



Unlocking Potential

2023 Annual Report

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

Company number: 09750864
Registered charity number: 1163932



Unlocking Potential
2023 Annual Report

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



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.

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

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.

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

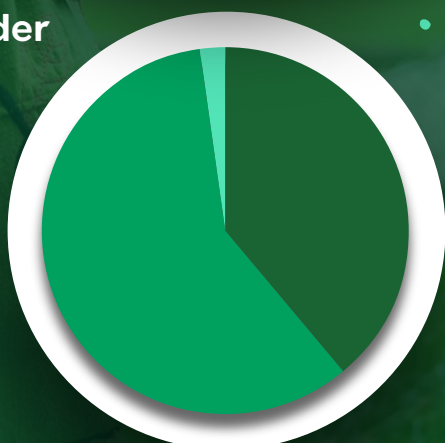
Ethnicity



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%

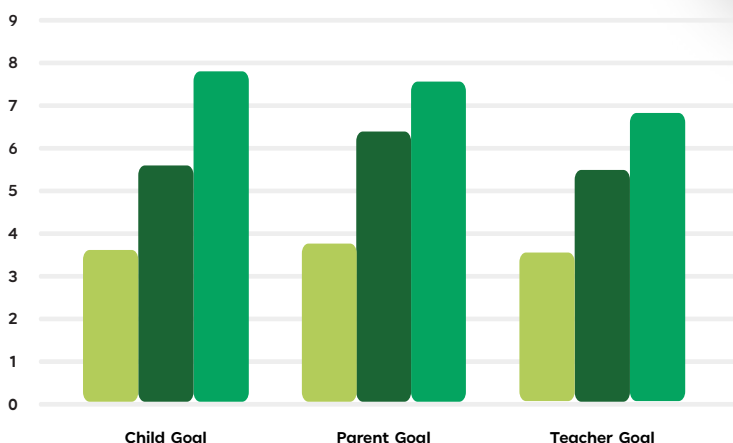
Goal Based Outcomes (GBOs) for 1:1 therapeutic evaluation

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/carers. 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 (light green)
Middle Goal (dark green)
End Goal (teal)

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."

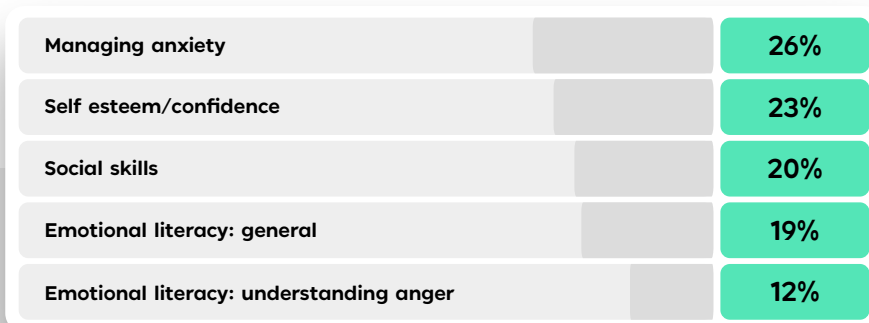
Trainees on Placement

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)

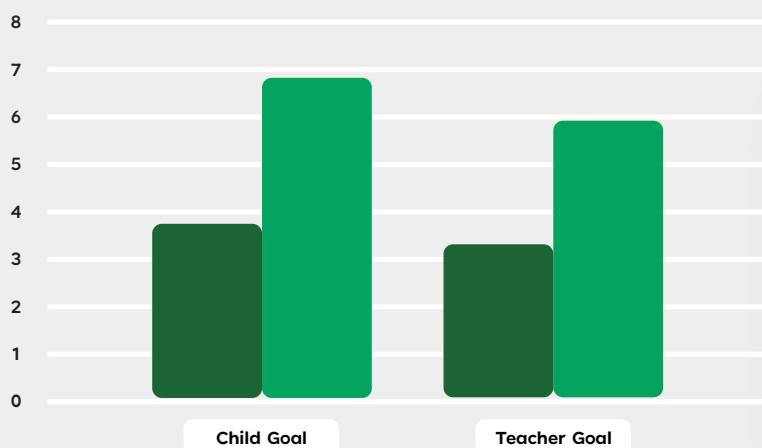
6xTT is a set of 6 weekly sessions offered to individuals or groups of children needing support in one of five areas: Self-Esteem, Social Skills, Emotional Literacy, Anger Management, Transition and Change (moving to a new school; moving home; divorce and separation; bereavement).

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.



Goal Score Key

- 1-4 Emerging
 - 5-7 Developing
 - 8-9 Securing
 - 10 Mastered
- Initial Goal (Dark Green)
- End Goal (Light Green)

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)

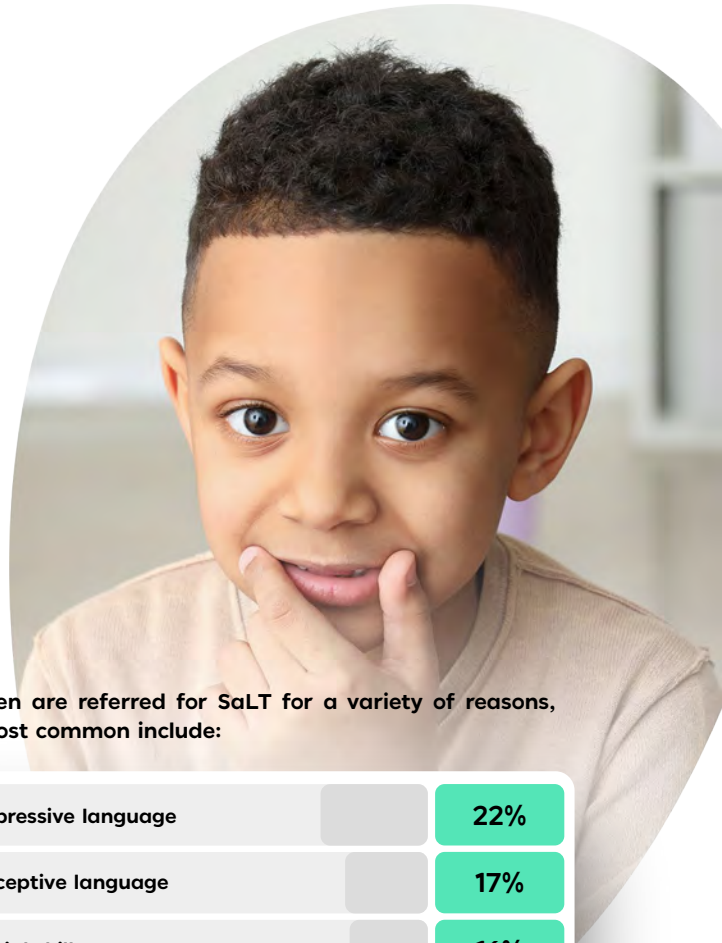
Speech and Language therapists (SaLTs) are Allied Health Professionals. At UP, our SaLTs work with parents, carers, teachers, and other professionals providing intervention and care for children who have various difficulties with communication, but SaLTs can also support where eating, drinking or swallowing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

95%

of goals were either fully or partially met

95%

of children were able to communicate their needs more effectively



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.

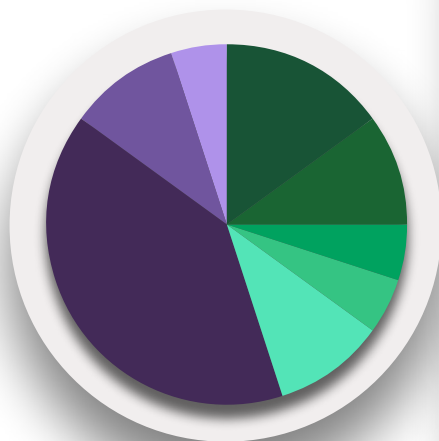
The group has grown each year and in the year supported 20 parents/carers across three groups. This year participants had children attending schools in Brent, Camden, Hackney, Lambeth, Lewisham and Wandsworth. The groups are co-facilitated by members of the UP team, a child therapist trained in Parent 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 EHC
- 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.

High

50%

Medium

19%

Low

31%

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.

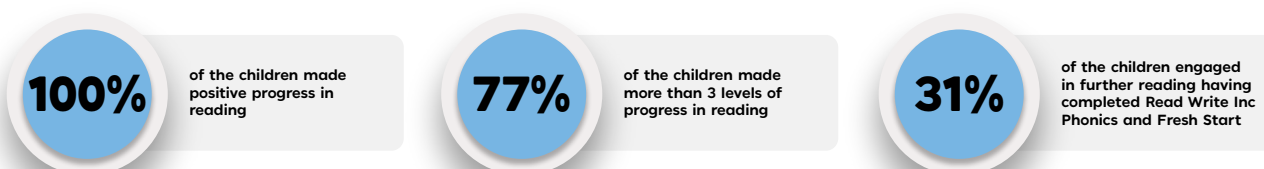
Reading & Writing

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.

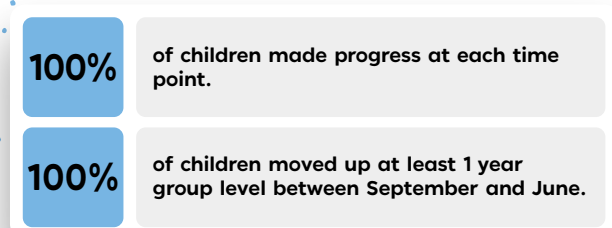
Once children complete Read Write Inc. Phonics they move to Fresh Start, which is split into five groups with a total of 33 modules. Once children complete Fresh Start they move on to accessing further reading that is more appropriate for their age.

Progress in Reading



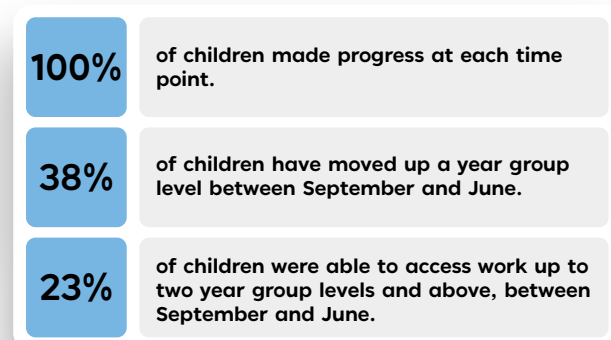
Progress in Writing

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.

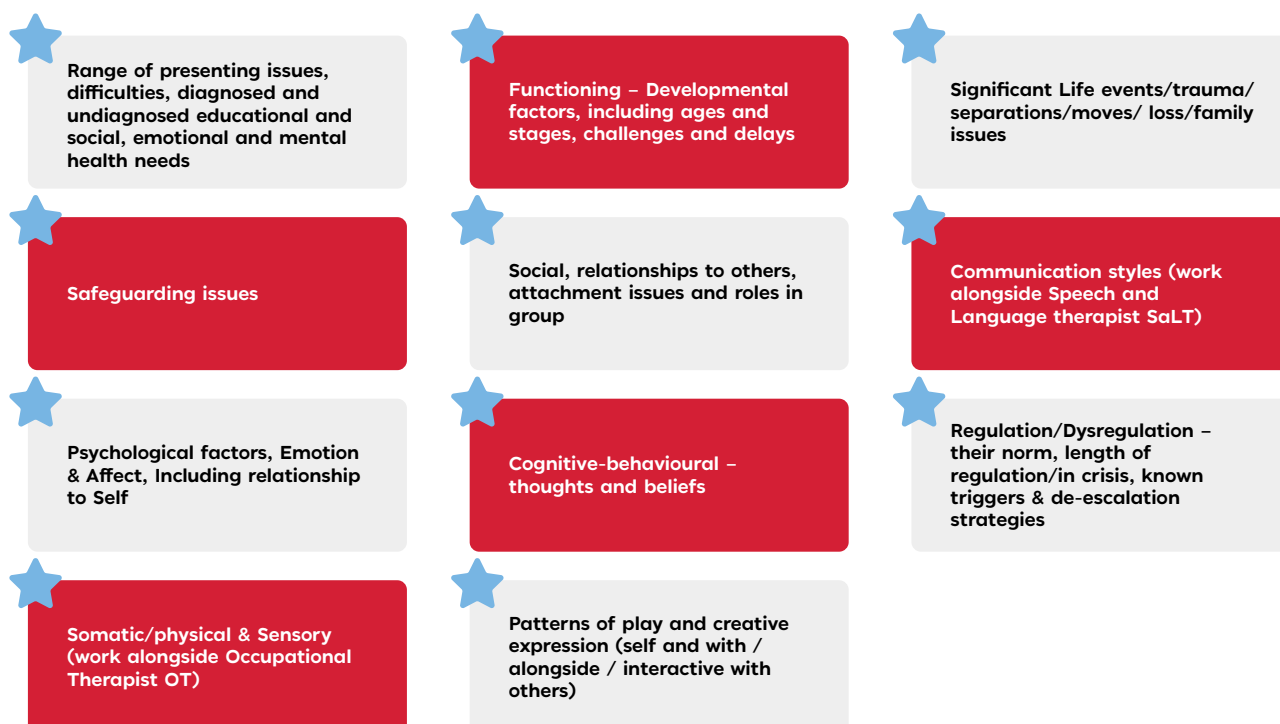
The chart below shows the number of therapeutic interventions that took place during the year.

	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



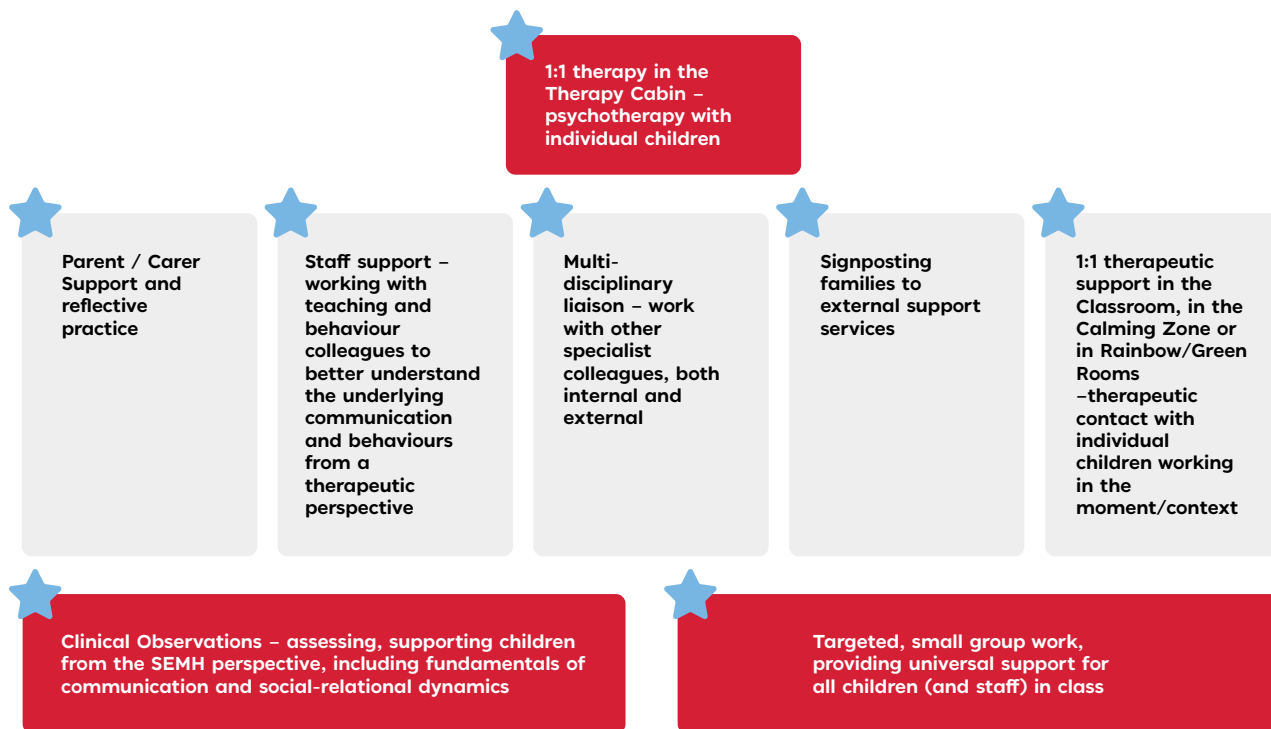
1:1 Therapy

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:



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/carers reflective support – 10 parents

- Parents supported in a safe, confidential space to reflect on their child's needs
- Termly or half termly parent/carers 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

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

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

Quote from Ben

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

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:

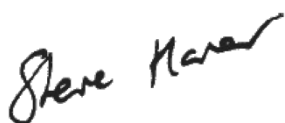
- Inspecting correspondence with regulators and tax authorities;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Evaluating management's controls designed to prevent and detect irregularities;
- Identifying 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
NET CURRENT ASSETS		1,497,507	1,443,927
NET 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

		31 August 2023 £	31 August 2022 £
	Notes		
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 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.

Notes To The Financial Statements

For the year ended 31 August 2023

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.

Notes To The Financial Statements

For the year ended 31 August 2023

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
	<hr/> 1,473,200 <hr/>	<hr/> 1,535,894 <hr/>

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	<u>68,410</u>	<u>61,421</u>
	<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	(24,196)	(6,454)

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



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Company number: 09750864
Registered charity number: 1163932