

BLUESPARK FOUNDATION

England & Wales · Charity number 1167172

Details

Status Registered

Legal form CIO

Registered 2016-05-17

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

Contact

Address 84a Upland Road
Sutton
SM2 5JB

Phone 02086619997

Email contact@bluesparkfoundation.org.uk

Website www.bluesparkfoundation.org.uk

Activities

Objects: ADVANCE FOR THE PUBLIC BENEFIT THE EDUCATION (INCLUDING PERSONAL DEVELOPMENT AND PHYSICAL EDUCATION) OF CHILDREN AND YOUNG PEOPLE IN SUCH WAYS AS THE CHARITY TRUSTEES THINK FIT, INCLUDING BY MAKING GRANTS AND PROVIDING OTHER FINANCIAL SUPPORT FOR EDUCATIONAL PROJECTS; FURTHER SUCH OTHER PURPOSES THAT ARE CHARITABLE UNDER THE LAWS OF ENGLAND AND WALES.

Activities: BlueSpark supports the education and development of children and young people by providing grants for educational, cultural, sporting and other projects.

Classification

- **How:** Makes Grants To Individuals, Makes Grants To Organisations, Provides Other Finance
- **What:** Education/training
- **Who:** Children/young People

Geography

- Throughout England

Finances

Period end	Income	Expenditure	Assets	Employees
2025-03-31	£121,405	£107,306	-	-
2024-03-31	£96,870	£105,252	-	-
2023-03-31	£59,474	£103,853	-	-
2022-03-31	£145,113	£120,400	-	-
2021-03-31	£72,202	£78,685	-	-

Trustees

Name	Role	Appointed
TIM DAVIES	Chair	2016-05-15
ROBERT BARTLETT		2016-05-15
SARAH LOUISE BARTLETT BUDNIK		2016-05-15

Accounts

Supporting the education and
development of children and
young people



BLUESPARK
FOUNDATION



Annual Report and Accounts 2024/2025

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Legal and Administrative Details

Registered Charity

BlueSpark Foundation is a Charitable Incorporated Organisation
Registered charity number 1167172

Principal Office

84A Upland Road
Sutton
Surrey SM2 5JB

Trustees

Tim Davies
Robert Bartlett
Sarah Budnik

Ambassadors

Helen Bartlett
Steve Clarke
Huw Leslie
Jack Leslie
Greg Nussbaum
Rachel Nussbaum
Lisa Singleton



Structure

BlueSpark Foundation is a Charitable Incorporated Organisation. The founding Trustees, namely Tim Davies, Robert Bartlett and Sarah Budnik, are the only members. The constitution of the Foundation was adopted by the Trustees on 15th May 2016. The Charities Commission registered the Foundation as a charity on 17th May 2016.

Governance

The governance procedures of the Foundation are set out in its constitution which is in the form recommended by The Charity Commission for a Charitable Incorporated Organisation.

The Trustees meet at least six times a year. The constitution provides that no decision of the Trustees shall be taken at a meeting of the Trustees unless at least two of the Trustees are present.

Tim Davies has been appointed to hold the office of Chairman and Robert Bartlett has been appointed to the office of Finance Director.

Collectively, the Trustees have extensive legal, accounting, business and risk management experience as well as knowledge of the charity and education sectors. The Trustees are satisfied that their experience and training make them well qualified to carry out the activities of BlueSpark and to achieve its objectives.

Management

All the management activities of the Foundation are undertaken by the Trustees. As the Foundation is a grant making body, the principal decisions of the Trustees concern the approval of grants. The Grant Applications Committee of the Trustees meets at regular intervals to discuss grant applications and decide which ones to approve for receipt of a grant from the Foundation. Our grant making policies are outlined in this report in the section headed "Grant Policy".

We have a network of Ambassadors to help identify projects suitable for the receipt of grants and to promote awareness of BlueSpark and its activities but our Ambassadors do not have a management role in the Foundation.

All the Trustees and Ambassadors give their time voluntarily and receive no benefits from the Foundation. Short biographical details of our Trustees and Ambassadors are set out in Appendices 1 and 2.



Objectives

BlueSpark Foundation supports the education and development of children and young people for the public benefit. We do this by providing grants for academic education, drama, sport, music, dance and singing and other educational activities and excursions that have one or more of the following objectives:

Encouraging independence
Developing team working skills
Developing self confidence
Promoting creativity & individuality
Encouraging aspiration
Enhancing educational achievement
Widening educational horizons

We provide funds for projects which might not happen at all or would only happen on a lesser scale without our support. Teachers and people in the community at large are often prepared to give their time to potential projects but they may not have access to the funding which will turn those projects into reality. BlueSpark's objective is to help bridge that gap by funding or part funding some of these projects.

Grant Policy

Funding provided by BlueSpark for any particular project must be crucial to that project rather than marginally incremental to its funding. In most cases, grants are made on a relatively small scale. Many grants are under £2,000 and none exceed £5,000. Applications for grants must be from organisations or individuals resident in England.

Most projects which we support are initiated or undertaken by schools, colleges or community groups. However, individuals may also apply for a grant and BlueSpark may undertake or initiate projects in its own right.

We provide funds for projects such as drama productions, music and singing workshops, outward bound courses, competitions, theatre visits, excursions, and sports activities, as well as physical assets such as sports equipment.

In selecting projects to receive a grant we aim to maintain a balance of different types of project from across the whole of England and from a wide range of schools, community organisations, sports clubs, drama groups and music and dance organisations.

There are no preconditions for the making of a grant regarding the number of children or young people who may benefit from a particular project. A project may be particularly deserving of a grant on the basis of the number of children or young people that it will benefit. Equally, a grant may be appropriate for the benefit of a single child or young person, especially if the impact of the project concerned is likely to be particularly significant for that individual.

Supporting the education and development of children and young people



Activities

Overview

As at 31st March 2025, we had distributed a total of 563 grants since we made our first grant in November 2017. These grants have been given to a broad cross section of schools and educational institutions, drama organisations, sports clubs, music and dance groups, youth development organisations, community development organisations, and individuals for a wide range of educational, cultural, sporting and other projects.

In the year to 31st March 2025, we made 75 grants.

We prioritise projects which we believe :

- will enhance the self-confidence, team working skills and future employability of the children and young people taking part in them; and which
- would not happen at all, or would only happen on a lesser scale, without the support of BlueSpark.

Categories of Project

We support projects in six broad categories namely :

Academic

Drama

Sport

Music, Dance and Singing

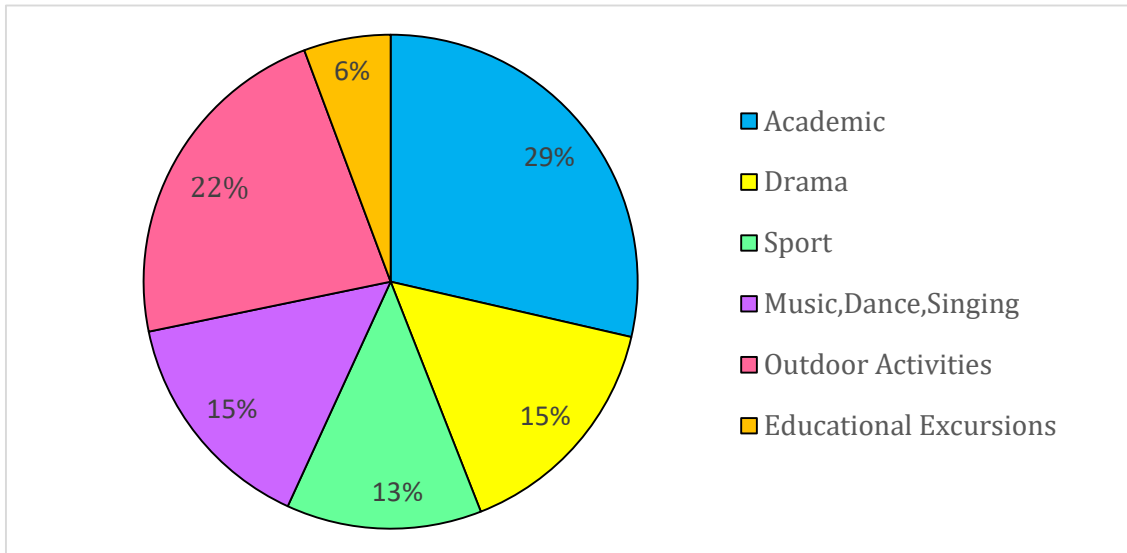
Outdoor activities

Educational excursions

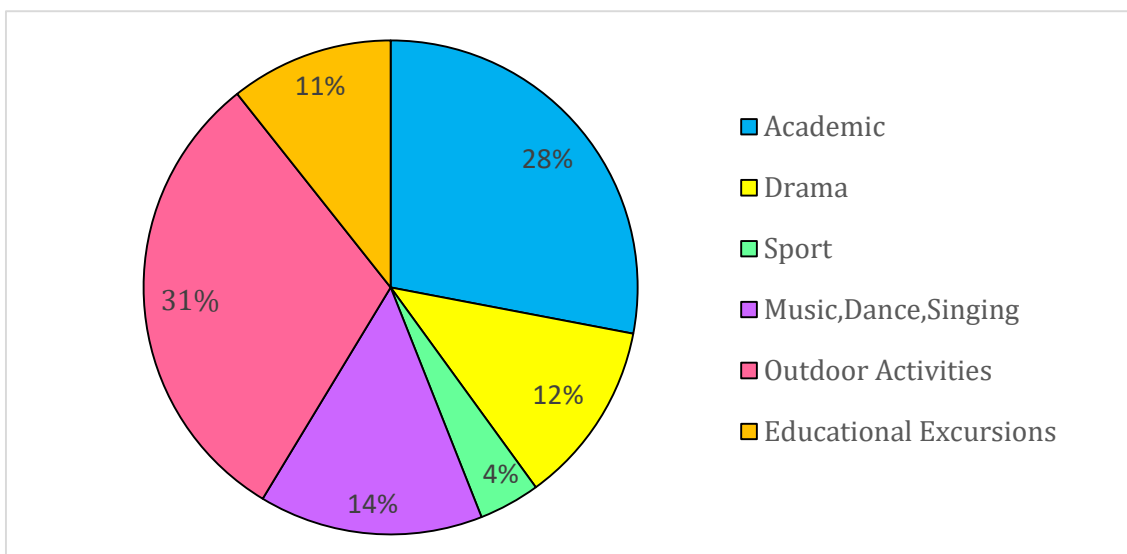
The split between these categories varies from year to year. We do not aim to achieve any particular split in any individual year. Our objective is to support what we consider to be the best projects for which we receive grant applications in each year. However, over any five year period we hope that each of our five main grant categories (namely Drama; Sport; Outdoor Activities; Music, Dance and Singing; and Academic) will each account for not less than 15% and not more than 25% of our grants.

The first table shown below gives a breakdown as at 31st March 2025 of the projects we have supported by type since we made our first grant in November 2017. The second table gives a breakdown of the projects we supported by type in the year ending 31st March 2025.

Grants by Type – cumulative to 31st March 2025

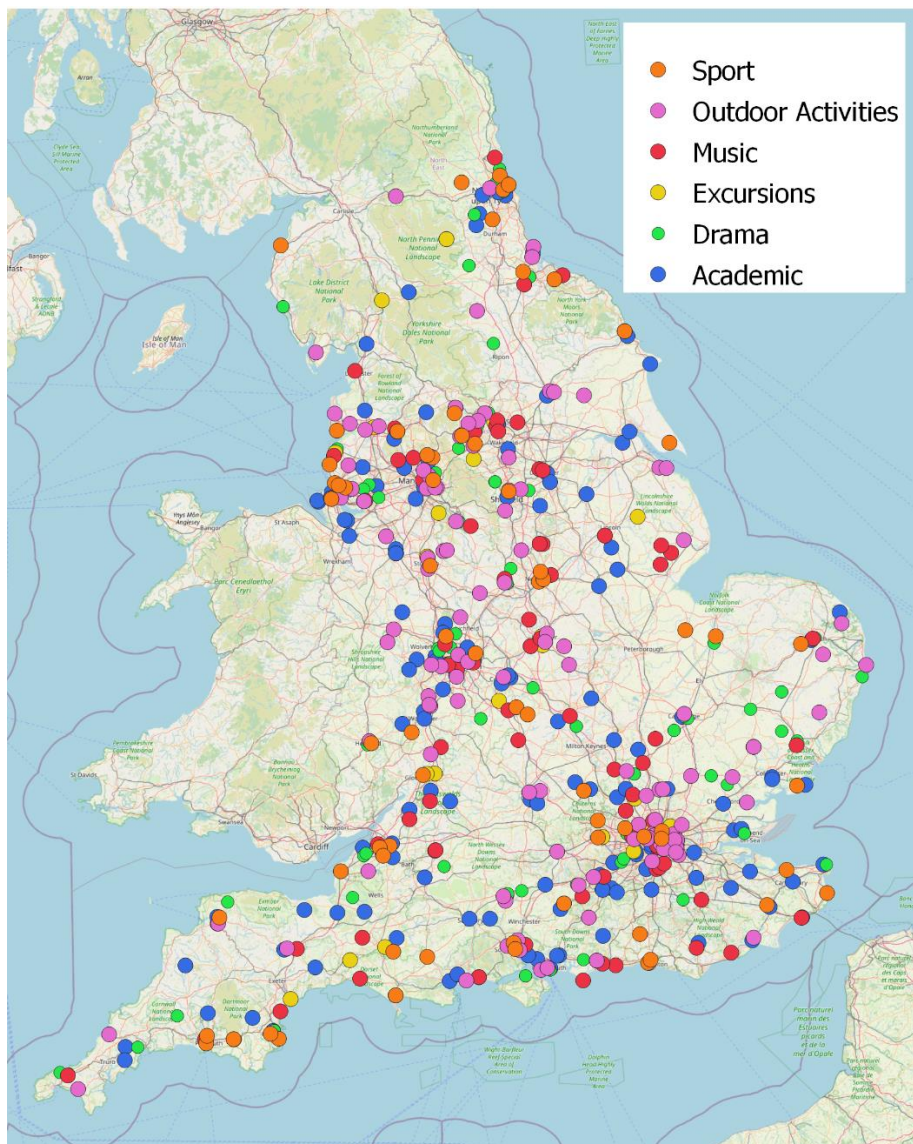


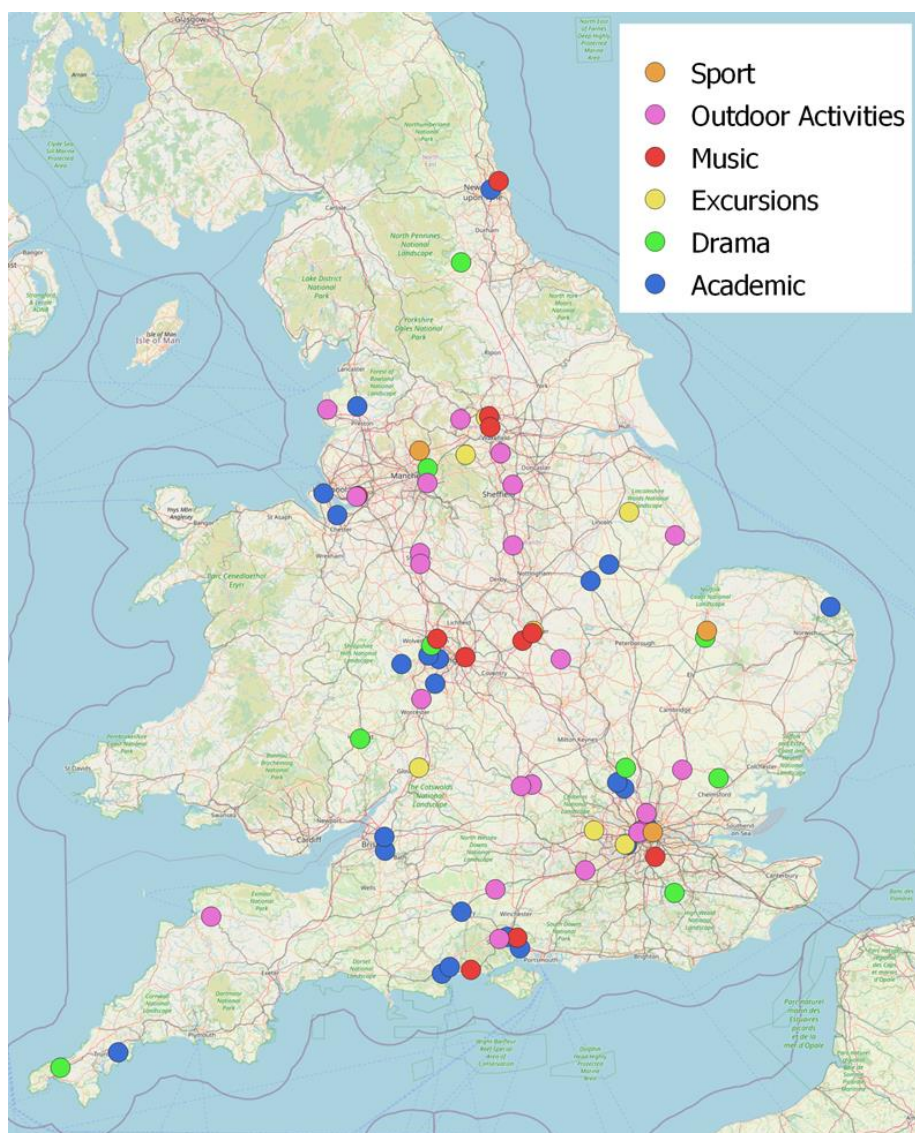
Grants by Type – for the year ended 31st March 2025



Geographical Distribution of Projects

The first map below shows the geographical distribution of the grants we have made since we made our first grant in November 2017 up to 31st March 2025. The second map shows the geographical distribution of the grants we made during the year ending 31st March 2025. The maps show that we have supported projects across the whole of England, in cities, towns and suburbs and in the country.





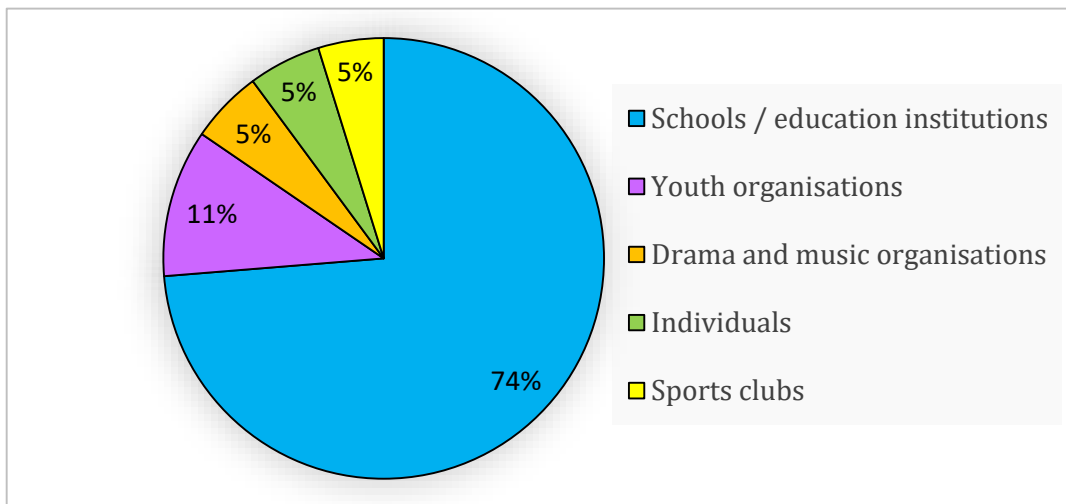
Our grant selection process does not limit the number of grants which we make by reference to geographical areas in England. However, since we started making grants, we have achieved a spread of grants which, in broad terms, is balanced across all areas in England, judged by density of population.

We do not specifically target grants towards projects where the participants are from less well-off backgrounds but that factor is one of many which we consider in awarding grants. Our aim is to achieve the maximum impact from the use of the funds which we distribute. Our judgement on the impact of a project is affected by many factors, including its relative significance to the participants, the number of children or young people involved, and our perception of the contribution that the project is likely to have in enhancing the self-confidence and team working skills of the participants.

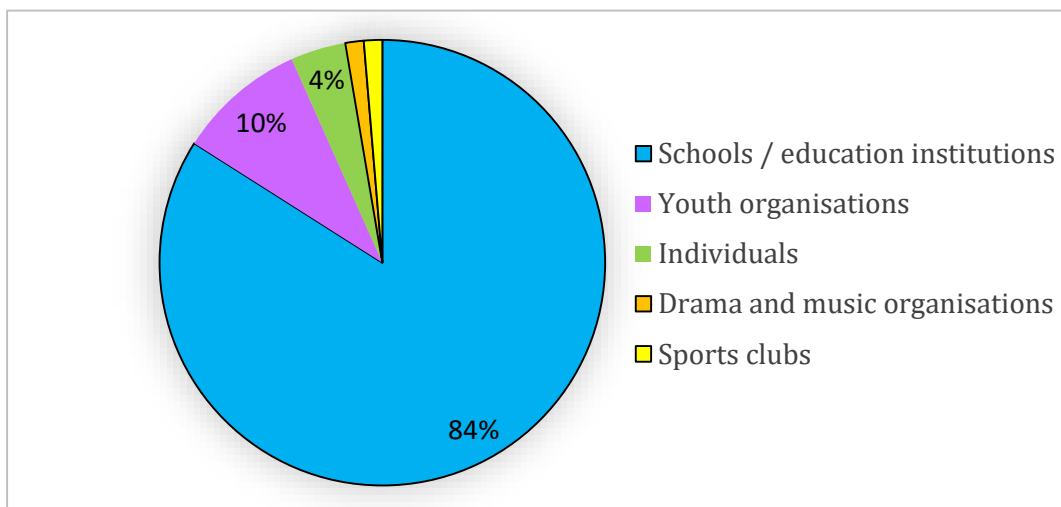
Grant recipients

We have made grants to schools and education institutions, sports clubs, drama and music organisations, youth organisations and to individuals. The first table shown below gives a breakdown of grant recipients by type of organisation since we made our first grant in November 2017. The second table gives a breakdown of grant recipients by type of organisation in the year to 31st March 2025.

Grants by Type of Organisation - Cumulative to 31st March 2025



Grants by Type of Organisation - Year to 31st March 2025



Specific Projects

A full list of all the projects for which we have made grants during the year is set out in Appendix 3. The following projects constitute an illustrative cross-section of projects we have supported and for which we have received recent feedback.



BlueSpark provided the funding for Kitty-Primrose Alden to attend a residential immersive training course in singing, dancing and acting at Tring Park School for Performing Arts in Hertfordshire. In Kitty's own words "Thanks to the incredible support of BlueSpark Foundation, I had the amazing opportunity to attend the Tring Park Musical Theatre Intensive Summer Camp, and it was honestly one of the best weeks of my life! Tring Park School is such a special place, with fantastic training in singing, dancing, and acting. It felt so exciting to be there, walking through the same studios and on the same stages where so many talented performers have trained before

me. Every day was full of inspiring lessons from brilliant teachers, and I loved meeting so many other young performers who are just as passionate about musical theatre as I am. At the end of the week, we put on a show, and I was thrilled to play Anne Hathaway in "& Juliet". It was such a fun role and I loved being on stage after a week of hard work and learning so much. Performing in the final showcase felt incredible, and the most exciting moment was being chosen to receive the scholarship giving 50% off the fees for next year's camp! The Director said "it was really exciting to see such potential in someone so young" which made me feel so proud and even more determined to keep working hard."

BlueSpark helped the LimBo Foundation, which is based in Barnsley in South Yorkshire, to fund a weekend camp for 30 children with a limb difference and their families. The activities included canoeing, Cresta Run, Zipline, Crate stack, obstacle course, art activity, with the children designing their own T-shirts, and campfires with marshmallows and songs. Jane Hewitt, a trustee of the Foundation, told BlueSpark that "The benefits to the participants were both practical and emotional. We focused on confidence building through activities and building team identities. Enabling them to be with others like themselves helps to normalise limb difference. Typical of the feedback we received was 'Camaraderie was there from the start. It didn't matter what differences the children had, they saw through them, they made friends and were allowed to make mistakes without fear of being judged. That is why I love the LimBo community so much.' "





BlueSpark helped Arts Richmond to fund its Young Writers Festival of Writing Competition for young people in primary and secondary schools in the London Borough of Richmond upon Thames. There were over 700 entries, both short stories and poems on the theme of “Changes”. The final award ceremony saw the work of the 40 long listed writers performed by group of young actors. This took place at the Exchange Theatre in Twickenham in front of an audience of young writers, parents, carers and friends. Linda Hansell from Arts Richmond said

“This is an inspirational event. The writers were so delighted to see their work performed on the stage. All 40 long listed writers received certificates from the Mayor and the winners of the four entry categories received additional prizes. We also produced a printed anthology of all the long listed work. We know that the project will have a long lasting impact on the long listed entrants.”

BlueSpark supported the participation of 10 young people in a residential youth development voyage with the Tall Ships Youth Trust. Alison Warr from TSYT told BlueSpark “Working as part of a team helped them to develop their communication and problem-solving skills. Living and working together in close confines on board ship helped them to break down barriers and to appreciate the need for personal space, patience, tolerance and respect for others. Although many of the young people were nervous before the voyage, they left it feeling accomplished with improved confidence and self-esteem.” Caitlin, one of the participants, said “I was equally excited and nervous before the voyage! I got to steer the boat out and into Greenock, the views



were amazing, especially as the sun was setting. I climbed the mast. I met lots of new people and developed relationships that I hope will continue. I learnt that I can push myself outside my comfort zone. This has been a life changing trip that I will remember for the rest of my life.”



BlueSpark provided the funding for 54 children from Middleton Primary School in Leeds to take part in music composition workshops with a professional composer leading to the creation of a composition for the school orchestra. Jane Hurst, the project leader at the school, told BlueSpark “The project has helped develop the children’s creative flair. It was a joy to watch their confidence grow as they explored how to express themselves artistically. Their musical ability, resilience and determination developed as they mastered the final piece for an audience and now,

they have their own signature piece of music which has given them a huge sense of achievement. They have also developed their teamwork and ability to listen to each other on a creative journey which they have all taken together.”



BlueSpark, provided support for City of Stoke-on-Trent Sixth Form College to take 12 students on a 5 day Outward Bound Programme in Aberdovey, Wales. David Hardwick, the Health, Well-being and Sport coordinator for the College said “There were massive benefits to all the students who attended. They developed socially and improved their confidence, resilience and self-esteem. They developed a number of life skills such as problem-solving, teamwork, leadership and communication through teambuilding exercises and an expedition.

They now realise they can achieve more than they believed they could achieve which has raised their aspirations. This will help them with their future plans and encourage them to set goals such as applying to university and seeking apprenticeships.”

BlueSpark provided the funding for Hathershaw College in Oldham, Greater Manchester to purchase nine “drama blocks” to create temporary stages, props and set designs to help with their production of “Matilda Jr”. Lisa Lott, the lead drama teacher at the College and the production director for the show said that “The blocks allowed the students to perform in a professional style theatre environment and really experience what theatre is all about. The production was a



great success and the blocks worked perfectly as part of the set design. The students loved their time performing in the production and worked well as a team moving the blocks around the stage in a choreographed way. Children who did not have any experience of performing in a big whole school production were given that opportunity and saw how simple equipment like blocks can be dressed and used in a stylised way to bring the story to life. The blocks can also be used by the school for future productions.”



BlueSpark helped Chestnut Lodge School in Widnes, Cheshire, for children with learning and physical disabilities, to fund an outdoor activity residential stay for 13 Key stage 4 pupils at Bendrigg Lodge in Kendal, Cumbria. Geoff Roberts, the project leader, told BlueSpark that “The aim of the trip was to give the students experience of being away from home in a new environment and the opportunity to enjoy a range of outdoor activities which promoted teamwork, independence and responsibility. During these activities many of the pupils were challenged to do things they had never tried before

such as rock climbing, abseiling, canoeing and orienteering. The sense of overcoming fear and achieving something was a big challenge for all of them. Meeting the challenge helped them to develop a sense of growing up and show them that they are perhaps ready for the next step in their life and education.”

Supporting the education and development of children and young people



BlueSpark met the costs of the resources for the Annual Culture Day held by Tonbridge Grammar School in Kent for 1200 students. The day allowed every student to experience five different interactive sessions relating to food, music, dance/sport, craft, and stories as well as the opportunity to showcase their cultural attire in a fashion showcase. Activities included Taiko drumming, Indonesian Gamelan, Communal African singing, Scottish dancing, Haka, Foods of the World sampling challenge, Koinobori streamers, Greek myths, and Hindu epics, to name but a few. Katherine Thompson, the project leader

at the school, said that “The sense of joy and fulfilment was palpable.” Students said “I loved seeing everyone all dressed up and representing their country” and “I felt proud to be part of such a diverse community.”

BlueSpark provided the funding for 14 students from Stalham High School, in Norwich, to take part in the Scholars Programme run by The Brilliant Club, which is a UK charity. The programme helps young people from less advantaged backgrounds to develop the communication, critical thinking skills and confidence that they need to access and succeed at the most competitive universities. The course demystifies higher education and helps students to imagine themselves as undergraduates. Harvey Vincent, the programme coordinator for the school, told BlueSpark



that “The programme had been highly beneficial in reinforcing the school’s dedication to providing inclusive and enriching educational experiences and its wider mission to ensure that all students, regardless of their background, have access to meaningful extracurricular activities that foster personal growth, aspiration and academic confidence.”



BlueSpark provided SNaP Youth, with the funding to take 15 young people from South Normanton and Pinxton to the Mount Cook Adventure Centre near Matlock in Derbyshire. SNaP Youth is a charity based in South Normanton which delivers youth provision to young people aged 10-17. Mandy Mangold, the CEO of SNaP, told BlueSpark “The group of mostly SEN boys were introduced to several activities they had not experienced before, including abseiling, high ropes and orienteering. Some of the boys felt very challenged by what they were being asked to do but all of them overcame their nerves and felt very proud that they had achieved the tasks they were set. We observed a

visible difference in them as the visit progressed. Self belief and friendships were strengthened. Trips such as these enable us to demonstrate the value of youth work to the community. When young people come back with smiles and stories of what they have achieved, it generates support for our work and a greater interest among other young people.”

Supporting the education and development of children and young people



BlueSpark provided funding to Kingsmeadow Community School, in Gateshead, Tyne and Wear, to take a group of A-level English students to London to see the West End production of *Othello*. Amy Douglas, the deputy head of the school, told BlueSpark that “The visit was hugely beneficial in bringing to life a set text for A-level examination. The performance was of outstanding quality and highly engaging. The students have significantly developed their understanding of the play in the light of the director’s interpretations and choices. Viewing the play in performance has also enthused the students and deepened their engagement with the curriculum at a pivotal time in the course with mock and final examinations approaching.”

BlueSpark helped Clayton St John CE Primary School, in Bradford, West Yorkshire to take 54 children on a residential 3 day trip to Cliffe House outdoor activity centre near the Peak District where the focus is on outdoor education, adventure, and personal development in a natural environment. The children took part in orienteering, bushcraft and archery as well as other teambuilding activities. This was an opportunity for the children to experience their first residential trip and to build their confidence and independence. Most of the children were undertaking activities they had never tried before and many of them had never been away from home before.



BlueSpark helped Queen Elizabeth High School Rowing Club, in Hexham Northumberland, to purchase a new “eight” rowing boat. This allowed more young people in the Club to use a quality boat and to compete at regional and national level. The eight has been able to compete in many events. Most notably, a group of year 11 boys took part in the prestigious “Schools Head of the River” event which runs along the same course as the Oxford and Cambridge boat race. This was the first time the Club had competed in this event. The boat also raced regionally at Tyne New Year’s Head, Tyne Head, Junior Inter Regional Regatta, Durham City Regatta, Hexham Regatta and Durham Regatta.



BlueSpark helped to fund an educational trip to the Entabeni Nature Reserve in South Africa as part of JP's veterinary nursing course at college. The trip provided an introduction to wildlife veterinary work with hands-on practical experience. JP spent time with the research team conducting conservation activities. She said "I gained knowledge and experience working with larger animals and observed common practices with animals outside normal domesticated animals. I now have more confidence in myself and I have also developed my team working and communication skills."

BlueSpark sponsored Alyssa Tremlett to help her participate in the Intercontinental Underwater Hockey Championships for Great Britain Ladies. Alyssa is a key player for GB and helped the team to win the gold medal in the Championship Final in Dordrecht in the Netherlands. Alyssa scored in the final 4-1 victory against South Africa. Alyssa told BlueSpark that our help allowed her to reduce the financial burden on her of taking part in this self-sufficient sport.



BlueSpark supported Fleet Primary School in the London Borough of Camden, to undertake a Year 6 residential trip for 25 children to the Gower peninsular in Wales to explore the different environment and learn about the geography and history of the area. The focus of the trip was on physical exercise through extended hiking and on developing the environmental consciousness and independence of the children. Don McGibbon, the headteacher, described the trip as "almost a coming-of-age experience". The children experienced new activities which they could not undertake in a London school and they pushed themselves outside their comfort zones.

Financial Report

Accounts for the year ending 31st March 2025 have been completed on a receipts and payments basis and are included on pages 26 and 27 of this report. An independent examiner's report on the Accounts is set out on page 28 of this report. The Trustees believe a receipts and payments basis is appropriate for the Foundation as it has a cash based business model comprising receiving donations and endowments, managing investments and making grants.

The Accounts cover the period 1st April 2024 to 31st March 2025. All functions are carried out by the Trustees who give their time without charge. During the year the Foundation awarded grants to the value of £105,347. Website and software costs of £510 and bank and investment fees of £1,449 complete the total payments of £107,306 included in the Accounts.

The Foundation did not undertake any fundraising activities during the year but received donations amounting to £31,213, gift aid of £6,104 and interest income totaling £843. During the year investments to the value of £118,000 were sold to fund grant making activities. Total cash receipts for the year amounted to £156,160 leaving net receipts of £48,854 for the year.

As at 31st March 2025, the total value of investments and cash held by the Foundation was £571,327 represented by investment assets held in a broad range of equity funds having a market value as at that date of £503,021 and cash of £68,306. All of the investment assets and the £51,464 cash held with Hargreaves Lansdown constituted endowment funds. The remaining £16,842 cash held with Barclays Bank constituted unrestricted funds

The value of investments at 31st March 2024 was £562,235. During the year endowment assets to the value of £29,047 were transferred to BlueSpark and an overall capital gain of £29,739 was made. After investment sales of £118,000 the value of investments at 31st March 2025 was £503,021.

Policy on Reserves

The Foundation's funds have been donated to provide base funding for the Foundation for the long term. The general agreement with the donor is to allow the Trustees to transfer to unrestricted funds a maximum of 10 per cent of the value of the endowment funds in any given financial year. During the year ended 31st March the donor agreed that the sum of £83,245 be transferred to unrestricted funds to support grant making activities.

All donations received as unrestricted funds plus transfers from endowment funds less operating costs are available to provide grants. The Trustees ensure that, at all times, the Foundation has sufficient resources to meet its obligations and commitments. The policy on reserves is reviewed by the Trustees on an on going basis in the light of the receipt of further endowment funding and unrestricted donations.

Policies on Investments and Cash

BlueSpark has an account with Hargreaves Lansdown investment managers which holds all endowment investments and cash separately from unrestricted funds. In order to diversify and spread risk, our investments are held in managed equity funds which in turn hold investments in companies operating in the major markets in the world. These investments are held with the aim of providing income and growth to fund our grant awards in the long term.

Cash reserves sufficient to meet our grant awards in the short-term and other obligations will be maintained at all times.

Plans for the Future

The Trustees intend to continue making grants on the same basis as they have done up to the date of this report. In particular, they intend to continue making grants to a wide range of different types of project from across the whole of England and from a broad range of schools, community organisations, sports clubs, drama groups and music and dance organisations.

The Trustees are confident that BlueSpark has existing funds sufficient to continue its activities on at least the same scale for a number of years. Furthermore, they have assurances of significant endowment funding in the future.

In setting our objectives and planning our activities, the Trustees have considered The Charity Commission's guidance on public benefit, including the guidance "Public benefit : running a charity (PB2)". It is our opinion that, in setting our objectives, we have complied with our duty to have due regard to the Charity Commission's guidance on public benefit.



.....
Tim Davies
Chairman



.....
Robert Bartlett
Finance Director

30th January 2026



Appendix 1 Trustees

Tim Davies is our Chairman. He graduated in Law from the University of Southampton and then qualified as a solicitor. He practised for over 30 years as a corporate lawyer at Fieldfisher, an international firm of lawyers where he was a Partner, Head of the Corporate Department and a member of the Management Board. He is now a Trustee of The Children's Trust for Children with acquired brain injury, a Business Adviser for the Young Enterprise UK Programme, a school governor and a judge for the ESU Churchill Public Speaking competition for schools.

Robert Bartlett is our Finance Director. He graduated in Economics from the University of Southampton and is a member of the Chartered Institute of Management Accountants. During a 25 year career with Racal Electronics plc, a large UK quoted multi-national group, he progressed to hold the position of Finance Director with Racal's Telecoms, IT Security and Corporate Finance divisions. After the acquisition of Racal Electronics plc by Thales SA, a €10bn per annum turnover French Group, he was responsible for integrating the Racal subsidiaries into Thales accounting and budgeting processes. He then resumed operational finance director roles for Thales within Thales' Transportation and UK Services divisions.

Sarah Budnik is our third Trustee. She graduated in Geography from Royal Holloway College, University of London in 2010. After graduating, she worked at Royal Holloway as their Community Action Volunteer Manager before joining BEN, the automotive industry charity as their National Volunteer Coordinator. She then trained as a teacher and for seven years taught geography at Sutton Grammar School in the London Borough of Sutton where she was also Deputy Head of the Upper School. She now teaches geography at Highworth Grammar School in Ashford, Kent.



Appendix 2 Ambassadors

Helen Bartlett is a drama teacher, actress, musician and singer. She graduated in Acting from the University of Central Lancashire and subsequently taught drama at Woldgate School, Pocklington, York. She has been involved for many years with youth theatres and drama festivals.

Steve Clarke is a technology entrepreneur and investor with business experience in both the private and public sectors. He has built successful start-up businesses from the ground up. He founded the online property portal Property Jungle, co-founded Mobile Five Media and set up and currently runs WithU an audio fitness platform that makes training accessible to anyone anywhere in the world.

Huw Leslie is a Deputy Director at HM Treasury. He joined the Civil Service after graduating from Cambridge in 2012. He initially worked as a policy adviser at the Department for Education and then at HM Treasury before becoming Private Secretary to the Minister of State for Schools. He then returned to HM Treasury to become Head of Education Strategy and Schools Policy. He moved to 10 Downing Street as a senior policy adviser to the Prime Minister in 2021 and became Private Secretary to the Prime Minister in April 2022. He returned to HM Treasury in July 2025 to take up his current role.

Jack Leslie is Economics Advisor at the Bank of England. Prior to taking up his present position, he was a senior economist at The Resolution Foundation where his work focussed on macroeconomics and wealth inequality. Before he joined The Resolution Foundation he worked as an economist at the Bank of England in roles covering banking regulation, inflation and labour markets. Jack has an MSc in Economics from Warwick University.

Greg Nussbaum is an NHS hospital doctor. He graduated as a doctor from King's College, London in 2014. He is now an anaesthetic and intensive care registrar at University Hospital Southampton NHS Foundation Trust.

Rachel Nussbaum is the founder and artistic director of Pull the Other Speech and Drama Education which undertakes drama programmes and workshops for young people. She is also an actress and singer. She graduated in Theatre and Performance from Warwick University in 2007 and subsequently undertook an MA in Acting at East 15 Acting School.

Lisa Singleton is a science teacher at Oxted School in Surrey. She graduated from Exeter University in Biological Sciences in 2006 before going on to qualify as a teacher.



Appendix 3 Grants

The following is a full list of the 75 grants we made in the year to 31st March 2025. The list gives brief details of each project, the organisation which initiated the project and the geographical location of the organisation:

Visit to Danelaw in York to experience a day as a Viking

Brockholes CE(C) School, Holmfirth, West Yorkshire

Contribution towards attending Chantry Origins ballet dance lessons

Chloe Share, Thurlaston, Leicestershire

Storytelling workshop presented by Trestle Theatre Company

Margaret Wix Primary School, St Albans, Hertfordshire

Workshop with professional dancers on “Journey of a Refugee” by Benjamin Zephaniah followed by attendance at a performance of the show at Stanley Arts in South Norwood, London

Harris Invictus Academy, London Borough of Croydon

30 vocal lessons for talented student

Willenhall E-Act Academy, Willenhall, West Midlands

Creating a school vegetable garden

Burnwood Community Primary School, Chell Heath, Stoke-on-Trent

Participation in Maths Challenges run by the UK Mathematics Trust

Poole High School, Poole, Dorset

Week long Shakespeare workshop for 124 pupils culminating in a performance to parents

Great Leigh's Primary School, Chelmsford, Essex

Purchase of 6 wireless visualisers (devices to capture and project high definition images)

Somerdale Primary School, Keynsham, North East Somerset

Visit by 126 pupils to De Montford Hall, Leicester to see the see a live orchestra from the Birmingham Conservatoire perform an interactive concert

Queensmead Primary Academy, Leicester

Programme of specialist drama workshops for young people throughout Cornwall

Drama Express, Cornwall

Production of High School Musical Jr

Ormiston SWP Academy, Bilston, Wolverhampton, West Midlands



Year 6 school journey to Lulworth Cove, Dorset, to undertake history and geography fieldwork and outdoor adventure activity

Ivybridge Primary School, Isleworth, London Borough of Hounslow

Purchase of C-10 reader pens

St Luke's School, Redbourn, St Albans, Hertfordshire

Provision of support to enable young disabled riders to take part in local, area and national level riding competitions

West Norfolk Riding for the Disabled

Extracurricular club to develop DJ skills

St Peter and Paul Catholic High School, Widnes, Cheshire

Visit to Bletchley Park for 30 students to take part in interactive workshops on coding and ciphers

Acland Burghley School, Tufnell Park, North West London

Equipment for school Garage Band to give small groups of pupils the opportunity to play musical instruments in a band and collaborate with each other learning songs and creating their own

Woodlawn School, Whitley Bay, Tyne and Wear

Greenhouse for school gardening club

Ridgeway Primary Academy, Market Harborough, Leicestershire

Day out for 42 young carers

Redbridge Community School, Southampton

Reading pen for severely dyslexic student

Birkenhead High School Academy, Birkenhead, Wirral, Merseyside

Virtual reality headsets to provide immersive and interactive learning experiences on field trips for SEND children

LWS Academy, Southampton

Parts to help build and race a Goblin electric car as an introduction to engineering for students

Western Community Primary School, Wallsend, Newcastle upon Tyne

Contemporary and Street dance workshops with dance group called "2 faced"

Hereford Pupil Referral Service, Hereford, Herefordshire

Musical instruments and trip to recording studio for school music club to encourage engagement in music

Leeds City College, Leeds



Reading scanning pens for students with dyslexia to facilitate reading independently
Sarum St. Paul's Primary School, Salisbury, Wiltshire

Trip to Techniquest STEM learning venue for 210 pupils to promote interest in STEM based activities and careers
St Mary's Roman Catholic Primary School, Gloucester, Gloucestershire

Purchase of rechargeable LED lighting for use during Duke of Edinburgh expeditions
Birchwood High School, Bishops Stortford, Hertfordshire

Participation in "Wetwheels" exhilarating boat trip for students with SLD and complex needs
Portesvery School, Deepcut, Surrey

Materials for Young People's Puppet Theatre project to make puppets and stage a production
Breachwood Green JM High School, Hitchin, Hertfordshire

Outdoor stage and storage facilities for costumes and props
Cockfield Primary School, Cockfield, Bishop Auckland, County Durham

Portable staging system for school plays, musicals and arts performances
Hever Primary School, Hever, Kent

Film club visit to London for students to present their film to an international audience
Wragby Primary School, Wragby, Lincolnshire

Ocean and beach visit to experience the natural environment and study marine life and coastal geography
Inglehurst Junior School, Leicester

Creation of pond, wildlife area and outdoor classroom
John Cross C of E Primary School, Bilborough, Preston, Lancashire

Purchase of folding saw horses and woodwork set
Holywell Church of England Primary School, Tawstock, Devon

Computing and robotics equipment to set up computer and design technology based enrichment clubs
Lickey End First School, Bromsgrove, Worcestershire

One week residential camp at Warcombe Farm, Mortehoe, North Devon for 13 young people
First Denton Company, The Boys Brigade, Denton, Manchester

Visit to West Yorkshire Playhouse by 150 children to see the Lion, the Witch and the Wardrobe

St Bartholomew's C of E Primary School, Armley, Leeds

Resources to set up a new STEM area within the school

Alveley Primary School, Bridgnorth, Shropshire

Two night residential trip to outdoor activity centre at Bendrigg Lodge, Kendal, Cumbria

Chestnut Lodge School, Widnes, Cheshire

Hosting a public speaking competition and oracy workshops

Rauceby C of E Primary School, Sleaford, Lincolnshire

History resources to support children developing enquiry skills and subject knowledge

Bromley Heath Infant School, Bristol

Weekend camp for 30 children with a limb difference and their families

The Limbo foundation, Barnsley, South Yorkshire

Roman workshop on school grounds including setup of Roman soldiers camp

Elm Academy, Bournemouth, Hampshire

Radio microphones to enhance school production of "Bugsy Malone"

Hathershaw College, Oldham, Greater Manchester

Trip for 15 young people to Mount Cook Adventure Centre near Matlock, Derbyshire

SNaP Youth, South Normanton Derbyshire

"Magic Carpet System", a versatile, ceiling-mounted interactive projection solution which inspires imagination, fuels creativity, and transforms dedicated spaces into immersive, engaging environments

The Orchard School, Oldbury, West Midlands

Participation of 50 pupils in Dance Live, a collaborative on stage dance performance

Wellstead Primary School, Hedge End, Southampton

2 day music, art and computing residential for children to be immersed into a creative project and then share it with the other children

Timberley Academy, Shard End, Birmingham

Staging the National Cipher Challenge, a nationwide codebreaking competition for schools involving over 9000 students in over 5000 teams

Southampton University, Southampton



Equipment for forest school in school grounds

St Saviour's Catholic Primary and Nursery School, Ellesmere Port, Cheshire

Lighting rig and control board for drama studio

Downham Market Academy, Norfolk

5 day Outward Bound Programme in Aberdovey, Wales for 12 students

City of Stoke-on-Trent Sixth Form College, Stoke-on-Trent

Young Writers Festival of Writing Competition for over 700 young people in primary and secondary schools in the London Borough of Richmond

Arts Richmond, Twickenham

Residential trip for 60 children to Castleton in the Peak District to experience walking through the hills and looking at new and different wildlife

St Anne's Junior and Infant school, Rotherham, South Yorkshire

New "eight" rowing boat

Queen Elizabeth High School Rowing Club, Hexham, Northumberland

Participation of 14 students in the Brilliant Club Scholars Programme

The Roseland Academy, Truro, Cornwall

24 music stands for students to perform live music inside and outside the school

Highcliffe School, Christchurch, Dorset

Purchase of STEM activity kit designed to inspire young minds and develop essential STEM competencies

47F (Grantham) Squadron RAF Air Cadets, Grantham, Lincolnshire

Residential visit to Upton Court, Berkshire to learn about the impact of Vikings in England and to collaborate in teambuilding activities and learn life skills

Balksbury Junior School, Andover, Hampshire

Music composition workshops with a professional composer for 54 children leading to the creation and performance of a composition for the school orchestra

Middleton Primary School, Leeds

3 night residential for Year 6 pupils at Hill End near Oxford to build independence, life skills and problem solving skills

Barton Park Primary School, Oxford

Trip to the Entabeni Nature Reserve in South Africa as part of college veterinary nursing course to provide an introduction to wildlife veterinary work with hands-on practical experience

Dudley Children's Services, Dudley, West Midlands



Trip for 36 children to the Verulamium Museum in St Albans

St Mary's Farnham Royal Primary School, Farnham Royal, Buckinghamshire

Residential activity trip for 16 young people to Bendrigg Lodge in Kendal, Cumbria to undertake outdoor activities such as abseiling, climbing, zip wiring, orienteering canoeing and caving

Highfurlong School, Blackpool, Lancashire

Trip for 30 students to Osmington Bay in Dorset to undertake a programme of sailing, high ropes, zip-lining, archery and raft building to build confidence, encourage teamwork and inspire resilience

Kilburn Park School, Kilburn, London NW6 5RG

Conservation trip to Maasai Mara Game Reserve in Kenya

Celia Howard, Southgate, London

Trip to India to meet Scouts and Guides from around the world

Iris Coleman, Oxford

5 day Outward Bound trip for 12 young people to undertake challenging outdoor sports experiences and teambuilding activities in the wilderness of the Lake District

Youth Action Alliance, London

Transforming an existing garden into a vibrant bio diverse space to promote well-being, learning and community engagement

Droitwich Spa High School, Worcestershire

Residential trip for 40 children to How Stean Gorge in Yorkshire to undertake outdoor adventure activities to promote personal development, resilience, teamwork and a connection with nature

Halton Hologate C of E School, Halton Hologate, Spilsby, Lincolnshire

Specialist swimming floats to use with physically disabled students to give more independence

Redwood School, Rochdale, Lancashire

Participation of 14 students in the Brilliant Club Scholars Programme which helps young people from less advantaged backgrounds develop the communication, critical thinking skills and confidence that they need to access and succeed at the most competitive universities

Stalham High School, Norwich

Residential 3 day trip for 54 children to Cliffe House outdoor activity centre near the Peak District

Clayton St John CE Primary School, Bradford, West Yorkshire

Appendix 4

Receipts and Payments Accounts For the Year Ended 31st March 2025

Receipts and Payments

	Unrestricted Funds £	Endowment Funds £	Total Funds £	Last Year £
Receipts				
Donations Received	31,213	-	31,213	67,995
Gift Aid Recovered	6,104	-	6,104	-
Investment Income	-	-	-	193
Interest Income	843	-	843	682
Sub-Total	38,160	-	38,160	68,870
Sale of Investments	-	118,000	118,000	28,000
Total Receipts	<u>38,160</u>	<u>118,000</u>	<u>156,160</u>	<u>96,870</u>
Payments				
Grants Awarded	105,347	-	105,347	103,174
Investment Fees & Bank Charges	77	1,372	1,449	1,399
Website & Software Costs	510	-	510	486
Sub-Total	105,934	1,372	107,306	105,059
Investment Purchases	-	-	-	193
Total Payments	<u>105,934</u>	<u>1,372</u>	<u>107,306</u>	<u>105,252</u>
Net Receipts / (Payments)	<u>(67,774)</u>	<u>116,628</u>	<u>48,854</u>	<u>(8,382)</u>
Transfers between Funds	83,245	(83,245)	-	-
Cash Funds : brought forward	1,371	18,081	19,452	27,834
Cash Funds : carried forward	<u>16,842</u>	<u>51,464</u>	<u>68,306</u>	<u>19,452</u>



Receipts and Payments Accounts For the Year Ended 31st March 2025

Statement of Assets and Liabilities at 31st March 2025

		Unrestricted Funds £	Endowment Funds £
Cash Funds	Barclays Current a/c	1,683	-
	Barclays Deposit a/c	15,159	-
	Hargreaves Lansdown Inv. a/c	-	51,464
	Total Cash Funds	16,842	51,464

		Current Value £
Investment Assets	Endowment Funds	503,021

BlueSpark Foundation has no Other Assets or Liabilities

Supporting Analysis and Notes

		Endowment Funds £
Movement on Investments	Opening Valuation	562,235
	Endowment-Transfer of Investments	29,047
	Less: Disposals	118,000
	Plus: Capital gain including accumulation	29,739
	Closing Balance (see note 3)	503,021

Notes:

- 1) BlueSpark Foundation has given no guarantee with a potential liability outstanding at the date of the statement of assets and liabilities.
- 2) Bluespark Foundation has no debt outstanding at the date of the statement of assets and liabilities which is secured by an express charge on any of the assets of BlueSpark.
- 3) The closing balance of investments is valued using market prices at 31/03/2025.
- 4) At 31/03/2025 there were Grants offered but not yet paid to the value of £6,420.

Signed on behalf of all the trustees

Signed	Printed Name	Date of Approval
	Robert Bartlett	30/01/2026
	Tim Davies	30/01/2026



Appendix 5

Independent examiner's report to the Trustees of BlueSpark Foundation

I report to the Trustees on my examination of the accounts of BlueSpark Foundation (BlueSpark) for the year ended 31st March 2025.

Responsibilities and basis of report

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

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

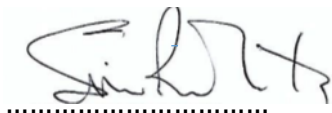
Independent examiner's statement

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

1. accounting records were not kept in respect of BlueSpark as required by section 130 of the Act; or
2. the accounts do not accord with those records.

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

Signed


.....

S. Roberts B.Sc., ACMA
3 Conygree Close, Lower Earley, Reading, RG6 4XE

30th January 2026

Accounts

*Supporting the education and
development of children and
young people*



BLUESPARK
FOUNDATION



Annual Report and Accounts 2023/2024

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Legal and Administrative Details

Registered Charity

BlueSpark Foundation is a Charitable Incorporated Organisation
Registered charity number 1167172

Principal Office

84A Upland Road
Sutton
Surrey SM2 5JB

Trustees

Tim Davies
Robert Bartlett
Sarah Budnik

Ambassadors

Helen Bartlett
Steve Clarke
Huw Leslie
Jack Leslie
Greg Nussbaum
Rachel Nussbaum
Lisa Singleton



Structure

BlueSpark Foundation is a Charitable Incorporated Organisation. The founding Trustees, namely Tim Davies, Robert Bartlett and Sarah Budnik, are the only members. The constitution of the Foundation was adopted by the Trustees on 15th May 2016. The Charities Commission registered the Foundation as a charity on 17th May 2016.

Governance

The governance procedures of the Foundation are set out in its constitution which is in the form recommended by The Charity Commission for a Charitable Incorporated Organisation.

The Trustees meet at least six times a year. The constitution provides that no decision of the Trustees shall be taken at a meeting of the Trustees unless at least two of the Trustees are present.

Tim Davies has been appointed to hold the office of Chairman and Robert Bartlett has been appointed to the office of Finance Director.

Collectively, the Trustees have extensive legal, accounting, business and risk management experience as well as knowledge of the charity and education sectors. The Trustees are satisfied that their experience and training make them well qualified to carry out the activities of BlueSpark and to achieve its objectives.

Management

All the management activities of the Foundation are undertaken by the Trustees. As the Foundation is a grant making body, the principal decisions of the Trustees concern the approval of grants. The Grant Applications Committee of the Trustees meets at regular intervals to discuss grant applications and decide which ones to approve for receipt of a grant from the Foundation. Our grant making policies are outlined in this report in the section headed "Grant Policy".

We have a network of Ambassadors to help identify projects suitable for the receipt of grants and to promote awareness of BlueSpark and its activities but our Ambassadors do not have a management role in the Foundation.

All the Trustees and Ambassadors give their time voluntarily and receive no benefits from the Foundation. Short biographical details of our Trustees and Ambassadors are set out in Appendices 1 and 2.



Objectives

BlueSpark Foundation supports the education and development of children and young people for the public benefit. We do this by providing grants for academic education, drama, sport, music, dance and singing and other educational activities and excursions that have one or more of the following objectives:

Encouraging independence
Developing team working skills
Developing self confidence
Promoting creativity & individuality
Encouraging aspiration
Enhancing educational achievement
Widening educational horizons

We provide funds for projects which might not happen at all or would only happen on a lesser scale without our support. Teachers and people in the community at large are often prepared to give their time to potential projects but they may not have access to the funding which will turn those projects into reality. BlueSpark's objective is to help bridge that gap by funding or part funding some of these projects.

Grant Policy

Funding provided by BlueSpark for any particular project must be crucial to that project rather than marginally incremental to its funding. In most cases, grants are made on a relatively small scale. Many grants are under £2,000 and none exceed £5,000. Applications for grants must be from organisations or individuals resident in England.

Most projects which we support are initiated or undertaken by schools, colleges or community groups. However, individuals may also apply for a grant and BlueSpark may undertake or initiate projects in its own right.

We provide funds for physical assets such as sports equipment, for services such as music or dance tuition, for outdoor activities, and for excursions and experiences such as theatre visits.

In selecting projects to receive a grant we aim to maintain a balance of different types of project from across the whole of England and from a wide range of schools, community organisations, sports clubs, drama groups and music and dance organisations.

There are no preconditions for the making of a grant regarding the number of children or young people who may benefit from a particular project. A project may be particularly deserving of a grant on the basis of the number of children or young people that it will benefit. Equally, a grant may be appropriate for the benefit of a single child or young person, especially if the impact of the project concerned is likely to be particularly significant for that individual.

Supporting the education and development of children and young people



Activities

Overview

As at 31st March 2024, we had distributed a total of 488 grants since we made our first grant in November 2017. These grants have been given to a broad cross section of schools and educational institutions, drama organisations, sports clubs, music and dance groups, youth development organisations, community development organisations, and individuals for a wide range of educational, cultural, sporting and other projects.

In the year to 31st March 2024, we made 71 grants.

We prioritise projects which we believe :

- will enhance the self-confidence, team working skills and future employability of the children and young people taking part in them; and which
- would not happen at all or would only happen on a lesser scale without the support of BlueSpark.

Categories of Project

We support projects in six broad categories namely :

Academic

Drama

Sport

Music, Dance and Singing

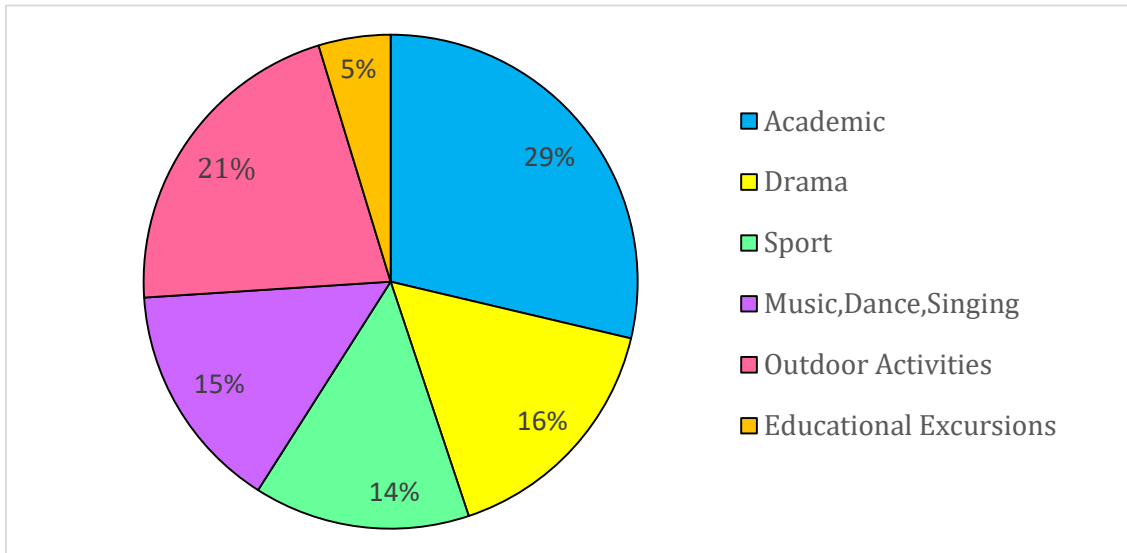
Outdoor activities

Educational excursions

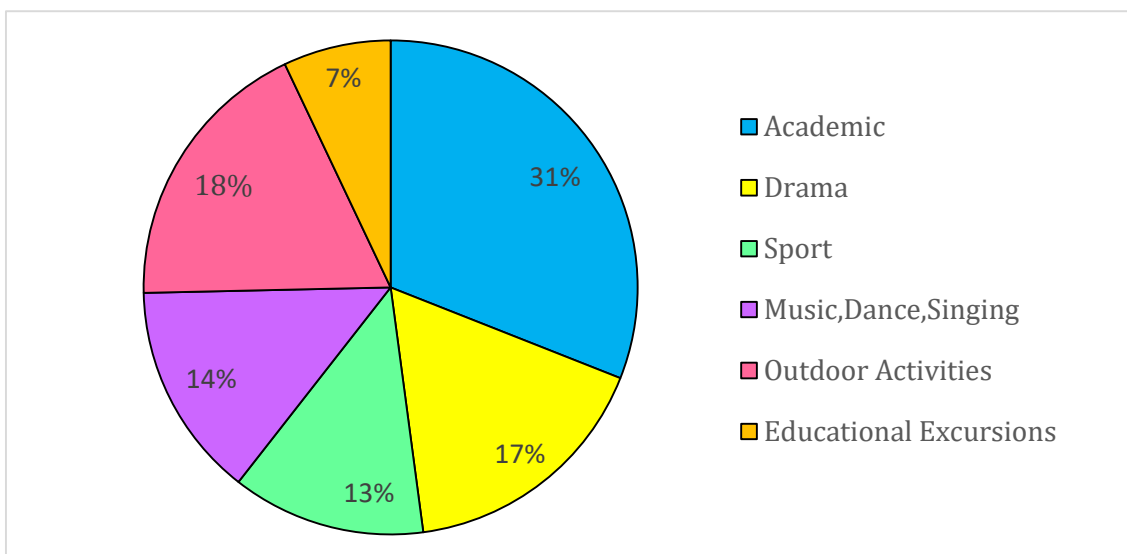
The split between these categories varies from year to year. We do not aim to achieve any particular split in any individual year. Our objective is to support what we consider to be the best projects for which we receive grant applications in each year. However, over any five year period we hope that each of our five main grant categories (namely Drama; Sport; Outdoor Activities; Music, Dance and Singing; and Academic) will account for not less than 15% and not more than 25% of our grants.

The first table shown below gives a breakdown as at 31st March 2024 of the projects we have supported by type since we made our first grant in November 2017. The second table gives a breakdown of the projects we supported by type in the year ending 31st March 2024.

Grants by Type – cumulative to 31st March 2024

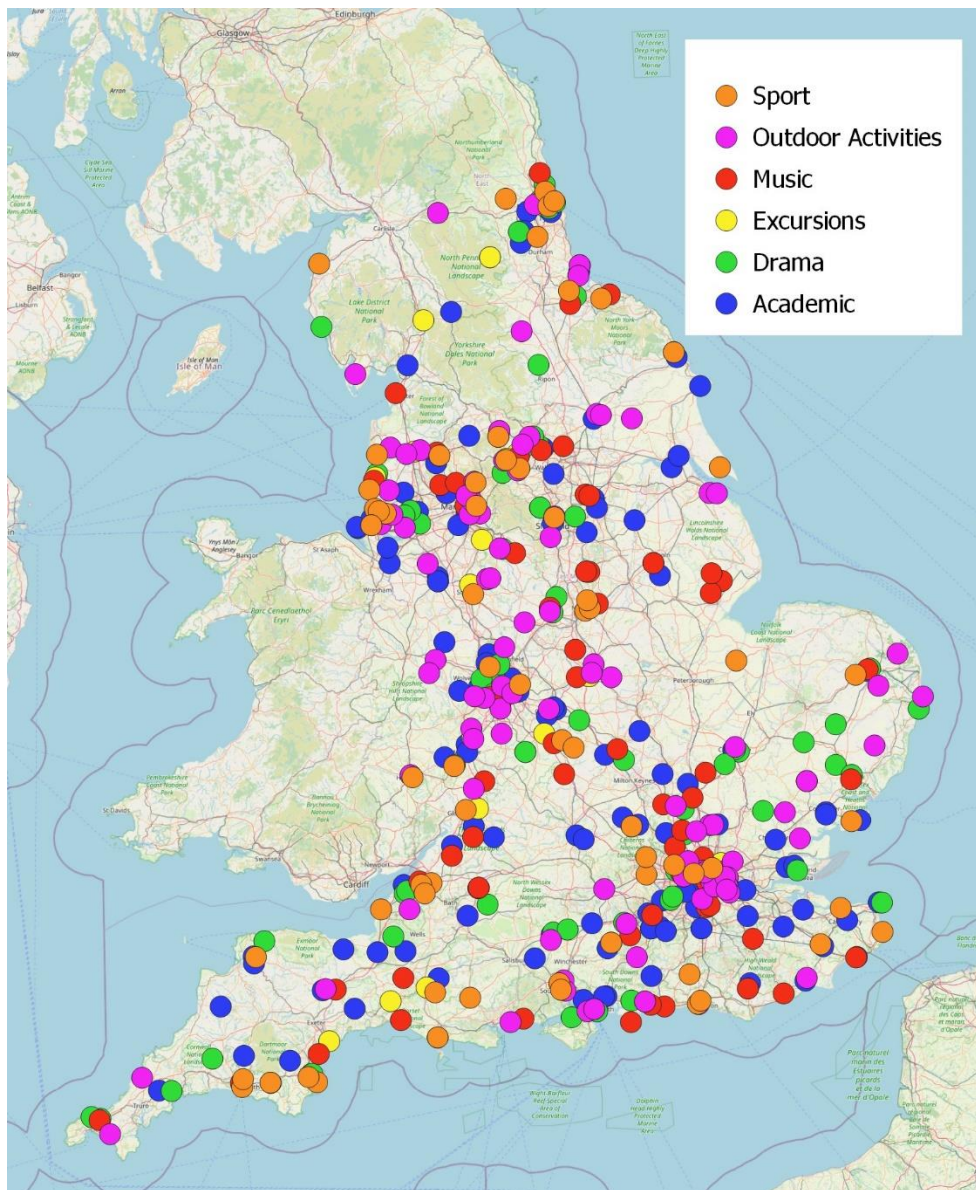


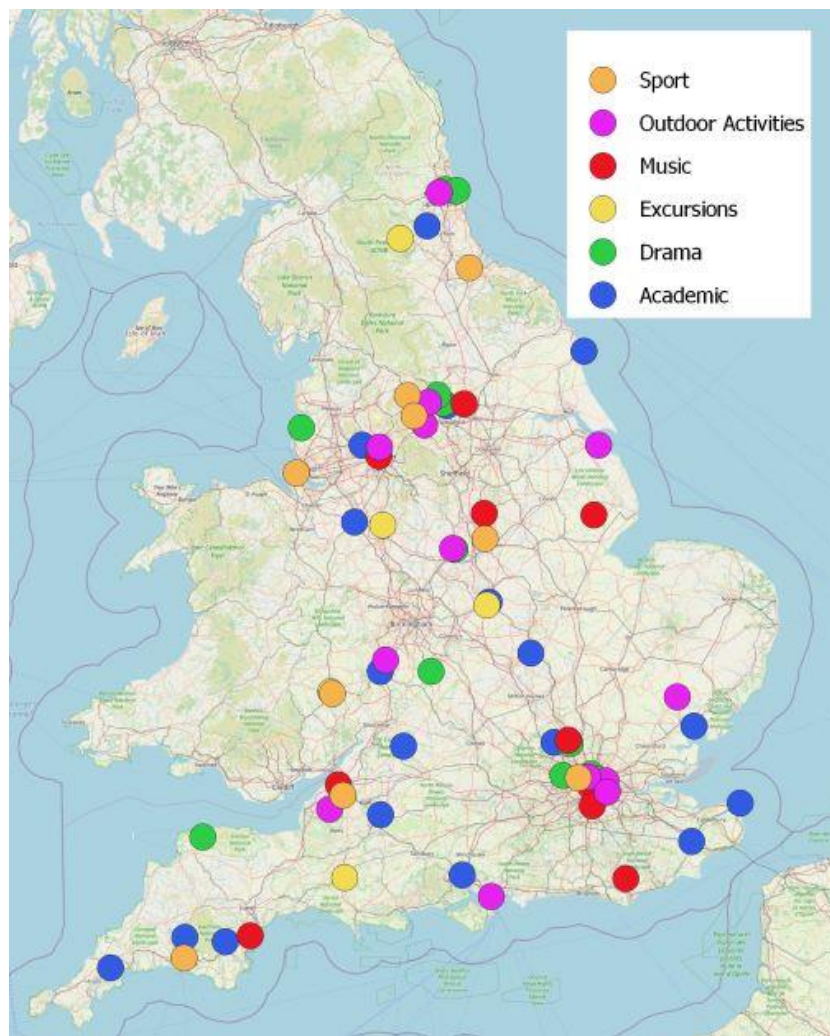
Grants by Type – for the year ended 31st March 2024



Geographical Distribution of Projects

The first map below shows the geographical distribution of the grants we have made since we made our first grant in November 2017 up to 31st March 2024. The second map shows the geographical distribution of the grants we made during the year ending 31st March 2024. The maps show that we have supported projects across the whole of England, in cities, towns and suburbs and in the country.





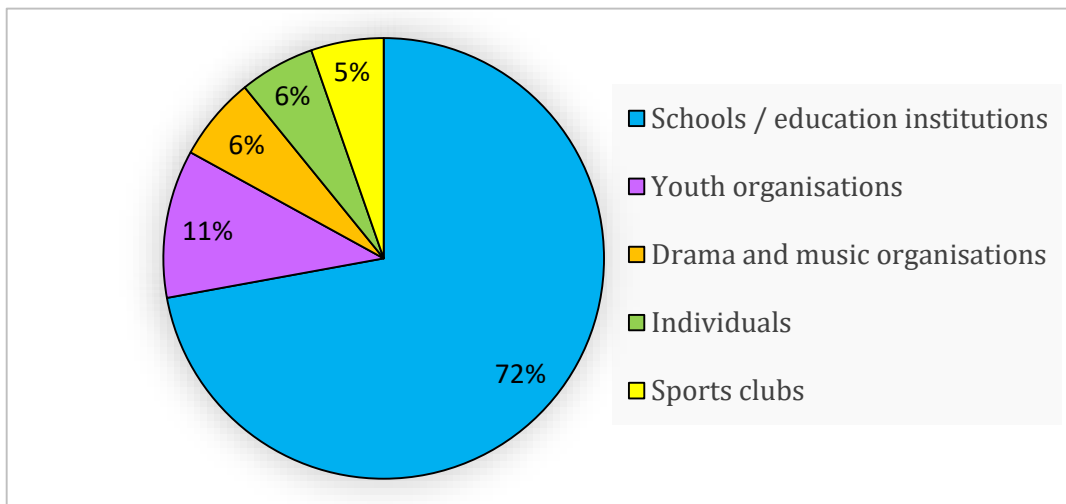
Our grant selection process does not limit the number of grants which we make by reference to geographical areas in England. However, since we started making grants, we have achieved a spread of grants which, in broad terms, is balanced across all areas in England, judged by density of population.

We do not specifically target grants towards projects where the participants are from less well-off backgrounds but that factor is one of many which we consider in awarding grants. Our aim is to achieve the maximum impact from the use of the funds which we distribute. Our judgement on the impact of a project is affected by many factors, including its relative significance to the participants, the number of children or young people involved, and our perception of the contribution that the project is likely to have in enhancing the self-confidence and team working skills of the participants.

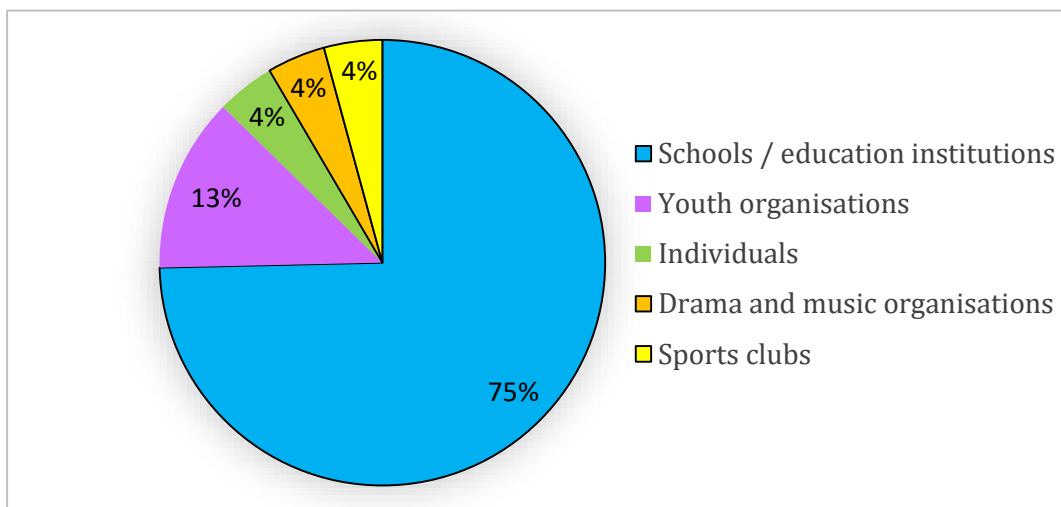
Grant recipients

We have made grants to schools and education institutions, sports clubs, drama and music organisations, youth organisations and to individuals. The first table shown below gives a breakdown of grant recipients by type of organisation since we made our first grant in November 2017. The second table gives a breakdown of grant recipients by type of organisation in the year to 31st March 2024.

Grants by Type of Organisation - Cumulative to 31st March 2024



Grants by Type of Organisation - Year to 31st March 2024



Specific Projects

A full list of all the projects for which we have made grants during the year is set out in Appendix 3. The following projects constitute an illustrative cross-section of projects we have supported and for which we have received recent feedback.



BlueSpark provided funding to help West Exmoor Primary School Federation in Devon to stage a production of “Oliver Jnr” at the Landmark Theatre in Ilfracombe. The Headteacher said that the production had many benefits for the participants. In particular, improved self-confidence; learning to sing, dance and perform to a high standard; working effectively as part of a team; enhancing friendships; and experiencing the thrill of performing on stage in a real theatre. The Headteacher also said that the project had

had an incredibly positive impact on all those children who took part and many of them are now actively engaged in musical theatre outside school as a direct consequence of their performance in “Oliver Jnr”.

BlueSpark helped The Bristol Ensemble in Bristol to fund a new project to bring live orchestral music and interactive learning experiences to children in Bristol and the West of England. BlueSpark’s funding contributed towards sessions supporting 2,730 children from 10 schools across Bristol, North Somerset and Wiltshire. The visits increased the children’s cultural capital by exposing them to live orchestral music and professional musicians. They learnt about orchestras, instruments, music genres, how music conveys emotion, conducting and



music terminology. The sessions broadened their horizons and encouraged them to engage with music. One 8 year old SEN child who is rarely able to stay in class for more than a few minutes and was daunted by the prospect of what could be a loud and scary experience for him stayed in the hall for the whole hour-long session, commenting “That was my favourite morning ever, I loved all the different sounds I could hear!”. Teachers said that it was really beneficial for the children to be able to see and hear different instruments in real life and that the visits created “a real buzz”. The organisers said that the project exceeded all expectations and created a new way of reaching children and partnering with schools.



BlueSpark provided support for 10 young people to participate in a residential youth development voyage with Tall Ships Youth Trust. The voyage gave the participants a unique, physically and mentally challenging experience. Activities included setting sails, helming, rope work, navigation and domestic duties. Working together at sea as a small community is an intense social experience during which participants must learn to manage their emotions, behaviours and feelings and to pull together to overcome challenges such as adverse weather or seasickness. This improves their understanding of the need for patience,

respect and tolerance of others. The benefits of the trip included improved confidence and self-esteem as well as improved time management skills, communication skills, problem-solving skills and emotional coping skills.

BlueSpark helped to provide funding for all children in years 5 and 6 at Howard Primary School in Croydon to work in small groups with Agudo Dance Company and Theatre Rites on interactive dance workshops and then to visit Stanley Arts to watch an immersive dance show that followed the “Journey of a Refugee” from their home country, through the perils of various forms of transport across the continent, until they arrived at the UK border office. The children then all experienced this for themselves with their own immigration form, fingerprinting and



photo taking simulation. They walked alongside actors representing people who had travelled to the UK from towns and cities far beyond London seeking a place of safety and security. There was puppetry, performance, dance and live music as well as a creative activity at the end in which the children were all invited to create their own message of welcome to be given to a refugee coming to the UK. The school said that the experience “went far beyond what we expected” and really helped the children to understand some of what the immigration process might be like for refugees or, in some cases, might have been like for some of their own family members.

Interpretive dance was threaded through the entire performance. The children themselves, said that the experience was “intense but really excellent”; “fun, sad and amazing all at the same time”; “Phenomenal! We got to act it out ourselves and it was a lot of fun.”

BlueSpark supported Teignmouth Youth Choir in Devon to put on a public performance. The children not only had the chance to sing as a whole choir to an audience but also to sing solos and in small ensembles. The choir administrator said that “their confidence grew and their enjoyment shone through. The children were buzzing and excited.” The feedback from those attending the concert was fantastic with comments including “Inspiring to see a group of young people engage in music, the love of it will stay in their lives forever.”





BlueSpark provided funding for The North School in Ashford, Kent to set up a Vex Robotics Club for the purpose of fostering an interest in robotics and engineering among students and encouraging them to develop critical thinking, problem-solving and teamwork skills. The Vex Robotics competition is the largest and fastest-growing secondary school robotics program globally with more than 20,000 teams from 50 countries playing in over 1700 competitions worldwide. Each year, an exciting engineering challenge is presented in the form of a game.

With guidance from their teachers and mentors, students build innovative robots and compete throughout the year. BlueSpark's funding enabled the school to purchase robots and the students learnt how to build and write code for the robots to perform different tasks. They also learnt soft skills such as working together as a team, recognising areas of excellence in their team mates, problem-solving and perhaps most importantly, the value of trying, failing and trying again, each time documenting the step in an engineering notebook. The school took part in three regional tournaments during the year and intends to continue competing.

BlueSpark supported the 1st Denton Company of The Boys Brigade in Manchester to attend an outdoor one week "canvas" camp in Warcombe, North Devon to give the boys the opportunity to participate in and learn new skills in several physical and sporting activities. The activities chosen by the young people included the Tarka Trail cycle ride; surfing lessons at the Woolacombe Surf Centre; and a sea fishing trip at Ilfracombe. The objective of the camp was to "live and operate under canvas for seven nights with good food, good



friends and an action packed activities programme." An important aspect of the camp was to instil a sense of self-discipline and the importance of teamwork. The boys returned from the camp "more willing to participate in physical activities and exercise and seeing the benefit of an active lifestyle away from their games consoles."



BlueSpark provided support for 35 Year 6 children from Stanhope Barrington Primary School in Bishops Auckland, County Durham to go on a two night residential visit to Edinburgh where they visited the National Museum of Scotland, Camera Obscura, Dynamic Earth and Edinburgh Zoo. Apart from giving the children the opportunity to visit a major city away from the rural area where they live, the trip also helped them to build their resilience and self-confidence when away from their parents.



BlueSpark provided funding to hire professional grade sound equipment to help Hathershaw College in Oldham, Lancashire to put on a whole school production of “Bugsy Malone”. This equipment gave students a taste of what it is like to work in a real theatre production and enhanced the overall production quality of the show. The equipment also boosted the confidence of the students by enabling all students, regardless of their natural vocal projection abilities, to be heard. The production proved to be a memorable theatrical experience with packed audiences and positive reviews. The success of the production increased the school’s reputation for high quality productions.

BlueSpark provided support to Inglehurst Junior School in Leicester to visit Hunstanton Sea Life Centre and the beach. The trip set out to immerse pupils in the natural world and to deepen their understanding of marine ecosystems, coastal geography and the importance of environmental stewardship. This “hands-on” experience inspired curiosity, supported science education and nurtured a connection with the environment. Pupils returned with a heightened interest in the natural world. Their shared experience fostered a strong sense of cohesion and community both within individual classes and across the year group as pupils bonded over their discoveries.



BlueSpark provided funding to help Ormiston SWB Academy in Bilston, Wolverhampton stage a school production of “High School Musical Junior”. As well as involving a large cast on stage, the show also allowed the school’s diverse learner backstage crew to have positions of responsibility and trust in organising, directing and arranging the lighting, sound and microphones. This gave them the opportunity to strive in a high-pressure environment even when suffering with social anxiety. The show was a huge success and the Mayor of Wolverhampton, who came to watch the show, praised the production.



BlueSpark provided the funding for Willesden & Brent Chess Club in the London Borough of Brent to purchase additional chess sets and equipment to support increasing junior membership. The availability of more sets enabled the Club to increase junior participation and has given juniors the opportunity to play both social and competitive chess. Up to 60 junior members can now be accommodated at each Club session. The extra equipment has also allowed the Club to accommodate different strengths of player and given coaches the opportunity to deliver one-to-one coaching sessions.

BlueSpark provided the funding for the Gardening Club at Ridgeway Primary Academy in Market Harborough, Leicestershire to acquire a greenhouse. This increased pupils' enthusiasm for taking part in the Club's activities and allowed the Club to produce quicker results and to extend its growing season. The Club is now producing more and the appearance of the greenhouse has generated increased support from both pupils and parents because it is easy to see what is being achieved.



BlueSpark provided funding to support Ivybridge Primary School in Isleworth, Middlesex to undertake a three-day history, geography and outdoor activity field trip to Dorset. The trip embraced Bovington Tank Museum, geography fieldwork at Lulworth Cove and outdoor activities at the Go Ape adventure centre. For many of the pupils this was their first opportunity to spend time away from home developing their self-confidence and independence. It gave them exposure to unfamiliar coastal and countryside environments and the chance to take part in

new outdoor adventure activities which could not be provided at school. Taking part in these latter activities provided the opportunity for the pupils to develop their resilience and team working skills.



Financial Report

Accounts for the year ending 31st March 2024 have been completed on a receipts and payments basis and are included on pages 25 and 26 of this report. An independent examiner's report on the Accounts is set out on page 27 of this report. The Trustees believe a receipts and payments basis is appropriate for the Foundation as it has a cash based business model comprising receiving donations and endowments, managing investments and making grants.

The Accounts cover the period 1st April 2023 to 31st March 2024. All functions are carried out by the Trustees who give their time without charge. During the year the Foundation awarded grants to the value of £103,174. Website and software costs of £486, bank and investment fees of £1,399 and investment purchases of £193 complete the total payments of £105,252 included in the Accounts.

The Foundation did not undertake any fundraising activities during the year but received donations amounting to £67,995 and investment and other income totaling £875. During the year investments to the value of £28,000 were sold to fund grant making activities. Total cash receipts for the year amounted to £96,870 leaving net payments of £8,382 for the year.

As at 31st March 2024, the total value of investments and cash held by the Foundation was £581,687 represented by investment assets held in a broad range of equity funds having a market value as at that date of £562,235 and cash of £19,452. All of the investment assets and the £18,081 cash held with Hargreaves Lansdown constituted endowment funds. The remaining £1,371 cash held with Barclays Bank constituted unrestricted funds

The value of investments at 31st March 2023 was £547,391. No material additions have been made to the investments during the year and an overall capital gain of £42,651 was made. After investment sales of £28,000 the value of investments at 31st March 2024 was £562,235.

Policy on Reserves

The Foundation's funds have been donated to provide base funding for the Foundation for the long term. The general agreement with the donor is to allow the Trustees to transfer to unrestricted funds a maximum of 10 per cent of the value of the endowment funds in any given financial year.

All donations received as unrestricted funds plus transfers from endowment funds less operating costs are available to provide grants. The Trustees ensure that at all times the Foundation has sufficient resources to meet its obligations and commitments. The policy on reserves is reviewed by the Trustees on an on going basis in the light of the receipt of further endowment funding and unrestricted donations.

Policies on Investments and Cash

BlueSpark has an account with Hargreaves Lansdown investment managers which holds all endowment investments and cash separately from unrestricted funds. In order to diversify and spread risk, our investments are held in managed equity funds which in turn hold investments in companies operating in the major markets in the world. These investments are held with the aim of providing income and growth to fund our grant awards in the long term.

Cash reserves sufficient to meet our grant awards in the short-term and other obligations will be maintained at all times.

Plans for the Future

The Trustees intend to continue making grants on the same basis as they have done up to the date of this report. In particular, they intend to continue making grants to a wide range of different types of project from across the whole of England and from a broad range of schools, community organisations, sports clubs, drama groups and music and dance organisations.

The Trustees are confident that BlueSpark has existing funds sufficient to continue its activities on at least the same scale for a number of years. Furthermore, they have assurances of significant endowment funding in the future.

In setting our objectives and planning our activities, the Trustees have considered The Charity Commission's guidance on public benefit, including the guidance "Public benefit : running a charity (PB2)". It is our opinion that, in setting our objectives, we have complied with our duty to have due regard to the Charity Commission's guidance on public benefit.



Tim Davies
Chairman



Robert Bartlett
Finance Director

27th January 2025



Appendix 1 Trustees

Tim Davies is our Chairman. He graduated in Law from the University of Southampton and then qualified as a solicitor. He practised for over 30 years as a corporate lawyer at Fieldfisher, an international firm of lawyers where he was a Partner, Head of the Corporate Department and a member of the Management Board. He is now a Trustee of The Children's Trust for Children with acquired brain injury, a Business Adviser for the Young Enterprise UK Programme, a school governor and a judge for the ESU Churchill Public Speaking competition for schools.

Robert Bartlett is our Finance Director. He graduated in Economics from the University of Southampton and is a member of the Chartered Institute of Management Accountants. During a 25 year career with Racal Electronics plc, a large UK quoted multi-national group, he progressed to hold the position of Finance Director with Racal's Telecoms, IT Security and Corporate Finance divisions. After the acquisition of Racal Electronics plc by Thales SA, a €10bn per annum turnover French Group, he was responsible for integrating the Racal subsidiaries into Thales accounting and budgeting processes. He then resumed operational finance director roles for Thales within Thales' Transportation and UK Services divisions.

Sarah Budnik is our third Trustee. She graduated in Geography from Royal Holloway College, University of London in 2010. After graduating, she worked at Royal Holloway as their Community Action Volunteer Manager before joining BEN, the automotive industry charity as their National Volunteer Coordinator. She then trained as a teacher and for seven years taught geography at Sutton Grammar School in the London Borough of Sutton where she was also Deputy Head of the Upper School. She now teaches geography at Highworth Grammar School in Ashford, Kent.

Appendix 2 Ambassadors

Helen Bartlett is a drama teacher, actress, musician and singer. She graduated in Acting from the University of Central Lancashire and subsequently taught drama at Woldgate School, Pocklington, York. She has been involved for many years with youth theatres and drama festivals.

Steve Clarke is a technology entrepreneur and investor with business experience in both the private and public sectors. He has built successful start-up businesses from the ground up. He founded the online property portal Property Jungle, co-founded Mobile Five Media and set up and currently runs WithU an audio fitness platform that makes training accessible to anyone anywhere in the world.

Huw Leslie graduated from Cambridge University and joined the Civil Service in 2012, initially working as a policy adviser at the Department for Education and subsequently as a policy adviser at H.M. Treasury. He then became Private Secretary to the Minister of State for Schools before returning to H.M. Treasury as Head of Education Strategy and Schools Policy and subsequently becoming head of H.M.T. Scorecard Branch. He moved to 10 Downing Street as senior policy advisor to the Prime Minister in March 2021 and became Private Secretary to the Prime Minister for Economic affairs in April 2022.

Jack Leslie is Economics Advisor at the Bank of England. Prior to taking up his present position, he was a senior economist at The Resolution Foundation where his work focussed on macroeconomics and wealth inequality. Before he joined The Resolution Foundation he worked as an economist at the Bank of England in roles covering banking regulation, inflation and labour markets. Jack has an MSc in Economics from Warwick University.

Greg Nussbaum is an NHS hospital doctor. He graduated as a doctor from King's College, London in 2014. He is now an anaesthetic and intensive care registrar at University Hospital Southampton NHS Foundation Trust.

Rachel Nussbaum is the founder and artistic director of Pull the Other Speech and Drama Education which undertakes drama programmes and workshops for young people. She is also an actress and singer. She graduated in Theatre and Performance from Warwick University in 2007 and subsequently undertook an MA in Acting at East 15 Acting School.

Lisa Singleton is a science teacher at Oxted School in Surrey. She graduated from Exeter University in Biological Sciences in 2006 before going on to qualify as a teacher.



Appendix 3 Grants

The following is a full list of the 71 grants we made in the year to 31st March 2024. The list gives brief details of each project, the organisation which initiated the project and the geographical location of the organisation:

Participation of two teams in the Washington DC final of the “Battle of the Books” reading competition for deaf students

Heathlands School for the Deaf, St. Albans, Hertfordshire

Equipment for allotment style garden to produce food to sell to the local community

Cherry Tree Academy, Colchester, Essex

Trip to the Globe Theatre and participation in dramatic workshop

Montem Primary School, Islington, London

15 Steel pan drums to kickstart foundational music knowledge

Ninelands Primary School, Garforth, West Yorkshire

Outdoor residential trip to the Lake District for 12 disadvantaged pupils

Witton Middle School, Droitwich, Worcestershire

Cooking equipment for provision of cookery classes to upper primary school children

St John’s Church, Lanchester, County Durham

Reading Festival event to bring books to life by recreating them in different rooms of a “castle” in the school using videos, 3-D designed backdrops, props and the original texts

Stratton C of E Primary School, Cirencester, Gloucestershire

Support for children from low income families to take part in Year 6 residential trip to Fairplay House Outdoor and Education Centre

Tollgate Primary School, London E 13

Choral Performance by four school choirs at Mansfield Palace Theatre, Mansfield, Notts

Asquith Primary School and three other schools, Mansfield, Nottinghamshire

Residential personal development and team building canal trip

Harmood Special School, Camden, London

6 week educational course with the RSPCA

Ellie Martinhull, St Columb, Cornwall

Putting on a “professional” theatre production of “Oliver” at the Landmark Theatre, Ilfracombe

West Exmoor Primary School Federation, North Devon



Musical equipment (marimbas) to teach music notation to pupils of varying skill levels and to provide a foundation for playing any tuned instrument

Co-op Academy, New Islington, Manchester

Open Sound Ensemble course to help young people with special educational needs and disabilities develop listening skills and musical confidence in an out of school group setting

London Philharmonic Orchestra, London SE1

“Bringing the West End to Derbyshire Children”, a project to provide opportunities for 1020 disadvantaged children to work with West End stars over a 12 month period culminating in a visit to London for a selected group to take part in a workshop, watch a matinee performance, meet the cast backstage and perform a song on a West End stage
Embark Federation, Derby, Derbyshire

“Speech Bubbles” drama intervention programme in partnership with Immediate Theatre. The programme supports children’s communication skills, confidence and well-being through sessions which focus on storytelling and communication and promote positive engagement

Sebright Primary School, Hackney, London

Kit for participation in Great Britain’s Elite Ladies team at the Underwater Hockey World Championships

Alyssa Tremlett, Ivybridge, Devon

Mental and emotional health therapy through the use of a therapy pony and trained counsellor

St John the Baptist C of E Primary School, Stockton on Tees

Riding helmets to enable disadvantaged young people to work with horses

Uncle Paul’s Chilli Farm, Blagdon, North Somerset

Support for riders with a learning disability to take part in the Yorkshire and Humberside Special Olympic team for riders with a learning disability

Haworth Riding for the Disabled Group, Haworth, West Yorkshire

Support for financially disadvantaged students to participate in a residential adventure course at Bendrigg Lodge, Kendal, Cumbria

Gosforth Academy, Knightsbridge, Gosforth, Newcastle upon Tyne

Theatre trip to Bristol Hippodrome

Thornford C of E Primary School, Thornford, Dorset

Residential visit to Cardfields school journey centre in the Essex countryside

St Andrews (Barnsbury) C of E Primary School, London N1

Equipment for interactive science lessons

Stanley Road Primary School, Worcester, Worcestershire



Residential excursion to Normandy including visits to Mont St. Michel and the Bayeux Tapestry

Headlands School, Bridlington, Yorkshire

Participation in First Tech Challenge, a robotics design and build competition

Tavistock College, Tavistock, Devon

Sensory theatre experience delivered in school by a theatre company to 36 severely disabled pupils who would be unable to visit a conventional theatre

Percy Hedley Foundation, Killingworth, Newcastle

Visit to West Yorkshire Playhouse for 150 students to see Oliver Twist

St Bartholomew's C of E Primary School, Armley, Leeds

Participation in Debatemate programme for 40 students involved in after-school debating club

Mulberry Stepney Green, Maths, Computing and Science College, London E1

Scanning pens to enable pupils to scan and hear aloud any text

The Collett School, Hemel Hempstead, Hertfordshire

Three-day educational visit to part of the Western Front Way in Belgium and France

Margate Sea and Royal Marine Cadets, Margate, Kent

Training for students to become reading mentors through the Coram Beanstalk organisation

Eltham High School, Eltham Hill, London SE9

4 day drama and music workshop for 25 children with complex disabilities

Sussex Association for Spina Bifida and Hydrocephalus, Horam, East Sussex

Trip to the pantomime for 210 children

Holy Trinity C of E Primary School, Southport, Merseyside

Purchase of VEX competition robot kits and payment of competition fees for the VEX Robotics Competition which has more than 20,000 teams from 50 countries playing in over 1700 competitions worldwide

The North School, Ashford, Kent

Excursion to the Eureka Science and Discovery Museum for 30 disadvantaged young people

Chell Area Family Action Group, Stoke-on-Trent, Staffordshire

Chess sets and digital chess clocks to cater for increasing numbers of young members

Willesden and Brent Chess Club, Harlesden, London NW 10



Games equipment for community hub in area of multiple deprivation and disadvantage
The Park Community Centre, Bristol

Visits to live performances for arts award course for 56 students with MLD and autism
Southlands School, Tynemouth, North Tyneside

Residential visit to Edinburgh for 40 children including visits to the National Museum of Scotland, Dynamic Earth, Camera Obscura and Edinburgh Zoo
Stanhope Barrington C of E Primary School, Westcroft, Stanhope, Bishop Auckland, County Durham

Public speaking skills workshop for 30 girls to be delivered by The Speakers Trust
Leeds Girls Club, Beeston, Leeds

National Cipher Challenge code breaking competition
The University of Southampton, Hampshire

Equipment for introduction of fencing as a small group intervention and after-school club targeting children with social, emotional and mental health needs
Glade Hill primary school, Nottingham

Musical storytelling event staged at the school by visiting theatre company
St Margaret's Primary School, Horsforth, Leeds

Financial support to enable 10 disadvantaged students to receive free places on Year 8 camping trip involving wild swimming, raft building, campfire building, outdoor cooking, shelter building, a night hike and more
Eltham Hill School, London SE9

Trip to Berlin to support A-level German and history students' studies and offer a wider educational experience in travel and independence opportunities
The Royal National College for the Blind, Hereford

Robotics kit and SPIKE prime kit for participation in the First Tech Challenge and Lego League
Weavers Academy, Wellingborough, Northampton

Scripting, promoting and performing a production at the Edinburgh Fringe Festival
King Edward VI School, Stratford-upon-Avon

Project with the Young People's Puppet Theatre for 30 Year 6 children to design their own marionette puppet, make scenery and together present their own show to the rest of the school with opportunities to take on roles including stage manager, lighting operator, puppeteer and voice actor
Bourne Primary School, South Ruislip, Middlesex



Residential holiday with challenges such as high ropes, canoeing, archery, orienteering, problem-solving and team working

Chalk Hill AP Academy, Sudbury, Suffolk

Set up costs (maps and boots) for “Wolds Walking Club”

Cleethorpes Academy, North-east Lincolnshire

Junior-sized sports chair for under 16 disabled young person to play wheelchair rugby league

Halifax Wheelchair Tag Rugby League Club, Halifax, West Yorkshire

Participation in Wembley Choir Event at Wembley Stadium

Margaret Wix Primary School, St Albans, Hertfordshire

9 bikes and helmets to give more students access to Level 3 Bikeability cycling course at school

North Huddersfield Trust school, Huddersfield, West Yorkshire

Representing Great Britain in the under 18 European Indoor Archery Championships in Croatia

Patience Wood, Oxtown, Birkenhead, Merseyside

10 scanning pens for use as part of plan to utilise assistive technology to support students

Millgate School, Leicester

4 night voyage of exploration on an oceangoing yacht for 10 young people

Tall Ships Youth Trust, Portsmouth, Hampshire

2 night residential trip to Ingleborough in the Yorkshire Dales for 40 young people to undertake caving, gorge scrambling and hiking

Byron Primary School, Bradford, West Yorkshire

8 scanning pens to support confidence and self-esteem

Holbrook Primary School, Trowbridge, Wiltshire

One night residential trip to London for 10 vulnerable young people to visit the Tate, National History Museum and other landmarks

Willow Bank School, Leicester

Introduction of new multi-skill sports module to promote confidence and love of sport

Hampton Dean Primary School, Hereford

Creation of playground safe space for children with additional sensory needs

Markeaton Primary School, Derby



Spring Concert performance

Teignmouth Youth Choir, Teignmouth, Devon

BE Inspired project to bring live orchestral music and interactive learning experiences to 1000 children in 5 schools in the most deprived parts of Bristol and the West of England

Preludes Music, the education arm of The Bristol Ensemble, Bristol

Establishing a dedicated Youth Podcasting Service to empower and amplify the voices of Disabled Youth within the Bolton community

Believe Achieve CIC, Bolton

Weekend outdoor educational trip for KS3 students to undertake water-based activities and teambuilding exercises at Coniston Waterpark

Our Lady's Roman Catholic High School, Blackley, Manchester

Year 6 visit to the Lyceum Theatre London to see The Lion King

St Alban and St Stephen Catholic Primary School, St Albans

On-site visit of Pop-up planetarium

Ashburton Primary School, Ashburton, Devon

Participation in Young Voices Concert for schools across the Midlands

Mareham-Le-Fen Church of England Primary School, Boston, Lincolnshire

Purchase of Greenpower Goblin series car kit for STEM project

Wistaston Academy, Crewe, Cheshire

Enabling Year 5 & 6 pupils to take part in an immersive theatre workshop and attend a live performance

Howard Primary School, Croydon

Appendix 4

Receipts and Payments Accounts For the Year Ended 31st March 2024

Receipts and Payments				
	Unrestricted Funds £	Endowment Funds £	Total Funds £	Last Year £
Receipts				
Donations Received	67,995	-	67,995	420
Investment Income	193	-	193	2,348
Interest Income	682	-	682	128
Sub-Total	68,870	-	68,870	2,896
Sale of Investments	-	28,000	28,000	56,578
Total Receipts	68,870	28,000	96,870	59,474
Payments				
Grants Awarded	103,174	-	103,174	100,513
Investment Fees & Bank Charges	102	1,297	1,399	1,450
Website & Software Costs	486	-	486	530
Sub-Total	103,762	1,297	105,059	102,493
Investment Purchases	-	193	193	1,360
Total Payments	103,762	1,490	105,252	103,853
Net Receipts / (Payments)	(34,892)	26,510	(8,382)	(44,379)
Transfers between Funds	24,305	(24,305)	-	-
Cash Funds : brought forward	11,958	15,876	27,834	72,213
Cash Funds : carried forward	1,371	18,081	19,452	27,834



Receipts and Payments Accounts For the Year Ended 31st March 2024

Statement of Assets and Liabilities at 31st March 2024

		Unrestricted Funds £	Endowment Funds £
Cash Funds	Barclays Current a/c	1,301	-
	Barclays Deposit a/c	70	-
	Hargreaves Lansdown Inv. a/c	-	18,081
	Total Cash Funds	1,371	18,081
			Current Value £
Investment Assets	Endowment Funds		562,235

BlueSpark Foundation has no Other Assets or Liabilities

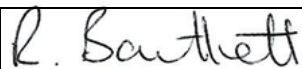
Supporting Analysis and Notes

		Endowment Funds £
Movement on Investments	Opening Valuation	547,391
	Endowment-Transfer of Investments	-
	Plus: Additions	193
	Less: Disposals	28,000
	Plus: Capital gain including accumulation	42,651
	Closing Balance (see note 3)	562,235

Notes:

- 1) BlueSpark Foundation has given no guarantee with a potential liability outstanding at the date of the statement of assets and liabilities.
- 2) Bluespark Foundation has no debt outstanding at the date of the statement of assets and liabilities which is secured by an express charge on any of the assets of BlueSpark.
- 3) The closing balance of investments is valued using market prices at 31/03/2024.
- 4) At 31/03/2024 there were Grants offered but not yet paid to the value of £9,922.

Signed on behalf of all the trustees

Signed	Printed Name	Date of Approval
	Robert Bartlett	27/01/2025
	Tim Davies	27/01/2025

Appendix 5

Independent examiner's report to the Trustees of BlueSpark Foundation

I report to the Trustees on my examination of the accounts of BlueSpark Foundation (BlueSpark) for the year ended 31st March 2024.

Responsibilities and basis of report

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

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

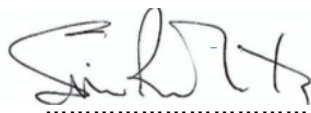
Independent examiner's statement

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

1. accounting records were not kept in respect of BlueSpark as required by section 130 of the Act; or
2. the accounts do not accord with those records.

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

Signed



S. Roberts B.Sc., ACMA
3 Conygree Close, Lower Earley, Reading, RG6 4XE

27th January 2025

Accounts

*Supporting the education and
development of children and
young people*



BLUESPARK
FOUNDATION



Annual Report and Accounts 2022/2023

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Legal and Administrative Details

Registered Charity

BlueSpark Foundation is a Charitable Incorporated Organisation
Registered charity number 1167172

Principal Office

84A Upland Road
Sutton
Surrey SM2 5JB

Trustees

Tim Davies
Robert Bartlett
Sarah Budnik

Ambassadors

Helen Bartlett
Steve Clarke
Huw Leslie
Jack Leslie
Greg Nussbaum
Rachel Nussbaum
Lisa Singleton



Structure

BlueSpark Foundation is a Charitable Incorporated Organisation. The founding Trustees, namely Tim Davies, Robert Bartlett and Sarah Budnik, are the only members. The constitution of the Foundation was adopted by the Trustees on 15th May 2016. The Charities Commission registered the Foundation as a charity on 17th May 2016.

Governance

The governance procedures of the Foundation are set out in its constitution which is in the form recommended by The Charity Commission for a Charitable Incorporated Organisation.

The Trustees meet at least six times a year. The constitution provides that no decision of the Trustees shall be taken at a meeting of the Trustees unless at least two of the Trustees are present. In practice, all of the Trustees have been present at all meetings of the Trustees held during the period covered by this report.

The founding Trustees have been appointed to hold the following offices with the Foundation:

Tim Davies – Chairman
Robert Bartlett – Finance Director
Sarah Budnik – Grant Applications Director

Collectively, the Trustees have extensive legal, accounting, business and risk management experience as well as knowledge of the charity and education sectors. The Trustees are satisfied that their experience and training make them well qualified to carry out the activities of BlueSpark and to achieve its objectives.

Management

All the management activities of the Foundation are undertaken by the Trustees. As the Foundation is a grant making body, the principal decisions of the Trustees concern the approval of grants. The Trustees meet at regular intervals to discuss grant applications and decide which ones to approve for receipt of a grant from the Foundation. Our grant making policies are outlined in this report in the section headed "Grant Policy".

We have a network of Ambassadors to help identify projects suitable for the receipt of grants and to promote awareness of BlueSpark and its activities but our Ambassadors do not have a management role in the Foundation.

All the Trustees and Ambassadors give their time voluntarily and receive no benefits from the Foundation. Short biographical details of our Trustees and Ambassadors are set out in Appendices 1 and 2.



Objectives

BlueSpark Foundation supports the education and development of children and young people for the public benefit. We do this by providing grants for academic education, drama, sport, music, dance and singing and other educational activities and excursions that have one or more of the following objectives:

Encouraging independence
Developing team working skills
Developing self confidence
Promoting creativity & individuality
Encouraging aspiration
Enhancing educational achievement
Widening educational horizons

We provide funds for projects which might not happen at all or would only happen on a lesser scale without our support. Teachers and people in the community at large are often prepared to give their time to potential projects but they may not have access to the funding which will turn those projects into reality. BlueSpark's objective is to help bridge that gap by funding or part funding some of these projects.

Grant Policy

Funding provided by BlueSpark for any particular project must be crucial to that project rather than marginally incremental to its funding. In most cases, grants are made on a relatively small scale. Many grants are under £2,000 and none exceed £5,000. Projects funded by BlueSpark must be in England.

Most projects which we support are initiated or undertaken by schools, colleges or community groups. However, individuals may also apply for a grant and BlueSpark may undertake or initiate projects in its own right.

We provide funds for physical assets such as sports equipment, for services such as music or dance tuition, for outdoor activities, and for excursions and experiences such as theatre visits.

In selecting projects to receive a grant we aim to maintain a balance of different types of project from across the whole of England and from a wide range of schools, community organisations, sports clubs, drama groups and music and dance organisations.

There are no preconditions for the making of a grant regarding the number of children or young people who may benefit from a particular project. A project may be particularly deserving of a grant on the basis of the number of children or young people that it will benefit. Equally, a grant may be appropriate for the benefit of a single child or young person, especially if the impact of the project concerned is likely to be particularly significant for that individual.

Supporting the education and development of children and young people



Activities

Overview

As at 31st March 2023, we had distributed a total of 417 grants since we made our first grant in November 2017. These grants have been given to a broad cross section of schools and educational institutions, drama organisations, sports clubs, music and dance groups, youth development organisations, community development organisations, and individuals for a wide range of educational, cultural, sporting and other projects.

In the year to 31st March 2023, we made 80 grants.

We prioritise projects which we believe :

- will enhance the self-confidence, team working skills and future employability of the children and young people taking part in them; and which
- would not happen at all or would only happen on a lesser scale without the support of BlueSpark.

Categories of Project

We support projects in six broad categories namely :

Academic

Drama

Sport

Music, Dance and Singing

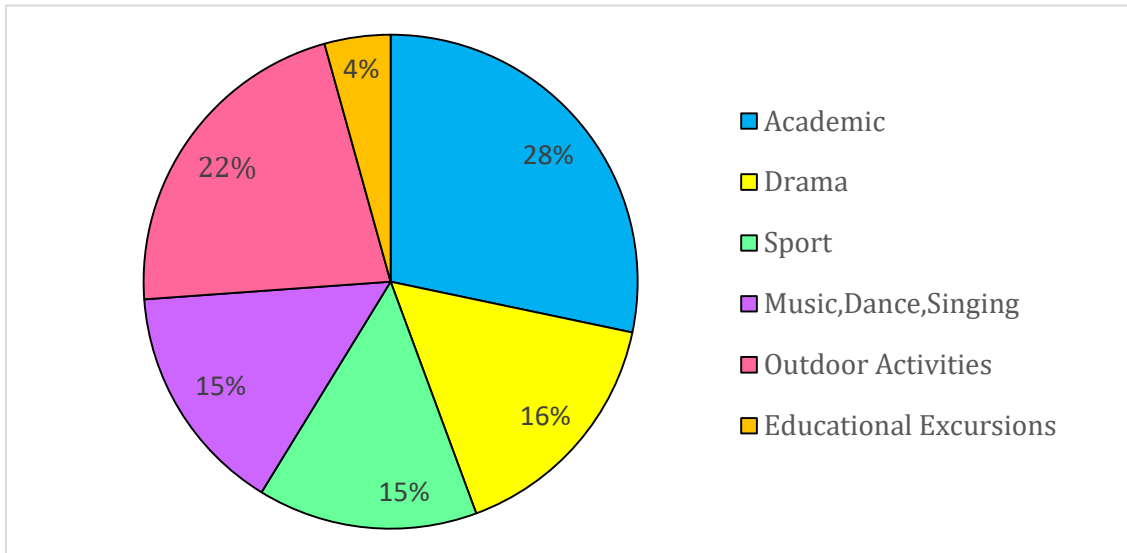
Outdoor activities

Educational excursions

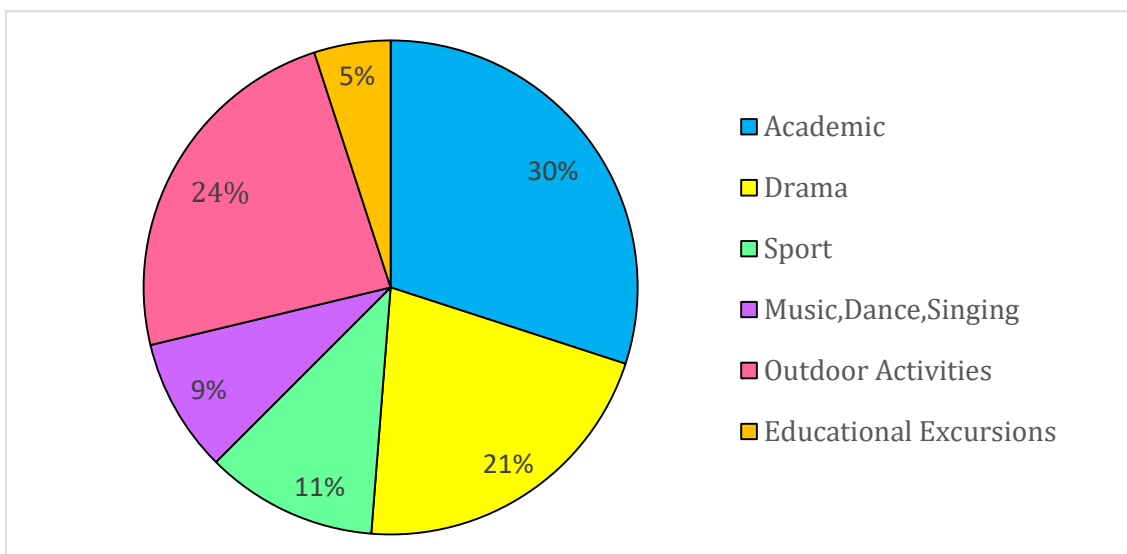
The split between these categories varies from year to year. We do not aim to achieve any particular split in any individual year. Our objective is to support what we consider to be the best projects for which we receive grant applications in each year. However, over any five year period we hope that each of our five main grant categories (namely Drama; Sport; Outdoor Activities; Music, Dance and Singing; and Academic) will account for not less than 15% and not more than 25% of our grants.

The first table shown below gives a breakdown as at 31st March 2023 of the projects we have supported by type since we made our first grant in November 2017. The second table gives a breakdown of the projects we supported by type in the year ending 31st March 2023.

Grants by Type – cumulative to 31st March 2023

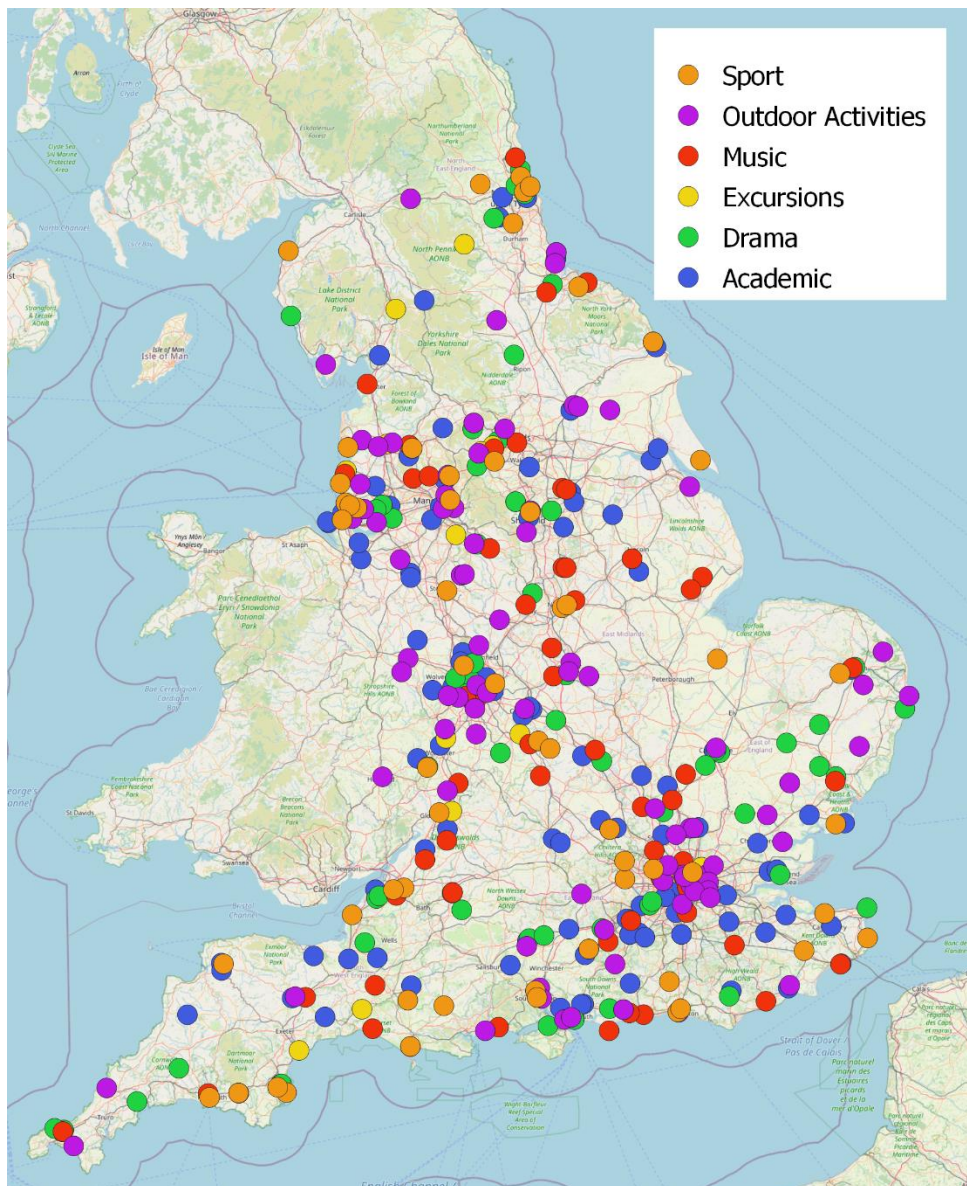


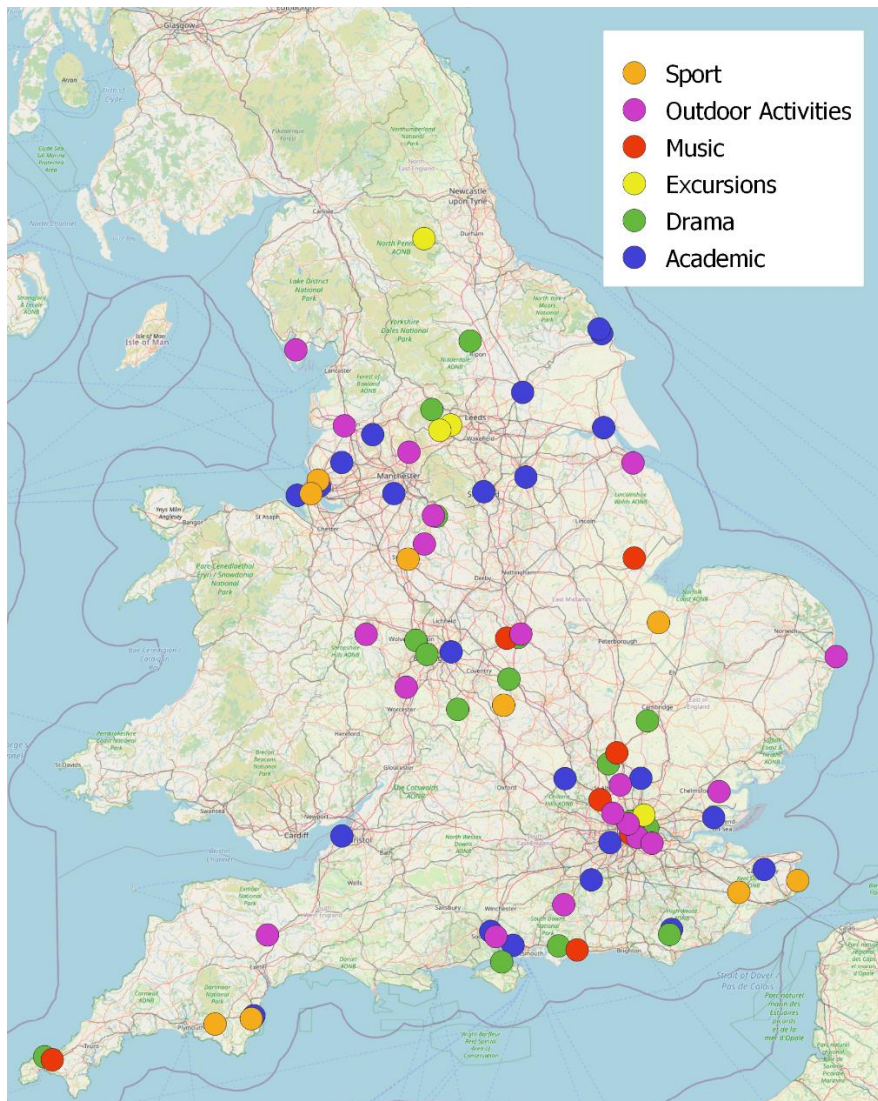
Grants by Type – for the year ended 31st March 2023



Geographical Distribution of Projects

The first map below shows the geographical distribution of the grants we have made since we made our first grant in November 2017 up to 31st March 2023. The second map shows the geographical distribution of the grants we made during the year ending 31st March 2023. The maps show that we have supported projects across the whole of England, in cities, towns and suburbs and in the country.





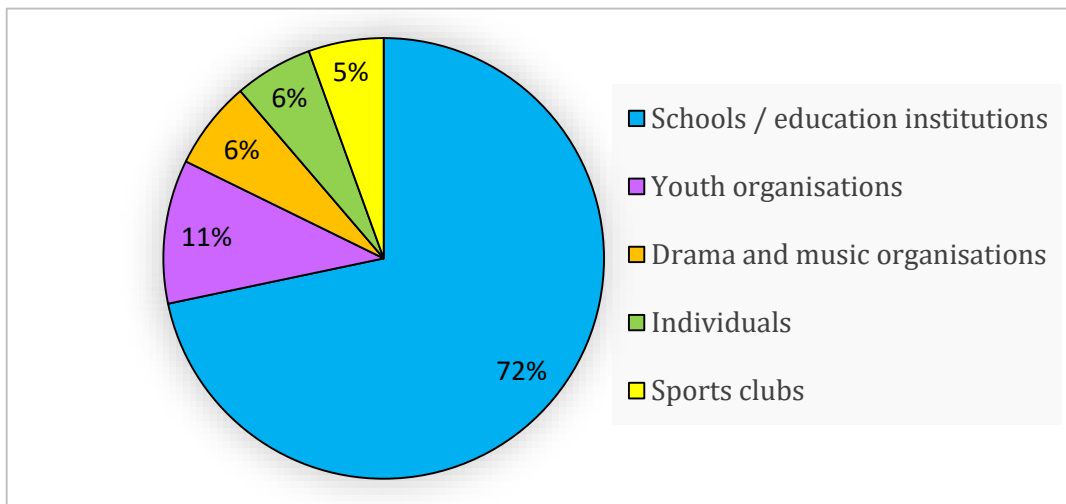
Our grant selection process does not limit the number of grants which we make by reference to geographical areas in England. However, since we started making grants, we have achieved a spread of grants which, in broad terms, is balanced across all areas in England, judged by density of population.

We do not specifically target grants towards projects where the participants are from less well-off backgrounds but that factor is one of many which we consider in awarding grants. Our aim is to achieve the maximum impact from the use of the funds which we distribute. Our judgement on the impact of a project is affected by many factors, including its relative significance to the participants, the number of children or young people involved, and our perception of the contribution that the project is likely to have in enhancing the self-confidence and team working skills of the participants.

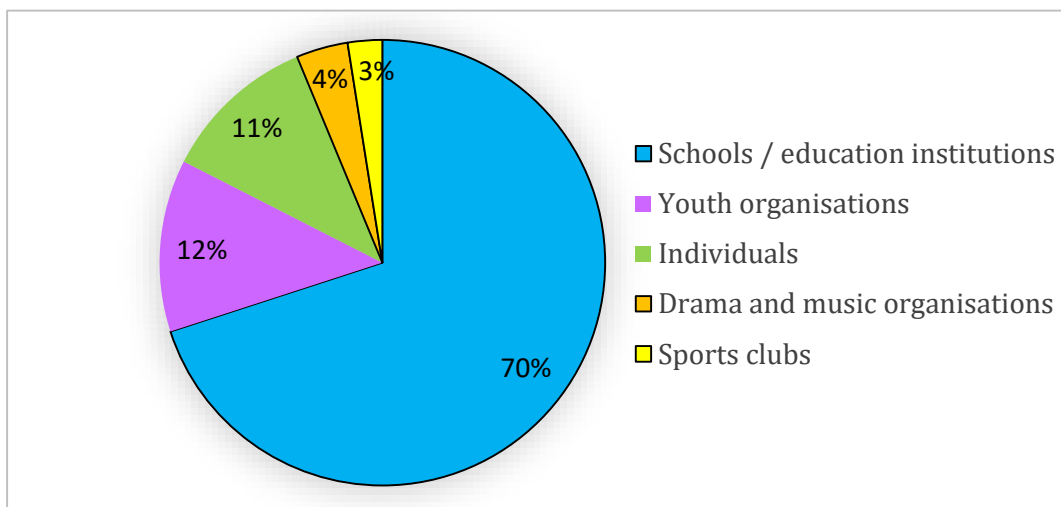
Grant recipients

We have made grants to schools and education institutions, sports clubs, drama and music organisations, youth organisations and to individuals. The first table shown below gives a breakdown of grant recipients by type of organisation since we made our first grant in November 2017. The second table gives a breakdown of grant recipients by type of organisation in the year to 31st March 2023.

Grants by Type of Organisation - Cumulative to 31st March 2023



Grants by Type of Organisation - Year to 31st March 2023



Specific Projects

A full list of all the projects for which we have made grants during the year is set out in Appendix 3. The following projects constitute an illustrative cross-section of projects we have supported and for which we have received recent feedback.



BlueSpark provided funding for the Riviera Education Trust in Torbay, Devon to organise and host a Children's Parliament. The objective was to deepen the children's understanding in three areas namely the democratic process; presentation and debating skills; and homelessness in Torbay and beyond. Ten local primary schools held their own elections to elect a team to represent their respective schools at the Children's Parliament. At

the Parliament event, each team gave a presentation on homelessness. These were judged by the children's peers and a panel including the local MP, the Chief Executive of Torbay Council, the Director of Education for Torbay and the council portfolio holder for Housing. Stewart Biddles, the CEO of Riviera Education Trust, told BlueSpark that the event helped the children to understand that they could make a difference and that their voice could be heard. He also told BlueSpark that the project has had a lasting impact on the curriculum for the schools involved. The Children's Parliament event will now be held annually and the schools will use this to support the teaching of modern British values and the democratic process.

BlueSpark provided support for Chloe Share to attend dance training with Chantry School Origins Youth Company which runs like a professional company. The Artistic Director of the Company told BlueSpark that "This enables young people to gain experience and understanding of what is expected in the professional industry and helps them raise their level to meet these high standards." During her training Chloe worked with other dancers from around the country and with West End choreographers. Chloe also performed at the year end Origins showcase event, an original ballet called "Summer in Penny Lane", and at prestigious public events including "Move It", the UK's largest dance convention, and "TrueMotion" which is part of U.Dance, the biggest youth dance festival in the UK. Chloe told BlueSpark that her time with Chantry Origins had been "an amazing experience and that the memories and learning would stay with her forever." Chloe has now successfully auditioned for and taken up a place at Studio 79, which provides a professional environment for students to excel in dance and theatre performance and help "propel them to reaching their dreams".





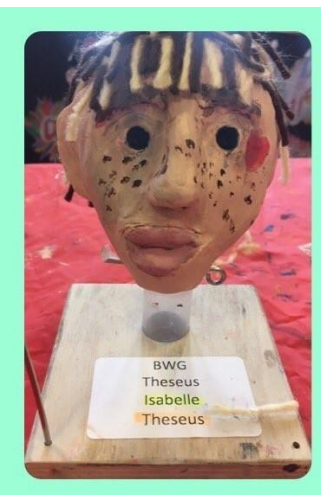
BlueSpark helped provide the funding for Witton Middle School in Droitwich, Worcestershire to take 12 disadvantaged pupils to Ullswater Outward Bound Centre in the Lake District on their first ever outdoor residential trip. These children had never left their home town. The project leader, Lawrence Crabb, told BlueSpark that "This was an opportunity to broaden their horizons, push their boundaries and show them what they were capable of. The trip encouraged teamwork, pride and self-esteem and

fostered longer term self-belief and resilience. The children immersed themselves in new experiences such as mountain climbing, scrambling, river wading and sailing. This is the stuff that life long memories are made of. Individuals have discovered new strengths and qualities and are talking about their futures in a different light."

BlueSpark provided funding for 6 riders with a learning disability from Haworth Riding for the Disabled Group to attend the two-day National Special Olympics Competition in Sheffield as part of the Yorkshire and Humberside team. This is a major competition designed to increase independent living. The participants had to adjust to riding unfamiliar horses. Jane Lawrence, the project leader, told BlueSpark that "The event not only nurtured independence but helped build social and communication skills, increase self-esteem and self-confidence and demonstrated what can be achieved both individually and as a team. One rider is wheelchair-bound and a more able rider took charge of her and her wheelchair! Our riders made new friends and had the



experience of a different equine environment. All of our riders won medals, many of them being golds and silvers. They made new friends and had the experience of a different equine environment."



BlueSpark provided support for Breachwood Green JMI School in Hitchin, Hertfordshire to work on a one-year long project with the Young People's Puppet Theatre. In that time 24 pupils designed and made their own marionette puppet, designed and painted each scene, made the props and performed the story of "Theseus and the Minotaur". The children took on various roles including voices, puppeteer, stage manager and lighting. They were able to see how a project can develop over time and how input from all members of their class was required to make the project a success. The Headteacher told BlueSpark that the children enjoyed applying their art and design skills to a real project and that the roles they took on during the show took them out of their comfort zones and enabled them to develop their confidence and resilience.



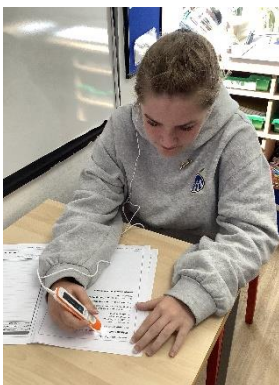
BlueSpark supported the London Philharmonic Orchestra's Open Sound Ensemble workshop initiative which supports the musical progression, personal development and social musical opportunities of young people aged 11 to 18 with special educational needs and disabilities in South East London. The aim is to make music making varied, fresh, exciting and fun. LPO musicians are seated with the ensemble groups. The LPO team observes participants during each session to see how they settle within the group, what they particularly enjoy doing and playing, how they interact with their peers and what they find challenging.

The LPO told BlueSpark that the feedback from parents and carers has been very positive. One parent said "I thought it was a very inclusive experience, which was great. C loved playing with the Orchestra. She was happy during the sessions and has not stopped talking about them since!" Another parent said that "A is really gaining an understanding of music and is making conscious decisions about how she wants to play and perform". Another said "This is a wonderful experience. The LPO team leaders really engage all the young people."

BlueSpark provided funding for students at Oaklands Catholic School, Waterlooville Hampshire to take the STEM Leaders Qualification, Level 2. This qualification aims to recognise the personal leadership skills that students develop through their study of science, technology, engineering and mathematics subjects. In order to meet the requirements of the course, the students had to complete a number of written tasks and be observed leading STEM activities. They also had to research STEM careers and the qualifications required to



achieve them as well as any "barriers to entry" that might exist. The school told BlueSpark that undertaking this qualification made the students more aware of the options available to them for their futures and also helped them to contextualise their academic curriculum and motivate them with their studies.



BlueSpark provided funding to the Collett School in Hemel Hempstead, Hertfordshire to purchase scanning pens to support their special needs pupils with dyslexia in their exams. The school's Exams Officer told BlueSpark that "The pupils have seen a huge increase in confidence meaning they are already, in just two weeks, accessing practice papers at a level higher than they were before. They are able to access their full potential and do not feel limited by their struggles with reading. Given this almost instant impact, we expect they will achieve better exam results at the end of the year, thus improving their post-16 and workplace prospects."



BlueSpark provided matched funding for eight teenagers to attend a 3 day Rotary Youth Leadership Award course at White Hall Outdoor Education Centre in Buxton, Derbyshire. The participants took part in various outdoor challenges such as climbing, caving, abseiling and canoeing. They were given exposure to leadership scenarios and the chance to explore problem-solving strategies as part of a team. They were able to build their self confidence, overcome fears and meet new people. Each of the students took on leadership roles in turn and in doing so had to take into account the feelings, ideas and thoughts of the rest of the team.

BlueSpark provided funding for Year 5 and Year 6 children from Montem Primary School, Islington, London to visit the Globe Theatre for a dramatic workshop based around Shakespeare's play "Macbeth". The workshop explored the language of the play, aiding the children's understanding of the text through dramatic games. The children worked together to put on their own



dramatic response to the play. The school's Assistant Head Teacher told BlueSpark that "being able to take the children to see such an iconic venue was really memorable and inspiring for them. They demonstrated confidence in their performance and the workshop really helped them to unpick the character and the language of the play. The writing they subsequently produced was used as one of their assessment pieces and the children secured fantastic end of year writing outcomes. We also saw significant impact in their confidence to perform in their own year-end musical performance of Oliver."



BlueSpark provided matched funding for St. Mary Magdalene C of E Primary School in Peckham in the London Borough of Southwark to create a working garden from an unused outdoor space for the benefit of both the school and the wider community. Children at the school now grow food and flowers as part of their outdoor learning experience. The school told BlueSpark that "We have created a special place for our children who have all become really enthusiastic gardeners. They have created a legacy for our future

children by creating a space that can be passed on with love and care. We have also achieved Levels 1 to 4 in the RHS School Gardening Awards and Gold Awards for our bulbs and flowers from the London Children's Flower Society. Our newly formed Garden Club attended the LCFS awards ceremony at London's Guildhall. These new experiences have brought a lot of joy to our school community."

Supporting the education and development of children and young people



BlueSpark provided funding to help students from King Edward VI School, Stratford-upon-Avon write, produce, promote and and perform their own production at the Edinburgh Fringe Festival. In creating and performing their own play, the students learnt about planning and performing in a professional context; project dependencies, contingencies and risks; marketing and communication; delivering a play in an unfamiliar environment; and about personal responsibility and

resilience. Louisa Nightingale, the school's Head of Drama and Performance, told BlueSpark that the whole experience has inspired the students to continue writing their own plays.

BlueSpark helped provide funding for 25 children from Stanhope Barrington C of E Primary School Bishop Auckland, Durham to take part in a residential visit to London. The children spent three days and two nights away from home absorbing the culture and experience of London. They visited the London Eye, the British Museum, Madame Tussaud's, the National Gallery and went to see "Matilda". The Assistant Headteacher said that "the children showed confidence in unfamiliar surroundings and resilience when faced with



two nights away from home. They were able to see landmarks, first hand, that they had studied in their lessons and they returned to school with a huge sense of pride. They thoroughly enjoyed their visit but more importantly they overcame boundaries that they were worried about."



BlueSpark provided grant support to enable Deeplish Primary Academy in Rochdale, Greater Manchester to take 62 Year 6 children to Hollingworth Lake Water Activity Centre to experience the challenge of a day of sailing, windsurfing and kayaking. The project aimed to give the children the opportunity to enjoy an activity that they had never undertaken before and to increase their sense of self belief and resilience. It also "gave them an insight into how to explore nature on their doorstep and provided a fantastic celebratory end to their primary school education".



BlueSpark supported a Year 6 trip by Thornford C of E Primary School in Thornford, Dorset to the Bristol Hippodrome to see “Charlie and the Chocolate Factory”. The Headteacher told BlueSpark that “Seeing live musical theatre outside the school setting is incredibly important in trying to instill a love for the arts in our children. Our school is a small rural primary school and part of the benefit of the trip was for the children to experience a large city and busy atmosphere. The live performance was incredible and something that the pupils will remember for years to come.”

BlueSpark provided support for Alyssa Oates to represent Great Britain in the Underwater Hockey World Championship in Turkey.

Underwater hockey is a fast-paced team sport played on the bottom of a swimming pool. Athletes must hold their breath and work together to score goals at a depth of 3 metres. They train for up to 15 hours a week but as a minority sport, underwater hockey is all funded by the participating athletes. Alyssa said that BlueSpark’s funding had “helped to reduce the financial burden of competing internationally



and allowed her to concentrate all her time on her training”. At the end of the World Championships, the GB team led the league table. Alyssa told BlueSpark that the success of the GB team has increased female participation in underwater hockey in Great Britain.



BlueSpark provided funding support to help Patience Wood from Bebington Archers in the Wirral, represent Great Britain at the European Archery Championships in Berlin. Patience managed to qualify for the Final and then battled through two days of head-to-head tournaments to win the silver medal. This was beyond “her wildest expectations”. In addition to her competition triumphs, Patience is a Youth Ambassador for Archery GB. In that capacity, she has

spoken at primary and secondary school assemblies all over the Wirral about her archery journey and how shooting for Great Britain has helped not only her physical but also her mental health. She is now on the Committee for Sports Development in the Wirral and in her words, “hoping to shape accessibility and opportunity for young people within my region”.



BlueSpark provided support to Darcie Alexander-Frye to help fund her volunteering trip to Africa. The trip was organised through “African Adventures” which works with schools in developing areas of Ghana, Kenya and Zanzibar to organise life changing volunteer trips. Whether participants want to teach in classrooms or help build a new one, their skills are matched with the right partner school. Darcie went to Nakura in Kenya. In her own words, “My trip to Kenya was so unique and special to experience. I

feel so lucky that I was able to go and help people less fortunate than me and make an impact on their lives. I had the opportunity to help out in a primary school in Nakura for a week and then to visit some of the children in their homes. It was truly life changing to be able to see how differently people live and how grateful it made me when returning home to England.”

BlueSpark provided Leeds Girls Club with the funding for a public speaking workshop delivered by The Speakers Trust. The objective was to boost the confidence of the Club’s young people and to help them to improve their ability to express themselves verbally, thereby improving their chances of being successful in both their education and in their adult lives. The Speakers Trust vision is that every young person is able to speak confidently and be heard. The Leeds Girls Club



Manager told BlueSpark that the project gave their club members an experience which was both enjoyable and educational and that all the participants said that they found the workshop to be a fun and engaging way of learning and developing a new skill.



BlueSpark provided funding for 150 children from St. Bartholomew’s C of E Primary School in Armley, Leeds to visit the West Yorkshire Playhouse to see “Oliver Twist”. The school’s Assistant Headteacher told BlueSpark that “it was the first time that most of the children had visited a theatre and it was an exceptional experience for them. The awe and wonder it created was really special. The children have not stopped talking about it. Some are keen to start a drama club and some have also been talking in class about careers in the sector”.

Financial Report

Accounts for the year ending 31st March 2023 have been completed on a receipts and payments basis and are included on pages 27 and 28 of this report. An independent examiner's report on the Accounts is set out on page 29 of this report. The Trustees believe a receipts and payments basis is appropriate for the Foundation as it has a cash based business model comprising receiving donations and endowments, managing investments and making grants.

The Accounts cover the period 1st April 2022 to 31st March 2023. All functions are carried out by the Trustees who give their time without charge. During the year the Foundation awarded grants to the value of £100,513. Website and software costs of £530, bank and investment fees of £1,450 and investment purchases of £1,360 complete the total payments of £103,853 included in the Accounts.

The Foundation did not undertake any fundraising activities during the year but received donations amounting to £420 and investment and other income totaling £2,476. On April 5th 2023 the Foundation received a donation of £45,275 to unrestricted funds. During the year investments to the value of £56,578 were sold to fund grant making activities. Total cash receipts for the year amounted to £59,474 leaving net payments of £44,379 for the year.

As at 31st March 2023, the total value of investments and cash held by the Foundation was £575,225 represented by investment assets held in a broad range of equity funds having a market value as at that date of £547,391 and cash of £27,834. All of the investment assets and the £15,876 cash held with Hargreaves Lansdown constituted endowment funds. The remaining £11,958 cash held with Barclays Bank constituted unrestricted funds

The value of investments at 31st March 2022 were £600,630. No material additions have been made to the investments during the year and overall a small capital gain was made. During the year asset sales of £56,578 were made and were the major factor in reducing the investment value to £547,391 at the year end.

Policy on Reserves

The endowment funds have been donated to provide base funding for the Foundation for the long term. The general agreement with the donor is to allow the Trustees to transfer to unrestricted funds a maximum of 10 per cent of the value of the endowment funds in any given financial year.

All donations received as unrestricted funds plus transfers from endowment funds less operating costs are available to provide grants. The Trustees ensure that at all times the Foundation has sufficient resources to meet its obligations and commitments. The policy on reserves is reviewed by the Trustees on an on going basis in the light of the receipt of further endowment funding and unrestricted donations.

Policies on Investments and Cash

BlueSpark has an account with Hargreaves Lansdown investment managers which holds all endowment investments and cash separately from unrestricted funds. In order to diversify and spread risk, our investments are held in managed equity funds which in turn hold investments in companies operating in all the major markets in the world. These investments are held with the aim of providing income and growth to fund our grant awards in the long term.

Cash reserves sufficient to meet our grant awards in the short-term and other obligations will be maintained at all times.

Plans for the Future

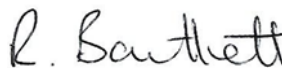
The Trustees intend to continue making grants on the same basis as they have done up to the date of this report. In particular, they intend to continue making grants to a wide range of different types of project from across the whole of England and from a broad range of schools, community organisations, sports clubs, drama groups and music and dance organisations.

The Trustees are confident that BlueSpark has existing funds sufficient to continue its activities on at least the same scale for a number of years. Furthermore, they have assurances of significant endowment funding in the future.

In setting our objectives and planning our activities, the Trustees have considered The Charity Commission's guidance on public benefit, including the guidance "Public benefit : running a charity (PB2)". It is our opinion that, in setting our objectives, we have complied with our duty to have due regard to the Charity Commission's guidance on public benefit.



Tim Davies
Chairman



Robert Bartlett
Finance Director

29th January 2024



Appendix 1 Trustees

Tim Davies is our Chairman. He graduated in Law from the University of Southampton and then qualified as a solicitor. He practised for over 30 years as a corporate lawyer at Fieldfisher, an international firm of lawyers where he was a Partner, Head of the Corporate Department and a member of the Management Board. He is now a Trustee of The Children's Trust for Children with acquired brain injury, a Business Adviser for the Young Enterprise UK Programme, a school governor and a judge for the ESU Churchill Public Speaking competition for schools.

Robert Bartlett is our Finance Director. He graduated in Economics from the University of Southampton and is a member of the Chartered Institute of Management Accountants. During a 25 year career with Racal Electronics plc, a large UK quoted multi-national group, he progressed to hold the position of Finance Director with Racal's Telecoms, IT Security and Corporate Finance divisions. After the acquisition of Racal Electronics plc by Thales SA, a €10bn per annum turnover French Group, he was responsible for integrating the Racal subsidiaries into Thales accounting and budgeting processes. He then resumed operational finance director roles for Thales within Thales' Transportation and UK Services divisions.

Sarah Budnik is our Grant Applications Director. She graduated in Geography from Royal Holloway College, University of London in 2010. After graduating, she worked at Royal Holloway as their Community Action Volunteer Manager before joining BEN, the automotive industry charity as their National Volunteer Coordinator. She then trained as a teacher and for seven years taught geography at Sutton Grammar School in the London Borough of Sutton where she was also Deputy Head of the Upper School. She now teaches geography at Highworth Grammar School in Ashford, Kent.



Appendix 2 Ambassadors

Helen Bartlett is a drama teacher, actress, musician and singer. She graduated in Acting from the University of Central Lancashire and subsequently taught drama at Woldgate School, Pocklington, York. She has been involved for many years with youth theatres and drama festivals.

Steve Clarke is a technology entrepreneur and investor with business experience in both the private and public sectors. He has built successful start-up businesses from the ground up. He founded the online property portal Property Jungle, co-founded Mobile Five Media and set up and currently runs WithU an audio fitness platform that makes training accessible to anyone anywhere in the world.

Huw Leslie graduated from Cambridge University and joined the Civil Service in 2012, initially working as a policy adviser at the Department for Education and subsequently as a policy adviser at H.M. Treasury. He then became Private Secretary to the Minister of State for Schools before returning to H.M. Treasury as Head of Education Strategy and Schools Policy and subsequently becoming head of H.M.T. Scorecard Branch. He is now Deputy Director at the Cabinet Office.

Jack Leslie is Economics Advisor at the Bank of England. Prior to taking up his present position, he was a senior economist at The Resolution Foundation where his work focussed on macroeconomics and wealth inequality. Before he joined The Resolution Foundation he worked as an economist at the Bank of England in roles covering banking regulation, inflation and labour markets. Jack has an MSc in Economics from Warwick University.

Greg Nussbaum is an NHS hospital doctor. He graduated as a doctor from King's College, London in 2014. He is now an anaesthetic and intensive care registrar at University Hospital Southampton NHS Foundation Trust.

Rachel Nussbaum is the founder and artistic director of Pull the Other Speech and Drama Education which undertakes drama programmes and workshops for young people. She is also an actress and singer. She graduated in Theatre and Performance from Warwick University in 2007 and subsequently undertook an MA in Acting at East 15 Acting School.

Lisa Singleton is a science teacher at Oxted School in Surrey. She graduated from Exeter University in Biological Sciences in 2006 before going on to qualify as a teacher.



Appendix 3 Grants

The following is a full list of the 80 grants we made in the year to 31st March 2023. The list gives brief details of each project, the organisation which initiated the project and the geographical location of the organisation:

Creation of garden for school and wider community use

St Mary Magdalene Primary C of E School, Peckham, London

Week long school trip for vulnerable pupils to Isle of Wight multi-activity centre

Camelsdale Primary School, Camelsdale, Haslemere, Surrey

Creation of nature trail from overgrown woodland area in school grounds

Dowdales School, Dalton in Furness, Cumbria

Hire of lighting and sound equipment and purchase of materials to make sets and costumes for drama, dance and music workshops leading to a school production with participation from feeder primary schools

St Ives School, St Ives, Cornwall

Transforming a neglected piece of land on school site into a sensory garden

Millgate School, Leicester

20 three person tents to develop lower cost camping and residential trips

Oasis Academy, Nunsthorpe, Grimsby, Lincolnshire

School gardening community to learn how food develops “from ground to plate”

Park Hall Academy, Castle Bromwich, Solihull

15 tents and 10 stoves for Duke of Edinburgh Award expeditions

The Meadows Special School, Leek, Staffordshire

Vehicle maintenance courses for at-risk and disadvantaged young people

GASP Motor Project, Shere, Guildford Surrey

Six heavy duty sewing machines for teaching sewing skills to disadvantaged students

Grey Court School, Ham, Twickenham, London

“Bringing Books to Life” dance workshop for World Book Day

Gypsy Bridge Academy, Gypsy Bridge, Boston, Lincolnshire

Trip to Kenya to teach in a local school

Darcie Alexander-Frye, Tiverton, Devon



Support and develop a new emerging performance company comprising alumni from Newham Sixth Form College to create an opportunity for them to develop their practice, build their company profile and employability and perform a new work to a diverse range of audiences

Newham Sixth Form College (New Vic), Newham, East London

Participation in World Scout Jamboree in South Korea

Individual, Lowestoft, Norfolk

Equipment for Forest School

Wallisdean School, Portsmouth, Hampshire

Plan and perform a production at the Edinburgh Fringe Festival

King Edward VI School Stratford-upon-Avon, Warwickshire

Six-week forest school programme at Alexandra Palace

Pakeman Primary School, Holloway, London

Musical ensemble for young people with special educational needs and disabilities

London Philharmonic Orchestra, Greenwich and Lewisham, South East London

Visit to National Gallery for pupils to see their own work displayed and tour of London

Hill Top C of E Primary school, Bradford, West Yorkshire

Engine parts and tools to rebuild a 1946 tractor and create a learning programme to demonstrate engineering and propulsion principles to cadets interested in STEM

RAF Air Cadets, Rayleigh Squadron, Rayleigh Essex

Adventure weekend visiting museums, parks and gaining other experiences

Individual, Penwortham Priory Academy, Penwortham, Preston, Lancashire

Visit to the pantomime for disabled and disadvantaged young people

Haworth Riding for the Disabled Group, Haworth, Bradford, West Yorkshire

Visit to London, river cruise and theatre trip

Beech Hill School, Halifax, West Yorkshire

Orienteering day and purchase of orienteering resources to use on an ongoing basis

The Priors School, Priors Marston, Warwickshire

Woodworking tools and equipment and sensory equipment for forest school

Crosshill Special School, Darwen, Lancashire

Three new musical initiatives (drumming workshop, musical instrument tuition and "Band Time" programme) to teach each Year 5 child how to play a brass instrument, how to read music and how to collaborate in performing in a group

Cherry Tree Primary School, Watford, Hertfordshire

Supporting the education and development of children and young people

Residential canal boat journey through Camden and Hackney with students opening the locks and steering the boat and with onshore activities on the journey including ice-skating, horse riding, bike riding and other team games and activities

Camden Centre for Learning, Camden, London

“Grow and Gather” project to grow fruit and vegetables, teach the children how to use them in cooking and distribute the produce to school families and the wider community

St George’s Roman Catholic Primary School, Overdale, Eastfield, Scarborough, Yorkshire

Participation in World Scout Jamboree in South Korea

Individual, New Eltham, London

Video camera and accessories to enable students to produce films to show to parents, potential work experience placements and community partners and local businesses

Piper Hill School, Wythenshawe, Manchester

4 laptops and software and 4 classroom screens to provide training to sea cadets

Hoyle and West Kirby Sea Cadets, Wirral, Merseyside

Percussion instruments to set up school percussion club

Mary Exton JMI School, Hitchin, Hertfordshire

Kit bag and competition kit for member of GB underwater hockey elite ladies team

Alyssa Oates, Plymouth, Devon

Participation in acting Summer School at the Barbican, London

Lily Boudewijn, Cowes, Isle of Wight

Project with Young People’s Puppet Theatre to design puppets, make scenery and use them to produce a show with all participants making their own puppet and having opportunities to take on roles as stage manager, lighting operator, puppeteer, and voice actor

Breachwood Green JMI School, Hitchin, Hertfordshire

Riding course for SEN children

Woodlands School, Edgware, Middlesex and Penniwell’s Riding School for the Disabled

Re wild an area of school grounds to create a wildflower meadow area and encourage a variety of wildlife such as hedgehogs, bugs, bees, butterflies and birds

St Joseph’s Primary School, Portishead, North Somerset

Theatre visit for 20 students to see “An Inspector Calls” at The Curve Theatre, Leicester

Willowbank School, Leicester



Collaboration between the National Youth Theatre and Frozen Light (which makes sensory theatre for individuals with profound and multiple learning disabilities) to perform two futuristic sensory extravaganza shows for audiences with PMLD
National Youth Theatre, Holloway, London for Richard Cloudesley School, Islington,

30 fitness trampolines to use in “BOUNCE” fitness classes
Highworth Grammar School, Ashford, Kent

Start-up funding for materials for sensory art and safe sensory cooking school for disabled children
The Wilberforce Trust, York

Purchase of horse to provide therapeutic and physical benefits of riding, carriage driving, vaulting and hippotherapy to SEND and SEMH young people
The Cavalier Centre, Farley, Much Wenlock, Shropshire

Provision of full football kit for players at inclusion/disability football club
Bootle Bucks Inclusion FC, Bootle, Liverpool

Rotary Youth Leadership Award (RYLA) course for young people aged between 14 and 17 at White Hall Outdoor Education Centre
Rotary Club, Buxton, Derbyshire

After-school club to engage children in STEAM subjects by designing, constructing and building an electric racing car (Greenpower Trust project)
Aston Clinton School, Aston Clinton, Buckinghamshire

After school drama club run by Harrogate Theatre’s Creative Engagement Department followed by giving a live performance in a working Studio Theatre
St Nicholas C of E Primary School, West Tanfield, Ripon, North Yorkshire

Visit to the pantomime at Buxton Opera House for 99 children
Fairfield Infant and Nursery School, Fairfield, Buxton, Derbyshire

Four day drama and music workshop in Eastbourne for 25 children with complex physical and learning disabilities
Sussex Association for Spina Bifida and Hydrocephalus

Funding support for outside classroom (canopied area, log seating and fire pit, willow tunnel, plant beds, bug hotels and wildflower bed)
St Mary’s School, Horam, Heathfield, East Sussex

Funding for year 9 and year 10 students to undertake STEM Leaders Level I and Level II qualifications
The Boulevard Academy, Kingston upon Hull, East Riding of Yorkshire

Canoe, paddles and associated equipment to expand range of water-based activities available to cadets
Stoke-on-Trent Sea Cadets, Stoke-on-Trent, Staffordshire



Contribution towards travel and accommodation costs to shoot for Archery GB

Patience Wood, Birkenhead, Wirral, Merseyside

Multi skills project for year 10 and 11 students to develop skills to open pathways to future education and employment

Prince of Wales Youth Club, Canterbury, Kent

Project for Key Stage 3 students to work with theatre professionals to devise their own version of Hamlet to be staged at Southwark Playhouse

Southwark Playhouse Theatre Company working with St Olave's and St Saviour's School Foundation and Newcomen Collett Foundation

Contribution towards trip to Pompeii designed to complement teaching of Latin

North Liverpool Academy, Liverpool

Contribution towards attending Chantry Origins ballet dance lessons

Chloe Share, Thurlaston, Leicestershire

Outdoor performance stage

Barrington School Barrington Cambridge

50 waterproof suits to facilitate use of new forest school facility

St John's Catholic Primary School, Skelmersdale, Lancashire

Setting up Disabled Fencing Club

Disabled Friends and Family Association

Participation in "Young Voices" 7500 strong children's choir concert at the O2 Arena

Yapton C of E Primary School, Yapton, West Sussex

Hire of touring pantomime company to visit the school for two performances

Paddox Primary School, Rugby, Warwickshire

Visit to New Hall Farm, Barnsley to enable the children to see different aspects of farming

Grange Lane Infant Academy, Doncaster, South Yorkshire

Drama, dance, music and singing after school "Performance Club"

Stowlawn Primary School, Bilston, Wolverhampton, West Midlands

Sailing, windsurfing and kayaking activity day

Deeplish Primary Academy, Rochdale, Greater Manchester

Open-air stage singing, dancing and acting production involving every child in the school

Jessie Younghusband School, Chichester, West Sussex



Outdoor residential trip to Mersea Island, Essex

Maldon Primary School, Maldon, Essex

Visit to Bletchley Park

Frederick Bremer School, Walthamstow, London

Specialised gym equipment for children with additional needs

South Devon School of Gymnastics, Paignton Devon

Trip to London to visit the theatre, the London Eye, the Imperial War Museum and an art gallery

Stanhope Barrington C of E Primary School, Bishop Auckland, Durham

Protective equipment and transport costs for participation in the kit car Greenpower Challenge

Scarborough University Technical College, Scarborough, North Yorkshire

Participation in World Challenge expedition to Borneo for wildlife and environmental conservation projects and leadership building activities such as mountain and jungle treks and wilderness camping

Amelie Jackson, Droitwich, Worcestershire

Book purchase programme for new Book Club

Astrea Academy, Sheffield

Visit to the Globe Theatre in London for a Shakespeare workshop

Holly Lodge High School, Smethwick, West Midlands

Adventure trip to Striding Edge in the Lake District

Countess Anne School, Hatfield, Hertfordshire

National Cipher Challenge code breaking competition

The University of Southampton, Hampshire

Media studies equipment to support student production skills

Presdale School Academy Trust, Ware, Hertfordshire

Instrumental music lessons for gifted but financially challenged students

Hayle Academy, Hayle, Cornwall

Support for participation in "Project 23" a 3 week community activity based trip around Europe

George Hayward, Southampton, Hampshire

Support costs for Torbay Children's Parliament competition

Riviera Education Trust, Paignton, Devon

Appendix 4

Receipts and Payments Accounts For the Year Ended 31st March 2023

Receipts and Payments

	Unrestricted Funds £	Endowment Funds £	Total Funds £	Last Year £
Receipts				
Donations Received	420	-	420	85,579
Investment Income	2,348	-	2,348	5,226
Interest Income	128	-	128	3
Sub-Total	2,896	-	2,896	90,808
Sale of Investments	-	56,578	56,578	54,305
Total Receipts	2,896	56,578	59,474	145,113
Payments				
Grants Awarded	100,513	-	100,513	104,023
Re-awarded Grants	-	-	-	7,323
Investment Fees & Bank Charges	102	1,348	1,450	1,762
Website & Software Costs	530	-	530	5,423
Sub-Total	101,145	1,348	102,493	118,531
Investment Purchases	-	1,360	1,360	1,869
Total Payments	101,145	2,708	103,853	120,400
Net Receipts / (Payments)	(98,249)	53,870	(44,379)	24,713
Transfers between Funds	96,589	(96,589)	-	-
Cash Funds : brought forward	13,618	58,595	72,213	47,500
Cash Funds : carried forward	11,958	15,876	27,834	72,213

Receipts and Payments Accounts For the Year Ended 31st March 2023

Statement of Assets and Liabilities at 31st March 2023

		Unrestricted Funds £	Endowment Funds £
Cash Funds	Barclays Current a/c	6,887	-
	Barclays Deposit a/c	5,071	-
	Hargreaves Lansdown Inv. a/c	-	15,876
	Total Cash Funds	11,958	15,876
			Current Value £
Investment Assets	Endowment Funds		547,391

BlueSpark Foundation has no Other Assets or Liabilities

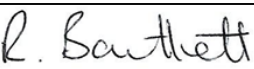
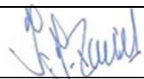
Supporting Analysis and Notes

		Endowment Funds £
Movement on Investments	Opening Valuation	600,630
	Endowment-Transfer of Investments	-
	Plus: Additions	1,360
	Less: Disposals	56,578
	Plus: Capital gain including accumulation	1,979
	Closing Balance (see note 3)	547,391

Notes:

- 1) BlueSpark Foundation has given no guarantee with a potential liability outstanding at the date of the statement of assets and liabilities.
- 2) Bluespark Foundation has no debt outstanding at the date of the statement of assets and liabilities which is secured by an express charge on any of the assets of BlueSpark.
- 3) The closing balance of investments is valued using market prices at 31/03/2023.
- 4) At 31/03/2023 there were Grants offered but not yet paid to the value of £22,393.

Signed on behalf of all the trustees

Signed	Printed Name	Date of Approval
	Robert Bartlett	29/01/2024
	Tim Davies	29/01/2024



Appendix 5

Independent examiner's report to the Trustees of BlueSpark Foundation

I report to the Trustees on my examination of the accounts of BlueSpark Foundation (BlueSpark) for the year ended 31st March 2023.

Responsibilities and basis of report

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

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

Independent examiner's statement

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

1. accounting records were not kept in respect of BlueSpark as required by section 130 of the Act; or
2. the accounts do not accord with those records.

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

Signed

A handwritten signature in black ink, appearing to read "S. Roberts", written over a dotted line.

S. Roberts B.Sc., ACMA
3 Conygree Close, Lower Earley, Reading, RG6 4XE

29th January 2024

Accounts

*Supporting the education and
development of children and
young people*



BLUESPARK
FOUNDATION



Annual Report and Accounts 2021/2022

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Legal and Administrative Details

Registered Charity

BlueSpark Foundation is a Charitable Incorporated Organisation
Registered charity number 1167172

Principal Office

84A Upland Road
Sutton
Surrey SM2 5JB

Trustees

Tim Davies
Robert Bartlett
Sarah Budnik

Ambassadors

Helen Bartlett
Steve Clarke
Huw Leslie
Jack Leslie
Greg Nussbaum
Rachel Nussbaum
Lisa Singleton



Structure

BlueSpark Foundation is a Charitable Incorporated Organisation. The founding Trustees, namely Tim Davies, Robert Bartlett and Sarah Budnik, are the only members. The constitution of the Foundation was adopted by the Trustees on 15th May 2016. The Charities Commission registered the Foundation as a charity on 17th May 2016.

Governance

The governance procedures of the Foundation are set out in its constitution which is in the form recommended by The Charity Commission for a Charitable Incorporated Organisation.

The Trustees meet at least six times a year. The constitution provides that no decision of the Trustees shall be taken at a meeting of the Trustees unless at least two of the Trustees are present. In practice, all of the Trustees have been present at all meetings of the Trustees held during the period covered by this report.

The founding Trustees have been appointed to hold the following offices with the Foundation:

Tim Davies – Chairman
Robert Bartlett – Finance Director
Sarah Budnik – Grant Applications Director

Collectively, the Trustees have extensive legal, accounting, business and risk management experience as well as knowledge of the charity and education sectors. The Trustees are satisfied that their experience and training make them well qualified to carry out the activities of BlueSpark and to achieve its objectives.

Management

All the management activities of the Foundation are undertaken by the Trustees. As the Foundation is a grant making body, the principal decisions of the Trustees concern the approval of grants. The Trustees meet at regular intervals to discuss grant applications and decide which ones to approve for receipt of a grant from the Foundation. Our grant making policies are outlined in this report in the section headed "Grant Policy".

We have a network of Ambassadors to help identify projects suitable for the receipt of grants and to promote awareness of BlueSpark and its activities but our Ambassadors do not have a management role in the Foundation.

All the Trustees and Ambassadors give their time voluntarily and receive no benefits from the Foundation. Short biographical details of our Trustees and Ambassadors are set out in Appendices 1 and 2.



Objectives

BlueSpark Foundation supports the education and development of children and young people for the public benefit. We do this by providing grants for academic education, drama, sport, music, dance and singing and other educational activities and excursions that have one or more of the following objectives:

Encouraging independence
Developing team working skills
Developing self confidence
Promoting creativity & individuality
Encouraging aspiration
Enhancing educational achievement
Widening educational horizons

We provide funds for projects which might not happen at all or would only happen on a lesser scale without our support. Teachers and people in the community at large are often prepared to give their time to potential projects but they may not have access to the funding which will turn those projects into reality. BlueSpark's objective is to help bridge that gap by funding or part funding some of these projects.

Grant Policy

Funding provided by BlueSpark for any particular project must be crucial to that project rather than marginally incremental to its funding. In most cases, grants are made on a relatively small scale. Many grants are under £2,000 and none exceed £5,000. Projects funded by BlueSpark must be in England.

Most projects which we support are initiated or undertaken by schools, colleges or community groups. However, individuals may also apply for a grant and BlueSpark may undertake or initiate projects in its own right.

We provide funds for physical assets such as sports equipment, for services such as music or dance tuition, and simply for the provision of experiences such as theatre visits.

In selecting projects to receive a grant we aim to maintain a balance of different types of project from across the whole of England and from a wide range of schools, community organisations, sports clubs, drama groups and music and dance organisations.

There are no preconditions for the making of a grant regarding the number of children or young people who may benefit from a particular project. A project may be particularly deserving of a grant on the basis of the number of children or young people that it will benefit. Equally, a grant may be appropriate for the benefit of a single child or young person especially if the impact of the project concerned is likely to be particularly significant for that individual.

Supporting the education and development of children and young people



Activities

Overview

As at 31st March 2022, we had distributed a total of 337 grants since we made our first grant in November 2017. These grants have been given to a broad cross section of schools and educational institutions, drama organisations, sports clubs, music and dance groups, youth development organisations and individuals for a wide range of educational, cultural, sporting and other projects.

In the year to 31st March 2022, we made 74 grants. This was up from 47 grants in the previous year during which the covid pandemic had a major impact on the ability of schools and other organisations to undertake projects. The pandemic continued to have a significant but declining effect on potential projects in the year to 31st March 2022. By the end of the year the adverse impact of the pandemic on project applications had largely come to an end.

We prioritise projects which we believe :

- will enhance the self-confidence, team working skills and future employability of the children and young people taking part in them; and which
- would not happen at all or would only happen on a lesser scale without the support of BlueSpark.

Categories of Project

We support projects in six broad categories namely :

Academic

Drama

Sport

Music, Dance and Singing

Outdoor activities

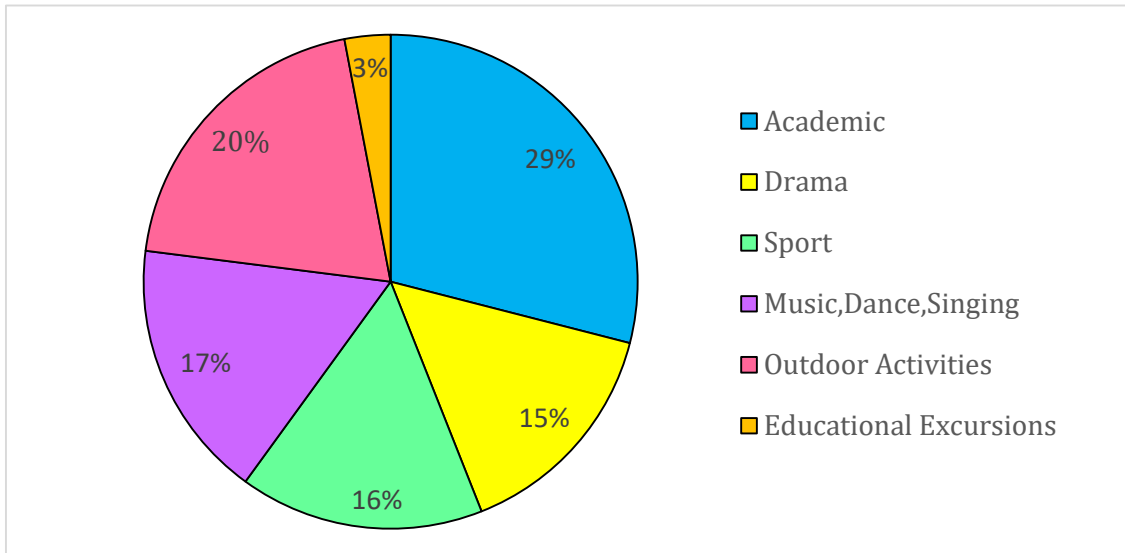
Educational excursions

The split between these categories varies from year to year. We do not aim to achieve any particular split. However, prior to the pandemic we were supporting broadly similar numbers of projects in each of the first five categories. That balance was temporarily distorted by the adverse impact which the covid pandemic had on the ability of schools and other organisations to undertake drama projects and educational excursions. We expect the balance between types of project to return to the pre covid position now that the pandemic is over.

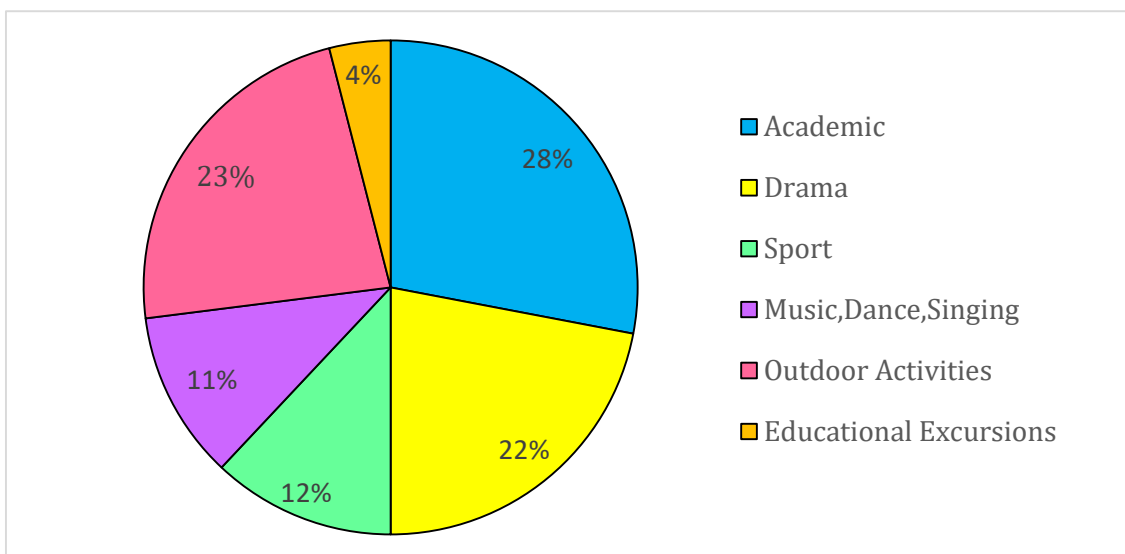
The first table shown below gives a breakdown as at 31st March 2022 of the projects we have supported by type since we made our first grant in November 2017. The second table gives a breakdown of the projects we supported by type in the year ending 31st March 2022.

Supporting the education and development of children and young people

Grants by Type – cumulative to 31st March 2022

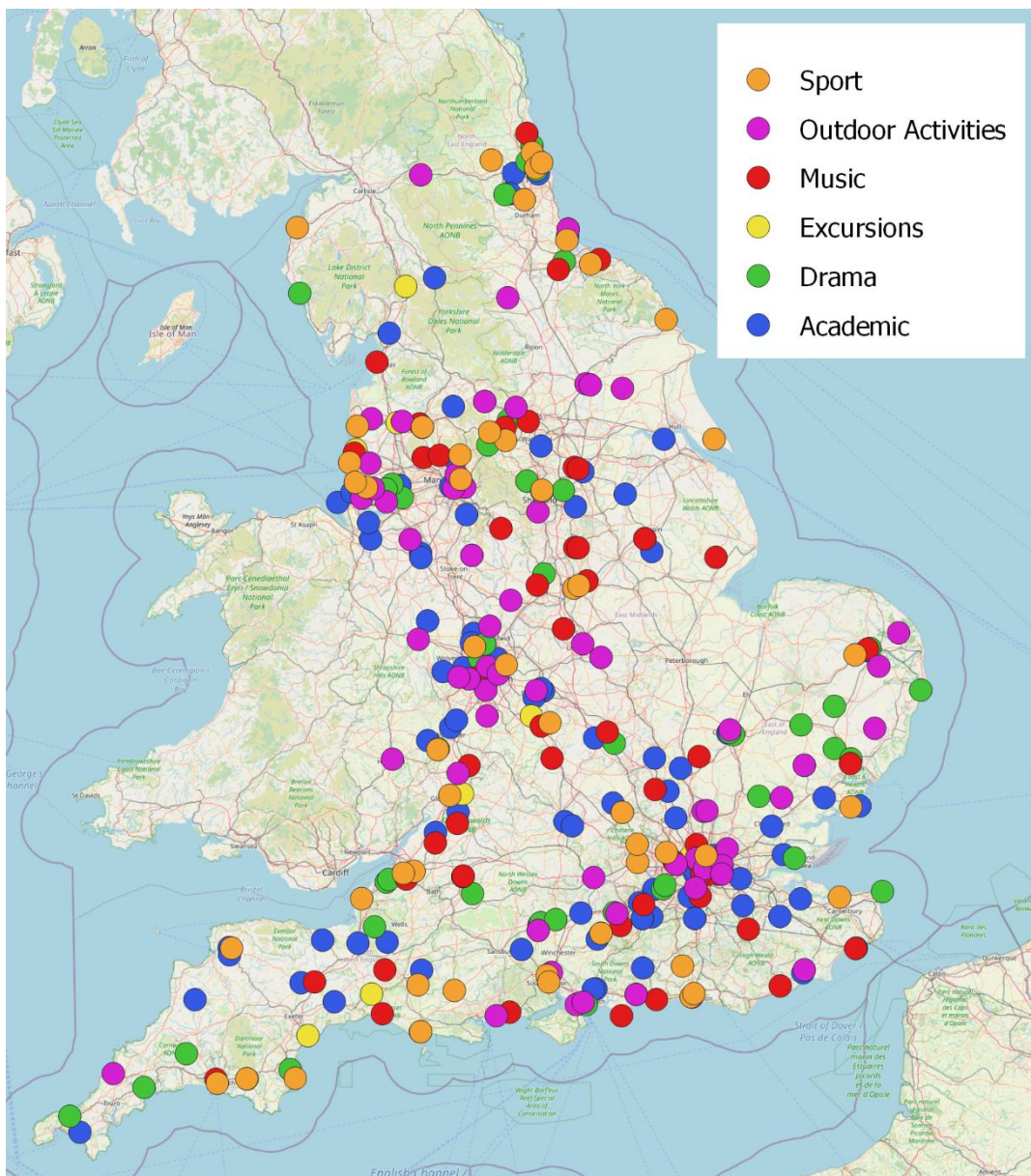


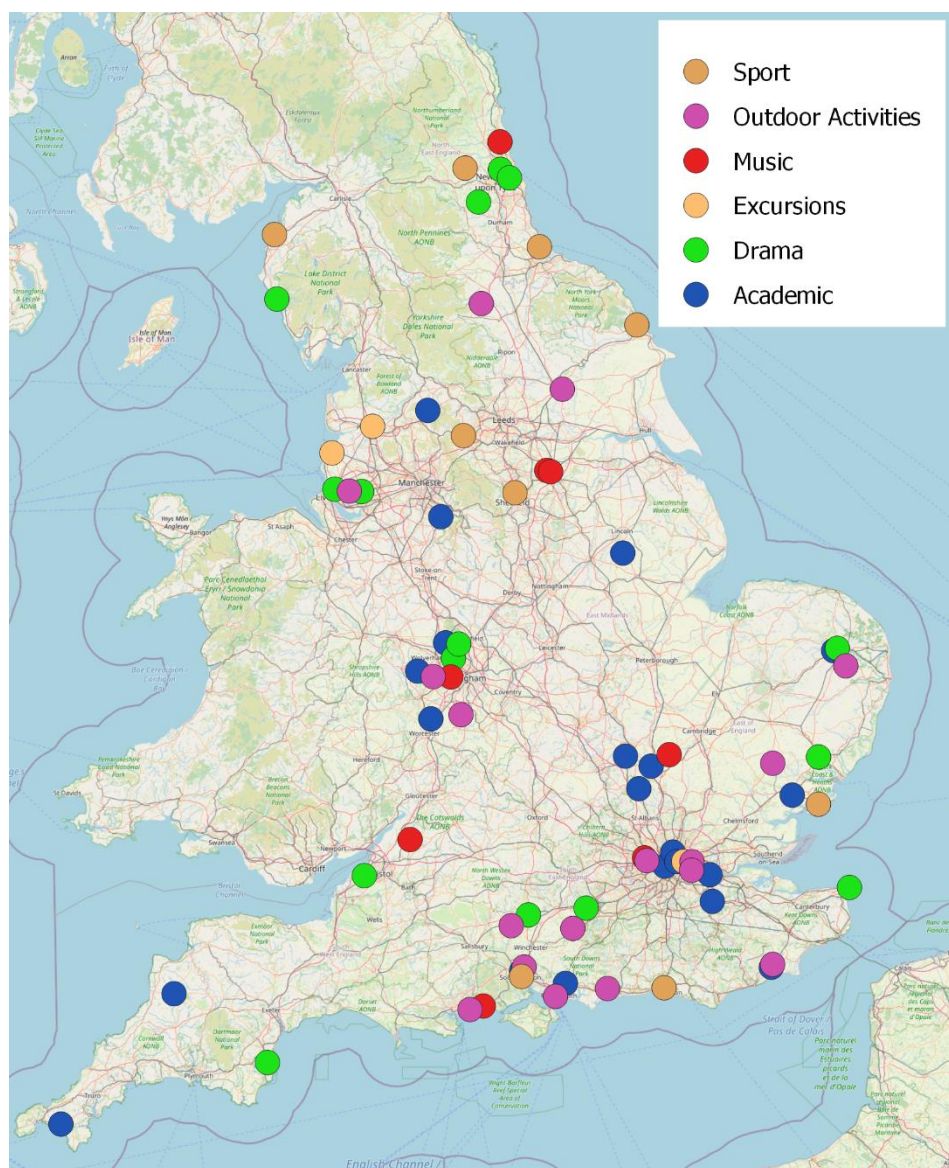
Grants by Type – for the year ended 31st March 2022



Geographical Distribution of Projects

The first map below shows the geographical distribution of the grants we have made since we made our first grant in November 2017 up to 31st March 2022. The second map shows the geographical distribution of the grants we made during the year ending 31st March 2022. The maps show that we have supported projects across the whole of England, in cities, towns and suburbs and in the country.





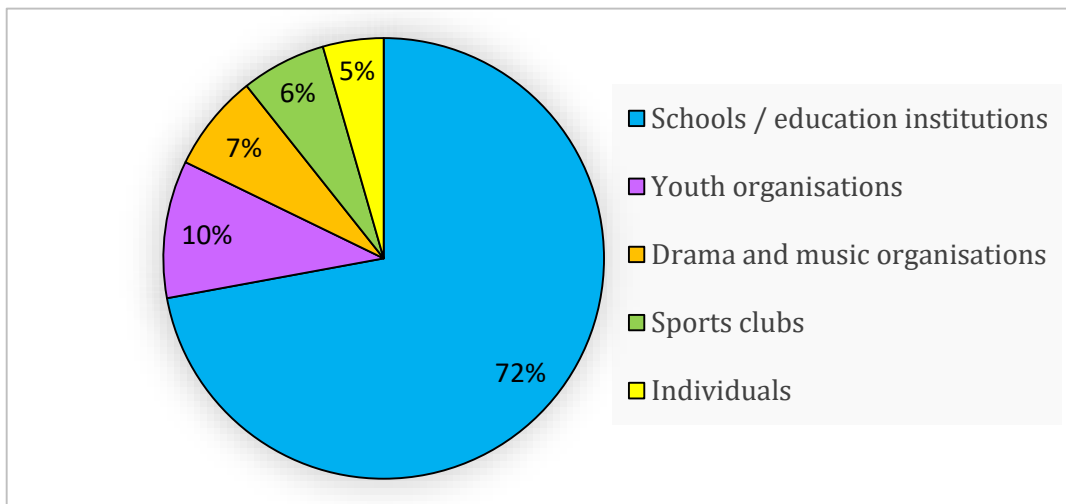
Our grant selection process does not limit the number of grants which we make by reference to geographical areas in England. However, since we started making grants, we have achieved a spread of grants which, in broad terms, is balanced across all areas in England, judged by density of population.

We do not specifically target grants towards projects where the participants are from less well-off backgrounds but that factor is one of many which we consider in awarding grants. Our aim is to achieve the maximum impact from the use of the funds which we distribute. Our judgement on the impact of a project is affected by many factors, including its relative significance to the participants, the number of children or young people involved, and our perception of the contribution that the project is likely to have in enhancing the self-confidence and team working skills of the participants.

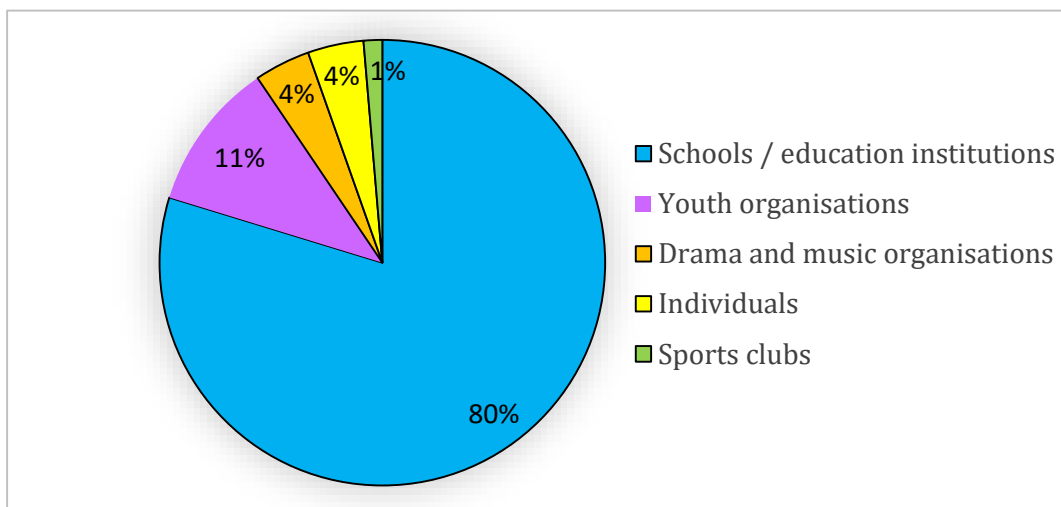
Grant recipients

We have made grants to schools and education institutions, sports clubs, drama and music organisations, youth organisations and to individuals. The first table shown below gives a breakdown of grant recipients by type of organisation since we made our first grant in November 2017. The second table gives a breakdown of grant recipients by type of organisation in the year to 31st March 2022.

Grants by Type of Organisation - Cumulative to 31st March 2022

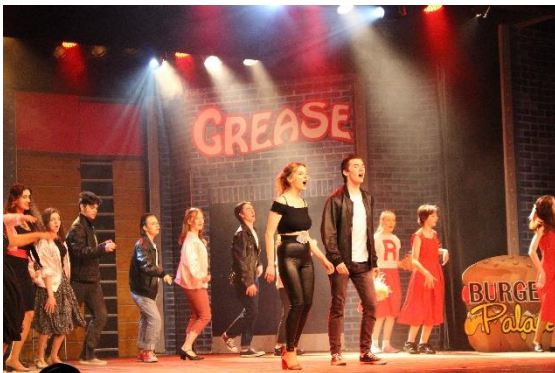


Grants by Type of Organisation - Year to 31st March 2022



Specific Projects

A full list of all the projects for which we have made grants during the year is set out in Appendix 3. The following projects constitute an illustrative cross-section of projects we have supported and for which we have received recent feedback.



BlueSpark sponsored the collaborative production of the musical “Grease” by three Inspiration Trust schools in Norwich, namely Jane Austen College, The Hewlett Academy and Sir Isaac Newton Sixth Form. The show was put on at the Walter Roy Theatre in Norwich with 63 students either performing or helping backstage during the production process. Students of all backgrounds participated, experiencing everything from the rehearsal process through to performing

the show and hiring professional lighting, sound, costumes and set. The project leader said it was “an unforgettable extra curricular life experience for our students and helped them to build their confidence as well as improve their transferable skills such as teamwork, commitment and professional practice. Students had the time of their lives, made lasting friendships and had an experience they will never forget.”

BlueSpark provided St Michael’s C of E Primary School in Rye, East Sussex with funding to support a school residential trip aimed at creating new experiences and enhancing classroom learning. Students were given the opportunity to take part in new outdoor and indoor activities which helped build their confidence and self-esteem and gave them a sense of independence and personal responsibility. This improved both their physical and emotional skills and enhanced their team working abilities.



BlueSpark provided funding for kayaking and conservation activities by students from Helston Community College, in Helston, Cornwall as part of their John Muir Award project. The project was designed to teach the students about the relationship between the natural environment of the College, the river that flows past the college and the local coastline where the river enters the sea, whilst at the same time giving the students a personal development opportunity.



BlueSpark provided funding for The Dorset Children's Foundation in Bournemouth, Dorset to purchase lightweight wheelchairs for children with limited mobility and with no access to larger wheelchairs, which often take many months for families to access. These lightweight wheelchairs enable some of the children supported by The Dorset Children's Foundation to leave the house to participate in events and activities and to go out with siblings and participate in the wider community.

BlueSpark provided funding support for Ellington Colliery Band in Morpeth, Northumberland to introduce young people to the joys and benefits of playing brass instruments in a group. The project began with a day of high quality music activities led by a youth development brass specialist from Brass Bands England supported by professional brass musicians and volunteer members of Ellington Colliery Band. This was followed by weekly performance opportunities. The project gave the participants experience of playing in a group and the opportunity to develop new skills both music and non-music related, including working as a team, building self-confidence and supporting mental health and well-being.



BlueSpark co-sponsored the National Cipher Challenge organised by The University of Southampton. This is an annual code breaking competition which now reaches a national audience of over 6100 competitors and teachers, competing in over 2700 teams, from schools and colleges across the UK. The competition offers a series of challenges designed to stretch students by applying their classroom knowledge to unfamiliar problems. The competition is released as a series of text episodes encrypted with a range of ciphers. Usually working in teams, competitors are charged with deciphering each chapter by applying tools from mathematics and statistics. Participants need to show persistence and imagination to break the ciphers as they grow in sophistication.



BlueSpark provided funding support for the children at Our Lady's Catholic Primary School in Dartford, Kent to carry out a series of practical projects aimed at improving communication, confidence, teamwork, budget management and time management and at giving the children a wider understanding of local and global issues. These projects included designing Christmas cards and delivering them to neighbouring old people's homes; planning, developing and selling gifts;

designing and building recycled sculpture prototypes for the forest school; researching cultural food recipes, costing them up and cooking them outside; and designing a small-scale building with the assistance of a visiting architect. The project leader said that the children had enjoyed becoming involved in project management and money management and talking about things like "food miles" in the context of where food comes from. Actually being involved in delivering projects also allowed confidence and self-esteem to flourish amongst the children.

BlueSpark provided funding for the Science and Engineering Club at Kemsing Primary School in Kemsing, Kent to purchase new Lego robotics sets. These gave the school an improved programming interface and helped the students to develop their coding skills and improve their understanding of robotics. These factors assisted the school's participation in the First Lego League competition which aims to develop teamwork and problem solving skills in young people through hands on STEM learning.



BlueSpark helped Maryport Solway Sea Cadet Unit in West Cumbria to purchase mountain bikes for the purpose of allowing their cadets to learn and develop individual and team skills in mountain biking and to improve their physical and mental well-being. The cadets reported back that they enjoyed carrying out an activity with the Sea Cadets that was not water-based and that they had felt challenged by the activity. The instructors noted how interactive the young people were, especially in encouraging and supporting each other through the more technically challenging elements of the lessons.



BlueSpark provided support for Drama Express to deliver a series of specialised learning and development drama workshops to young people with disabilities including autism and Asperger's syndrome, sensory impairments, cognitive processing deficits, epilepsy, restricted/limited mobility, learning difficulties, dyspraxia and chronic neurological conditions. The workshops encouraged each young person to be active throughout the sessions and helped them to gain

confidence in their ability and achievements. The participants enjoyed a very positive experience working alongside their peers and were enthusiastic about their own personal development.

BlueSpark provided funding to The Tall Ships Youth Trust for 10 young people from disadvantaged backgrounds from South East England to participate in a four night residential sailing voyage. They all worked together and participated in every aspect of sailing the vessel, including domestic duties such as cooking and cleaning. By the end of the voyage, they had improved their teamwork and communication skills and the majority of them also felt that their self esteem and confidence had improved.



BlueSpark provided funding for a whole school workshop by the "Junk Orchestra" at the British School in Wotton-Under-Edge, Gloucestershire. The workshop delivered a diverse music opportunity, providing live music as well as teaching the children about recycling and using materials effectively. The children took part in playing and performing on a huge range of recycled musical materials. The workshop also gave teachers and children the opportunity to create their own "junk" instruments and to have a go at recycling materials for better use.

Financial Report

Accounts for the year ending 31st March 2022 have been completed on a receipts and payments basis and are included on pages 23 and 24 of this report. An independent examiner's report on the Accounts is set out on page 25 of this report. The Trustees believe a receipts and payments basis is appropriate for the Foundation as it has a cash based business model comprising receiving donations and endowments, managing investments and making grants.

The Accounts cover the period 1st April 2021 to 31st March 2022. All functions are carried out by the Trustees who give their time without charge. During the year the Foundation awarded grants to the value of £104,023. In addition, the Foundation reissued grants of £7,323 which had previously been returned by applicants during the covid pandemic. These grants were reissued when circumstances allowed the projects to progress. Website and software costs of £5,423, bank and investment fees of £1,762 and investment purchases of £1,869 complete the total payments of £120,400 included in the Accounts.

The Foundation did not undertake any fundraising activities during the year but received donations amounting to £85,579 and investment and other income totaling £5,229. During the year investments to the value of £54,305 were sold to fund grant making activities. Total cash receipts for the year amounted to £145,113 leaving net receipts of £24,713 for the year.

As at 31st March 2022, the total value of investments and cash held by the Foundation was £672,843 represented by investment assets held in a broad range of equity funds having a market value as at that date of £600,630 and cash of £72,213. All of the investment assets and the £58,595 cash held with Hargreaves Lansdown constituted endowment funds. The remaining £13,618 cash held with Barclays Bank constituted unrestricted funds

The value of investments at 31st March 2022 were £659,464. No material additions have been made to the investments during the year and overall a small capital loss was made. During the year asset sales of £54,305 were made and were the major factor in reducing the investment value to £600,630 at the year end.

Policy on Reserves

The endowment funds have been donated to provide base funding for the Foundation for the long term. The general agreement with the donor is to allow the Trustees to transfer to unrestricted funds a maximum of 10 per cent of the value of the endowment funds in any given financial year.

All donations received as unrestricted funds plus transfers from endowment funds less operating costs are available to provide grants. The Trustees ensure that at all times the Foundation has sufficient resources to meet its obligations and commitments. The policy on reserves is reviewed by the Trustees on an on going basis in the light of the receipt of further endowment funding and unrestricted donations.

Policies on Investments and Cash

BlueSpark has an account with Hargreaves Lansdown investment managers which holds all endowment investments and cash separately from unrestricted funds. In order to diversify and spread risk, our investments are held in managed equity funds which in turn hold investments in companies operating in all the major markets in the world. These investments are held with the aim of providing income and growth to fund our grant awards in the long term.

Cash reserves sufficient to meet our grant awards in the short-term and other obligations will be maintained at all times.

Plans for the Future

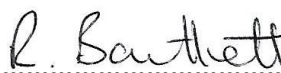
The Trustees intend to continue making grants on the same basis as they have done up to the date of this report. In particular, they intend to continue making grants to a wide range of different types of project from across the whole of England and from a broad range of schools, community organisations, sports clubs, drama groups and music and dance organisations.

The Trustees are confident that BlueSpark has existing funds sufficient to continue its activities on at least the same scale for a number of years. Furthermore, they have assurances of significant endowment funding in the future.

In setting our objectives and planning our activities, the Trustees have considered The Charity Commission's guidance on public benefit, including the guidance "Public benefit : running a charity (PB2)". It is our opinion that, in setting our objectives, we have complied with our duty to have due regard to the Charity Commission's guidance on public benefit.



Tim Davies
Chairman



Robert Bartlett
Finance Director

27th January 2023



Appendix 1 Trustees

Tim Davies is our Chairman. He graduated in Law from the University of Southampton and then qualified as a solicitor. He practised for over 30 years as a corporate lawyer at Fieldfisher, an international firm of lawyers where he was a Partner, Head of the Corporate Department and a member of the Management Board. He is now a Trustee of The Children's Trust for Children with acquired brain injury, a Business Adviser for the Young Enterprise UK Programme, a school governor and a judge for the ESU Churchill Public Speaking competition for schools.

Robert Bartlett is our Finance Director. He graduated in Economics from the University of Southampton and is a member of the Chartered Institute of Management Accountants. During a 25 year career with Racal Electronics plc, a large UK quoted multi-national group, he progressed to hold the position of Finance Director with Racal's Telecoms, IT Security and Corporate Finance divisions. After the acquisition of Racal Electronics plc by Thales SA, a €10bn per annum turnover French Group, he was responsible for integrating the Racal subsidiaries into Thales accounting and budgeting processes. He then resumed operational finance director roles for Thales within Thales' Transportation and UK Services divisions.

Sarah Budnik is our Grant Applications Director. She graduated in Geography from Royal Holloway College, University of London in 2010. After graduating, she worked at Royal Holloway as their Community Action Volunteer Manager before joining BEN, the automotive industry charity as their National Volunteer Coordinator. She then trained as a teacher and for seven years taught geography at Sutton Grammar School in the London Borough of Sutton where she was also Deputy Head of the Upper School. She now teaches geography at Highworth Grammar School in Ashford, Kent.



Appendix 2 Ambassadors

Helen Bartlett is a drama teacher, actress, musician and singer. She graduated in Acting from the University of Central Lancashire and subsequently taught drama at Woldgate School, Pocklington, York. She has been involved for many years with youth theatres and drama festivals.

Steve Clarke is a technology entrepreneur and investor with business experience in both the private and public sectors. He has built successful start-up businesses from the ground up. He founded the online property portal Property Jungle, co-founded Mobile Five Media and set up and currently runs WithU an audio fitness platform that makes training accessible to anyone anywhere in the world.

Huw Leslie graduated from Cambridge University and joined the Civil Service in 2012, initially working as a policy adviser at the Department for Education and subsequently as a policy adviser at H.M. Treasury. He then became Private Secretary to the Minister of State for Schools before returning to H.M. Treasury as Head of Education Strategy and Schools Policy and subsequently becoming head of H.M.T. Scorecard Branch.

Jack Leslie is Economics Advisor at the Bank of England. Prior to taking up his present position, he was a senior economist at The Resolution Foundation where his work focussed on macroeconomics and wealth inequality. Before he joined The Resolution Foundation he worked as an economist at the Bank of England in roles covering banking regulation, inflation and labour markets. Jack has an MSc in Economics from Warwick University.

Greg Nussbaum is an NHS hospital doctor. He graduated as a doctor from King's College, London in 2014. He is now an anaesthetic and intensive care registrar at University Hospital Southampton NHS Foundation Trust.

Rachel Nussbaum is the founder and artistic director of Pull the Other Speech and Drama Education which undertakes drama programmes and workshops for young people. She is also an actress and singer. She graduated in Theatre and Performance from Warwick University in 2007 and subsequently undertook an MA in Acting at East 15 Acting School.

Lisa Singleton is a science teacher at Oxted School in Surrey. She graduated from Exeter University in Biological Sciences in 2006 before going on to qualify as a teacher.

Appendix 3 Grants

The following is a full list of the 74 grants we made in the year to 31st March 2022. The list gives brief details of the relevant project, the organisation which initiated the project and the geographical location:

One week drama workshop on all aspects of staging a play culminating in the performance of a play

Gosforth Amateur Dramatic Society, Seascale, Cumbria

Mountain bikes and helmets for mountain biking and learning about bike maintenance

The Centre School, Cottenham, Cambridgeshire

Creation of outdoor theatre space

Court Moor School, Fleet, Hampshire

Creation of school allotment

Stoneham Park Primary Academy, Eastleigh, Southampton

Musical instrument tuition

Rosedale Primary School, Scawsby, Doncaster, South Yorkshire

Equipment for Forest School

Cheslyn Hay Primary School, Cheslyn Hay, Cannock, Staffordshire

Equipment for Forest School

Derwent Lower School, Henlow, Bedfordshire

Residential activity and camping trip

Chalk Hill PRU, Sudbury, Suffolk

Resources for after-school drama club

The Arc PRU, Margate, Kent

Environmental design competition for 15 to 18-year-olds

Space Science Engineering Foundation, London SW7

Teambuilding Activity Day

Ormiston Six Villages Academy, Chichester, West Sussex

School camp to improve well-being, team working and self-esteem

Carnagill Primary School, Catterick Garrison, North Yorkshire

Bikes, helmets and hi viz jackets to enable in school cycling tuition

Grange Primary School, Hartlepool, County Durham



Sensory room for children with medical and physical disabilities

The Clare School, Norwich, Norfolk

Sports equipment for hockey, tennis, cricket and netball

Stamfordham Primary School, Newcastle, Tyne & Wear

Seaborne boat trips for blind and partially sighted children

The Wilberforce Trust, Heslington, York

Visit to Gorsefield Rural Studies and Outdoor Activity Centre

Manorfield Primary School, Tower Hamlets, London E14

Wetwheels powerboat trips for children in wheelchairs

Treloar School and College for Disabled Young People, Alton, Hampshire,

Training courses for young leader swimming coaches

Kingfishers Swimming Club, Scarborough, Yorkshire

Creation of school vegetable garden

Dingle Community Primary School, Kingswinford, Dudley, West Midlands

Drama learning and development workshops

Drama Express, Cornwall

Adventure camp to promote teamwork and leadership

Castlebar School, Ealing, London W1

Band workshop for whole school

The British School, Wotton-under-Edge, Gloucestershire

After-school debating club run by "Debate mate"

Stroud Green Primary School, Stroud Green, London

Theatre trips for disabled children

Friends – Play for disabled children

Creative music activities to introduce young people to playing brass instruments in a group

Ellington Colliery Band, Ashington, Northumberland

First aid training aids to run first aid training for sea cadets

Colchester Sea Cadet Corps

12 bikes and helmets to set up cycling initiatives

Warley Road Primary Academy, Halifax, West Yorkshire



10 lightweight wheelchairs to enable disabled children to go on family and school trips

Dorset Children's Foundation, Bournemouth, Hampshire

Music tuition to encourage self-expression and develop self esteem and confidence

Kirkby Avenue Primary School, Bentley, Doncaster

Forest School set up

Broadmead Lower School, Stewartby, Bedfordshire

Shakespeare School Foundation "play in a day" workshop and production

Blue Coat Church of England Academy, Walsall, West Midlands

Level 1 tennis coaching LTA accredited qualification course

Individual, Clacton on Sea, Essex

National Cipher Challenge code breaking competition

The University of Southampton, Hampshire

12 mountain bikes for outdoor activities

Maryport Sea Cadets, Maryport, Cumbria

Kayaking and conservation activities as part of John Muir Award project

Helston Community College, Helston, Cornwall

Kit for Duke of Edinburgh award activities

Redditch & Bromsgrove Sea Cadets and Royal Marines Cadets

Creation of Forest School

Corbett Primary school, Stourbridge, Staffordshire

Theatre workshop based around going to university

Medical Tuition Service, Torbay, Devon

35 soprano ukuleles for whole class and extra curricular lessons

Guilden Morden C of E Primary School, Pound Green, Guilden Morden, Cambridgeshire

Visit from Community Art Theatre Company to perform show and provide activities

Wraxall C of E Primary School, Flax Bourton, North Somerset

Outdoor nature and learning area

Stopsley Community Primary School, Stopsley, Luton

Storage shed for tents and other camping equipment

Clatford Primary C of E School, Andover, Hampshire



Resources for “Real Life” project on how the real world works

Our Lady’s Catholic Primary School, Dartford, Essex

Trip to Theatre Royal Newcastle pantomime

Grassmere Academy, Killingworth, North Tyneside, Tyne and Wear

Overnight visit to London for visits to theatre, Planet Hollywood and Harry Potter studios

Our Lady of Lourdes Primary and Nursery School, Southport, Portsmouth

Three school collaborative production of “Grease”

Jane Austen College, The Hewlett Academy and Sir Isaac Newton 6th Form, Norwich, Norfolk

Educational Excursion and Outdoor Adventurous Activity Week

St Teresa’s Catholic Primary School, Preston, Lancashire

Visit to Planetarium for 33 children

Pott Shrigley Church School, Pott Shrigley, Macclesfield, Cheshire

Residential camping trip for teambuilding activities and outdoor and adventurous pursuits

North Beckton Primary School, London E6

Scanning reading pens

Holsworthy Community College, Holsworthy, Devon

“Bringing Books to Life” dance workshop by West End in Schools

Moat Farm Infant school, Oldbury, West Midlands

Tents, rucksacks and stoves for Duke of Edinburgh Award expeditions

Ark Greenwich Free School, Greenwich London

6 SPRX coding spheres to set up and run a STEM club

Rye College, Rye, East Sussex

Production costs for performance of “We Will Rock You”

Brownhills Ormiston Academy and local Primary Schools, Brownhills, Walsall, West Midlands

Visit to Liverpool Empire Theatre to see Joseph and the Amazing Technicolor Dreamcoat

Bootle and Litherland Brownies, Bootle, Liverpool

STEM leaders pilot training scheme for students

Oaklands Catholic School, Waterlooville, Portsmouth, Hampshire

Materials for DT students to build Christmas market stalls for fundraising event

Pendle Community High School & College, Nelson, Lancashire



Visit to the pantomime to see Beauty and the Beast

South View Junior School, Basingstoke, Hampshire

Lego Robotics equipment for Science and Technology club

Kemsing Primary School, Kemsing, Kent

Visit to Whitley Bay Playhouse to see Snow White

Stephenson Memorial Primary School, Wallsend, North Tyneside, Tyne and Wear

Visit to Delamere Forest for “Treetop Challenge” and other outdoor learning activities

Meadow Park School, Stockbridge Village, Knowsley, Merseyside

Ecology fieldwork and residential trip: The Cranedale Centre, Malton, North Yorks

Droitwich Spa High School, Droitwich Spa, Wychavon, Worcestershire

Residential trip – support for financially struggling families

St. Michael's C of E Primary School, Playden, Rye, East Sussex

Sports kit and equipment

St. Marys Primary School, Southampton

Theatre trip

Collierley Nursery and Primary School, Dipton, Stanley, Durham

Residential sea voyage for 10 young people

Tall Ships Youth Trust, Portsmouth, Hampshire

Theatre workshops at New Wolsey Theatre to create and perform original theatre pieces

Springfield Junior School, Ipswich, Suffolk

New sound system for school hall

Oldfield Primary School, Greenford, Ealing, London

Headsets to help deliver employability skills/work experience programme

Tower Hamlets Education Business Partnership, Tower Hamlets, East London

Participation in World Scouts Jamboree in South Korea

Individual, Brooke, Norfolk

Audiovisual technology for staging live music productions

Highcliffe school, Highcliffe, Dorset

Skateboarding Club

Blatchington Mill Secondary School, Hove, East Sussex

A level Geography residential field trip

Individual, Boothby, Graffoe, Lincolnshire

Appendix 4

Receipts and Payments Accounts For the Year Ended 31st March 2022

Receipts and Payments

	Unrestricted Funds £	Endowment Funds £	Total Funds £	Last Year £
Receipts				
Donations Received	85,579	-	85,579	58,995
Gift Aid Recovered	-	-	-	79
Investment Income	5,226	-	5,226	4,513
Interest Income	3	-	3	14
Other Income	-	-	-	8,601
Sub-Total	90,808	-	90,808	72,202
Sale of Investments	-	54,305	54,305	-
Total Receipts	90,808	54,305	145,113	72,202
Payments				
Grants Awarded	104,023	-	104,023	74,967
Re-awarded Grants	7,323	-	7,323	-
Investment Fees & Bank Charges	90	1,672	1,762	1,487
Website & Software Costs	5,423	-	5,423	441
Sub-Total	116,859	1,672	118,531	76,895
Investment Purchases	-	1,869	1,869	1,790
Total Payments	116,859	3,541	120,400	78,685
Net Receipts / (Payments)	(26,051)	50,764	24,713	(6,483)
Transfers between Funds	(5,226)	5,226	-	-
Cash Funds : brought forward	44,895	2,605	47,500	53,983
Cash Funds : carried forward	13,618	58,595	72,213	47,500

Receipts and Payments Accounts For the Year Ended 31st March 2022

Statement of Assets and Liabilities at 31st March 2022

		Unrestricted Funds £	Endowment Funds £
Cash Funds	Barclays Current a/c	8,562	-
	Barclays Deposit a/c	5,056	-
	Hargreaves Lansdown Inv. a/c	-	58,595
	Total Cash Funds	13,618	58,595
			Current Value £
Investment Assets	Endowment Funds		600,630

BlueSpark Foundation has no Other Assets or Liabilities

Supporting Analysis and Notes

		Endowment Funds £
Movement on Investments	Opening Valuation	659,464
	Endowment-Transfer of Investments	-
	Plus: Additions	1,869
	Less: Disposals	54,305
	Less: Capital loss net of accumulation	6,398
	Closing Balance (see note 3)	600,630

Notes:

- 1) BlueSpark Foundation has given no guarantee with a potential liability outstanding at the date of the statement of assets and liabilities.
- 2) Bluespark Foundation has no debt outstanding at the date of the statement of assets and liabilities which is secured by an express charge on any of the assets of BlueSpark.
- 3) The closing balance of investments is valued using market prices at 31/03/2022.
- 4) At 31/03/2022 there were Grants offered but not yet paid to the value of £7,148.

Signed on behalf of all the trustees

Signed	Printed Name	Date of Approval
	Robert Bartlett	27/01/2023
	Tim Davies	27/01/2023

Appendix 5

Independent examiner's report to the Trustees of BlueSpark Foundation

I report to the Trustees on my examination of the accounts of BlueSpark Foundation (BlueSpark) for the year ended 31st March 2022.

Responsibilities and basis of report

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

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

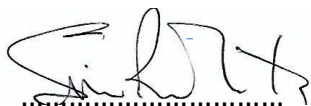
Independent examiner's statement

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

1. accounting records were not kept in respect of BlueSpark as required by section 130 of the Act; or
2. the accounts do not accord with those records.

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

Signed



S. Roberts B.Sc., ACMA
3 Conygree Close, Lower Earley, Reading, RG6 4XE

27th January 2023

Accounts

*Supporting the education and
development of children and
young people*



BLUESPARK
FOUNDATION



Annual Report and Accounts 2020/2021

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Legal and Administrative Details

Registered Charity

BlueSpark Foundation is a Charitable Incorporated Organisation
Registered charity number 1167172

Principal Office

84A Upland Road
Sutton
Surrey SM2 5JB

Trustees

Tim Davies
Robert Bartlett
Sarah Budnik

Ambassadors

Helen Bartlett
Steve Clarke
Huw Leslie
Jack Leslie
Greg Nussbaum
Rachel Nussbaum
Lisa Singleton



Structure

BlueSpark Foundation is a Charitable Incorporated Organisation. The founding Trustees, namely Tim Davies, Robert Bartlett and Sarah Budnik, are the only members. The constitution of the Foundation was adopted by the Trustees on 15th May 2016. The Charities Commission registered the Foundation as a charity on 17th May 2016.

Governance

The governance procedures of the Foundation are set out in its constitution which is in the form recommended by the Charities Commission for a Charitable Incorporated Organisation.

The Trustees meet at least six times a year. The constitution provides that no decision of the Trustees shall be taken at a meeting of the Trustees unless at least two of the Trustees are present. In practice, all of the Trustees have been present at all meetings of the Trustees held during the period covered by this report.

The founding Trustees have been appointed to hold the following offices with the Foundation:

Tim Davies – Chairman
Robert Bartlett - Finance Director
Sarah Budnik – Grant Applications Director

Collectively, the Trustees have extensive legal, accounting, business and risk management experience as well as knowledge of the charity and education sectors. The Trustees are satisfied that their experience and training makes them well qualified to carry out the activities of BlueSpark and to achieve its objectives.

Management

All the management activities of the Foundation are undertaken by the Trustees. As the Foundation is a grant making body, the principal decisions of the Trustees concern the approval of grants. The Trustees meet at regular intervals to discuss grant applications and decide which ones to approve for receipt of a grant from the Foundation. Our grant making policies are outlined in this report in the section headed "Grant Policy".

We have a network of Ambassadors to help identify projects suitable for the receipt of grants and to promote awareness of BlueSpark and its activities but our Ambassadors do not have a management role in the Foundation.

All the Trustees and Ambassadors give their time voluntarily and receive no benefits from the Foundation. Short biographical details of our Trustees and Ambassadors are set out in Appendices 1 and 2.



Objectives

BlueSpark Foundation supports the education and development of children and young people for the public benefit. We do this by providing grants for academic education, drama, music, sport and other activities that have one or more of the following objectives:

Encouraging independence
Developing team working skills
Developing self confidence
Promoting creativity & individuality
Encouraging aspiration
Enhancing educational achievement
Widening educational horizons

We are particularly keen to support projects which will help enhance the self-confidence, team working skills and future employability of children and young people.

We provide funds for projects which might not happen at all or would only happen on a lesser scale without our support. Teachers and people in the community at large are often prepared to give their time to potential projects but they may not have access to the funding which will turn those projects into reality. BlueSpark's objective is to help bridge that gap by funding or part funding some of these projects.

Grant Policy

Funding provided by BlueSpark for any particular project must be crucial to that project rather than marginally incremental to its funding. In most cases grants, are made on a relatively small scale. Many grants are under £2,000 and none exceed £5,000. Projects funded by BlueSpark must be in England.

Most projects which we support are initiated or undertaken by schools, colleges or community groups. However, individuals may also apply for a grant and BlueSpark may undertake or initiate projects in its own right.

We provide funds for physical assets such as sports equipment, for services such as music or dance tuition, and simply for the provision of experiences such as theatre visits.

In selecting projects to receive a grant we aim to maintain a balance of different types of project from across the whole of England and from a wide range of schools, community organisations, sports clubs, drama groups and music and dance organisations.

There are no preconditions for the making of a grant regarding the number of children or young people who may benefit from a particular project. A project may be particularly deserving of a grant on the basis of the number of children or young people that it will benefit. Equally, a grant may be appropriate for the benefit of a single child or young person especially if the impact of the project concerned is likely to be particularly significant for that individual.



Activities

Overview

As at 31st March 2021, we had distributed a total of 263 grants since we made our first grant in November 2017. These grants have been given to a broad cross section of schools and educational institutions, drama organisations, sports clubs, music and dance groups, youth development organisations and individuals for a wide range of educational, cultural, sporting and other projects.

In the year to 31st March 2021, we made 47 grants. This was a smaller number of grants than we made in previous years because of the adverse impact which the covid pandemic had on the ability of schools and other organisations to undertake projects.

We prioritise projects which we believe :

- will enhance the self-confidence, team working skills and future employability of the children and young people taking part in them ; and which
- would not happen at all or would only happen on a lesser scale without the support of BlueSpark.

Categories of Project

We support projects in six broad categories namely :

Academic

Drama

Sport

Outdoor activities

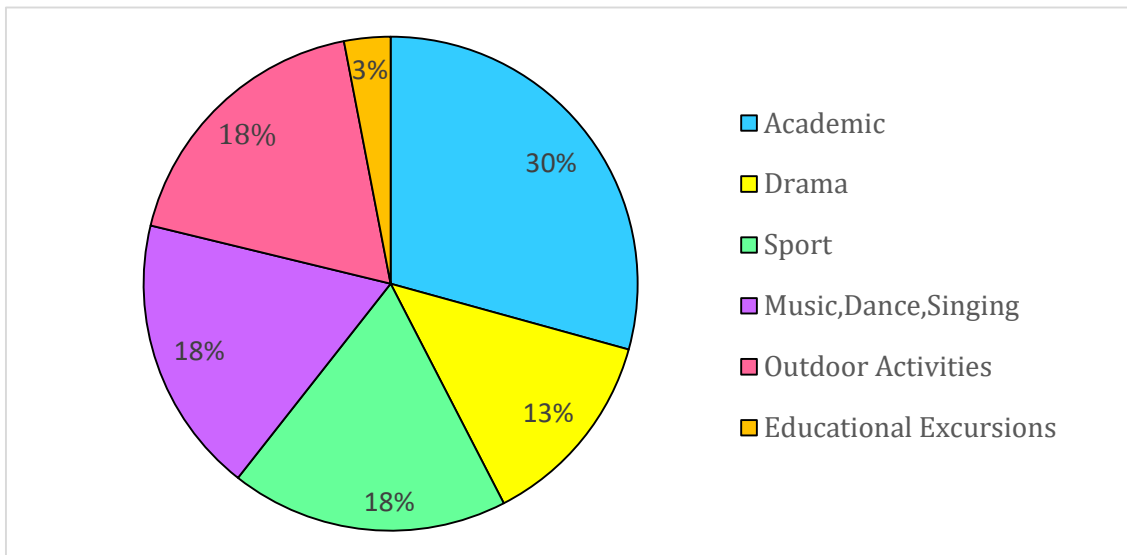
Music, Dance and Singing

Educational excursions

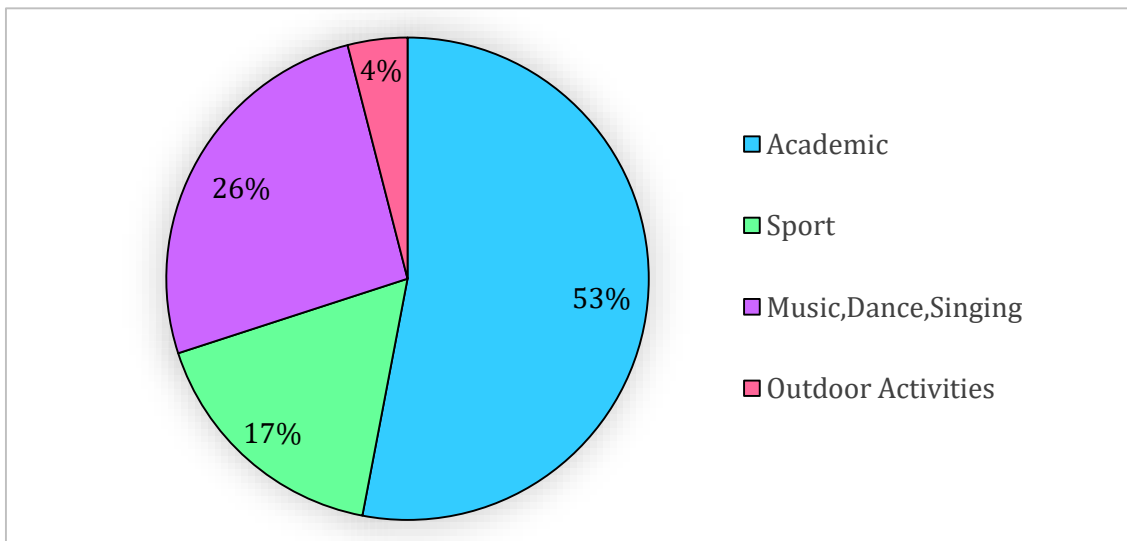
The split between these categories varies from year to year. We do not aim to achieve any particular split. However, prior to the pandemic we were supporting broadly similar numbers of projects in each of the first five categories. That balance has been temporarily distorted by the adverse impact which the covid pandemic has had on the ability of schools and other organisations to undertake drama projects and educational excursions. We expect the balance between types of project to return to the pre covid position when the pandemic ends.

The first table shown below gives a breakdown as at 31st March 2021 of the projects we have supported by type since we made our first grant in November 2017. The second table gives a breakdown of the projects we supported by type in the year ending 31st March 2021.

Grants by Type – cumulative to 31st March 2021

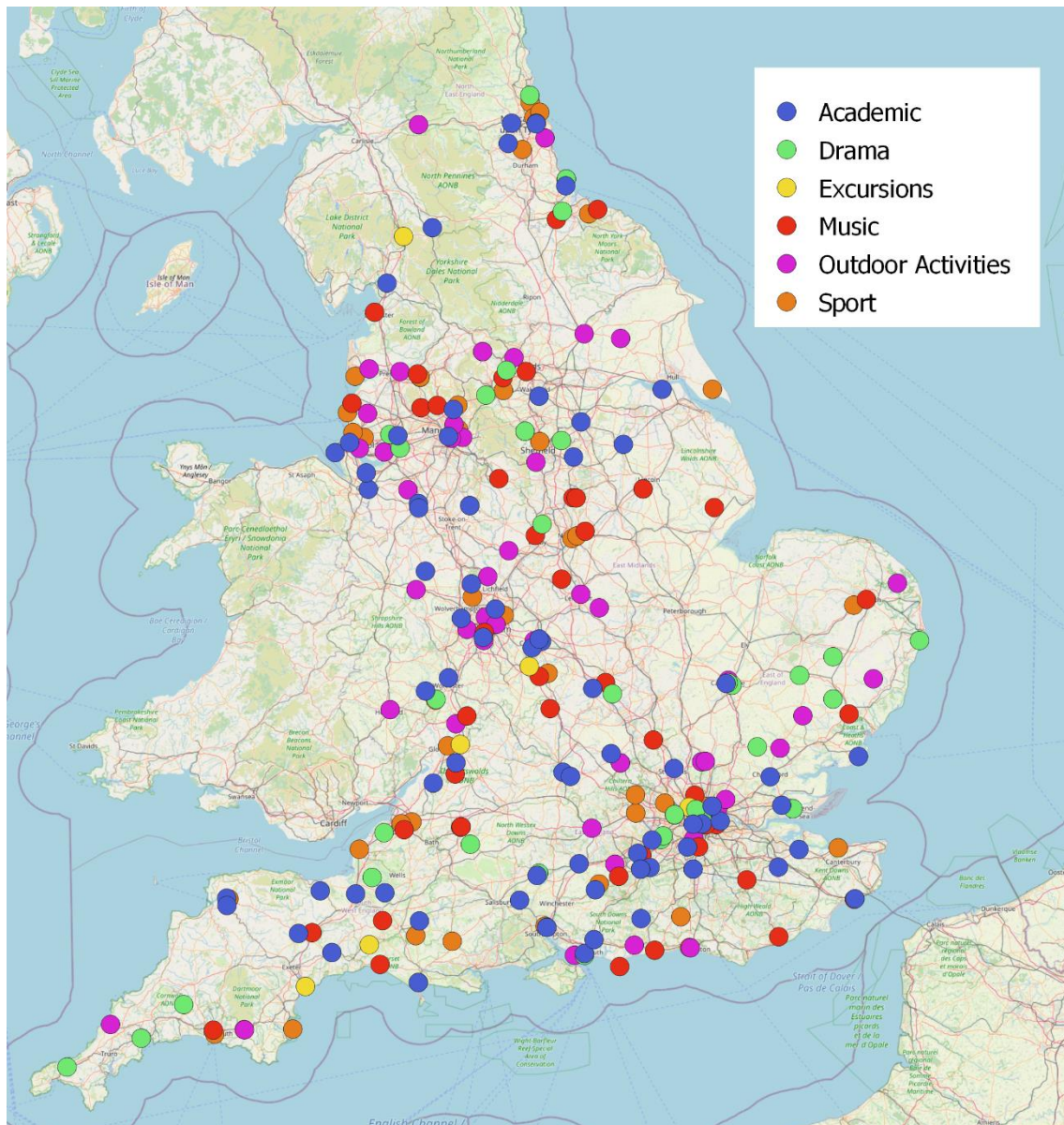


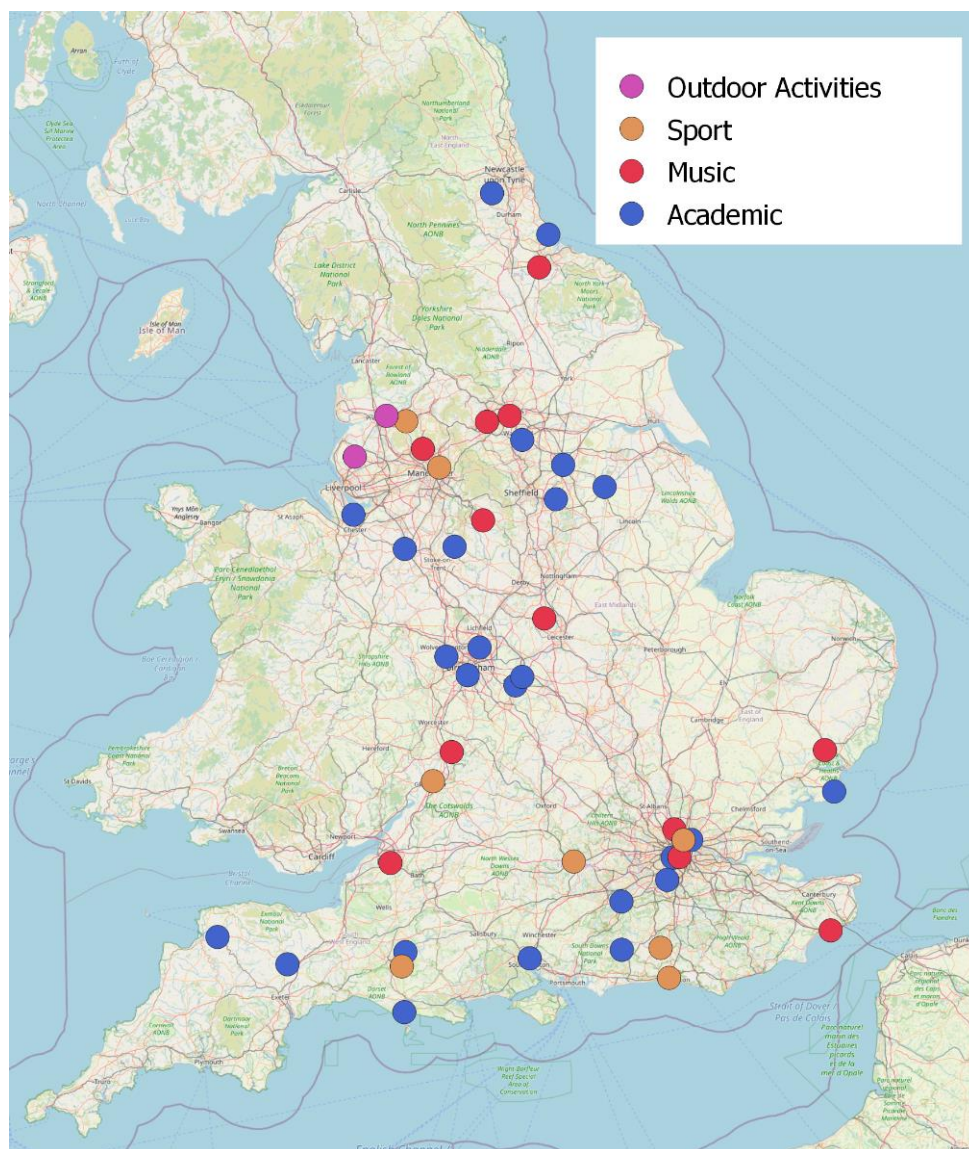
Grants by Type – for the year ended 31st March 2021



Geographical Distribution of Projects

The first map below shows the geographical distribution of the grants we have made since we made our first grant in November 2017 up to 31st March 2021. The second map shows the geographical distribution of the grants we made during the year ending 31st March 2021. The maps show that we have supported projects across the whole of England, in cities, towns and suburbs and in the country.





Our grant selection process does not limit the number of grants which we make by reference to geographical areas in England. However, since we started making grants, we have achieved a spread of grants which, in broad terms, is balanced across all areas in England, judged by density of population.

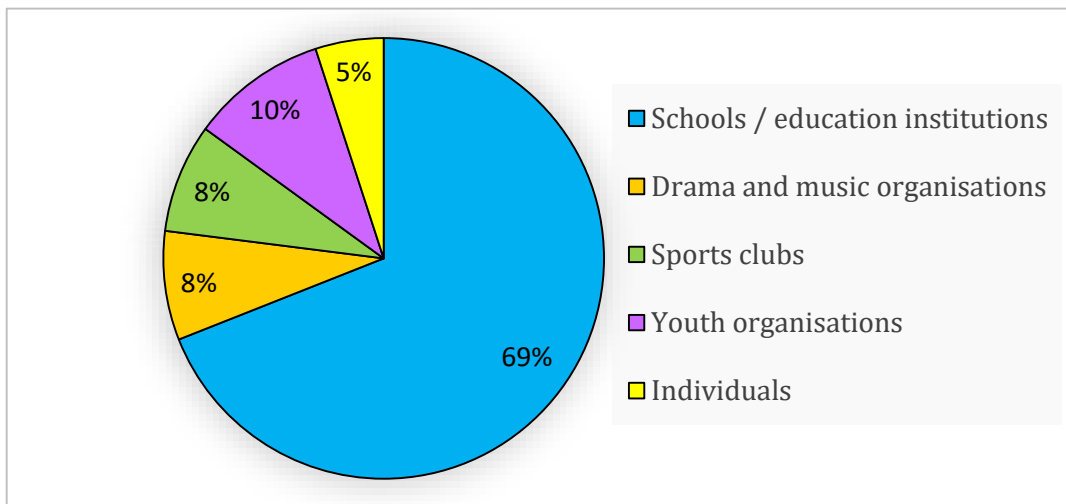
We do not specifically target grants towards projects where the participants are from less well-off backgrounds but that factor is one of many which we consider in awarding grants. Our aim is to achieve the maximum impact from the use of the funds which we distribute. Our judgement on the impact of a project is affected by many factors, including its relative significance to the participants, the number of children or young people involved, and our perception of the contribution that the project is likely to have in enhancing the self-confidence and team working skills of the participants

Supporting the education and development of children and young people

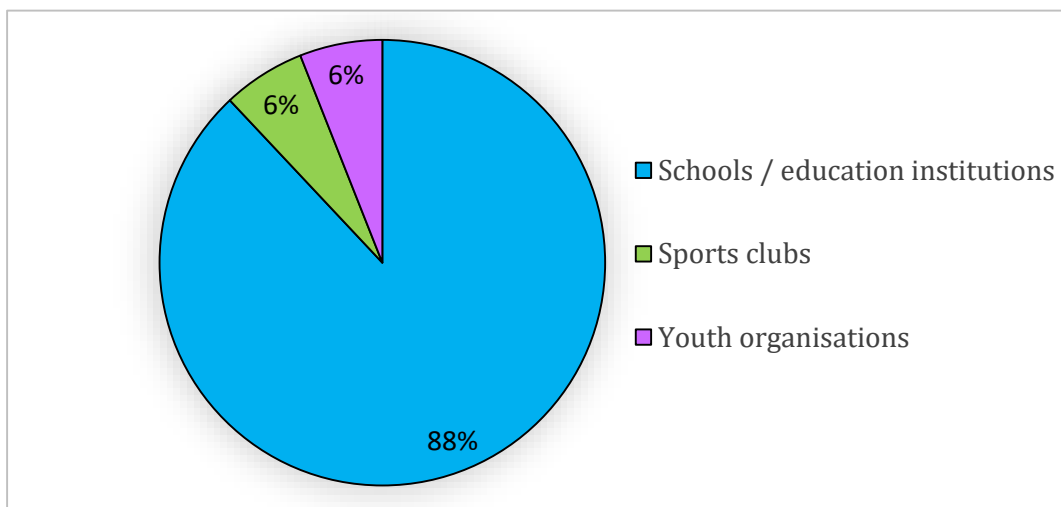
Grant recipients

We have made grants to schools and education institutions, sports clubs, drama and music organisations, youth organisations, and in a few cases to individuals. The first table shown below gives a breakdown of grant recipients by type of organisation since we made our first grant in November 2017. The second table gives a breakdown of grant recipients by type of organisation in the year to 31st March 2021.

Grants by Type of Organisation - Cumulative to 31st March 2021



Grants by Type of Organisation - Year to 31st March 2021



Specific Projects

A full list of all the projects for which we have made grants during the year is set out in Appendix 3. The following projects constitute an illustrative cross-section of projects we have supported and for which we have received recent feedback.



BlueSpark sponsored the [Gosforth Amateur Dramatic Society in Cumbria](#) to put on a series of summer workshops to rehearse their production of the [Rocky Monster Show](#). Participants and parents were very enthusiastic about the workshops and their outcome. "It was a brilliant opportunity to make friends, try new skills, become part of the production and feel proud taking part". "My son was bubbling with joy and energy".

"My daughter worked really hard to learn her lines and came home full of happy smiles and stories of the hard work and achievements. Seeing the show was truly amazing."

BlueSpark provided funding for [Chalk Hill PRU in Sudbury, Suffolk](#) to take their pupils on a residential activities camping trip on the [Island of Mersea](#). The Head of Care said that "the aim was to improve the students' social and emotional awareness through team activities and shared duties. All students felt a sense of achievement and were encouraging others and recognising the challenges individuals had overcome. Many children had not been to the seaside before and most of them had not been camping, so this experience was both novel and enjoyable. The students that attended are better behaved and more relaxed in class and so able to concentrate better, so improving their learning."



BlueSpark provided funding to [set up a bicycle maintenance workshop at Newton Boys and Girls Club in Newton le Willows, Merseyside](#). The object of the project was to give young people the opportunity to learn about and engage in bicycle maintenance as well as to teach them about road safety in a practical and stimulating way. The project organisers teamed up with local PCSOs who donated used bikes to the project. As well as giving young people the opportunity to learn new and valuable skills, the project also gives them the chance to make new friends and participate in group activities.



BlueSpark provided funding for the [Wilberforce Trust - Club Wilber](#) to take partially sighted children on a sea trip near Whitby, Yorkshire using a specially modified, fully accessible powerboat. This gave the children the opportunity to enjoy a new and exhilarating experience in a fun, safe and stimulating way which gave them a sense of fulfilment. They had the chance to have a go at steering, to learn about the sea and wildlife, to be out in the fresh air and to connect with nature in a way that is not often accessible to them. The feedback from the children and their parents was very enthusiastic..... "Brilliant", "Perfect!", "Fantastic!"

BlueSpark supported the [National Cipher Challenge](#) which is a unique competition run annually by The University of Southampton. Over 5000 school students of all abilities from across the UK took part in the latest Challenge to break codes and ciphers in the fastest time possible using skills acquired in their maths and computing lessons. The competition website provides a library of resources, a platform for home and school activities and an active forum for a community of young codebreakers. The twitter account for the Challenge allows teachers to share the joy and intensity of some of the



young codebreakers as they work to find the crucial weakness of a cipher and to uncover the next stage of the story hidden in the coded messages. The competition stretches the most able and inspires others who discover a love of mathematics that they did not know they had !



BlueSpark funded the [provision of instruments and tuition for disadvantaged and SEN pupils at North Oxfordshire Academy](#). The project raised the profile of music in the school and generated a large number of new participants in extra curricular activities. The organising music teacher said that the project helped the students gain resilience and confidence in themselves. The students were also given the opportunity to attend a concert in London given by the London Symphony Orchestra.



BlueSpark provided funding for [Tanfield Lea Primary School in Durham](#) to acquire “Makey Makey” sets for use at their after-school [Computer Science club](#) with the intention of enhancing the learning derived from computer science lessons taught in curriculum time. “Makey Makey” sets are easy to use invention kits that encourage students to interact with computers as creative tools and help them to develop confidence and team working skills in

using technology. The School’s Computing Coordinator said that the Club aims to develop the creativity, critical thinking, communication and collaboration skills that are critical to preparing children for the increasingly complex life and work environment that they face.

BlueSpark provided [funding for Stroud Green Primary School in North London](#) to take part in “[Debate Mate](#)” which aims to improve social mobility by providing debate training through after school debate programmes. Participation helps to accelerate attainment in speaking and listening skills and strengthens emotional capacity through building confidence, self-esteem, empathy and resilience. The children also learn greater



acceptance of and respect for others. The Assistant Headteacher said “the generous grant from BlueSpark has enabled our children to learn lifelong skills in a fun and engaging environment. I have had amazing feedback from children and parents and teachers are seeing the skills learned from debating coming out in the classroom.”

BlueSpark provided funding for [the purchase of mountain bikes by The Centre School, Cottenham](#) which is a Social, Emotional and Mental Health Special School serving Cambridgeshire. Apart from the benefit of taking part in mountain biking the students learn about bike maintenance, route planning and preparation for cycling. The School’s Lead Instructor says that the provision of this activity has had a very positive effect on the



mental health and well-being of students through accessing the outdoors and taking part in physical activity. He believes that group mountain bike riding helps to teach the students the importance of teamwork and supporting and encouraging each other. He has noticed that “the students really look after each other whilst out on the bikes.”

Financial Report

Accounts for the year ending 31st March 2021 have been completed on a receipts and payments basis and are included on pages 21 and 22 of this report. An independent examiner's report on the Accounts is set out on page 23 of this report. The Trustees believe a receipts and payments basis is appropriate for the Foundation as it has a cash based business model comprising receiving donations and endowments, managing investments and making grants.

The Accounts cover the period 1st April 2020 to 31st March 2021. All functions are carried out by the Trustees who give their time without charge. The only costs incurred during the period were in respect of investment fees and bank charges which totaled £1,487 and computer costs totaling £441. During the year the Foundation awarded grants to the value of £74,967.

The Foundation did not undertake any fundraising activities during the year but received donations amounting to £58,995 and investment and other income totaling £13,207. Total cash receipts for the year amounted to £72,202.

As at 31st March 2021 the total value of investments and cash held by the Foundation was £706,964 represented by investment assets held in a broad range of equity funds having a market value as at that date of £659,464 and cash of £47,500. All of the investment assets and the £2,605 cash held with Hargreaves Lansdown constituted endowment funds. The remaining £44,895 cash held with Barclays Bank constituted unrestricted funds

The value of investments at 31st March 2020 of £472,929 was significantly impacted by the fall in global stock markets in March 2020 in response to the covid pandemic. No material additions have been made to the investments during the year but the rebound in global stock markets increased the value of investments to £659,464 as at 31st March 2021.

Policy on Reserves

The endowment funds have been donated to provide base funding for the Foundation for the long term. The general agreement with the donor is to allow the Trustees to transfer to unrestricted funds a maximum of 10 per cent of the value of the endowment funds in any given financial year.

All donations received as unrestricted funds plus transfers from endowment funds less operating costs are available to provide grants. The Trustees ensure that at all times the Foundation has sufficient resources to meet its obligations and commitments. The policy on reserves is reviewed by the Trustees on an on going basis in the light of the receipt of further endowment funding and unrestricted donations.

Policies on Investments and Cash

BlueSpark has an account with Hargreaves Lansdown investment managers which holds all endowment investments and cash separately from unrestricted funds. In order to diversify and spread risk, our investments are held in managed equity funds which in turn hold investments in companies operating in all the major markets in the world. These investments are held with the aim of providing income and growth to fund our grant awards in the long term.

Cash reserves sufficient to meet our grant awards in the short-term and other obligations will be maintained at all times

Plans for the Future

The Trustees intend to continue making grants on the same basis as they have done up to the date of this report. In particular, they intend to continue making grants to a wide range of different types of project from across the whole of England and from a broad range of schools, community organisations, sports clubs, drama groups and music and dance organisations.

The Trustees are confident that BlueSpark has existing funds sufficient to continue its activities on at least the same scale for a number of years. Furthermore, they have assurances of further significant endowment funding in the short to medium term.

In setting our objectives and planning our activities, the Trustees have considered the Charity Commission's guidance on public benefit, including the guidance "Public benefit : running a charity (PB2)". It is our opinion that, in setting our objectives, we have complied with our duty to have due regard to the Charity Commission's guidance on public benefit.



Tim Davies
Chairman



Robert Bartlett
Finance Director

30th January 2022



Appendix 1 Trustees

Tim Davies is our Chairman. He graduated in Law from the University of Southampton and then qualified as a solicitor. He practised for over 30 years as a corporate lawyer at Fieldfisher, an international firm of lawyers where he was a Partner, Head of the Corporate Department and a member of the Management Board. He is now a Trustee of The Children's Trust for Children with acquired brain injury, a Business Adviser for the Young Enterprise UK Programme, a school governor and a judge for the ESU Churchill Public Speaking competition for schools.

Robert Bartlett is our Finance Director. He graduated in Economics from the University of Southampton and is a member of the Chartered Institute of Management Accountants. During a 25 year career with Racal Electronics plc, a large UK quoted multi-national group, he progressed to hold the position of Finance Director with Racal's Telecoms, IT Security and Corporate Finance divisions. After the acquisition of Racal Electronics plc by Thales SA, a €10bn per annum turnover French Group, he was responsible for integrating the Racal subsidiaries into Thales accounting and budgeting processes. He then resumed operational finance director roles for Thales within Thales' Transportation and UK Services divisions.

Sarah Budnik is our Grant Applications Director. She graduated in Geography from Royal Holloway College, University of London in 2010. After graduating, she worked at Royal Holloway as their Community Action Volunteer Manager before joining BEN, the automotive industry charity as their National Volunteer Coordinator. She then trained as a teacher and now teaches geography at Sutton Grammar School in the London Borough of Sutton where she is also Deputy Head of the Upper School.



Appendix 2 Ambassadors

Helen Bartlett is a drama teacher, actress, musician and singer. She graduated in Acting from the University of Central Lancashire. She has been involved for many years with youth theatres and drama festivals. She now teaches drama at Woldgate School, Pocklington, York.

Steve Clarke is a technology entrepreneur and investor with business experience in both the private and public sectors. He has built successful start-up businesses from the ground up. He founded the online property portal Property Jungle, co-founded Mobile Five Media and set up and currently runs WithU an audio fitness platform that makes training accessible to anyone anywhere in the world.

Huw Leslie is Head of the Scoreboard Branch at HM Treasury. He graduated from Cambridge University and joined the Civil Service in 2012, initially working as a policy adviser at the Department for Education and subsequently as a policy adviser at HM Treasury. He then became Private Secretary to the Minister of State for Schools before returning to H.M Treasury as Head of Education Strategy and Schools Policy. He took up his present position in 2018.

Jack Leslie is a Senior Economist at the Resolution Foundation. His work focuses on macroeconomics and wealth inequality. Prior to joining the Foundation, he worked as an economist at the Bank of England in roles covering banking regulation, inflation and labour markets. Jack has an MSc in Economics from Warwick University.

Greg Nussbaum is an NHS hospital doctor. He graduated as a doctor from King's College, London in 2014. He is now an anaesthetic and intensive care registrar at Poole Hospital NHS Foundation Trust.

Rachel Nussbaum is the founder and artistic director of Pull the Other Speech and Drama Education which undertakes drama programmes and workshops for young people. She is also an actress and singer. She graduated in Theatre and Performance from Warwick University in 2007 and subsequently undertook an MA in Acting at East 15 Acting School.

Lisa Singleton is a science teacher at Oxted School in Surrey. She graduated from Exeter University in Biological Sciences in 2006 before going on to qualify as a teacher.



Appendix 3 Grants

The following is a full list of the grants we made in the year to 31st March 2021. The list gives brief details of the relevant project, the organisation which initiated the project and the geographical location:

Keyboards and digital drum kits for lunchtime, after-school and holiday clubs

Hugh Gaitskell Primary School, Beeston, Leeds

Range of musical instruments to help put musical theory into practice

St Therese of Lisieux Primary School, Ingleby Barwick, Stockton on Tees

Cooking equipment for Junior Bake Off competition

Raddlebarn Primary School, Selly Oak, Birmingham

Gameframe Kicks to enable non-ambulant children to play football on wheels

The Charnwell Centre Charity, Gloucester, Gloucestershire

Makey-Makey kits to transform everyday items into touchpads for after-school computer club

Tanfield Lea Community Primary School, Durham

Therapy sessions for children with complex epilepsy and associated comorbidities

HOPE for Paediatric Epilepsy, Whetstone, Barnet, London

Trim trail gym equipment (monkey bars, balance beams, ropes, climbing net)

Future Roots, Rylands Farm, Sherborne, Dorset

Bike Hub for maintenance of fleet of mountain bikes

The Wey Valley School, Weymouth, Dorset

30 ukuleles to embed instrumental lessons in the curriculum and allow performances in the local community

Overbury First School, Overbury, Worcestershire

New sound system for school hall

Reay Primary School, Lambeth, London

Dance lessons

St Mary Redcliffe and Temple School, Bristol

Role-play equipment for outdoor classroom (builder's yard, supermarket, teepee)

Samlesbury Church of England Primary School, Preston, Lancashire

Computer equipment for music production and photo editing

Folkestone Youth Project, Folkestone, Kent

Reading books

Walton Primary Academy, Wakefield, West Yorkshire

Range of initial and percussion musical instruments to enable all pupils to engage in creating and composing music

Woodbank Primary School, Bury, Greater Manchester

Construction of mobile flight simulator and development of training module package

Leek Squadron Royal Air Force Air Cadets, Leek, Staffordshire

Drone starter kits for design, manufacture and testing challenges for drone race day

Beacon Hill Academy, Dudley, West Midlands

Computing suite for teaching, revision and catch up programmes

Woodsetts Primary School, Worksop, Nottinghamshire

Creation of horticulture area to support qualifications in horticulture, land-based studies, home management skills and healthy living

Aegir A Specialist Academy, Gainsborough, Lincolnshire

LEGO education STEM learning resources to expand and deepen investigative learning

Grange Farm Primary School, Coventry

Fully equipped woodworking station

Stockwell Primary School, Hull, Yorkshire

Robotic/coding STEM resources

Henley Green Primary School, Coventry

Training costs for young lifeguards at community pool

Cowfold Community Pool, Cowfold, West Sussex

Practical science and engineering problem solving challenge competition for 750 students from up to 70 schools

SATRO, Surrey

Eight mountain bikes and tools and equipment for cycling workshop

Spring Brook Academy, Failsworth, Oldham, Lancashire

Revitalizing school pond by redigging and relining, fixing decking and making sheltered seating area

St Dunstan's Church of England Primary School, Cheam, Surrey

Go-Kart Kit and a welder

St John Bosco College, Battersea, London



Two Blue Bot Bluetooth programmable robot class packs

Milborne Port Primary School, Milborne Port, Somerset

All-terrain beach sandcruiser for adaptive surf lessons regardless of physical disability

The Wave Project, Brighton, East Sussex

31 ukuleles for musical training

Worthinghead Primary School, Bradford, West Yorkshire

Range of equipment to enable delivery of forest school sessions

Catcote Academy, Hartlepool, County Durham

Two trail cameras to monitor wildlife in school outdoor education space

Wilcombe Primary School, Tiverton, Devon

Development of farm within school grounds to aid understanding of animal welfare, learn about the environment and enterprise and assist with the children's well-being

Petworth Church of England Primary School, Petworth, West Sussex

Laptops to support remote home working in rural area

Holywell Church of England Primary School, Tawstock, North Devon

Creation of self sustainable smallholding in urban school

George Mitchell School, Leyton, London E10

Participation in Duke of Edinburgh Award Scheme

Amplify Youth Group, Ormskirk, Lancashire

Equipment to enable studio quality recording, mixing and playback of music played by students on school instruments

Chantry Academy, Luton, Bedfordshire

Electric guitar, bass guitar, amplifier, drum kit, ukulele, tabletop steel pan and related equipment for Rock School work both as therapy and to achieve Rock School grades

Woodside Lodge Outdoor Learning Centre, Nanpantan, Loughborough, Leicestershire

Restoration of Forest School

Ellesmere Port Christchurch Primary School, Ellesmere Port, Cheshire

Computer and software to train students to use motor vehicle diagnostic testing equipment

Doncaster Deaf Trust, Doncaster, South Yorkshire

Hardware for teaching computer coding skills

Wistaston Academy, Crewe, Cheshire



National Cipher Challenge for Schools sponsorship

University of Southampton, Hampshire

“Base Music” tuition for 43 children to play two instruments and read, compose and perform music

Taddington and Priestcliffe School, Taddington, Buxton, Derbyshire

Indoor gym for school for severely disabled children

Bayis Sheli, London N16

Materials for construction of a bouldering wall

Our Lady and St John Catholic College, Blackburn, Lancs

Development of forest school facility

Coppice Primary School, Sutton Coldfield, Birmingham

Action packed outdoor activities for Year 6 pupils

English Martyrs Catholic Primary School, Reading, Berks

Appendix 4

Receipts and Payments Accounts For the Year Ended 31st March 2021

Receipts and Payments

	Unrestricted Funds £	Endowment Funds £	Total Funds £	Last Year £
Receipts				
Donations Received	58,995	-	58,995	28,200
Gift Aid Recovered	79	-	79	50
Investment Income	4,513	-	4,513	7,139
Interest Income	14	-	14	-
Other Income	8,601	-	8,601	75
Sub-Total	72,202	-	72,202	35,464
Sale of Investments	-	-	-	68,683
Total Receipts	72,202	-	72,202	104,147
Payments				
Grants Awarded	74,967	-	74,967	100,153
Investment Fees & Bank Charges	60	1,427	1,487	1,435
Computer Costs	441	-	441	19
Sub-Total	75,468	1,427	76,895	101,607
Investment Purchases	-	1,790	1,790	1,689
Total Payments	75,468	3,217	78,685	103,296
Net Receipts / (Payments)	(3,266)	(3,217)	(6,483)	851
Transfers between Funds	3,487	(3,487)	-	-
Cash Funds : brought forward	44,674	9,309	53,983	53,132
Cash Funds : carried forward	44,895	2,605	47,500	53,983

Receipts and Payments Accounts For the Year Ended 31st March 2021

Statement of Assets and Liabilities at 31st March 2021

		Unrestricted Funds £	Endowment Funds £
Cash Funds	Barclays Current a/c	24,842	
	Barclays Deposit a/c	20,053	
	Hargreaves Lansdown a/c		2,605
	Total Cash Funds	44,895	2,605
			Current Value £
Investment Assets	Endowment Funds		659,464
BlueSpark Foundation has no Other Assets or Liabilities			

Supporting Analysis and Notes

		Endowment Funds £
Movement on Investments	Opening Valuation	472,929
	Endowment-Transfer of Investments	-
	Additions	1,790
	Disposals	-
	Capital Gain plus Accumulation	184,745
	Closing Balance (see note 3)	659,464

Notes:

- 1) BlueSpark Foundation has given no guarantee with a potential liability outstanding at the date of the statement of assets and liabilities
- 2) Bluespark Foundation has no debt outstanding at the date of the statement of assets and liabilities which is secured by an express charge on any of the assets of BlueSpark
- 3) The closing balance of investments is valued using market prices at 31/03/2021
- 4) At 31/03/2021 there were Grants offered but not yet paid to the value of £13,343

Signed on behalf of all the trustees

Signed	Printed Name	Date of Approval
	Robert Bartlett	30/01/22
	Tim Davies	30/01/22

Appendix 5

Independent examiner's report to the Trustees of BlueSpark Foundation

I report to the Trustees on my examination of the accounts of BlueSpark Foundation (BlueSpark) for the year ended 31st March 2021.

Responsibilities and basis of report

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

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

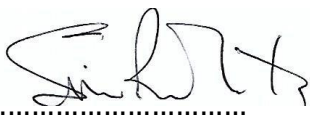
Independent examiner's statement

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

1. accounting records were not kept in respect of BlueSpark as required by section 130 of the Act ; or
2. the accounts do not accord with those records.

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

Signed



.....

S. Roberts B.Sc., ACMA
3 Conygree Close, Lower Earley, Reading, RG6 4XE

30th January 2022