to manage Freddie's anger. This left Cathy feeling alone and helpless. Cathy was concerned about the impact of stress on family functioning and described a lack of joy and harmony within the home.

Parental Group work

Cathy engaged well with the weekly online group meetings and took full advantage of the Parent/ Carer weekly check-in calls from one of the group facilitators. Cathy used the parenting tools from the weekly sessions, applied them in her parenting and used the check-in calls to reflect on what worked well and what areas remained a struggle. The facilitators supported her to reflect on her own self beliefs and experience of being parented which supported her to overcome her parenting challenges. This enabled her better access to the parenting tools which she could then apply in a more successful way.

Cathy's Parenting Goal was for there to be more joy and harmony within the family home. She scored her goal at a three at the start of the group, but over the 10 weeks, the situation at home started to change, and by week 10, Cathy scored the joy and harmony levels at a six. By the end of the course, Cathy realised that Freddie's emotional regulation difficulties were a product of the difficulties within the entire family system and thought it would be supportive for Dad to do the parenting course so he could benefit from the same sharing, learning and tools as her in order that they could co-parent more effectively.



“I couldn't sum it up in one sentence. The Parent / Carer Group has been profoundly helpful and the weekly check in calls have been so supportive. Thank you so much!”

Cathy

Outcome

Three months later Dad joined the current parenting group. By week 6 Dad reported that Freddie's outbursts were now much less regular and shared that with parenting support Freddie is able to work through his dysregulated feelings. Dad feels the family are functioning more harmoniously and he is proud that they took the brave step to enter into the UP Parent & Carer Group. Dad has the same parenting goal as mum and is currently on target for obtaining his parenting goal by week 10.

The learnings from this Parent Group cohort include the value of assessing for levels of emotional reflexivity/including emotionally reflective parents/carers in the cohort to support the wider group learning, and the insight that attendance of both parents/carers creates significant advantages for both the child and other parent/carer.

*All identifying information in this case study has been anonymised.



Children’s Mental Health Week (CMHW)

Every year February sees the celebration of Children’s Mental Health Week during which we provide a themed out-reach day to children, parents/carers and staff.

We use CMHW to further educate staff and children, celebrate good mental health, and enable children to discover new tools to support their wellbeing. This year’s theme was ‘My Identity Matters’.

Understanding your identity, being proud and curious of who you are, and what makes you different, all contribute positively to your mental health. Your identity is what makes you, you! Our identity is made up of lots of different things, a bit like the pieces of a jigsaw puzzle. Some of these parts can be seen by other people, but there are also parts of one’s identity that people don’t see.

Understanding our identity helps us to...

- ✓ Feel confident
- ✓ Believe in ourselves
- ✓ Make choices that reflect our values
- ✓ Understand and respect others, even when they are different from us
- ✓ Build good relationships
- ✓ Know what you need
- ✓ Be assertive

“I am just so glad that these children have the support that they do and we appreciate you helping us to better understand and support their needs.”

School SENCo



Professionals Support

Therapeutic interventions offered by our team work alongside those delivered by school staff to create a holistic and robust pastoral system. The inclusion of child therapists at pastoral meetings often adds a valuable perspective to the staff and administration about how best to support the child’s academic progress and emotional wellbeing.

393

Professional meetings attended (including with teachers)



The Corner School

The Corner School is a specialist Independent Primary School set in multi-cultural Brent for children who have been excluded or are at risk of exclusion from mainstream education, as they face challenges due to their SEMH needs. We provide quality learning opportunities in a multi-disciplinary, nurturing and therapeutic environment where children can grow and thrive. Our children develop a sense of safety and belonging within the school community, coming to understand that all aspects of themselves are valued, even if there are still challenges or struggles to be worked through.

Through the use of particular language, by modelling appropriate behaviour, and by building significant relationships, we foster willingness, enjoyment and inspiration that leads to success. We aim to increase the children's self-esteem and resilience, and improve their emotional regulation and support them to express empathy for themselves and others. Our vision is to improve the life chances of all children at the Corner School by providing an appropriate and relevant education, improving their mental and physical health and helping them build positive relationships with peers and adults so that they can contribute to their community and wider society.

Ofsted Inspections

We are proud to have achieved a 'Good' Ofsted rating at our first inspection in 2019 and again in February 2022.

See the full reports here:

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“Leaders are determined that all pupils will learn successfully, irrespective of any barriers that they have faced in the past. Many pupils arrive feeling demotivated by their previous experience of school. Some have not been in school for some time. Leaders and staff work hard to build up pupils’ self-esteem and social skills. They also support pupils to catch up on any learning that they may have missed.”
(Ofsted report February 2022)

The Corner School Learner Child Charter.

Children's outcomes: We want our children to develop competencies for:

Self:

- **Belonging:** Children feel safe and understand that they are valued members of the school community.
- **Sense of self:** Children have a strong sense of their own identity and can explain what makes them unique.
- **Growth mindset and resilience:** Children believe that they can be successful if they try hard and they demonstrate determination and perseverance in the face of challenge.
- **Engagement and agency:** Children are inspired and enthusiastic and are able to imagine a bright future and know how to get there.

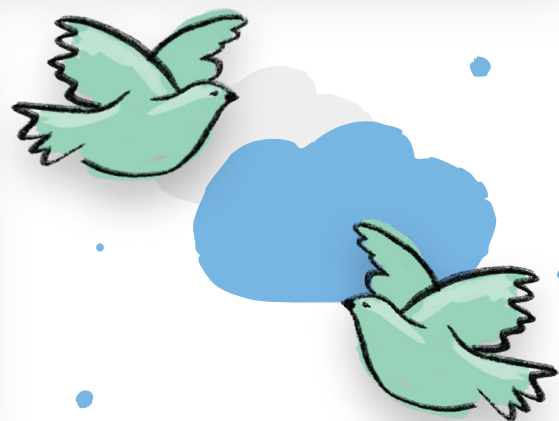


Learning:

- **Creative mindset:** Children are inquisitive, curious and imaginative.
- **Depth of knowledge:** Children will learn broadly across a range of subjects, but they will also ignite a deep interest in and understanding of the areas they love and want to explore further over time.
- **Skills:** Children are confident communicators who are able to articulate their ideas and understand how words can open their world.

Relationships:

- **Empathetic citizens:** Children appreciate other perspectives, values and traditions and understand their contribution to their family, their community and the wider world.
- **Respect and fairness:** Children are kind and empathetic and go out of their way to help others.
- **Strong bonds:** Children build responsible and healthy connections based on trust with their family, their friends and their community.



The Children

We started at the beginning of the year with ten children. We had three placements end during the year and seven new admissions. We ended the year with fourteen children across KS1 and KS2. Three children transitioned to secondary school from September 2022.

Our child-teacher ratio is 2:1 or 1:1. We feel it is imperative that we have small learning groups and know our children benefit from as much 1:1 support as we can offer.

Our children are typically managing a range of issues that have made mainstream schooling challenging. We receive referrals for children with the following conditions and behaviours (whether diagnosed or still emerging):

- (ADHD) Attention Deficit Hyperactivity Disorder (or Attention Deficit Disorder)
- Anxiety
- Attachment difficulties
- (ASC) Autistic Spectrum Conditions (including PDA-Pathological Demand Avoidance)
- Depression
- Dyspraxia, Dyslexia, Dyscalculia
- Family challenges that impact a child's learning and ability to feel good at school
- Oppositional Defiant Disorder (ODD)
- School refusers
- Social Communication Issues
- Traumatic incidences that may make school engagement very challenging



We offer every child:

- ✓ An assessment of need: we want to understand a child's needs, from a learning perspective but also to understand their behaviour in the context of their family and SEMH needs.
- ✓ A tailored, personalised curriculum: we follow the national curriculum where appropriate, and all learners have a personalised, individual, 'learning pathway'. This approach means that each child experiences success and can reach their full potential.
- ✓ A trauma-informed, sensory-aware teaching and learning approach: this considers how children feel, think and behave, based on the belief that as bio-psycho-social beings, how our bodies feel in any given environment will affect our readiness to learn.
- ✓ A tri-part therapeutic model: this ensures that every child has access to additional, personalised support for their specific needs, and that insights from their therapies can be shared with teaching staff so that children have the opportunity to understand themselves and how they learn, and develop a growth mindset.



Academic Progress

Children at the Corner School are assessed against National Curriculum levels. Children are also set bespoke academic goals which reflect where they are against the national curriculum. We then embed these targets into classroom learning and therapists, teachers, and other staff members work collaboratively to help children reach their goals. We encourage children to become independent learners who take ownership of their goals, instilling a love of learning and a desire to become their best selves. All individual goals are shared with the parents and carers to support progress at school and at home.

Our team is utterly committed to transforming life chances of children, ensuring that they have opportunities to thrive. Our dedicated team of teachers, teaching assistants and therapists work together to support each child to develop as individuals in their own unique way. We offer a safe and nurturing environment and the stability needed to gain an emotional balance and to develop their self-esteem and resilience.

We are committed to delivering inspirational teaching that develops confidence in learning and encourages our children to take ownership of their learning and be proud of their achievements. We use an imaginative and innovative curriculum to bring out the best in our children.

“Staff make effective use of assessment to plan and cater for pupils on an individual basis. They identify what pupils know and where they have gaps in their knowledge. They use this information to plan a bespoke programme of learning for each pupil”

Ofsted report
February 2022

Reading & Writing

We use Read Write Inc. Phonics a literacy programme, validated by the Department for Education, designed to teach children to read and write with ease and fluency. Read Write Inc. is used in more than a quarter of UK primary schools and was designed to ensure progress for every child. It has proven success in all types of schools, including those with high numbers of children with SEND and those in the least privileged areas. Read Write Inc. Phonics is split into different literacy groups represented by a group. There are 9 groups each having at least 10 books.

Once children complete Read Write Inc. Phonics they move to Fresh Start, which is split into five groups with a total of 33 modules.

Once children complete Fresh Start they move on to accessing further reading that is more appropriate for their age.





Progress in Reading

Children were assessed for reading at four points in the year.

100%

of the children made positive progress in reading.

90%

of the children made more than 5 levels of progress in reading

50%

of the children completed Read Write Inc. Phonics and were working on Fresh Start

10%

of the children engaged in further reading having completed Read Write Inc Phonics and Fresh Start

Progress in Writing

Children were assessed for writing at four points in the year.

100%

of students made progress at each time point.

70%

of students have moved up a year group level between September and June.

60%

of students moved up two year group levels between September and June.

Progress in Mathematics

Children were assessed for mathematics at four points in the year.

70%

of students made progress at each time point.

60%

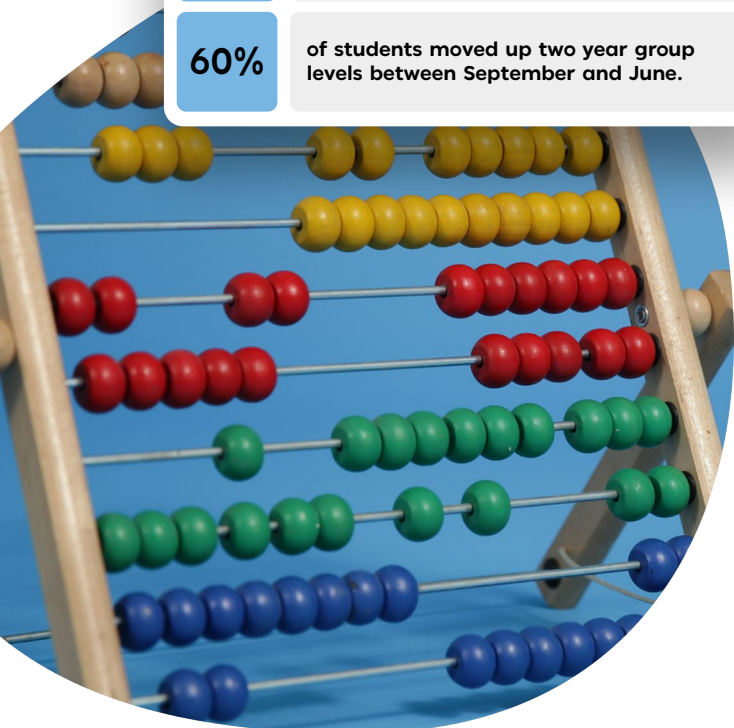
of students have moved up a year group level between September and June.

10%

of students moved up two year group levels between September and June.

Special Needs Assessment Profile (SNAP)

We use the SNAP online tool to assess specific learning and behavioural difficulties which may be hindering a child's potential to learn. SNAP follows the 'Assess - Plan - Do - Review' model set out in the SEND Code of Practice. The SNAP report identifies key areas of strengths and difficulties for the child being assessed. This enables settings to employ interventions to support the child in order to improve their capacity to be regulated and learn. Children at the Corner School were assessed throughout the year. Provision has been adjusted and remains under review to enable staff to be responsive to the children's needs.



Therapeutic Support at the Corner School

The chart below shows the number of therapeutic interventions that took place at the Corner School in the year.

	Number of children attended	Number of sessions attended
1:1 Therapy	12	130
Therapeutic Check-Ins	11	40
OT / SaLT	11	96



“Staff and therapists help pupils to become more self-aware of their feelings and emotions. Pupils are supported to devise strategies that help them to manage their behaviour. The new behaviour and achievement approaches are contributing well to leaders’ effective work.”

**Ofsted report
February 2022**

Therapy

The Corner School psychotherapist offers different kinds of support to all children in the school:

1:1 Therapy - one to one creative and arts based therapy

Check-Ins - time limited therapeutic check-ins

Body based Regulation support - in class or around school as and when needed

Therapy goals are set with the parents, teachers and if possible, the child. Due to the high needs of the children, most of the goals focused on the children feeling emotionally regulated enough to access learning and being able to use words to explain their thoughts and feelings.

“They encourage pupils to take responsibility for their actions, as well as for their learning. Pupils, supported by adults, learn to reflect when things go wrong and find ways to avoid a recurrence. These approaches support pupils to develop a positive attitude in lessons. They learn to work hard and behave well.”

Ofsted report February 2022



Occupational Therapy (OT)

Occupational therapy (OT) at the Corner School supports children to regulate their emotions and sensory system so that they can engage in lessons and develop their foundational skills. OT is embedded in the school curriculum through child-centered teaching activities and meaningful enrichment activities.

Each child in the Corner School receives an annual holistic occupational therapy assessment which combines class observations, discussions with staff, and one to one work with the child. An intervention plan is created based on the holistic assessment which may consist of one-to-one sessions outside of the classroom, integrated activities with teachers, or occupational therapy-based group work with other students.



Parent & family support at the Corner School

Each family at the Corner School is offered parenting support and counselling. Whether it's an individual parent or both parents together, an UP therapist will agree with them the type of support they wish to access. Parenting support and counselling can take place in person or online.

Parent Facilitation

UP provide a Parenting Coach to work closely with parents around specific parenting hurdles, such as self-regulation, communication between parents and child and boundary setting in the family home.

Parent Counselling

One-to-one counselling for parents provides an opportunity for parents and carers to explore feelings or experiences, past or present, that may be impacting their parenting and therefore their child's wellbeing or attitude towards self or learning, in a confidential, supportive setting.



Financial Review

For the year ended 31 August 2022

Financial Review

Full details are given on pages 39-51.

Total income for the year amounted to £2,476,698 and total expenditure incurred amounted to £2,486,344. The deficit of expenditure over income for the year was £9,646.

Most of the income continues to be from donations and grants. Total donations and grants in the year were £1,535,894.

With the aim of diversifying our income and securing the future sustainability of our work, the senior leadership team have given time and attention to fundraising in the year. The increased activity has been successful with total restricted donations for the Schools Programme being £112,834 and total grants being £277,829. Grants may be split as Schools Programme: £264,371; the Corner School: £658 and the Young People's Programme: £12,800 (note 13).

Our appreciation goes to all of our supporters who have given so generously in the year to support our work. Particular thanks are given to those who have pledged to multiyear funding which allows us to plan and develop our work and has enabled us to grow our Schools Programme and reach more vulnerable children.

Income from charitable activities is growing as a percentage of overall income with fee income from our Schools Programme being £350,430 and income from local authorities for school placement fees at the Corner School being £554,400.

As shown in the Statement of Financial Activities (SOFA), most of the Charity's expenditure was attributable to its charitable activities.

Our fee income from our partner schools in the Schools Programme contributed 29% towards the total cost of the programme. The balance was met by donations and grants.



The Corner School ended the year with fourteen children on the pupil roll, of whom three were transitioning to secondary school. The income from five local authorities for the school placement fees for the children contributed 51% towards the total cost of the Programme in the year. The balance was met by donations, grants and the designated fund set up for this purpose. In view of the forecast shortfall for the next academic year we have transferred a further £350,000 to the designated fund for the Corner School at the year end.

The Schools Programme earned income and Corner School placement fees have been treated as restricted income.



Reserves

The charity needs reserves to meet the needs of beneficiaries and to fulfil its charitable aims and objectives. The Trustees have a policy as to the level of unrestricted reserves (that is those funds that are freely available) that the charity ought to have. The policy is linked to the strategic business plans of the charity and remains that the charity's reserves should be equivalent to three to six months' operational expenditure.

Total reserves at 31 August 2022 amounted to £1,633,579.

The free reserves at 31 August 2022 were £1,068,927 which excludes designated funds of £350,000, fixed asset funds of £189,652 and restricted funds of £25,000.

The free reserves represent five months of future operating costs of the charity which is considered adequate by the Trustees.

The reserves policy is regularly reviewed by the Trustees, to ensure that it continues to meet the needs of the charity. The Trustees have considered the impact of the cost of living crisis and general economic uncertainty on the reserves and financial health of the charity. The Trustees are satisfied that the charity has adequate resources to continue in operation for the foreseeable future and, accordingly these financial statements have been prepared on the basis that we are a going concern.



Registered with



FUNDRAISING
REGULATOR

Income Generation

The charity did not actively fundraise from the public during the year. However, we did participate in two BigGive matched giving campaigns in the year. We have received no complaints with regards to fundraising activities. The charity is registered with the Fundraising Regulator.

We plan to continue to grow our non-founder Trustee financial support base by diversifying our network of high-net-worth donors, increasing funding from trusts and foundations for our programmes, and exploring potential commissioning routes.

We remain extremely grateful to all of our supporters in the year.



Risk Management

The Board and the leadership team acknowledge that sound risk management is fundamental to good governance and best management practice. Risk management forms an essential part of the charity's decision-making process and is integrated into strategic and operational planning. Risk assessments are carried out on all required activities. A risk register covering all key risks is maintained and carefully updated and reviewed four times a year by the leadership team. Further the Finance and Risk Committee and Trustee Board review the Risk Register at every meeting. The principal risks and uncertainties identified by the charity as follows:

Safeguarding

As we work with vulnerable children, young people and families, safeguarding is central to everything we do. We have a comprehensive safeguarding framework to manage the associated risks and act appropriately to all safeguarding concerns. All staff are required to complete a safeguarding on-line training (from the NSPCC) before commencing their role and safeguarding is a key part of staff induction including how to apply the safeguarding policy and procedures. Depending on the role, staff also have classroom based safeguarding training. All managers have regular safeguarding updates from a variety of sources, including Andrew Hall's Safeguarding Extras. We have a stand-alone Clinical & Safeguarding Subcommittee; whose role is to oversee clinical governance, safeguarding, and ensure continuous development of our practice. We have a lead trustee who is responsible for safeguarding, who supports good practice across the charity. We also have a lead Clinical Trustee and a Director of Safeguarding & Business Development. We maintain a standalone Safeguarding Risk Register, which is reviewed at the Clinical Governance and Safeguarding Committee and the main board meetings.

Financial

The charity is reliant on a small number of individuals; however, they have demonstrated their longstanding commitment to the charity. The CEO and leadership team together with Trustees are working on diversifying our income streams and we have made some demonstrable progress to date, for example through securing grants from Trusts and Foundations for specific areas of our work and multiyear funding from high-net-worth individuals. Our Schools Programme has grown significantly in the past year, and although we are very aware of the ever increasing pressure on school budgets, we work with them to deliver a high quality service that they can afford and one that supports the financial sustainability of the charity.

Skills

Recruiting, developing, and retaining the right staff, to ensure that we can deliver consistent and high-quality services; this is particularly a risk in our Corner School, as there are sector wide issues in recruiting educational staff. In order to be an attractive employer, we pay substantially more than the average for Teaching Assistants and have a training and development plan in place for our school staff.

Future plans will focus on

1

We will maximise the impact and effectiveness of the Schools Programme (SP) by reviewing its structure and our service offer and by following our Growth Strategy.

- We will continue to expand the SP, aiming to be delivering services in 24 schools by August 23, with a view to 26 from September 23.
- We will develop a strategy for either following our children into secondary school and/or a secondary school support model, focusing on secondary schools that our primary schools feed into.
- We will develop a Teacher Training Programme of stand-alone and interconnected INSETs that includes trauma informed teaching practice and understanding attachment based teaching in order to support the most vulnerable children in school and to support teachers' well-being and expertise. These trainings will include input from psychotherapy, occupational therapy and speech and language therapy.
- We will seek to create partnerships with other charities that offer support and/or activities for vulnerable children during school holidays to create a referral pathway for our schools (and support funding).

2

We will continue to develop our support for the families of our children by reaching more parents via a) Parent Groups b) Individual Parenting support or c) Individual counselling sessions, both in the School's Programme and at the Corner School. This parent work will in turn support the work that is taking place with the children of these parents, so that relationships are strengthened at home as well as at school.

- We will continue to expand the roll out of the current online Parent Group course by reaching more of the SP schools' parents, running a total of 3 x 10-week courses in this school year.
- We will review our parent support and identify areas for development based on feedback from schools.

3

We will deliver high quality provision at the Corner School and ensure that we continue to build on our good Ofsted rating.

- We will continue to raise awareness of The Corner School and deliver stronger marketing initiatives to promote an online presence.
- We will ensure all necessary improvements identified by Ofsted are put in place.



4

We will continue to focus the main part of our work in Brent, developing a network of strategic partnerships with local providers with the possibility of expanding into other London boroughs if there is an identified need that we are best placed to meet.

- We will continue to identify the key local partners in the borough, covering our main areas of activity including education, health and wellbeing and young people's services. - the introduction of a Brent based Hub Manager will support this.

5

We will improve how we support, develop and involve our staff and ensure that we attract and retain the highest calibre staff and Trustees/Governors who feel engaged, valued, and motivated to fulfil their responsibilities.

- We will nurture high performing Leadership/Management. Relevant training and development, additional internal support/resources; reviewing and improving ways of working together and with the wider charity collaboratively and transparently.
- We will support high performing staff teams. Providing relevant external training and development opportunities; implementing internal development/peer support framework.
- We will enable staff engagement and proactively foster UP's culture. Delivering the employee engagement action plan; increasing opportunities for employee involvement in planning and decision making; increasing unity across the charity through regular communication, connection and collaboration; bringing UP's values to life internally with agreed 'guidelines / behaviours'.
- We will be an attractive employer. Continuing to review and improve UP's Employee value proposition (EVP) offering ; introducing a transparent pay policy and procedure; delivering the Equality Diversity and Inclusion (EDI) action plan.

6

We will build a more sustainable organisation, by expanding our funding base.

- We will expand our fundraising initiatives, this will include Trusts, Foundations, philanthropists and corporate giving. We will build on our Fundraising Strategy outlining how our vision will be achieved.

7

We will develop a robust outcomes framework to demonstrate the impact of our work with children and young people. Agreeing a reporting process that will enable us to effectively monitor the impact of our work, ensuring robustness through external evaluation.

- We will deliver a pilot with ImpactEd to identify if this will enable us to improve our impact reporting and understanding.
- We will review the way we report on goals to demonstrate our impact to potential funders and others.
- We will evaluate the success of our pilot with ImpactEd measuring wellbeing and school engagement in KS2 children across 6 of our schools.



Structure, Governance & Management

For the year ended 31 August 2022

UP – Unlocking Potential is a company limited by guarantee governed by its Memorandum and Articles of Association dated 26 August 2015; updated by special resolution on 18 October 2022. It is registered with the Charity Commission and is a company limited by guarantee.

Organisation

The Board of Trustees administers the Charity. The Trustees met as a Board four times in the year. Throughout the year the board operated the following committees, made up of Trustees, leadership team members and advisers:

Finance & Risk Committee: This committee is Chaired by the treasurer.

Clinical & Safeguarding Committee: This committee is Chaired by the lead Clinical Trustee.

Corner School Education Committee: This committee is Chaired by Carrie Herbert.

Our Chief Executive appointed by the board manages the day-to-day operations of the charity.

The Chief Executive has delegated authority, within the terms of delegation approved by the Trustees, for operational matters including finance, employment, and the delivery of the services.

The Chief Executive is supported by a leadership team – this year our leadership team included:

Chief Executive
Clinical Director
Director of Safeguarding & Business Development
Finance and Resources Director
Head Teacher Corner School
Head of HR
Schools Programme Director

The Trustees recognise the need to invest in experienced and talented staff to ensure their agreed programmes, policies and procedures can be implemented.

The Trustees consider the Board of Trustees and the leadership team to comprise the key leadership personnel of the charity in charge of directing and controlling, running and operating the Charity on a day to day basis. All Trustees give of their time freely. Expenses and related party transactions are disclosed in note 8, 9 and 18 to the accounts. The remuneration of the key management personnel is discussed and approved by the Board who ensure salary packages are benchmarked against comparable parts of the voluntary sector.

The Charity would like to warmly thank the Trustees for their tremendous support that they have provided over the year.

Charity Governance Code for larger charities

The Board recognises the importance of the Charity Governance Code for larger charities in promoting good governance in the charity sector. Trustees have assessed the charity's application of the relevant principles from the code.

Appointment of Trustees

The Board currently comprises 9 members. When considering new Trustees, the Board has regard to the requirements for any specialised skills needed.

Trustee Induction and Training

New Trustees undergo an induction process to brief them on their legal obligations under charity and company law, the content of the Memorandum and Articles of Association, the decision-making process, the business plan and recent financial performance of the Charity.

In addition, new Trustees meet key staff and other Trustees and are encouraged to attend the programmes. New Trustees are encouraged to undertake appropriate training which will facilitate them in undertaking their role. All Trustees continue to receive training on an ongoing basis.



Equality, Diversity, and Inclusion (EDI)

The Trustees and leadership team are committed to creating a more diverse, equitable and inclusive workplace for our staff and beneficiaries. We have established a working group with a representative from each service area to champion and improve EDI within the organisation and an action plan for 2023 is being developed, identifying key objectives for the year for each Programme and UP as an employer, this will be driven by the EDI working group.



Statement of the Board of Trustees Responsibilities for the Financial Statements

The Trustees, who are also directors of UP – Unlocking Potential for the purpose of company law, are responsible for preparing the Trustee’s Report and the accounts in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the Trustees to prepare financial statements for each financial year and not approve the financial statements unless they are satisfied that the financial statements give a true and fair view of the state of the affairs of the Charity as at the balance sheet date and of its incoming resources and application of resources, including income and expenditure, for the year then ended.

In preparing those financial statement which give a true and fair view, the Trustees should follow best practice and:

- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles of the Charities SORP;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements;
- Prepare the financial statements on the going concern basis unless it is inappropriate to assume that the charitable company will continue on that basis.

The Trustees are responsible for keeping accounting records which disclose with reasonable accuracy at any time the financial position of the charitable company and which enable them to ensure that the financial statements comply with the Companies Act 2006.

The Trustees are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for prevention and detection of fraud and other irregularities.





Statement of the Board of Trustees Responsibilities for the Financial Statements

The Trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable Company's website. Legislation in the United Kingdom governing the preparation and dissemination of Financial Statements may differ from legislation in other jurisdictions.

Each of the directors, who held office at the date of approval of this Trustees' Report, has confirmed that there is no information of which they are aware which is relevant to the audit but of which the auditor is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditors are made aware of such information.



In preparing this report, the trustees have taken advantage of the exemptions available to small companies and have not prepared a strategic report.

Approved by the Trustees on 22 May 2023 and signed on their behalf by:

STUART RODEN
Trustee (Chair)

Opinion

We have audited the financial statements of UP – Unlocking Potential for the year ended 31 August 2022 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2022 and of the charitable company's net movement in funds, including the 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 Companies Act 2006.

Basis for opinion

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

Conclusions relating to going concern

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

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

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

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Trustees' Annual Report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Trustees' Annual Report (which includes the directors' report prepared for the purposes of company law) for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the directors' report included within the Trustees' Annual Report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' Annual Report (which incorporates the directors' report).

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept by the charitable company; or
- the charitable company financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies' regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

Responsibilities of trustees for the financial statements

As explained more fully in the trustees' responsibilities statement set out on pages 33-34, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's responsibilities for the audit of the financial statements

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

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

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to compliance with OFSTED regulations and compliance with company and charity law applicable in England and Wales, we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as Companies Act 2006, the Charities Act 2011 and payroll taxes.

Independent Auditor's Report to the Members of UP - Unlocking Potential

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls), and determined that the principal risks were related to the cut-off of income, posting inappropriate journal entries to income and management bias. Audit procedures performed by the engagement team included:

- Inspecting correspondence with regulators and tax authorities;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Evaluating management's controls designed to prevent and detect irregularities;
- Identifying and testing journals, in particular journal entries posted with unusual account combinations, postings by unusual users or with unusual descriptions; and
- Challenging assumptions and judgements made by management in their critical accounting estimates

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

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

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an Auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members, as a body, for our audit work, for this report, or for the opinions we have formed.



Adam Halsey (Senior Statutory Auditor)
For and on behalf of Haysmacintyre LLP, Statutory Auditor

10 Queen Street Place
London
EC4R 1AG

Date: 23 May 2023



Unlocking Potential



2022 Financial Statements

Financial Statements
for the year ended 31 August 2022



Statement Of Financial Activities

(Incorporating an Income and Expenditure Account)

For the year ended 31 August 2022

		2022 Unrestricted Funds £	2022 Restricted Funds £	Year Ended 31 August 2022 Total Funds £	Year Ended 31 August 2021 Total Funds £
INCOME FROM:	Notes				
Donations and grants	2	1,135,000	400,894	1,535,894	1,630,109
Charitable activities	3	-	939,563	939,563	852,258
Investments		1,241	-	1,241	325
Total Income:	13	1,136,241	1,340,457	2,476,698	2,482,692
EXPENDITURE ON:					
Charitable activities	4	1,105,797	1,315,457	2,421,254	2,391,774
Raising funds	5	65,090	-	65,090	70,313
Total Expenditure:	13	1,170,887	1,315,457	2,486,344	2,462,087
Net (expenditure) / income	8	(34,646)	25,000	(9,646)	20,605
Net movement in Funds		(34,646)	25,000	(9,646)	20,605
Funds brought Forward		1,643,225	-	1,643,225	1,622,620
Funds at 31 August 2022		1,608,579	25,000	1,633,579	1,643,225

All of the above results were derived from continuing activities.

The statements of financial activities included all gains and losses recognised in the year.

Full comparatives for the Statement of Financial Activities are shown in note 19.



Balance Sheet

At 31 August 2022

		31 August 2022 £	31 August 2021 £
	Notes		
FIXED ASSETS			
Tangible assets	10	189,652	222,924
CURRENT ASSETS			
Debtors	11	411,765	202,017
Short term deposits and cash in hand		1,415,540	1,435,442
		1,827,305	1,637,459
CURRENT LIABILITIES			
Creditors: amounts falling due within one year	12	383,378	217,158
		1,443,927	1,420,301
NET CURRENT ASSETS			
		1,633,579	1,643,225
FUNDS			
Unrestricted funds			
General fund	13,14	1,068,927	1,070,301
Fixed asset fund	13,14	189,652	222,924
Designated funds	13,14	350,000	350,000
		1,608,579	1,643,225
Restricted funds		25,000	-
TOTAL CHARITY FUNDS			
		1,633,579	1,643,225

Approved and authorised for issue by the Trustees on 22 May 2023 and signed on their behalf by:

William de Winton
Trustee (Treasurer)

The notes on pages 42 -51 form part of these financial statements



Statement Of Cash Flows

For the year ended 31 August 2022

	Notes	31 August 2022 £	31 August 2021 £
Cash flows (used in) / provided by operating activities	17	(6,454)	422,985
Cash flows from investing activities			
Interest income		1,241	325
Purchase of tangible fixed assets		(14,689)	(68,408)
Cash used in investing activities		(13,448)	(68,083)
(Decrease) / increase in cash and cash equivalents in the year		(19,902)	354,902
Cash and cash equivalents at the beginning of the year		1,435,442	1,080,540
TOTAL CASH AND CASH EQUIVALENTS AT THE END OF THE YEAR		1,415,540	1,435,442

1. ACCOUNTING POLICIES

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

Basis of preparation

These financial statements have been prepared in accordance with the Companies Act 2006, the Statement of Recommended Practice: Accounting and Reporting by Charities (SORP 2019) (Second Edition, effective 1 January 2019), and in accordance with the Financial Reporting Standard 102 (FRS 102).

UP – Unlocking Potential meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

Preparation of accounts on a going concern basis

The trustees consider there are no material uncertainties about the Charity's ability to continue as a going concern. The review of our financial position, reserves levels and future plans gives Trustees confidence the charity remains a going concern for the foreseeable future. Additionally, the Trustees have considered the impact of the cost of living crisis and general economic uncertainty on the reserves and financial health of the Charity and are satisfied that the Charity has adequate resources to continue in operation for the foreseeable future and, accordingly these financial statements have been prepared on the basis that the Charity is a going concern.

Critical accounting judgements and estimates

In preparing these financial statements, the Trustees have made judgements, estimates and assumptions that affect the application of the charity's accounting policies and the reported assets, liabilities, income and expenditure and the disclosures made in the financial statements. Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

The Trustees consider that there are no critical areas of judgement or estimation uncertainty in preparing these accounts.

Income recognition

All income is recognised once the charity has entitlement to income, it is probable that income will be received and the amount of income receivable can be measured reliably.

Donations and legacies

Donations and gifts and are included in full in the Statement of Financial Activities when there is entitlement, probability of receipt and the amount of income receivable can be measured reliably.

Grants

Grants are recognised in full in the statement of financial activities in the year in which the charity has entitlement to the income, the amount of income receivable can be measured reliably and there is probability of receipt.

Government Grants

Government grant income represents incentive payments for new apprentices hired between 1 April and 30 September 2021. In the prior year, government grant income represents the total amount claimed from HMRC under the Coronavirus Job Retention Scheme. The income is accounted for in the period in which the associated salary payments are made to furloughed staff.

Income from charitable activities

Income from charitable activities is recognised as earned as the related services are provided. Income from other trading activities is recognised as earned as the related goods are provided.

Notes To The Financial Statements

For the year ended 31 August 2022

Investment income

Investment income is recognised on a receivable basis once the amounts can be measured reliably.

Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required, and the amount of the obligation can be measured reliably. Expenditure is classified under the following activity headings:

Expenditure on charitable activities comprises costs of services and support costs.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

Expenditure is allocated to the particular activity where the cost relates directly to that activity. However, the cost of overall direction and administration of each activity, comprising the salary and overhead costs of the central function, is apportioned based on staff time attributable to each activity.

Allocation of costs

Staff costs are allocated between direct charitable expenditure and support costs based on the time spent on these activities. Other costs are allocated directly to the relevant heading.

Operating leases

Rental charges are charged on a straight-line basis over the life of the lease.

Fixed assets

Fixed assets are stated at cost or deemed cost (donated valuation at estimated fair value) less accumulated depreciation and impairment losses. Assets costing more than £500 are capitalised.

Depreciation is calculated to write off the costs of the fixed asset by equal instalments as follows, all straight line:

Furniture, fittings and equipment	5 years straight line
Computer Equipment	3 years straight line
Catering Equipment	3 years straight line
Leasehold improvements	Life of lease
Playground Equipment	Over the life of the lease at the Corner School

Financial instruments

The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments, including trade and other debtors and creditors are initially recognised at transaction value and subsequently measured at their settlement value.

Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

Funds

Unrestricted funds are donations and other income receivable or generated for the objects of the charity. Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

Restricted funds are those funds which are to be used in accordance with specific instructions imposed by the donor or trust deed.

Employee benefits

- **Short term benefits**

Short term benefits including holiday pay are recognised as an expense in the period in which the service is received.

- **Employee termination benefits**

Termination benefits are accounted for on an accrual basis and in line with FRS 102.

- **Pension scheme**

Pension contributions represent amounts paid into personal pension plans for employees.

Foreign currency translation

The charities functional and presentation currency is pound sterling. Monetary assets and liabilities denominated in foreign currencies are translated into sterling at the rates of exchange ruling at the balance sheet date. Transactions in foreign currencies are recorded at the rate ruling at the date of the transaction. All differences are recognised in the SOFA.

Legal status

UP - Unlocking Potential is a company limited by guarantee registered in England and Wales and has no share capital. In the event of the charity being wound up, the liability in respect of the guarantee is limited to £1 per member of the charity. Its operating office is shown on page 1.

2. DONATIONS AND GRANTS

	2022 Total £	2021 Total £
Donations	1,532,894	1,621,343
Government Grants	3,000	8,766
	1,535,894	1,630,109

Notes To The Financial Statements

For the year ended 31 August 2022

3. INCOME FROM CHARITABLE ACTIVITIES

	Schools £	Local Authority £	Other £	2022 Total £
Schools Programme	385,163	-	-	385,163
Corner School	-	554,400	-	554,400
	<u>385,163</u>	<u>554,400</u>	<u>-</u>	<u>939,563</u>
	<u><u>385,163</u></u>	<u><u>554,400</u></u>	<u><u>-</u></u>	<u><u>939,563</u></u>

	Schools £	Local Authority £	Other £	2021 Total £
Schools Programme	255,726	-	-	255,726
Corner School	-	596,532	-	596,532
	<u>255,726</u>	<u>596,532</u>	<u>-</u>	<u>852,258</u>
	<u><u>255,726</u></u>	<u><u>596,532</u></u>	<u><u>-</u></u>	<u><u>852,258</u></u>

4. ANALYSIS OF CHARITABLE EXPENDITURE

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2022 Total £
Schools Programme	870,558	136,372	196,383	1,203,313
Corner School	572,847	305,841	213,563	1,092,251
Young People's Programme	74,268	10,090	27,376	111,734
Community Outreach	3,500	5,039	5,417	13,956
	<u>1,521,173</u>	<u>457,342</u>	<u>442,739</u>	<u>2,421,254</u>
	<u><u>1,521,173</u></u>	<u><u>457,342</u></u>	<u><u>442,739</u></u>	<u><u>2,421,254</u></u>

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2021 Total £
Schools Programme	690,082	187,300	188,579	1,065,961
Corner School	495,346	414,740	236,868	1,146,954
Young People's Programme	93,805	11,190	67,427	172,422
Community Outreach	1,285	977	4,175	6,437
	<u>1,280,518</u>	<u>614,207</u>	<u>497,049</u>	<u>2,391,774</u>
	<u><u>1,280,518</u></u>	<u><u>614,207</u></u>	<u><u>497,049</u></u>	<u><u>2,391,774</u></u>

Notes To The Financial Statements

For the year ended 31 August 2022

5. COSTS OF GENERATING FUNDS

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2022 Total £
Costs of generating funds	-	2,662	62,428	65,090

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2021 Total £
Costs of generating funds	4,447	3,880	61,986	70,313

6. ANALYSIS OF SUPPORT COSTS

	Staff Costs £	Resources £	Professional Fees £	Governance £	2022 Total £
Schools Programme	133,806	17,251	23,311	22,015	196,383
Corner School	141,677	15,542	32,593	23,751	213,563
Young People's Programme	19,677	2,042	2,180	3,477	27,376
Community Outreach	3,935	861	621	-	5,417
Charitable Expenditure (note 4)	299,095	35,696	58,705	49,243	442,739
Generating Funds (note 5)	51,161	2,578	-	8,689	62,428
	350,256	38,274	58,705	57,932	505,167

	Staff Costs £	Resources £	Professional Fees £	Governance £	2021 Total £
Schools Programme	104,431	55,037	12,673	16,438	188,579
Corner School	129,639	63,798	24,005	19,426	236,868
Young People's Programme	43,213	15,455	1,785	6,974	67,427
Community Outreach	3,601	574	-	-	4,175
Charitable Expenditure (note 4)	280,884	134,864	38,463	42,838	497,049
Generating Funds (note 5)	43,213	11,715	84	6,974	61,986
	324,097	146,579	38,547	49,812	559,035

Resources include costs of IT and premises.

Notes To The Financial Statements

For the year ended 31 August 2022

7. GOVERNANCE COSTS INCLUDE

	2022 £	2021 £
Staff Costs	43,292	36,011
Auditor's remuneration	14,640	13,801
	<u>57,932</u>	<u>49,812</u>

8. NET INCOME

	2022 £	2021 £
This is stated after charging		
Auditor's remuneration (including VAT)		
Audit	14,640	13,801
Other services	-	-
Expenses reimbursed to Trustees	-	-
Depreciation	<u>47,961</u>	<u>45,230</u>

9. STAFF COSTS AND NUMBERS

	2022 £	2021 £
Staff costs were as follows:		
Salaries and wages	1,683,724	1,453,942
National Insurance	169,576	141,581
Pension Contributions	<u>61,421</u>	<u>49,550</u>
	<u>1,914,721</u>	<u>1,645,073</u>

Included in the amounts above is the amount of £70,869 (2021: £23,496) for termination payments.

The number of employees whose emoluments fell within the following bands were:

	2022	Restated 2021
£60,001 - £70,000	-	1
£90,001 - £100,000	-	1
£100,001 - £110,000	1	-
£110,001 - £120,000	1	-

No expenses were reimbursed to Trustees in the current year or preceding period. No Trustee received remuneration in the current year or preceding period.

The total employee benefits of the key management personnel of the charity in the year were £569,239 (2021: £445,353). The key management personnel of the charity in the period are considered to be the Chief Executive, Finance & Resources Director, HR Manager, the Clinical Director, the Schools Programme Director, the Headteacher of the Corner School and the Director of Safeguarding & Business Development.

Notes To The Financial Statements

For the year ended 31 August 2022

9. STAFF COSTS AND NUMBERS (continued)

The average number of employees during the year was as follows:

	2022 Full time equivalent staff numbers	2021 Full time equivalent staff numbers	2022 Staff Numbers	2021 Staff Numbers
Schools Programme	18	15	26	21
Corner School	13	13	17	15
Young People's Programme / Young Adults	1	2	1	2
Support – Management	6	4	8	7
Raising Funds	-	-	-	-
Average number of	38	34	52	45

10. FIXED ASSETS

	Catering Equipment	Leasehold Improvements £	Furniture, Fittings & Equipment £	Playground Equipment £	Total £
Cost					
At 1 September 2021	2,925	203,514	112,899	37,566	356,904
Additions	-	-	14,689	-	14,689
Disposals	-	-	-	-	-
Balance at 31 August 2022	2,925	203,514	127,588	37,566	371,593
Accumulated depreciation					
At 1 September 2021	348	53,506	72,047	8,079	133,980
Charge for the period	584	21,950	21,112	4,315	47,961
Disposals	-	-	-	-	-
Balance at 31 August 2022	932	75,456	93,159	12,394	181,941
Net Book Value					
Brought forward at 1 September 2021	2,577	150,008	40,852	29,487	222,924
Carried forward at 31 August 2022	1,993	128,058	34,429	25,172	189,652

11. DEBTORS: amounts falling due within one year

	2022 £	2021 £
Trade debtors	259,473	45,667
Prepayments	44,335	38,335
Other debtors	107,957	118,015
	411,765	202,017

Notes To The Financial Statements

For the year ended 31 August 2022

12. CREDITORS: amounts falling due within one year

	2022 £	2021 £
Trade creditors	31,306	19,898
Other taxation and social security	45,899	38,896
Accruals and deferred income	260,270	114,212
Other creditors	45,903	44,152
	<u>383,378</u>	<u>217,158</u>

13. ANALYSIS OF FUNDS

	At 1 September 2021 £	Income £	Expenditure £	Transfers £	At 31 August 2022 £
General Fund	1,070,301	1,136,241	772,926	(364,689)	1,068,927
Designated Funds	350,000	-	350,000	350,000	350,000
Fixed Asset Fund	222,924	-	47,961	14,689	189,652
Total Unrestricted Funds	<u>1,643,225</u>	<u>1,136,241</u>	<u>1,170,887</u>	<u>-</u>	<u>1,608,579</u>
Restricted Funds:					
Schools Programme - Schools	-	350,430	350,430	-	-
Schools Programme - Universities	-	34,733	34,733	-	-
Schools Programme - Grants	-	264,371	239,371	-	25,000
Schools Programme - Donations	-	112,834	112,834	-	-
The Corner School - Local Authority	-	554,400	554,400	-	-
Community - Homework Club	-	7,231	7,231	-	-
Young People's Programme - Grants	-	12,800	12,800	-	-
The Corner School - Grants	-	658	658	-	-
Government Grants	-	3,000	3,000	-	-
Total Restricted Funds	<u>-</u>	<u>1,340,457</u>	<u>1,315,457</u>	<u>-</u>	<u>25,000</u>
Total Funds	<u>1,643,225</u>	<u>2,476,698</u>	<u>2,486,344</u>	<u>-</u>	<u>1,633,579</u>

	At 1 September 2020 £	Income £	Expenditure £	Transfers £	At 31 August 2021 £
General Fund	1,069,487	1,122,325	703,103	(418,408)	1,070,301
Designated Funds	350,000	-	350,000	350,000	350,000
Fixed Asset Fund	199,746	-	45,230	68,408	222,924
Total Unrestricted Funds	<u>1,619,233</u>	<u>1,122,325</u>	<u>1,098,333</u>	<u>-</u>	<u>1,643,225</u>
Restricted Funds:					
Schools Programme - Schools	-	255,726	255,726	-	-
Schools Programme - Grants	-	280,890	280,890	-	-
Schools Programme - Donations	-	209,453	209,453	-	-
The Corner School - Local Authority	-	596,532	596,532	-	-
Community - Homework Club	3,387	-	3,387	-	-
Young People's Programme - Grants	-	5,000	5,000	-	-
The Corner School - Grants	-	4,000	4,000	-	-
Government Grants	-	8,766	8,766	-	-
Total Restricted Funds	<u>3,387</u>	<u>1,360,367</u>	<u>1,363,754</u>	<u>-</u>	<u>-</u>
Total Funds	<u>1,622,620</u>	<u>2,482,692</u>	<u>2,462,087</u>	<u>-</u>	<u>1,643,225</u>

Notes To The Financial Statements

For the year ended 31 August 2022

Designated funds

A designated fund was initially created to develop the Corner School. With 12 children being on the school roll at the start of the 2022-23 academic year the school is still working towards full capacity. In view of the forecast operating deficit for the next academic year we have transferred a further £350,000 to the designated fund for the Corner School at the year end.

Fixed Asset fund

The fixed asset fund represents a transfer of the net book value of the fixed assets at the end of the year. These funds are in a separate fund to show they are not freely available to be utilised by the charity.

Restricted funds

Restricted funds have been received during the year in respect of specific projects operated by the charity.

14. ANALYSIS OF NET ASSETS BY FUND

	General Funds £	Designated Funds £	Restricted Funds £	2022 Total £
Fixed assets	189,652	-	-	189,652
Net current assets	1,068,927	350,000	25,000	1,443,927
Total	1,258,579	350,000	25,000	1,633,579

	General Funds £	Designated Funds £	Restricted Funds £	2021 Total £
Fixed assets	222,924	-	-	222,924
Net current assets	1,070,301	350,000	-	1,420,301
Total	1,293,225	350,000	-	1,643,225

15. OPERATING LEASE COMMITMENTS

At the year end the charity was committed to making the following payments in total in respect of operating leases.

	Equipment 2022 £	Equipment 2021 £
Falling due:		
Within one year from 31 August 2022	3,761	2,811
Within two to five years from 31 August 2022	9,383	8,433

	Land and buildings 2022 £	Land and buildings 2021 £
Falling due:		
Within one year from 31 August 2022	55,000	55,000
Within two to five years from 31 August 2022	220,000	220,000

Operating lease costs charged to the Statement of Financial Activities in the year ended 31 August 2022 amounted to £83,318 (2021: £145,106).

Notes To The Financial Statements

For the year ended 31 August 2022

16. TAXATION

The charity is exempt from corporation tax as all its income is charitable and is applied for charitable purpose. The charity is not exempt from VAT which is included with the expenses to which it relates on the Statement of Financial Activities.

17. RECONCILIATION OF NET INCOME TO NET CASH INFLOW FROM OPERATING ACTIVITIES

	2022 £	2021 £
Net (expenditure) / income for the year	(9,646)	20,605
Add back depreciation charge	47,961	45,230
Deduct interest income shown in investing activities	(1,241)	(325)
Decrease / (increase) in debtors	(209,748)	327,897
Increase in creditors	166,220	29,578
Net cash (used) / generated in operating activities	<u>(6,454)</u>	<u>422,985</u>

18. RELATED PARTY TRANSACTIONS

The total amount of donations received from four Trustees in the year was £835,000 (2021: £1,122,000 from four Trustees).

During the year Trustees agreed to fund the Beckmead Trust £2,207 being the VAT incurred on the purchase of 50 laptops purchased in the period ended 31 August 2020. The laptops were distributed to vulnerable children and young people living in Brent during the Covid-19 pandemic. Stuart Roden is a Trustee of the Beckmead Trust and Jonathan Clark is the Chief Executive of the Beckmead Trust. All transactions were made at arms length. There were no other related party transactions in the year or prior year.

19. COMPARATIVE STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 31 AUGUST 2021

		2021 Unrestricted Funds £	2021 Restricted Funds £	Year Ended 31 August 2021 Total Funds £
INCOME FROM:	Notes			
Donations & grants	2	1,122,000	508,109	1,630,109
Charitable activities	3	-	852,258	852,258
Investments		325	-	325
Total Income:		<u>1,122,325</u>	<u>1,360,367</u>	<u>2,482,692</u>
EXPENDITURE ON:				
Charitable activities	4	1,028,020	1,363,754	2,391,774
Raising funds	5	70,313	-	70,313
Total Expenditure:		<u>1,098,333</u>	<u>1,363,754</u>	<u>2,462,087</u>
Net income / (expenditure)	5	23,992	(3,387)	20,605
Net movement in Funds		23,992	(3,387)	20,605
Funds brought Forward		1,619,233	3,387	1,622,620
Funds at 31 August 2020		<u>1,643,225</u>	<u>-</u>	<u>1,643,225</u>



Unlocking Potential

www.up.org.uk

Company number: 09750864
Registered charity number: 1163932

UP - UNLOCKING POTENTIAL

England & Wales - Charity number 1163932

Accounts



Unlocking Potential

2021 Annual Report

Annual Report & Financial Statements
for the year ended 31 August 2021

Company number: 09750864
Registered charity number: 1163932



Reference & Administrative Details

For the year ended 31 August 2021

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Reference & Administrative Details

For the year ended 31 August 2021

Status

The organisation is a charitable company limited by guarantee, incorporated on 26 August 2015 and registered as a charity on 12 October 2015.

Governing Document

The company was established under Memorandum and Articles which established the objects and powers of the charitable company.

Company Number

09750864

Charity Number

1163932

Registered & Operating Office

CAN Mezzanine, 7-14 Great Dover Street, London, SE1 4YR

Trustees

Stuart Roden (Chair)
Brian Linden (Vice – Chair)
William de Winton (Treasurer)
Thomas Bible
Tatiana Amory
Chiku Bernardi (resigned 25 January 2022)
Emily Meeyoung Sun
Jonathan Clark (Safeguarding)
Jan Tallis (Resigned 16 September 2020)
Derek Nasser (appointed 8 June 2021)
Carrie Herbert (appointed 7 December 2021)

Chief Executive

Bernadette Keane

Leadership Team

Cassie Oakeshott - Clinical Director
Gary Hawkins - Head Teacher Corner School
Helen Twigg - Director of Development & Young People's Services
Lucy Freeman - Head of Schools Programme
Sasha Chipperfield - Head of HR
Tracy True - Finance & Resources Director

Auditors

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Registered with



FUNDRAISING
REGULATOR

Trustees' Report

For the year ended 31 August 2021





The Trustees present their report and the audited financial statements for the year ended 31 August 2021. This has once again been a challenging year for children, families, teachers, and staff managing the impact of Covid-19. No one could have predicted the consequences of Covid-19, and the impact on mental health and wellbeing. UP have continued to support children and their parents/caregivers throughout the year in periods when schools closed in lockdown and the gradual return in March. There has been a noticeable increase in referrals. We have seen an increase in demand for our Schools Programme services and once again we successfully kept the Corner School open throughout the year.

Our Mission

Unlocking Potential's mission is to work collaboratively with communities to enable children and young people with social, emotional, and mental health (SEMH) needs to unlock their full potential.

We achieve our mission through our strategic goals:

Strategic goals

-  We deliver high performing therapeutic programmes and education provision for children and young people with SEMH needs.
-  We work in collaboration with families, communities, and other partners to ensure that children and young people access the interventions they need in order to thrive.
-  We work in a trauma informed way that is child centric and attachment based, with a total commitment to excellent safeguarding practice.
-  We cultivate a workforce of knowledgeable and skilled staff who are passionate about supporting children and young people to make positive changes in their lives.



Our Values

Trust

We build trust by being honest, transparent, and accountable in the way we work with children and young people, staff, and partners and by providing services and programmes whose outcomes are measurable and evidenced based.

Empowering

We co-create opportunities for our children, young people, parents/carers and staff to actively participate in decision-making that influences change. We promote the voices of children and young people in our organisation and the wider community.

Impact

We are committed to measuring our impact through a data driven method in order to develop our programmes and make a greater difference to the lives of children, young people, and their parents and carers.

Collaborative

Relationships are at the heart of our work. We prioritise communication and collaboration with partners, families, and communities, believing that by working together we create more effective and holistic outcomes for children and young people.

Nurturing

We provide a nurturing approach based on safety and space for creativity, exploration, and growth. We support and care for our children, young people, and staff to realise their potential.



Unlocking Potential
2021 Annual Report

Trustees' Report

For the year ended 31 August 2021


Activities

We deliver high performing therapeutic programmes and education provision for children and young people with SEMH needs. We work in collaboration with families, communities, and other partners to ensure that children and young people access the interventions they need in order to thrive.

The Schools Programme


The Schools Programme is a school-based mental health service offering therapeutic interventions and wellbeing activities to children with SEMH needs. The UP Schools Programme supports schools, CAMHS and the NHS by providing a high-quality therapeutic service to schools around London that supports the most vulnerable children. Having a mental health service at school ensures that children showing signs of distress can be assessed quickly and offered a timely and appropriate intervention. Increasingly schools are understanding the value of having an in-house mental health service.

Our multi-disciplinary team of Psychotherapists, Creative Arts therapists, Occupational therapists and Speech and Language therapists provide flexible, timely and targeted interventions to improve emotional wellbeing and support children to thrive. Therapeutic interventions offered by our team work alongside those delivered by school staff to create a holistic and robust pastoral system. The inclusion of child therapists at pastoral meetings often adds a valuable perspective to the staff and administration about how best to support the child's academic progress and emotional wellbeing.



“Without Unlocking Potential, we would struggle to meet the needs of some of our more vulnerable pupils, owing to our increasingly limited resources. In light of more recent global events and the increased focus on mental health across the curriculum, the need for the service of Unlocking Potential is even more vital.”

Head teacher from partner school in Hackney



During the 2020-2021 school year, we supported over 2,000 children and their families in 11 primary school schools across 5 London boroughs. Following a period of rapid growth we are now working in 17 schools across 7 London boroughs.

Children with SEMH needs are amongst the most vulnerable and at risk in society, they are more often excluded from school, more likely to be involved with gang and crime activity and have lower academic attainment than their peers. We recognise that intervening in a child's life as early as possible can make a huge difference to their educational outcomes and life chances.

In the year ended 31 August 2021 we worked in eleven different schools across 5 London boroughs. We treat each school as a unique community and adapt the service according to the school's own needs and priorities. Demand for our services is growing; we are currently working in seventeen schools across 7 London boroughs, including our first secondary school. Further, we are working with several potential new schools to reach more vulnerable children.

Our service offers 1-1 therapy, occupational therapy (OT), speech and language therapy (SaLT), short term therapeutic interventions and during / after school clubs and activities. Our staff fully integrate into the school system and attend parent, teacher and multi-agency professionals' meetings for the children in our care.



Trainee Placements

Trainee therapists are a core part of our work, without the incredibly valuable input of trainees on our training colleges placement programme we simply could not reach the number of children we do. We have built up significant relationships with the largest and most well-known training colleges, for example, the Tavistock and Portman NHS Foundation Trust, Terapia, Birkbeck College and the Institute for Arts and Therapy in Education.

We have a rigorous recruitment and selection process, overseen by our placement team. Once a trainee passes the two-part recruitment process, they are allocated to one of our qualified and accredited in-house UP supervisors.

We are proud of the robust care and support we offer trainees, and we frequently receive positive testimonials for both trainees and training college tutors and supervisors. They recognise both the learning opportunities and strength and rigour of an UP Placement. In some cases, trainees are able to go on to become valued UP staff.

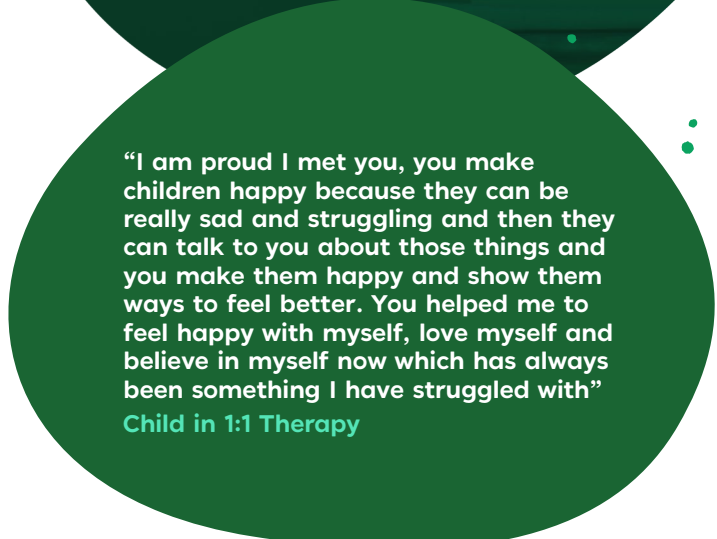
Online Therapy

We developed an online therapy Programme in the summer of 2020 when schools were first closed due to Covid-19. In the year reported despite the continuing disruptions caused by Covid-19, we were able to continue to deliver our therapeutic interventions. We provided in-person therapy between September and December 2020, transitioned to online sessions between January and March 2021 whilst schools were once again closed, and returned to in-person therapy from early March when schools re-opened. It has been invaluable to be able to have the flexibility of online therapy when it is needed.



“I have felt held from the very start of my journey with UP, from application, interview and induction right through to my clinical work in school. I have been impressed by the level of support and have enjoyed my placement experience”

Trainee therapist



“I am proud I met you, you make children happy because they can be really sad and struggling and then they can talk to you about those things and you make them happy and show them ways to feel better. You helped me to feel happy with myself, love myself and believe in myself now which has always been something I have struggled with”

Child in 1:1 Therapy



Positive Parenting Programme

Parents and carers are a vital part of any school community, and at UP we understand the role they play in supporting their children to progress in their academic and social, emotional wellbeing, providing their children with the roots and wings to unlock their potential. We meet with parents one-to-one every six weeks or so, as part of their child’s therapy check ins, or we refer parents/carers onto the UP Positive Parenting Group or other Parenting Groups provided by the local authority. The UP Positive Parenting group is a 10-week Parent Group, based on the philosophy of positive parenting using various ideas from other parenting programmes, particularly the central idea of ‘Limits with Love.’

“Thank you for all the hard work and support you have given the girls, and me. They will truly miss you”

Parent of siblings accessing UP



The Corner School (TCS)

The Corner School is a special independent primary school in Brent for children who have been excluded or are at risk of exclusion from mainstream education due to challenges with their SEMH needs. We provide a nurturing and therapeutic environment where children can learn, grow, and thrive.

As part of the wider charity, the Corner School team works alongside an experienced, and innovative team of charity colleagues who are working together to develop high-quality support and solutions for some of the most challenging needs facing children.

Our school follows the national curriculum which is tailored to suit the specific needs of our children through bespoke educational programmes and lesson plans. We limit our classes to four children each because we recognise that small class sizes and one-to-one work with teachers is crucial to the academic development of our children. We also offer exclusive one-to-one learning if a child struggles in the classroom with other children.

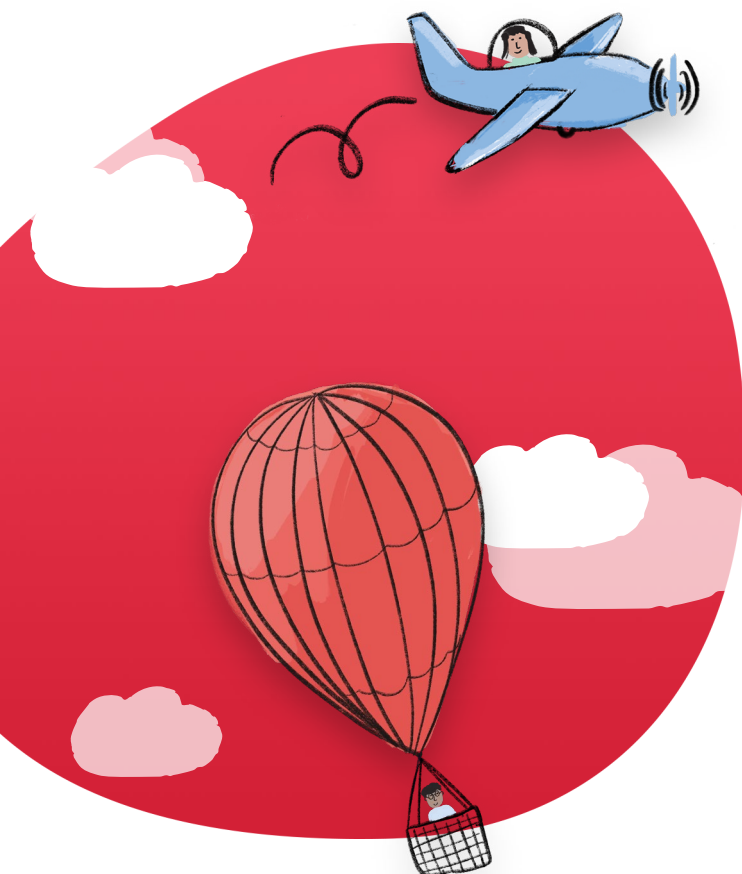
Therapeutic support at the Corner School

In addition to our academic work, our children access 1:1 therapy, occupational therapy (OT) and speech and language therapy (SaLT) as part of our holistic care. We have a dedicated child psychotherapist on the school staff team.



“I really appreciate how much my child is supported socially and emotionally at school. I can see both academic progress and a real improvement in how he manages his anger. Thank you!”

(Mother of a Child at the Corner School)



Parent & family support at the Corner School

We understand that families are a vital part of our childrens’ lives and believe in working in partnership with parents and carers to support our children at school and at home. This starts from the first meeting we have with parents and carers, where we aim for them to experience our child-centered, warm and nurturing approach so that we can begin to get to know each other and build the first steps towards a trusting alliance. Many parents or carers will have experienced multiple complex challenges in their relationships with schools and outside agencies in the past, and part of our work is about understanding their experiences and ensuring we offer a new relational experience to support parents and carers to move beyond these historic blocks and have a transformational experience of working in partnership with their child’s school and therapeutic support. At the Corner School, we offer this through a range of provision: parents and carers coaching and counselling.



The Young People's Programme

In the year we were commissioned by the Young Brent Foundation to deliver a 6-month youth work project in Brent with a focus on supporting children and young people aged 6-25 who live on the Chalkhill, Church End and Stonebridge estates. The project is funded by Shaftesbury Enterprise the charitable foundation of Harrow School. Following a consultation exercise the project was called Elevation and officially launched in September 2021.

The aim of the project is to improve children and young people's engagement in education by working with them to improve their mental health, wellbeing and resilience. The team worked with other voluntary sector organisations, statutory services and local schools and alternative provisions to generate referrals. The team planned groupwork sessions on a range of topics including mental health and wellbeing, healthy relationships, identity, goals and dreams, violence, gangs, and safety with targeted 1-2-1 support offered to the most vulnerable children and young people. Sessions were planned to be delivered at Chalkhill Community Centre, and at local schools and alternative provisions.

Community Outreach - The Homework Club

The weekly homework club resumed on 17th May 2021 having closed in March 2020 due to the impact of Covid-19. This community work is run in partnership with Destiny House International on the St Raphael's estate in Brent. After receiving generous funding for two years from Brent's Council NCIL (Neighbourhood Community Infrastructure Levy) of £31,178, we first took responsibility of the homework club in September 2019.

“Tutors are assisting children from KS1- KS4. It is professional, subjects supported are varied and we are meeting a wide set of needs”

A Tutor

“This is very good for my children, I only wish that my children could attend on more days”

A Parent of a child attending the Homework Club

“I really like to use the computers and get lots of help from teachers”

A child attending the Homework Club

Public Benefit

Our work is regularly reviewed in light of the Charity Commission's guidance on public benefit, and the Trustees confirm that the main activities of the Charity are for the public benefit. We work for the public (defined as a section of the public identified by their social and emotional difficulties) benefit. We define our benefit as reducing social and emotional difficulties faced by children and young people, which is in line with our objectives.



Achievements and Performance

For the year ended 31 August 2021

Impact Report

Our full impact report may be found here:

[Impact Report >>](#)

The Schools Programme

The Schools Programme is a school-based mental health service offering therapeutic interventions and wellbeing activities to primary age children with SEMH needs. Our multi-disciplinary team of Psychotherapists, Creative Arts therapists, Occupational therapists and Speech and Language therapists provide flexible, timely and targeted interventions to improve emotional wellbeing and help children thrive.

Referrals and the Referral Process

The proportion of children experiencing a mental health issue has increased over the past three years, from one in nine in 2017 to one in six in July 2020 (NHS).

Forecasting modelled by the NHS and the Centre for Mental Health has calculated that up to 10 million people will require either new or additional mental health support as a direct consequence of the pandemic, and 1.5 million of these people will be children and young people under the age of 18 (from the UKCP Magazine, Winter 2021 edition).

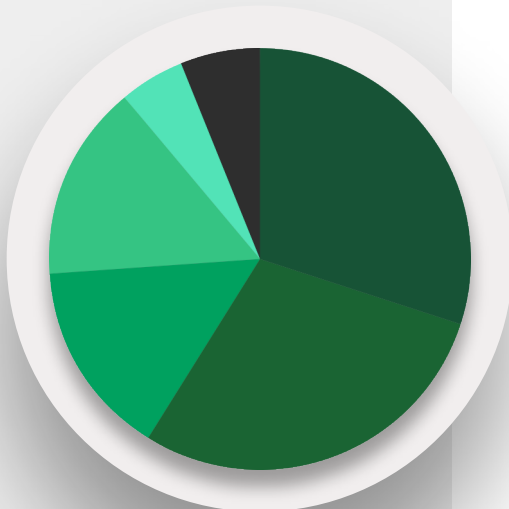
Children are referred to the Schools Programme by the school's senior leadership team, classroom teachers, parents and children themselves. Once a child is referred to the service, the UP therapist conducts a detailed assessment with the parent or carer of the child before they start their chosen intervention. Children are referred for a variety of reasons, however behaviour difficulties, emotional regulation and safeguarding concerns make up the highest proportion of our referrals.

Who we support

Our therapeutic work reaches some of the most vulnerable in our society:



Ethnicity



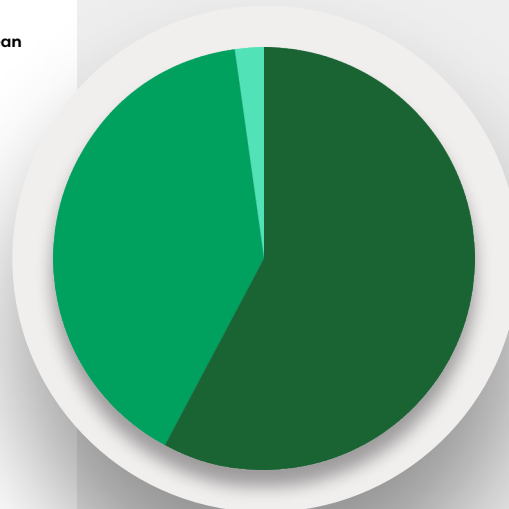
Ethnicity Key

- 30% Black British/African/Caribbean
- 29% White
- 15% Mixed Background
- 15% Asian British/Asian
- 5% Other
- 6% Unknown

Gender Key

- 58% Male
- 40% Female
- 2% Unknown

Gender





Overview of Therapeutic Services

The table below shows the number of children attending / sessions delivered of the various interventions offered in the year.

Children seen for 1:1 Therapy	174
1:1 Therapy sessions attended	2,918
Children seen in Online Therapy	58
Online therapy sessions attended	220
Children seen for 6xTT	84
6xTT sessions attended	533
Children seen for OT	147
OT sessions attended	840
Children seen for SaLT	37
SaLT sessions attended	75
Children that attended Speak UP	1,312
Children seen in Check Ins	469

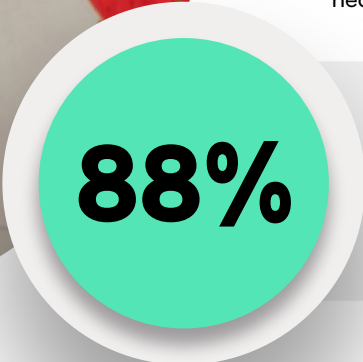


“Thank you for all of the support you have given me my son. We would not have been able to be where we are today if it wasn't for your support. My son now has better relationships with his siblings and his behaviour has improved at home and in school, and as a result my mental health has also improved. I feel better able to respond to my son when things get a bit tough. The support we received through the pandemic was fantastic and it helped us to feel hopeful during such a horrible and isolating time. He loves coming to see you each week, Thank you”

Parent of a child in 1:1 Therapy

1:1 Therapy

Counselling and Psychotherapy provides children time and a supportive relationship to explore their worries and preoccupations that may be affecting their wellbeing and functioning. During weekly sessions, children are invited to engage in play, imagination and the use of creative media such as art, drawing, painting, puppetry, sand play and music; all of which are methods that assist the child in the exploration of their inner and outer worlds in relation to themselves and others in order to facilitate psychological healing, growth and transformation.



There is an 88% attendance rate for therapy. Children enjoy the relational and creative element of 1:1 therapy and typically only miss appointments if they are absent from school.



Children are referred for 1:1 therapy for multiple reasons

Emotional regulation	54%
Family trauma	40%
Behaviour at school	34%
Statutory Services involvement with home life	17%
Behaviour at home	16%

Goal Based Outcomes (GBOs) for 1:1 therapeutic evaluation

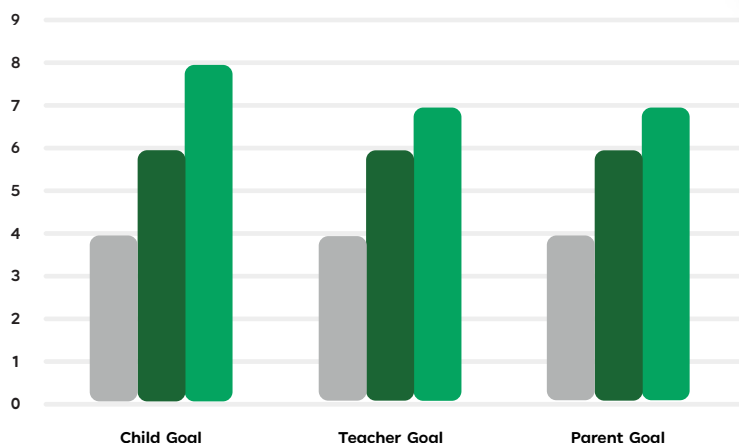
What are Goal Based Outcomes and why do we use them?

GBOs are a tool devised in children and youth mental health services in the UK to evaluate the progress of clinical work and are used successfully internationally and across adult and physical health settings.

For children in 1:1 therapy, three goals are set at the start of the intervention: a goal with the child, with their teacher and with their parent/carer. It is always interesting to see if there are any themes or correlation between the three goals (e.g. if a child and parent or parent and teacher both want to see progress in the same area). We re-score the child's own-determined goal every six sessions, and re-score the teacher and parent goals once a term.

Relying on the research of Duncan Law and his team (see Edbrook-Childs et al., 2015), GBOs have a suggested reliable change index of 2.45. Therefore, we consider any goal increase of 3 points or more to show clinically significant improvement.

The chart below displays the average child, teacher and parent goal scores at the beginning, middle, and end of 1:1 therapy.



Adverse Childhood Experiences (ACEs)

ACEs are stressful or traumatic experiences that can have a huge impact on children and young people throughout their lives. We record ACEs for children that access 1:1 therapy and 6 x TalkTime.

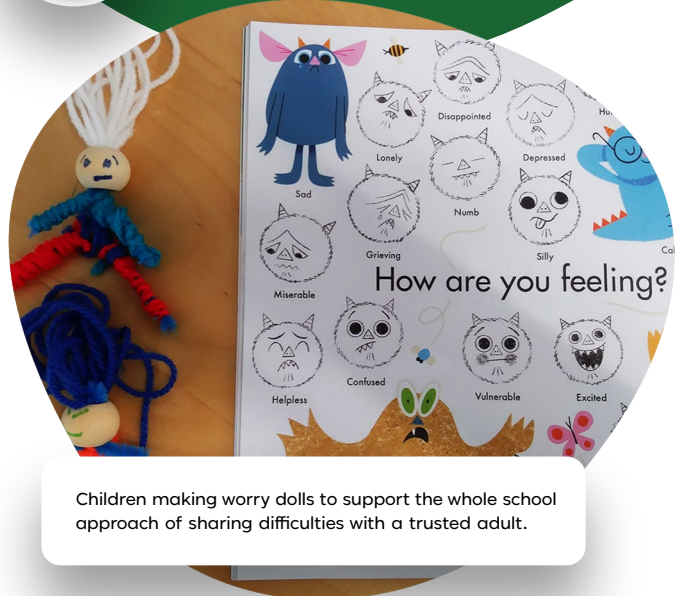
Risk Levels for children in 1:1 Therapy

High risk: Children on a CP (Child Protection plan) or CIN (Child in Need plan), children with 3+ ACEs, children with an EHC Plan, refugee and asylum seekers, children who have experienced sexual abuse, children who have experienced domestic abuse, looked after children, children who have been excluded from school.

Medium risk: Children identified as vulnerable by the school, children with a history of behaviour problems in school, children living in high levels of poverty, children with 2+ ACEs, parents divorcing/separating.

Low risk: School identifies a need for short term support. Depending on the child, this could be a bereavement, additional needs around making and keeping friends, and/or struggling with emotional regulation in the classroom.

86% of children that attended 1:1 Therapy were medium or high risk.



Children making worry dolls to support the whole school approach of sharing difficulties with a trusted adult.

Goal Score Key

- 1-4 Emerging
- 5-7 Developing
- 8-9 Securing
- 10 Mastered

Legend: Beginning (grey), Middle (dark green), End (light green)

Child, parent, and teacher goals improved by an average of 3 points or more

- 86%** of children reported that they improved after attending therapy
- 82%** of teachers reported an improvement in the children in their classes that attended 1:1 therapy
- 88%** of parents reported an improvement in their children that attended 1:1 therapy



Trainees on Placement

Each child is offered 1:1 therapy with a trainee or qualified therapist depending on the complexity of the case. We worked with 38 trainee therapists during the year from seven colleges and universities. The placement partnerships we have allow us to deliver our 1:1 therapy to many more children than would otherwise be possible. We greatly value the mutually beneficial placements we offer and are proud to help train so many trainees on their journey to becoming fully qualified.

6 Times Talk Time (6xTT)

6xTT is a set of 6 weekly sessions offered to individuals or groups of children needing support in one of five areas: Self-Esteem, Social Skills, Emotional Literacy, Anger Management, Transition and Change (moving to a new school; moving home; divorce and separation; bereavement).

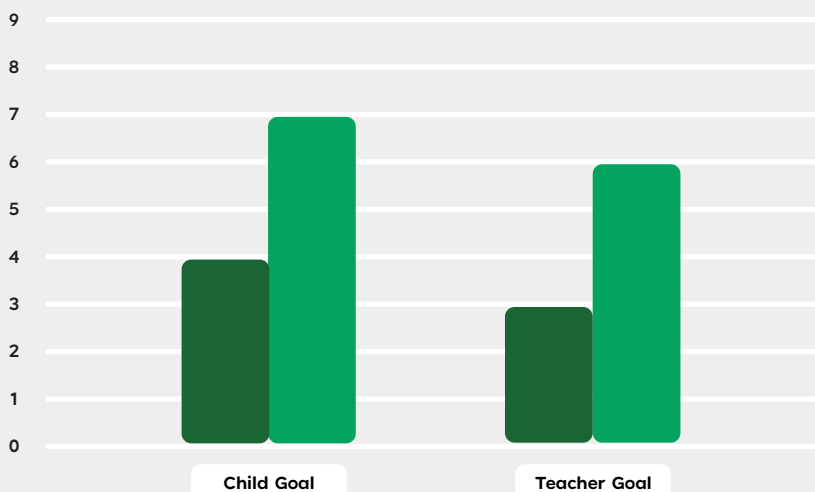
6xTT (children are referred for multiple reasons):

Emotional Literacy	35%
Managing Anxiety	27%
Understanding Anger	18%
Self Esteem/Confidence	23%
Social Skills	23%

Goal Based Outcomes (GBOs) for 6xTT evaluation

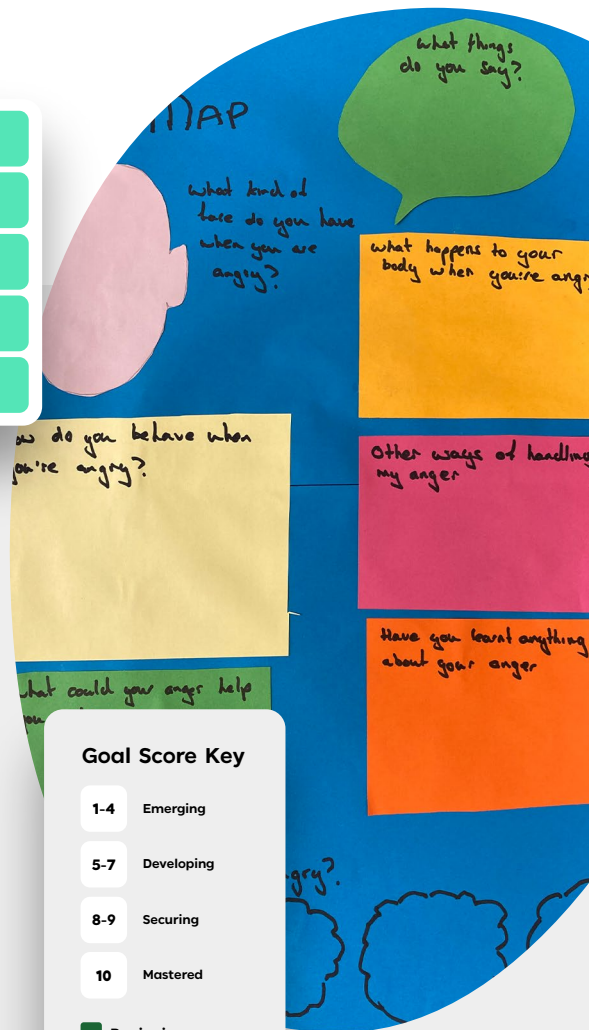
(74 children completed 6xTT last year)

For children in 6xTT, we set a goal with the child and their teacher at the beginning and end of the 6 sessions. The chart displays the average child and teacher goal scores at the beginning and end of 6xTalkTime.



Goal Score Key

- 1-4 Emerging
 - 5-7 Developing
 - 8-9 Securing
 - 10 Mastered
- Beginning
■ End



93%

of children reported an improvement in their original goal after attending

94%

of teachers reported that their children improved after attending 6xTT

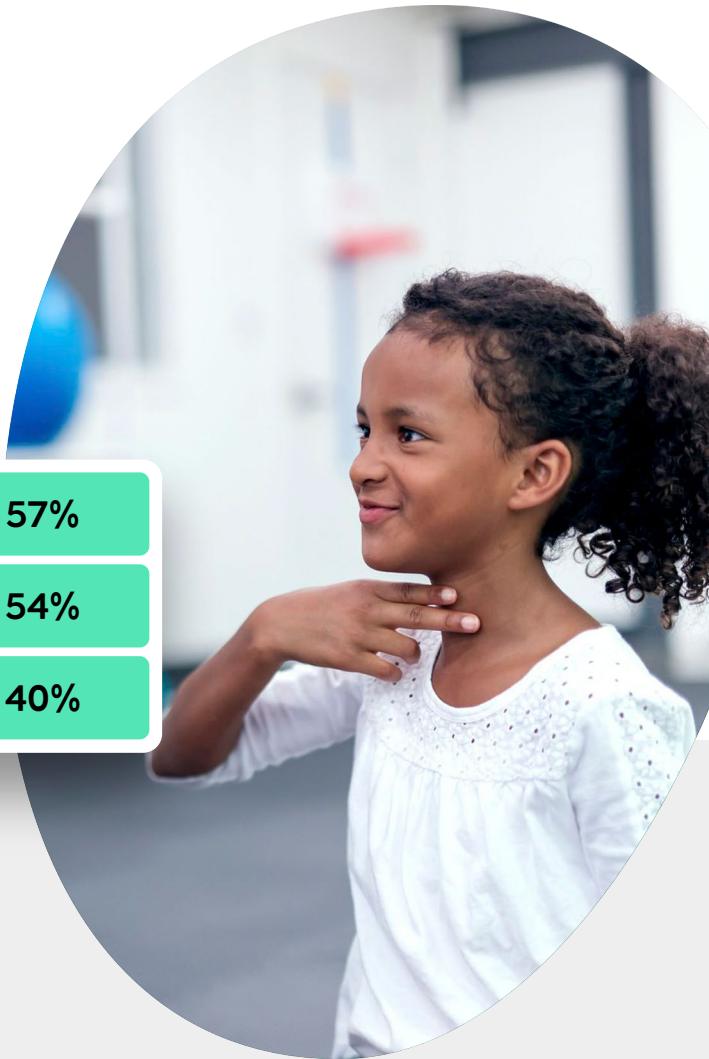


Occupational Therapy (OT)

Occupational therapy aims to give practical support to help increase children’s independence and satisfaction in all aspects of their life. In schools, the goal of OT is to improve children’s performance of the tasks and activities that are important for successful school functioning such as handwriting and paying attention in class. OTs work alongside the child and teachers to help make changes in the child, environment, and task.

Children are referred for OT for the following reasons:

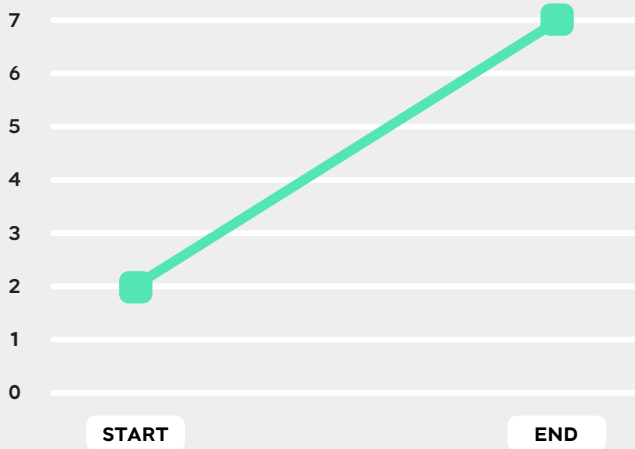
Attention/Focus	57%
Handwriting Support	54%
Fine Motor Skills	40%



Occupational Therapy Goals

SMART goals are used to measure the progress of the children we see. The goals are usually set after initial assessment and take into consideration the views of the parent, teacher and child. The goals are reviewed regularly during interventions and are scored at the end of a block of sessions.

OT goal improvement increased by an average of 5 points per child, which resulted in 98% of our children meeting their goals.



98%

of children met their occupational therapy goals and showed clinically significant improvement

Speech and Language Therapy (SaLT)

At UP, in line with our SEMH focus, we work alongside the child to offer support in three key areas: emotional literacy, social communication and additional language needs. We provide individual or group interventions, seeing children in school and providing advice and guidance for exercises to be carried out at home.

Children are referred for SaLT for the following reasons:

General language difficulties	67%
Social skills	40%
Expressive language	27%

Transition to Secondary School for year 6 children

Each year we run transitional groups for vulnerable year 6 students. The summer term is a particularly important one, as they have been preparing to both move on to secondary school and say good-bye to friends, teachers and their time at primary school. We have run workshops in Year 6 classes, providing an opportunity for children to reflect upon and share some of the different feelings they have about the transition to secondary school. We provided resources to the Year 6 teachers, these included creating a memories book of primary school, great tips for making new friends and practical tasks to help them flourish in secondary school. We were even able to come in and take the classes for a couple of activities.



Year 6 designed and painted rocks in small friendship groups to take away as transitional objects in their next school.

“There has been a bit more anxiety this year around transitions and also managing friendships. This is not surprising due to all the changes arising from Covid-19. However, the children and teachers have been amazing at supporting each other”

Team Manager



Positive Parenting Group

Family life can be full of highs and lows, and we know from our meetings with parents and carers that they are often managing complex challenges with limited resources. This lack of resources and support led us to create our own UP school-based Positive Parenting course, with the central idea of setting ‘Limits with Love’. The main goal being to strengthen relationships between parents and their children, so that parents feel effective and enjoy their role, and children feel cared for and value their parents’ limits.

UP has always included parents in our interventions because we know that family life is the cornerstone of a child’s development and that children thrive when parents and carers actively promote their children’s growth. The qualified therapists that work in our schools understand the needs of the parents and wider community, which means that every intervention with a parent is ultimately for the benefit of the child.

The groups are co-facilitated by two members of the UP team, a child therapist trained in Parent Group Facilitation and able to hold in mind the needs of the child, and an adult therapist able to work with any strong feelings evoked in parents.



Our parental group work

We ran two online groups this year. The first group (G1) ran in the spring from the beginning of February through the end of April and the second group (G2) ran from the beginning of May through July. Both groups contained a mixture of parents from six schools in five different boroughs: Hackney, Tower Hamlets, Wandsworth, Lewisham and Brent.

Our Participants



White	36%
Black British	27%
Mixed Race	18%
South Asian	9%
Arab	9%



Risk Factors

We consider children to be more vulnerable if they receive pupil premium, have a mental health diagnosis or an EHCP plan, and/or are on a statutory service plan.

- 64% Parents of children receiving Pupil Premium
- 45% Parents of children on Statutory Service plans (Child Protection, Child in Need, Special Guardianship)
- 27% Parents of children with mental health diagnoses
- 27% Parents of children with an EHCP plan

72% of parent goals increased by 3 or more points.



“I look forward to the group each week. I especially like the fact that the therapists are on a level with us, giving their own examples of what is happening for them as parents too. I have been in groups before where the people running them have seemed like they are reading from a textbook. But here, it feels very natural and human. I am enjoying being part of a group with other parents who are going through similar things.”

Parent attending one of our parenting groups



Children’s Mental Health Week

Every year February sees the celebration of Children’s Mental Health Week during which we provide a themed out-reach day to children, parents/carers and staff. This year Children’s Mental Health Week commenced during another national lockdown. This brought new challenges to overcome, in particular for UP creating content and resources that could be accessed from home. We overcame the issues by creating a pre-recorded PowerPoint which could be played in school and at home.

The most prevalent challenges and themes throughout the year/pandemic were anxiety and the unknown. We chose the theme 'The Here and Now' with a focus on how to look after your wellbeing and mental health, with an emphasis on mindfulness and self-regulation.

Mindfulness helps us create space between a strong emotion and our actions. When we do this calmly we learn to deal with positive and negative experiences more by making better decisions.



“Thank you for your really helpful update on the therapeutic work with the children. We have a Review meeting in relation to mother’s parenting assessment. I will update you following this so you can inform the children’s therapists. It seems that really lovely support is being provided to the children from UP and it’s so great to see a school have access to service like this”

A Senior Practitioner at the Family Drug & Alcohol Court Team

Professionals Support

Therapeutic interventions offered by our team work alongside those delivered by school staff to create a holistic and robust pastoral system. The inclusion of child therapists at pastoral meetings often adds a valuable perspective to the staff and administration about how best to support the child’s academic progress and emotional wellbeing.

149	Professional meetings attended
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Case Study - James's Story

Referral

James was referred to UP when the school were notified of his Child Protection Plan, the class teacher had seen a decline in his behaviour, he was unable to regulate his emotions, focus in class and struggled to form and maintain positive relationships. James has a diagnosis of Global Developmental Delay, a speech & language impairment, and has experienced a series of serious traumatic events occurring from the ages of 0-7 years, these include, witnessing domestic abuse, family disputes, parental substance misuse, the imprisonment of a parent and sudden house move.

Therapy

When James started 1:1 therapy the primary goal was to offer James a safe space to express and process his traumatic experiences, before being in a position to build upon his communication skills, develop his resilience and help him discover a better sense of self. During James' therapeutic intervention, a disclosure was made, which revealed his mum had had life altering surgery, leading to a decline in her physical & mental health, adding further deterioration to their adverse living conditions (mould infestation) and mums' ability to physically care for her children. James was unable to access school which had a negative impact on James' and his mum's behaviour.

During this unsettling period his therapist was able to offer a containing space where he was able to express his fears and worries, allowing James to feel heard and understood. The therapist worked closely with his teacher educating them on what James' behaviours meant, how to encourage better communication and ways to interact with him when he was dysregulated. This allowed his teacher to better understand his behaviour and adapt their teaching around him. James's sibling was able to access UPs check-in service, where they gained a space to express their worries and share their experiences during a period where their mum was in hospital.

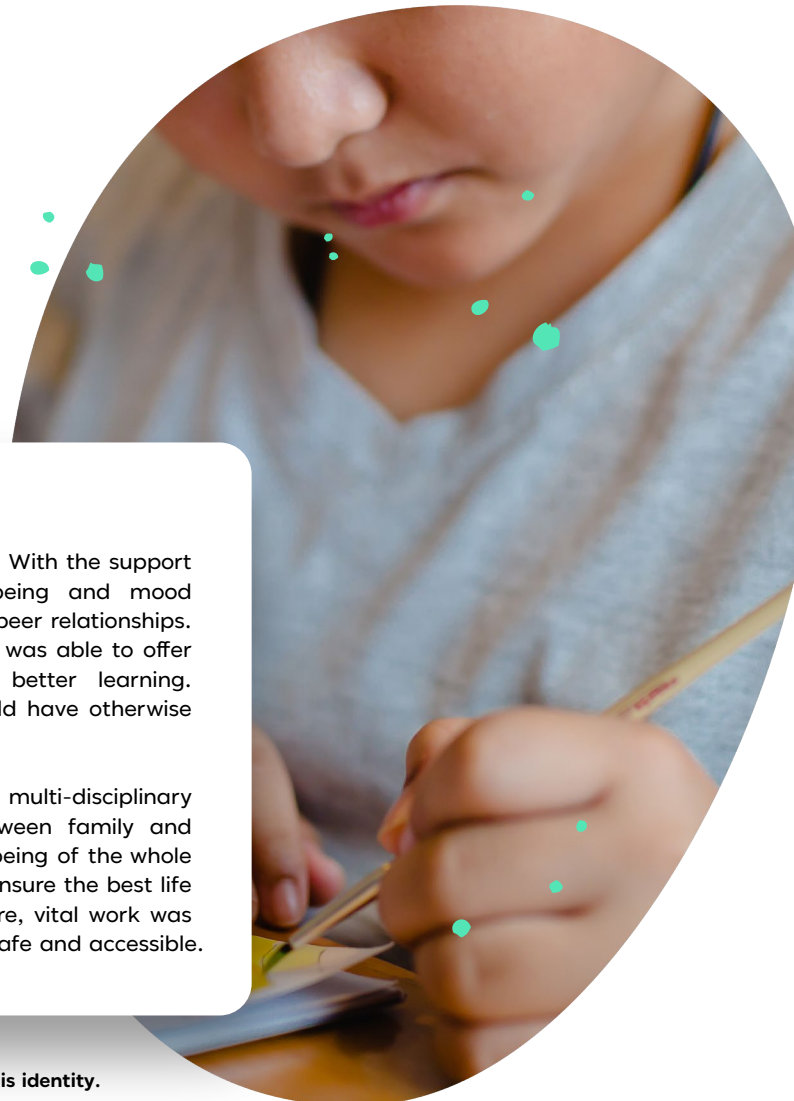
Team Manager

The Team Manager worked in unison with the school, therapist and multi agencies to ensure the families welfare was prioritised when the disclosure was made. The Team Manager escalated the case to MASH and contacted the housing agency. With the support of the Team Manager, therapist and SenCo, UP were able to give mum vital psychological support and act as mum's advocate when discussing their living arrangements with the housing agency, which was vital support as Mum spoke limited English and found it hard to express the severity of their case.

Outcome

James was able to return and attend school/therapy. With the support of his therapist, James' behaviour, mental wellbeing and mood improved, this supported his academic learning and peer relationships. James' teacher felt supported by a professional who was able to offer alternative approaches and strategies to allow better learning. Additional support was offered to a sibling who would have otherwise 'slipped through the net'.

The Team Manager held the family unit, liaising with multi-disciplinary teams acting as a bridge of communication between family and professionals, ensuring the physical and mental wellbeing of the whole family was considered, supported, and improved to ensure the best life chances were achieved and maintained. Furthermore, vital work was carried out to ensure their living arrangements were safe and accessible.





The Corner School

The Corner School is an independent primary school set in multi-cultural Brent for children who have been excluded or are at risk of exclusion from mainstream education, as they face challenges due to their SEMH needs. We provide quality teaching in a multi-disciplinary nurturing and therapeutic environment where children can learn, grow, and thrive. The children learn, develop and embrace their potential through a sense of belonging where they are made to feel valued and can learn and enjoy a fulfilling school life.

Our vision is to transition the children back into mainstream education after increasing their self-esteem and resilience, and improving their emotional regulation and supporting them with expressing empathy for themselves and others. We aim to improve the life chances of all children at the Corner School by improving their mental and physical health so that they can contribute to their community and wider society.

Ofsted Inspections

We are proud to have been judged as 'Good Provider' at our Ofsted inspection in February 2019 and at our latest inspection in February 2022.

See the full reports here:

[Read Reports >>](#)

www.reports.ofsted.gov.uk/provider/27/145849



“Leaders and staff want the best possible outcomes for every pupil. They know how to help pupils build up their self-esteem and to experience success. Staff are firm but fair in managing behaviour. They are highly attuned to pupils’ needs and emotions. They intervene skilfully to de-escalate situations quickly when pupils become overwhelmed. As a result, social times are typically calm and pupils mostly work with diligence in lessons”

(Ofsted report February 2022)

The Corner School Child Charter.

Children's outcomes: We want our children to develop competencies for:

Self:

- **Belonging:** Children feel safe and understand that they are valued members of the school community.
- **Sense of self:** Children have a strong sense of their own identity and can explain what makes them unique.
- **Growth mindset and resilience:** Children believe that they can be successful if they try hard and they demonstrate determination and perseverance in the face of challenge.
- **Engagement and agency:** Children are inspired and enthusiastic and are able to imagine a bright future and know how to get there.



Learning:

- **Creative mindset:** Children are inquisitive, curious and imaginative.
- **Depth of knowledge:** Children will learn broadly across a range of subjects, but they will also ignite a deep interest in and understanding of the areas they love and want to explore further over time.
- **Skills:** Children are confident communicators who are able to articulate their ideas and understand how words can open their world.

Relationships:

- **Empathetic citizens:** Children appreciate other perspectives, values and traditions and understand their contribution to their family, their community and the wider world.
- **Respect and fairness:** Children are kind and empathetic and go out of their way to help others.
- **Strong bonds:** Children build responsible and healthy connections based on trust with their family, their friends and their community.



The Children

We started at the beginning of the year with eleven children. We had one placement end in May and ended the year with ten children across KS1 and KS2.

Our child to teacher ratio is 2:1 or 1:1, we care deeply about small class sizes and know our children need as much 1:1 support as we can offer.

Academic Progress

Children at the Corner School are assessed against National Curriculum levels. Children are also set bespoke academic goals which reflect where they are against the national curriculum. We then embed these targets into classroom learning and therapists, teachers, and other staff members work collaboratively to help children reach their goals. We encourage children to become independent learners who take ownership of their goals, instilling a love of learning and a desire to become their best selves. All individual goals are shared with the parents and carers to support progress at school and at home.

Our team is utterly committed to transforming life chances of children, ensuring that they have opportunities to thrive. Our dedicated team of teachers, learning support assistants and therapists work together to support each child to develop as individuals in their own unique way. We offer a safe and nurturing environment and the stability needed to gain an emotional balance and to develop their self-esteem and resilience.

We are committed to delivering inspirational teaching that develops confidence in learning and encourages our children to take ownership of their learning and be proud of their achievements. We use an imaginative and innovative curriculum to bring out the best in our children.



Special Needs Assessment Profile (SNAP)

We use the SNAP online tool to assess specific learning and behavioural difficulties which may be hindering a child's potential to learn. SNAP follows the 'Assess - Plan - Do - Review' model set out in the SEND Code of Practice. The SNAP report identifies key areas of strengths and difficulties for the child being assessed. This enables settings to employ interventions to support the child in order to improve their capacity to be regulated and learn. Children at the Corner School were assessed throughout the year. Provision has been adjusted and remains under review to enable staff to be responsive to the children's needs.

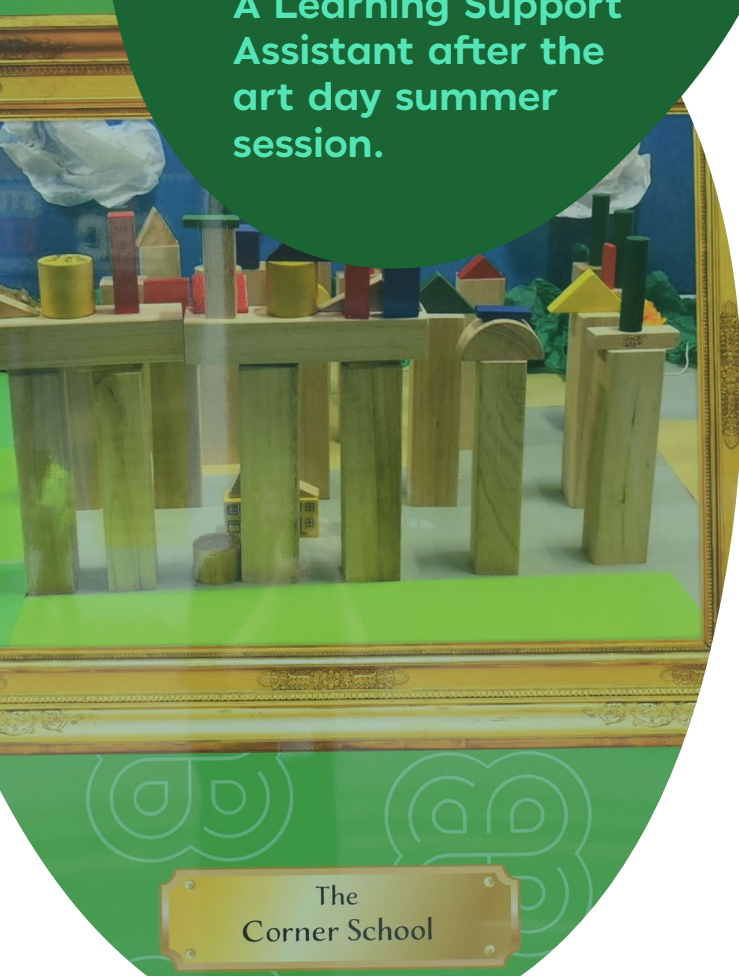
Our response to Covid-19

The government's decision during lockdowns to close schools for all but vulnerable and key-workers' children served to highlight the importance of our role in making sure that children with SEMH needs have the best chances in life. The Corner School remained open for the entire year.

Children have been deeply affected by Covid-19 in a variety of ways. SNAP reports have been used to work with the children and their families to identify areas of strength and areas of need to enable the Corner School to adjust provision within the curriculum.

During the year we continued to send our parents and carers weekly food vouchers during the school holidays.

“It was the calmest I have ever seen the boys and I couldn't believe how well child 3 engaged as he usually hates art”
A Learning Support Assistant after the art day summer session.



The
Corner School



Artist in Residence Competition

We were selected as one out of eleven Brent schools to take part in a unique art competition ran by the organisation Artists in Residence in collaboration with Brent council. The artwork was displayed in an outdoor gallery as part of their regeneration project. Some children represented the school and met the leader of the council, Cllr Muhammed Butt, and some of the other council leadership team members. The artwork was displayed so that visitors were able to see it during the Euro 2021 sporting fixtures.

Summer sessions

We ran summer sessions for our children in the summer holidays. We are grateful for funding from the John Lyon's Charity and Brent council's Holidays, Activities, and Food Programme which helped to fund this.

The children attending enjoyed four themed sessions covering circus skills, music, sports, and artwork.



Planning for 2021-2022

● Academic

Read Write Inc. Phonics is a literacy programme, validated by the Department for Education, designed to teach children to read and write with ease and fluency.

Reflecting on the academic impact made in the year, the Corner School will continue to implement Read Write Inc. in the curriculum through daily timetabled lessons with the children to continue to improve their phonic progress. This will help to support children to develop in their reading, grammar, spelling and writing to enable access to the curriculum. Read Write Inc has proven success in all types of schools, including those with high numbers of children with SEND and those in the least privileged areas.

● Behaviour and wellbeing

Reflecting on the use of the SNAP Assessment Tool in the year the Corner School will continue to assess the children and seek contribution from their families on an on-going basis reporting more formally at three time points throughout the academic year.

Furthermore, to review and monitor progress, the Corner School will be implementing three Academic and two Behaviour and Attitude termly SMART targets for each child based on assessment data and professional observation in line with the children's Educational Health Care Plan (EHCPs) targets.

Therapeutic Support at the Corner School

The chart below shows the number of therapeutic interventions that took place at the Corner School in the year.

	Number of children attended	Number of sessions attended
1:1 Therapy	11	43
Therapeutic Check-Ins	10	31
OT / SaLT	10	34

“Adam has been sharing more positive thoughts, feelings and experiences with me, since coming to therapy, whereas before he would only focus on his more negative emotions and experiences.”

Therapy

The Corner School psychotherapist offers different kinds of support to all children in the school:

1:1 Therapy - one to one sessions

Check-Ins - time limited therapeutic check-ins

Regulation support - in class or around school as and when needed



Therapy goals are set with the parents, teachers and if possible, the child. Due to the high needs of the children, most of the goals focused on the children feeling emotionally regulated enough to access learning and being able to use words to explain their thoughts and feelings.

Occupational Therapy (OT)

Occupational therapy (OT) at the Corner School supports children to regulate their emotions and sensory system so that they can engage in lessons and develop their foundational skills. OT is embedded in the school curriculum through child centered teaching activities and meaningful enrichment activities.

Each child in the Corner School receives an annual holistic occupational therapy assessment which combines class observations, discussions with staff, and one to one work with the child. An intervention plan is created based on the holistic assessment which may consist of one to one sessions outside of classroom, integrated activities with teachers, or occupational therapy based group work with other students.



85%

of children in the school met their occupational therapy goals and showed clinically significant improvement

Parent & family support at the Corner School

Each family at the Corner School is offered parenting support and counselling. Whether it's an individual parent or both parents together, an UP therapist will agree with them the type of support they wish to access. Parenting support and counselling can take place in person or online.

Parent Facilitation

UP provide a Parenting Coach to work closely with parents around specific parenting hurdles, such as self-regulation, communication between parents and child and boundary setting in the family home.

Parent Counselling

One-to-one counselling for parents provides an opportunity for parents and carers to explore feelings or experiences, past or present, that may be impacting their parenting and therefore their child's wellbeing or attitude towards self or learning, in a confidential, supportive setting.

This school year we supported six families with Parent Coaching and Counselling

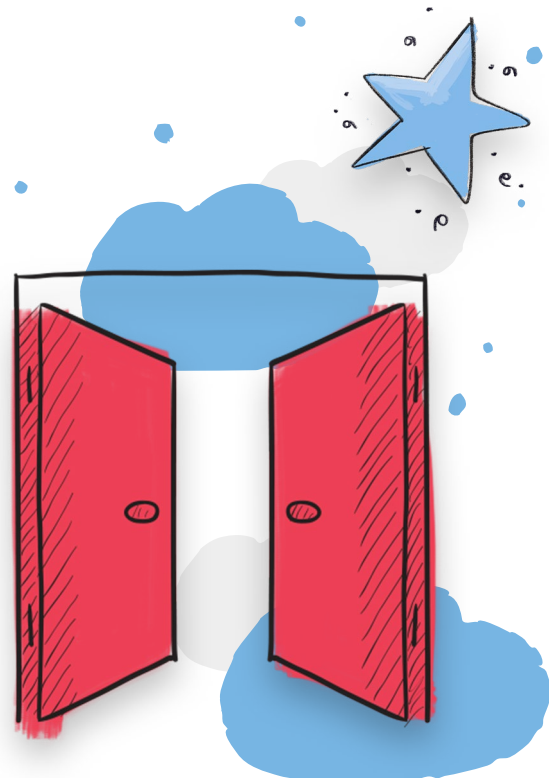
Total sessions

36

Case Study

Ian, a year 6 pupil, was referred to the Corner School in September 2020 due to his complex social and emotional mental health needs, which had resulted in him not being able to stay at his previous school for longer than a few hours a day. Ian's SEMH needs were rooted in his early life experiences: paternal domestic abuse and loss of Dad from the family home, an older brother with obsessive and aggressive behaviour, and a Mum who while was very supportive of all her children, struggled with her own anxiety. Ian was caught in the middle of all of this, angry and rejecting of his Father's Asian culture, worried about his Mother's safety and wellbeing, and upset and confused that his older brother still wanted contact with his Father (which meant Ian had to visit too), a re-traumatising experience due to his Father's historic domestic abuse.

On arrival at the Corner School, staff liaised regularly with Mum to check the family's overall safety, create positive relationships and communication between home and school, and ensure Mum's own network of support was in place. This reassured Ian who was then able to begin to see Corner School as a place of safety.



We have not used Ian's real name or any photos which reveal his identity.

Ian's barriers to learning were mainly linked to high anxiety. However, sensitive, attuned, joined up work from Corner School staff during the settling in process supported Ian to attend school full time since he started. He has accessed the adapted curriculum well and has filled in many of the gaps in his education. Staff helped Ian identify many adults to speak to through the school day, and a variety of sensory strategies (learning breaks, calming box) to support with difficult thoughts or feelings.

In his 1:1 therapy sessions, Ian set a goal "to feel less stressed by life experiences and feel better in myself". At the start of therapy, he scored himself a low '2' out of 10, because he felt highly stressed and unhappy; using a visual tool helped Ian to understand how to reframe frustrations that were out of his control as not worth stressing about. Three months later, he scored himself as '9' out of 10, able to feel stressed, i.e. about his Dad, but also able to see to see that he had more power than he realised to control and feel good in his present moment. By his third term in school, he no longer experienced the level of anger where he wanted to punch someone when frustrated or angry and was able to talk through his feelings or self-regulate with sensory activities. Ian now acts as a very positive influence over the other pupils and is an excellent role model.



Financial Review

For the year ended 31 August 2021

Financial Review

Full details are given on pages 39-51.

Most of the income continues to be from donations and grants. Total donations and grants in the year were £1,630,109.

The Head of Fundraising moved on from UP early in the year and hence the direct staff cost of the cost of generating funds has decreased from the prior year. With the aim of diversifying our income and securing the future sustainability of our work the senior leadership team have given time and attention to fundraising in the year. As a result, support staff costs for fundraising in the year have significantly increased (note 6). The increased activity has been successful with total restricted donations for the Schools Programme being £209,453 and grants being £289,890. Grants may be split as Schools Programme: £280,890; the Corner School: £4,000 and the Young People's Programme: £5,000 (note 13).

Our appreciation goes to all of our supporters who have given so generously in the year to support our work. Particular thanks are given to those who have pledged to multiyear funding which allows us to plan and develop our work and has enabled us to grow our Schools Programme and reach more vulnerable children.

Income from charitable activities is growing as a percentage of overall income with fee income from our Schools Programme being £255,726 and income from local authorities for school placement fees at the Corner School being £596,532.

Total income for the year amounted to £2,482,692 and total expenditure incurred amounted to £2,462,087. The surplus of income over expenditure for the period was £20,605.

As shown in the Statement of Financial Activities (SOFA), most of the Charity's expenditure was attributable to its charitable activities.

Our fee income from our partner schools in the Schools Programme contributed 24% towards the total cost of the programme. The balance was met by donations and grants.



The Corner School ended the year with ten children on the pupil roll. The income from four local authorities for the school placement fees for the children contributed 52% towards the total cost of the Programme in the year. The balance was met by donations, grants and the designated fund set up for this purpose. In view of the forecast shortfall for the next academic year we have transferred a further £350,000 to the designated fund for the Corner School at the year end.

The Schools Programme earned income and Corner School placement fees have been treated as restricted income. All restricted income has been fully expended in the year.

Reserves

The charity needs reserves to meet the needs of beneficiaries and to fulfil its charitable aims and objectives. The Trustees have a policy as to the level of unrestricted reserves (that is those funds that are freely available) that the charity ought to have. The policy is linked to the strategic business plans of the charity and remains that the charity's reserves should be equivalent to three to six months' operational expenditure.

Total reserves at 31 August 2021 amounted to £1,643,225.

The free reserves at 31 August 2020 were £1,070,301 which excludes designated funds of £350,000 and Fixed Asset Funds of £222,924.

The free reserves represent five months of future operating costs of the charity which is considered adequate by the Trustees.

The reserves policy is regularly reviewed by the Trustees, to ensure that it continues to meet the needs of the charity. The Trustees have considered the impact of the Covid-19 Pandemic on the reserves and financial health of the charity. The Trustees are satisfied that the charity has adequate resources to continue in operation for the foreseeable future and, accordingly these financial statements have been prepared on the basis that we are a going concern.



Registered with



FUNDRAISING
REGULATOR

Income Generation

The charity did not actively fundraise from the public during the year. However, we did participate in the BigGive Champions for Children 2021 summer campaign. We have received no complaints with regards to fundraising activities. The charity is registered with the Fundraising Regulator.

We plan to continue to grow our non-founder Trustee financial support base by diversifying our network of high-net-worth donors, increasing funding from trusts and foundations for our programmes, and exploring potential commissioning routes.

We remain extremely grateful to all of our supporters in the year.



Risk Management

The Board and the leadership team acknowledge that sound risk management is fundamental to good governance and best management practice. Risk management forms an essential part of the charity's decision-making process and is integrated into strategic and operational planning. Risk assessments are carried out on all required activities. A risk register covering all key risks is maintained and carefully updated and reviewed four times a year by the leadership team. Further the Finance and Risk Committee and Trustee Board review the Risk Register at every meeting. The principal risks and uncertainties identified by the charity as follows:

Safeguarding

As we work with vulnerable children, young people and families, safeguarding is central to everything we do. We have a comprehensive safeguarding framework to manage the associated risks and act appropriately to all safeguarding concerns. All staff are required to complete a safeguarding on-line training (from the NSPCC) before commencing their role and safeguarding is a key part of staff induction including how to apply the safeguarding policy and procedures. Depending on the role, staff also have classroom based safeguarding training. All managers have regular safeguarding updates from a variety of sources, including Andrew Hall's Safeguarding Extras. We have a stand-alone Clinical & Safeguarding Subcommittee; whose role is to oversee clinical governance, safeguarding, and ensure continuous development of our practice. We have a lead trustee who is responsible for safeguarding, who supports good practice across the charity. We also have a lead Clinical Trustee. We maintain a standalone Safeguarding Risk Register, which is reviewed at the Clinical Governance and Safeguarding Committee and the main board meetings.

Financial

The charity is reliant on a small number of individuals; however, they have demonstrated their longstanding commitment to the charity. The CEO and leadership team together with Trustees are working on diversifying our income streams and we have made some demonstrable progress to date, for example through securing grants from Trusts and Foundations for specific areas of our work and multiyear funding from high-net-worth individuals. Our Schools Programme has grown significantly in the past year, and although we are very aware of the ever increasing pressure on school budgets, we work with them to deliver a high quality service that they can afford and one that supports the financial sustainability of the charity.

Skills

Recruiting, developing, and retaining the right staff, to ensure that we can deliver consistent and high-quality services; this is particularly a risk in our Corner School, as there are sector wide issues in recruiting educational staff. In order to be an attractive employer, we pay substantially more than the average for Teaching Assistants and have a training and development plan in place for our school staff.

Future plans will focus on

1

We will maximise the impact and effectiveness of the Schools Programme (SP) by reviewing its structure and our service offer and by creating a Growth Strategy.

- We will expand the SP, aiming to have 20 schools for the end of the school year.
- We will develop a Teacher Training Programme of stand-alone and interconnected INSETs that includes trauma informed teaching practice and understanding attachment based teaching in order to support the most vulnerable children in school and to support teachers' well-being and expertise. These trainings will include input from psychotherapy, occupational therapy and speech and language therapy.
- We recognise that many children in our schools do not have regular access to the natural world, we will actively promote and seek opportunities for this in our therapeutic interventions, this will include appropriate training for staff.
- We will seek to create partnerships with other charities that offer support and/or activities for vulnerable children during school holidays to create a referral pathway for our schools (and support funding).

2

We will continue to develop our support for the families of our children by reaching more parents via a) Parent Groups b) Individual Parenting support or c) Individual counselling sessions, both in the School's Programme and at the Corner School. This parent work will in turn support the work that is taking place with the children of these parents, so that relationships are strengthened at home as well as at school.

- We will expand the roll out of the current online Parent Group course by reaching more of the SP schools' parents, running a total of 3 x 10-week courses in this school year.
- We will reach more parents within the Corner School so that each parent has an intervention of their choice via UP's adult counsellor / parent facilitator.

3

We will deliver high quality provision at the Corner School and ensure that we continue to build on our good Ofsted rating.

- We aspire to work with a greater number of children than we are currently, therefore we will undertake a feasibility study in regard to the ideal number of children that can be taught in our currently building, as well as looking at the potential to extend the current school building and options for a new building.
- We will ensure all necessary improvements identified by Ofsted are put in place.



4

We will continue to focus the main part of our work in Brent, developing a network of strategic partnerships with local providers with the possibility of expanding into other London boroughs if there is an identified need that we are best placed to meet.

- We will identify the key local partners in the borough, covering our main areas of activity including education, health and wellbeing and young people's services.
- We will work with partners to link into relevant local forums to enable UPs voice to be heard.
- We will work collaboratively with Destiny House International to ensure that the Homework club meets the needs of the children and young people on the St. Raphael's Estate. Working with others including parents and the children and young people themselves we will agree suitable outcomes to measure success.

5

We will improve how we support, develop and involve our staff and ensure that we attract and retain the highest calibre staff and Trustees/Governors who feel engaged, valued, and motivated to fulfil their responsibilities.

- We will nurture high performing Leadership/Management. This will include a new school management structure, rolling out management training, and providing internal guidance on reviewed key policies/processes.
- We will support high performing staff teams. Increasing training and development opportunities, reviewing the performance management process, replacing traditional appraisals with 'Snapshots,' and implementing a robust absent management process.
- We will enable staff engagement and empowerment, implementing an Employee Engagement action plan including channels for capturing/analysing employee feedback throughout lifecycle and reporting back on actions, EE surveys and increased internal communications.
- We will be an attractive employer. Implementing a wellbeing action plan, reviewing employee benefits; improving and promoting UP's offering to employees and candidates (Employee Value Proposition); implementing an EDI action plan.
- We will look to create a bursary or other incentive to attract those from diverse backgrounds into therapy as a career and to be a trainee with UP.

6

We will build a more sustainable organisation, by expanding our funding base.

- We will expand our fundraising initiatives, this will include Trusts, Foundations, philanthropists and corporate giving. We will create a Fundraising Strategy outlining how our vision will be achieved.



7

We will develop a robust outcomes framework to demonstrate the impact of our work with children and young people. Agreeing a reporting process that will enable us to effectively monitor the impact of our work, ensuring robustness through external evaluation.

- We reviewed the outcome measures in 2021 in collaboration with Child Outcomes Research Consortium (CORC), we need to develop this work further, to create a set of outcome measures that is more meaningful for the schools that we work in.
- We will develop our quarterly internal reporting process to improve understanding of what our data is telling us.
- We will review and improve our website to enable it to provide a clear and accessible overview of our work and its impact.





Structure, Governance & Management

For the year ended 31 August 2021

UP – Unlocking Potential is a company limited by guarantee governed by its Memorandum and Articles of Association dated 26 August 2015. It is registered with the Charity Commission and is a company limited by guarantee.

Organisation

The Board of Trustees administers the Charity. The Trustees met as a Board five times in the year. Throughout the year the board operated the following committees, made up of Trustees, leadership team members and advisers:

Finance & Risk Committee: This committee is Chaired by the treasurer.

Clinical & Safeguarding Committee: This committee is Chaired by the lead Clinical Trustee.

Corner School Governing Body: The Corner School has an independent Governing body chaired by Adrienne Cherrywood OBE.

Our Chief Executive appointed by the board manages the day-to-day operations of the charity.

The Chief Executive has delegated authority, within the terms of delegation approved by the Trustees, for operational matters including finance, employment, and the delivery of the services.

The Chief Executive is supported by a leadership team – this year our leadership team included:

Chief Executive
Clinical Director
Director of Development & Young People's Services
Finance and Resources Director
Head Teacher Corner School
Head of HR
Schools Programme Director

The Trustees recognise the need to invest in experienced and talented staff to ensure their agreed programmes, policies and procedures can be implemented.

The Trustees consider the Board of Trustees and the executive team to comprise the key leadership personnel of the charity in charge of directing and controlling, running and operating the Charity on a day to day basis. All Trustees give of their time freely. Expenses and related party transactions are disclosed in note 8, 9 and 18 to the accounts. The remuneration of the key management personnel is discussed and approved by the Board who ensure salary packages are benchmarked against comparable parts of the voluntary sector.

The Charity would like to warmly thank the Trustees for their tremendous support that they have provided over the year.

Charity Governance Code for larger charities

The Board recognises the importance of the Charity Governance Code for larger charities in promoting good governance in the charity sector. Trustees have assessed the charity's application of the relevant principles from the code. A board skills audit has recently been successfully completed.

Appointment of Trustees

The Board currently comprises 9 members. When considering new Trustees, the Board has regard to the requirements for any specialised skills needed. During the year we recruited a Clinical Trustee via an external recruitment process.

Trustee Induction and Training

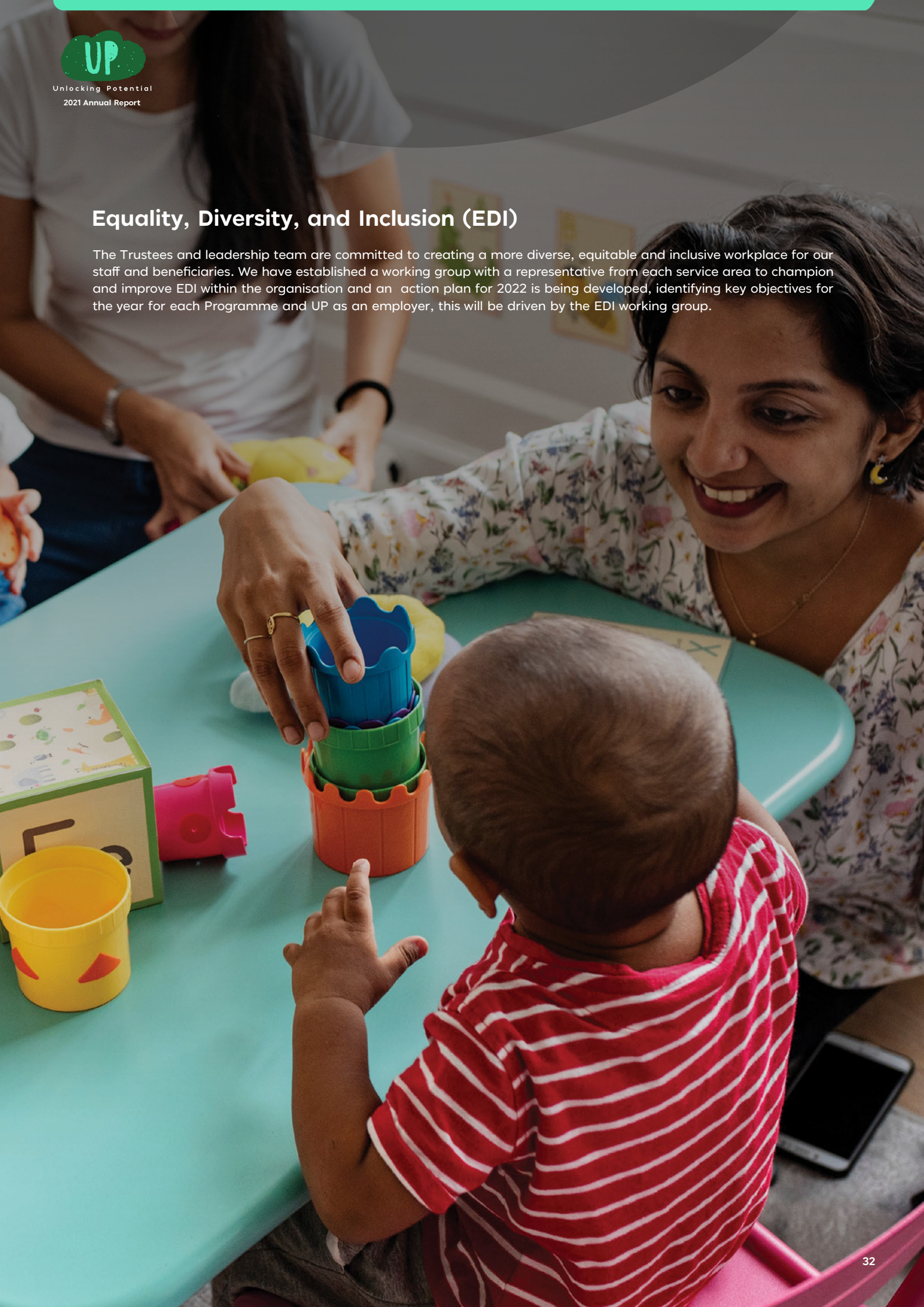
New Trustees undergo an induction process to brief them on their legal obligations under charity and company law, the content of the Memorandum and Articles of Association, the decision-making process, the business plan and recent financial performance of the Charity.

In addition, new Trustees meet key staff and other Trustees and are encouraged to attend the programmes. New Trustees are encouraged to undertake appropriate training which will facilitate them in undertaking their role. All Trustees continue to receive training on an ongoing basis.



Equality, Diversity, and Inclusion (EDI)

The Trustees and leadership team are committed to creating a more diverse, equitable and inclusive workplace for our staff and beneficiaries. We have established a working group with a representative from each service area to champion and improve EDI within the organisation and an action plan for 2022 is being developed, identifying key objectives for the year for each Programme and UP as an employer, this will be driven by the EDI working group.



Statement of the Board of Trustees Responsibilities for the Financial Statements

The Trustees, who are also directors of UP – Unlocking Potential for the purpose of company law, are responsible for preparing the Trustee’s Report and the accounts in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the Trustees to prepare financial statements for each financial year and not approve the financial statements unless they are satisfied that the financial statements give a true and fair view of the state of the affairs of the Charity as at the balance sheet date and of its incoming resources and application of resources, including income and expenditure, for the year then ended.

In preparing those financial statement which give a true and fair view, the Trustees should follow best practice and:

- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles of the Charities SORP;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements;
- Prepare the financial statements on the going concern basis unless it is inappropriate to assume that the charitable company will continue on that basis.

The Trustees are responsible for keeping accounting records which disclose with reasonable accuracy at any time the financial position of the charitable company and which enable them to ensure that the financial statements comply with the Companies Act 2006.

The Trustees are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for prevention and detection of fraud and other irregularities.





Statement of the Board of Trustees Responsibilities for the Financial Statements

The Trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable Company's website. Legislation in the United Kingdom governing the preparation and dissemination of Financial Statements may differ from legislation in other jurisdictions.

Each of the directors, who held office at the date of approval of this Trustees' Report, has confirmed that there is no information of which they are aware which is relevant to the audit but of which the auditor is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditors are made aware of such information.



Auditors

Haysmacintyre LLP have expressed their willingness to continue in office as auditors. A resolution proposing that Haysmacintyre LLP be reappointed as auditors of the charitable company for the forthcoming year will be put to members at the next board meeting.

In preparing this report, the trustees have taken advantage of the exemptions available to small companies and have not prepared a strategic report.

Approved by the Trustees on 4 May 2022 and signed on their behalf by:

STUART RODEN
Trustee (Chair)

Opinion

We have audited the financial statements of UP – Unlocking for the year ended 31 August 2021 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 *The Financial Reporting Standard applicable in the UK and Republic of Ireland* (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2021 and of the charitable company's net movement in funds, including the 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 Companies Act 2006.

Basis for opinion

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

Conclusions relating to going concern

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

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

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

Other information

The trustees are responsible for the other information. The other information comprises the information included in the Trustees' Annual Report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Trustees' Annual Report (which includes the directors' report prepared for the purposes of company law) for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the directors' report included within the Trustees' Annual Report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' Annual Report (which incorporates the strategic report and the directors' report).

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept by the charitable company; or
- the charitable company financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies' regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

Responsibilities of trustees for the financial statements

As explained more fully in the trustees' responsibilities statement set out on pages 33-34, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

Auditor's responsibilities for the audit of the financial statements

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

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

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to compliance with OFSTED regulations and compliance with company and charity law applicable in England and Wales, we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as Companies Act 2006, the Charities Act 2011 and payroll taxes.

Independent Auditor's Report to the Members of UP - Unlocking Potential

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls), and determined that the principal risks were related to the cut-off of income, posting inappropriate journal entries to income and management bias in certain accounting estimates. Audit procedures performed by the engagement team included:

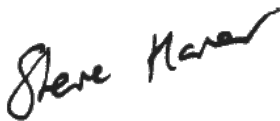
Tailored narrative here but consider the following

- Inspecting correspondence with regulators and tax authorities
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Evaluating management's controls designed to prevent and detect irregularities
- Identifying and testing journals, in particular journal entries posted with unusual account combinations, postings by unusual users or with unusual descriptions; and
- Challenging assumptions and judgements made by management in their critical accounting estimates.

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

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an Auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members, as a body, for our audit work, for this report, or for the opinions we have formed.



Steven Harper (Senior Statutory Auditor)
For and on behalf of Haysmacintyre LLP, Statutory Auditor

10 Queen Street Place, London
EC4R 1AG

Date: 4 May 2022



Unlocking Potential



2021 Financial Statements

Financial Statements
for the year ended 31 August 2021



Statement Of Financial Activities

(Incorporating an Income and Expenditure Account)

For the year ended 31 August 2021

		2021 Unrestricted Funds £	2021 Restricted Funds £	Year Ended 31 August 2021 Total Funds £	8 Months Ended 31 August 2020 Total Funds £
INCOME FROM:	Notes				
Donations and grants	2	1,122,000	508,109	1,630,109	1,107,112
Charitable activities	3	-	852,258	852,258	508,229
Investments		325	-	325	6,082
Total Income:		1,122,325	1,360,367	2,482,692	1,621,423
EXPENDITURE ON:					
Charitable activities	4	1,028,020	1,363,754	2,391,774	1,506,298
Raising funds	5	70,313	-	70,313	40,360
Total Expenditure:		1,098,333	1,363,754	2,462,087	1,546,658
Net Income / (expenditure)	8	23,992	(3,387)	20,605	74,765
Net movement in Funds		23,992	(3,387)	20,605	74,765
Funds brought Forward		1,619,233	3,387	1,622,620	1,547,855
Funds at 31 August 2021		1,643,225	-	1,643,225	1,622,620

The accounts have been prepared for the year ended 31 August 2021. The comparatives are for the eight month period ended 31 August 2020.

All of the above results were derived from continuing activities.

The statements of financial activities included all gains and losses recognised in the year.

Full comparatives for the Statement of Financial Activities are shown in note 19.



Balance Sheet

At 31 August 2021

		31 August 2021 £	31 August 2020 £
	Notes		
FIXED ASSETS			
Tangible assets	10	222,924	199,746
CURRENT ASSETS			
Debtors	11	202,017	529,914
Short term deposits and cash in hand		1,435,442	1,080,540
		1,637,459	1,610,454
CURRENT LIABILITIES			
Creditors: amounts falling due within one year	12	217,158	187,580
NET CURRENT ASSETS		1,420,301	1,422,874
NET ASSETS		1,643,225	1,622,620
FUNDS			
Unrestricted funds			
General fund	13,14	1,070,301	1,069,487
Fixed asset fund	13,14	222,924	199,746
Designated funds	13,14	350,000	350,000
		1,643,225	1,619,233
Restricted funds		-	3,387
TOTAL CHARITY FUNDS		1,643,225	1,622,620

Approved by the Trustees on 4 May 2022 and signed on their behalf by:

William de Winton
Trustee (Treasurer)

The notes on pages 42 -51 form part of these financial statements



Statement Of Cash Flows

For the year ended 31 August 2021

	Notes	31 August 2021 £	31 August 2020 £
Cash flows provided by / (used in) operating activities	17	422,985	(285,690)
Cash flows from investing activities			
Interest income		325	6,082
Purchase of tangible fixed assets		(68,408)	(9,441)
Cash used in investing activities		(68,083)	(3,359)
Increase / (decrease) in cash and cash equivalents in the year / period		354,902	(289,049)
Cash and cash equivalents at the beginning of the year / period		1,080,540	1,369,589
TOTAL CASH AND CASH EQUIVALENTS AT THE END OF THE YEAR / PERIOD		1,435,442	1,080,540

1. ACCOUNTING POLICIES

The principal accounting policies adopted, judgements and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

Basis of preparation

These financial statements have been prepared in accordance with the Companies Act 2006, the Statement of Recommended Practice: Accounting and Reporting by Charities (SORP 2019) (Second Edition, effective 1 January 2019), and in accordance with the Financial Reporting Standard 102 (FRS 102).

UP – Unlocking Potential meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

The accounts are for the year ended 31 August 2021. Comparative information is for the eight month period ended 31 August 2020.

Preparation of accounts on a going concern basis

The trustees consider there are no material uncertainties about the Charity's ability to continue as a going concern. The review of our financial position, reserves levels and future plans gives Trustees confidence the charity remains a going concern for the foreseeable future. Additionally, the Trustees have considered the impact of the Covid-19 pandemic on the reserves and financial health of the Charity and are satisfied that the Charity has adequate resources to continue in operation for the foreseeable future and, accordingly these financial statements have been prepared on the basis that the Charity is a going concern.

Critical accounting judgements and estimates

In preparing these financial statements, the Trustees have made judgements, estimates and assumptions that affect the application of the charity's accounting policies and the reported assets, liabilities, income and expenditure and the disclosures made in the financial statements. Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

The Trustees consider that there are no critical areas of judgement or estimation uncertainty in preparing these accounts.

Income recognition

All income is recognised once the charity has entitlement to income, it is probable that income will be received and the amount of income receivable can be measured reliably.

Donations and legacies

Donations and gifts and are included in full in the Statement of Financial Activities when there is entitlement, probability of receipt and the amount of income receivable can be measured reliably.

Grants

Grants are recognised in full in the statement of financial activities in the year in which the charity has entitlement to the income, the amount of income receivable can be measured reliably and there is probability of receipt.

Government Grants

Government grant income represents the total amount claimed from HMRC under the Coronavirus Job Retention Scheme. The income is accounted for in the period in which the associated salary payments are made to furloughed staff.

Income from charitable activities

Income from charitable activities is recognised as earned as the related services are provided. Income from other trading activities is recognised as earned as the related goods are provided.

Notes To The Financial Statements

For the year ended 31 August 2021

Investment income

Investment income is recognised on a receivable basis once the amounts can be measured reliably.

Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required, and the amount of the obligation can be measured reliably. Expenditure is classified under the following activity headings:

Expenditure on charitable activities comprises costs of services and support costs.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred

Expenditure is allocated to the particular activity where the cost relates directly to that activity. However, the cost of overall direction and administration of each activity, comprising the salary and overhead costs of the central function, is apportioned based on staff time attributable to each activity.

Allocation of costs

Staff costs are allocated between direct charitable expenditure and support costs based on the time spent on these activities. Other costs are allocated directly to the relevant heading.

Operating leases

Rental charges are charged on a straight-line basis over the life of the lease.

Fixed assets

Fixed assets are stated at cost or deemed cost (donated valuation at estimated fair value) less accumulated depreciation and impairment losses. Assets costing more than £500 are capitalised.

Depreciation is calculated to write off the costs of the fixed asset by equal instalments as follows, all straight line:

Furniture, fittings and equipment	5 years straight line
Computer Equipment	3 years straight line
Catering Equipment	3 years straight line
Leasehold improvements	Life of lease
Playground Equipment	Over the life of the lease at the Corner School

Financial instruments

The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments, including trade and other debtors and creditors are initially recognised at transaction value and subsequently measured at their settlement value.

Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

Funds

Unrestricted funds are donations and other income receivable or generated for the objects of the charity. Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

Restricted funds are those funds which are to be used in accordance with specific instructions imposed by the donor or trust deed.

Employee benefits

- **Short term benefits**

Short term benefits including holiday pay are recognised as an expense in the period in which the service is received.

- **Employee termination benefits**

Termination benefits are accounted for on an accrual basis and in line with FRS 102.

- **Pension scheme**

Pension contributions represent amounts paid into personal pension plans for employees.

Foreign currency translation

The charities functional and presentation currency is pound sterling. Monetary assets and liabilities denominated in foreign currencies are translated into sterling at the rates of exchange ruling at the balance sheet date. Transactions in foreign currencies are recorded at the rate ruling at the date of the transaction. All differences are recognised in the SOFA.

Legal status

UP - Unlocking Potential is a company limited by guarantee registered in England and Wales and has no share capital. In the event of the charity being wound up, the liability in respect of the guarantee is limited to £1 per member of the charity. Its operating office is shown on page 1.

2. DONATIONS AND GRANTS

	2021 Total £	2020 Total £
Donations	1,621,343	1,052,162
Government Grants	8,766	54,950
	1,630,109	1,107,112

Notes To The Financial Statements

For the year ended 31 August 2021

3. INCOME FROM CHARITABLE ACTIVITIES

	Schools £	Local Authority £	Other £	2021 Total £
Schools Programme	255,726	-	-	255,726
Corner School	-	596,532	-	596,532
	<u>255,726</u>	<u>596,532</u>	<u>-</u>	<u>852,258</u>
	<u><u>255,726</u></u>	<u><u>596,532</u></u>	<u><u>-</u></u>	<u><u>852,258</u></u>

	Schools £	Local Authority £	Other £	2020 Total £
Schools Programme	139,937	-	-	139,937
Corner School	-	368,292	-	368,292
	<u>139,937</u>	<u>368,292</u>	<u>-</u>	<u>508,229</u>
	<u><u>139,937</u></u>	<u><u>368,292</u></u>	<u><u>-</u></u>	<u><u>508,229</u></u>

4. ANALYSIS OF CHARITABLE EXPENDITURE

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2021 Total £
Schools Programme	690,082	187,300	188,579	1,065,961
Corner School	495,346	414,740	236,868	1,146,954
Young People's Programme	93,805	11,190	67,427	172,422
Community Outreach	1,285	977	4,175	6,437
	<u>1,280,518</u>	<u>614,207</u>	<u>497,049</u>	<u>2,391,774</u>
	<u><u>1,280,518</u></u>	<u><u>614,207</u></u>	<u><u>497,049</u></u>	<u><u>2,391,774</u></u>

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2020 Total £
Schools Programme	426,570	106,993	134,873	668,436
Corner School	276,308	147,967	155,501	579,776
Young Adults	165,921	23,308	52,872	242,101
Community Outreach	1,211	12,390	2,384	15,985
	<u>870,010</u>	<u>290,658</u>	<u>345,630</u>	<u>1,506,298</u>
	<u><u>870,010</u></u>	<u><u>290,658</u></u>	<u><u>345,630</u></u>	<u><u>1,506,298</u></u>

Notes To The Financial Statements

For the year ended 31 August 2021

5. COSTS OF GENERATING FUNDS

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2021 Total £
Costs of generating funds	4,447	3,880	61,986	70,313

	Direct Costs Staff £	Direct Costs Other £	Support Costs (Note 6) £	2020 Total £
Costs of generating funds	23,002	3,092	14,266	40,360

6. ANALYSIS OF SUPPORT COSTS

	Staff Costs £	Resources £	Professional Fees £	Governance £	2021 Total £
Schools Programme	104,431	55,037	12,673	16,438	188,579
Corner School	129,639	63,798	24,005	19,426	236,868
Young People's Programme	43,213	15,455	1,785	6,974	67,427
Community Outreach	3,601	574	-	-	4,175
Charitable Expenditure (note 4)	280,884	134,864	38,463	42,838	497,049
Generating Funds (note 5)	43,213	11,715	84	6,974	61,986
	324,097	146,579	38,547	49,812	559,035

	Staff Costs £	Resources £	Professional Fees £	Governance £	2020 Total £
Schools Programme	69,130	44,078	4,428	17,237	134,873
Corner School	90,584	35,293	6,810	22,814	155,501
Young Adults	33,373	10,393	994	8,112	52,872
Community Outreach	2,384	-	-	-	2,384
Charitable Expenditure (note 4)	195,471	90,394	12,232	48,163	345,630
Generating Funds (note 5)	9,535	2,015	181	2,535	14,266
	205,006	91,779	12,413	50,698	359,896

Resources include costs of IT and premises.

Notes To The Financial Statements

For the year ended 31 August 2021

7. GOVERNANCE COSTS INCLUDE

	2021 £	2020 £
Staff Costs	36,011	33,373
Auditor's remuneration	13,801	12,000
Other	-	5,325
	<u>49,812</u>	<u>50,698</u>

8. NET INCOME

	2021 £	2020 £
This is stated after charging		
Auditor's remuneration (including VAT)		
Audit	13,801	12,000
Other services	-	-
Expenses reimbursed to Trustees	-	-
Depreciation	<u>45,230</u>	<u>31,258</u>

9. STAFF COSTS AND NUMBERS

	2021 £	2020 £
Staff costs were as follows:		
Salaries and wages	1,453,942	1,019,502
National Insurance	141,581	94,309
Pension Contributions	<u>49,550</u>	<u>17,580</u>
	<u>1,645,073</u>	<u>1,131,391</u>

Included in the amounts above is the amount of £23,496 (2020: £81,052) for termination payments.

The number of employees whose emoluments fell within the following bands were:

	2021	2020
£60,001 - £70,000	3	1
£70,001 - £80,000	1	-
£100,001 - £110,000	1	-

The accounts are for the year ended 31 August 2021. Comparative information is for the eight month period ended 31 August 2020.

No expenses were reimbursed to Trustees in the current year or preceding period. No Trustee received remuneration in the current year or preceding period.

The total employee benefits of the key management personnel of the charity in the year were £445,353 (2020:8 month period: £230,285). The key management personnel of the charity in the period are considered to be the Chief Executive, Finance & Resources Director, HR Manager, the Clinical Director, the Schools Programme Director, the Headteacher of the Corner School and the Director of Development & Young People's Services.

Notes To The Financial Statements

For the year ended 31 August 2021

9. STAFF COSTS AND NUMBERS (continued)

The average number of employees during the year/ period was as follows:

	2021 Full time equivalent staff numbers	2020 Full time equivalent staff numbers	2021 Staff Numbers	2020 Staff Numbers
Schools Programme	15	14	21	20
Corner School	13	10	15	13
Young People's Programme / Young Adults	2	3	2	3
Support – Management	4	5	7	7
Raising Funds	-	1	-	1
Average number of	34	33	45	44

10. FIXED ASSETS

	Catering Equipment	Leasehold Improvements £	Furniture, Fittings & Equipment £	Playground Equipment £	Total £
Cost					
At 1 September 2020	-	180,870	135,763	37,566	354,199
Additions	2,925	27,854	37,629	-	68,408
Disposals	-	(5,210)	(60,493)	-	(65,703)
Balance at 31 August 2021	2,925	203,514	112,899	37,566	356,904
Accumulated depreciation					
At 1 September 2020	-	38,708	111,981	3,764	154,453
Charge for the period	348	20,008	20,559	4,315	45,230
Disposals	-	(5,210)	(60,493)	-	(65,703)
Balance at 31 August 2021	348	53,506	72,047	8,079	133,980
Net Book Value					
Brought forward at 1 September 2020	-	142,162	23,782	33,802	199,746
Carried forward at 31 August 2021	2,577	150,008	40,852	29,487	222,924

11. DEBTORS: amounts falling due within one year

	2021 £	2020 £
Trade debtors	45,667	97,082
Prepayments	38,335	46,769
Other debtors	118,015	386,063
	202,017	529,914

Notes To The Financial Statements

For the year ended 31 August 2021

12. CREDITORS: amounts falling due within one year

	2021 £	2020 £
Trade creditors	19,898	12,655
Other taxation and social security	38,896	31,371
Accruals and deferred income	114,212	112,836
Other creditors	44,152	30,718
	<u>217,158</u>	<u>187,580</u>

13. ANALYSIS OF FUNDS

	At 1 September 2020 £	Income £	Expenditure £	Transfers £	At 31 August 2021 £
General Fund	1,069,487	1,122,325	703,103	(418,408)	1,070,301
Designated Funds	350,000	-	350,000	350,000	350,000
Fixed Asset Fund	199,746	-	45,230	68,408	222,924
Total Unrestricted Funds	<u>1,619,233</u>	<u>1,122,325</u>	<u>1,098,233</u>	<u>-</u>	<u>1,643,225</u>
Restricted Funds:					
Schools Programme - Schools	-	255,726	255,726	-	-
Schools Programme - Grants	-	280,890	280,890	-	-
Schools Programme - Donations	-	209,453	209,453	-	-
Corner School - Local Authority	-	596,532	596,532	-	-
Community - Homework Club	3,387	-	3,387	-	-
Young People's Programme - Grants	-	5,000	5,000	-	-
The Corner School - Grants	-	4,000	4,000	-	-
Government Grants	-	8,766	8,766	-	-
Total Restricted Funds	<u>3,387</u>	<u>1,360,367</u>	<u>1,363,754</u>	<u>-</u>	<u>-</u>
Total Funds	<u>1,622,620</u>	<u>2,482,692</u>	<u>2,462,087</u>	<u>-</u>	<u>1,643,226</u>

	At 1 January 2020 £	Income £	Expenditure £	Transfers £	At 31 August 2020 £
General Fund	1,065,023	1,111,194	789,757	(316,973)	1,069,487
Designated Funds	250,000	-	207,532	307,532	350,000
Fixed Asset Fund	221,563	-	31,258	9,441	199,746
Total Unrestricted Funds	<u>1,536,586</u>	<u>1,111,194</u>	<u>1,028,547</u>	<u>-</u>	<u>1,619,233</u>
Restricted Funds:					
Schools Programme - Schools	-	139,937	139,937	-	-
Schools Programme - Grants	-	2,000	2,000	-	-
Corner School - Local Authority	-	368,292	368,292	-	-
Young Adults - Homework Club	6,269	-	2,882	-	3,387
Young Adults - Grants	5,000	-	5,000	-	-
Total Restricted Funds	<u>11,269</u>	<u>510,229</u>	<u>518,111</u>	<u>-</u>	<u>3,387</u>
Total Funds	<u>1,547,855</u>	<u>1,621,423</u>	<u>1,546,658</u>	<u>-</u>	<u>1,622,620</u>

Notes To The Financial Statements

For the year ended 31 August 2021

Designated funds

A designated fund was initially created to develop the Corner School. With 10 children being on the school roll at the start of the 2021-22 academic year the school is still working towards full capacity. In view of the forecast operating deficit for the next academic year we have transferred a further £350,000 to the designated fund for the Corner School at the year end.

Fixed Asset fund

The fixed asset fund represents a transfer of the net book value of the fixed assets at the end of the year. These funds are in a separate fund to show they are not freely available to be utilised by the charity.

Restricted funds

Restricted funds have been received during the year in respect of specific projects operated by the charity.

14. ANALYSIS OF NET ASSETS BY FUND

	General Funds £	Designated Funds £	Restricted Funds £	2021 Total £
Fixed assets	222,924	-	-	222,924
Net current assets	1,070,301	350,000	-	1,420,301
Total	1,293,225	350,000	-	1,643,225

	General Funds £	Designated Funds £	Restricted Funds £	2020 Total £
Fixed assets	199,746	-	-	199,746
Net current assets	1,069,487	350,000	3,387	1,422,874
Total	1,269,233	350,000	3,387	1,622,620

15. OPERATING LEASE COMMITMENTS

At the year / period end the charity was committed to making the following payments in total in respect of operating leases.

	Equipment 2021 £	Equipment 2020 £
Falling due:		
Within one year from 31 August 2021	2,811	-
Within two to five years from 31 August 2021	8,433	-

	Land and buildings 2021 £	Land and buildings 2020 £
Falling due:		
Within one year from 31 August 2021	55,000	140,963
Within two to five years from 31 August 2021	220,000	305,963

Operating lease costs charged to the Statement of Financial Activities in the year ended 31 August 2021 amounted to £145,106 (2020: 8 month period: £102,972).

Notes To The Financial Statements

For the year ended 31 August 2021

16. TAXATION

The charity is exempt from corporation tax as all its income is charitable and is applied for charitable purpose. The charity is not exempt from VAT which is included with the expenses to which it relates on the Statement of Financial Activities.

17. RECONCILIATION OF NET INCOME TO NET CASH INFLOW FROM OPERATING ACTIVITIES

	2021 £	2020 £
Net income for the year / period	20,605	74,765
Add back depreciation charge	45,230	31,258
Deduct interest income shown in investing activities	(325)	(6,082)
Decrease / (increase) in debtors	327,897	(422,005)
Increase in creditors	29,578	36,374
Net cash generated / (used) in operating activities	<u>422,985</u>	<u>(285,690)</u>

18. RELATED PARTY TRANSACTIONS

The total amount of donations received from four Trustees in the year was £1,122,500 (2020: £524,500 from four Trustees in the 8 month period).

During the prior period Trustees agreed to fund the purchase of 50 laptops equipped with Google Chrome Education licenses for distribution to vulnerable children and young people living in Brent during the Covid-19 pandemic. Funds of £11,032 were paid to the Beckmead Trust in order to take advantage of bulk buying discounts. The laptops were distributed via the Young Brent Foundation. Stuart Roden is a Trustee of the Beckmead Trust and Jonathan Clark is the Chief Executive of the Beckmead Trust. All transactions were made at arms length. There were no other related party transactions in the year or prior period.

19. COMPARATIVE STATEMENT OF FINANCIAL ACTIVITIES FOR THE EIGHT MONTH PERIOD ENDED 31 AUGUST 2020

		2020 Unrestricted Funds £	2020 Restricted Funds £	8 Months Ended 31 August 2020 Total Funds £
INCOME FROM:	Notes			
Donations & grants	2	1,105,112	2,000	1,107,112
Charitable activities	3	-	508,229	508,229
Investments		6,082	-	6,082
Total Income:		<u>1,111,194</u>	<u>510,229</u>	<u>1,621,423</u>
EXPENDITURE ON:				
Charitable activities	4	988,187	518,111	1,506,298
Raising funds	5	40,360	-	40,360
Total Expenditure:		<u>1,028,547</u>	<u>518,111</u>	<u>1,546,658</u>
Net income / (expenditure)	5	82,647	(7,882)	74,765
Net movement in Funds		82,647	(7,882)	74,765
Funds brought Forward		1,536,586	11,269	1,547,855
Funds at 31 August 2020		<u>1,619,233</u>	<u>3,387</u>	<u>1,622,620</u>



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