

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



BLUESPARK
FOUNDATION



Annual Report and Accounts 2021/2022

Contents

Legal and Administrative Details	2
Structure	3
Governance	3
Management	3
Objectives	4
Grant Policy	4
Activities	5
Financial Report	14
Plans for the Future	15
Appendix 1 : Trustees	16
Appendix 2 : Ambassadors	17
Appendix 3 : Grants	18
Appendix 4 : Accounts	23
Appendix 5 : Independent Examiner's Report	25



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

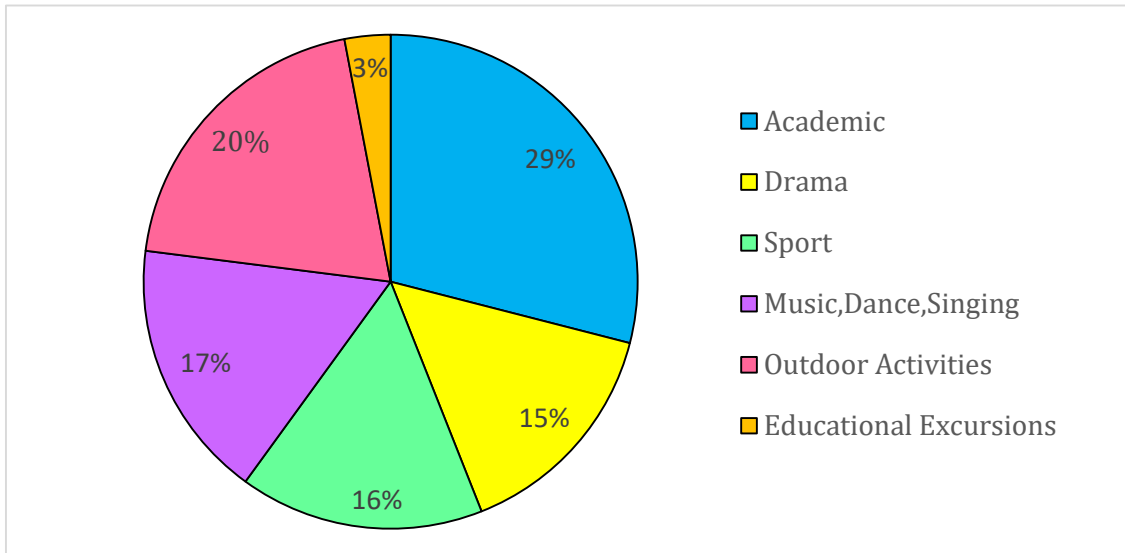
Educational excursions

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.

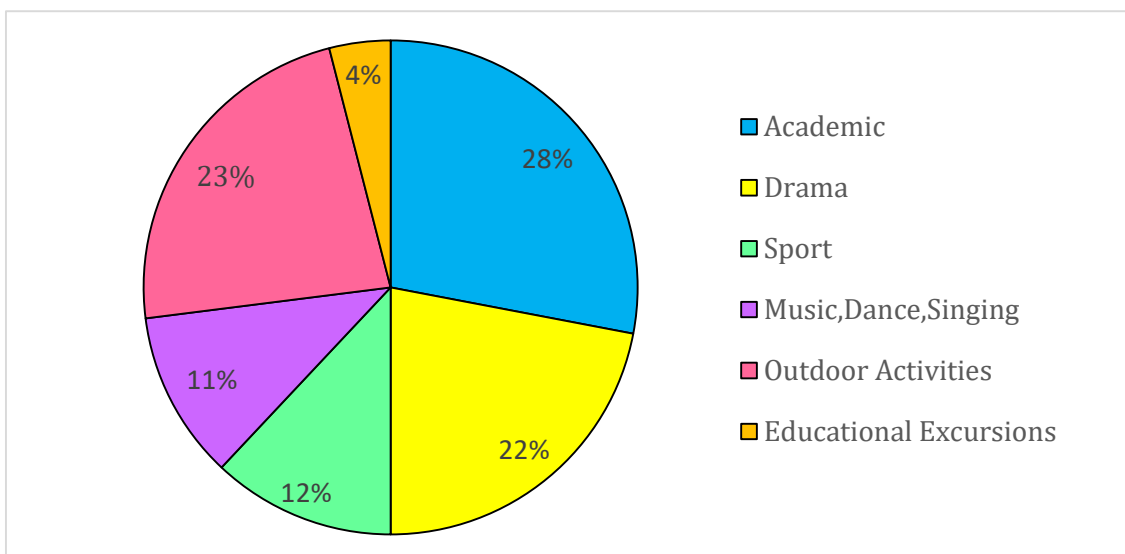
The first table shown below gives a breakdown as at 31st March 2022 of the projects we have supported by type since we made our first grant in November 2017. The second table gives a breakdown of the projects we supported by type in the year ending 31st March 2022.

Supporting the education and development of children and young people

Grants by Type – cumulative to 31st March 2022

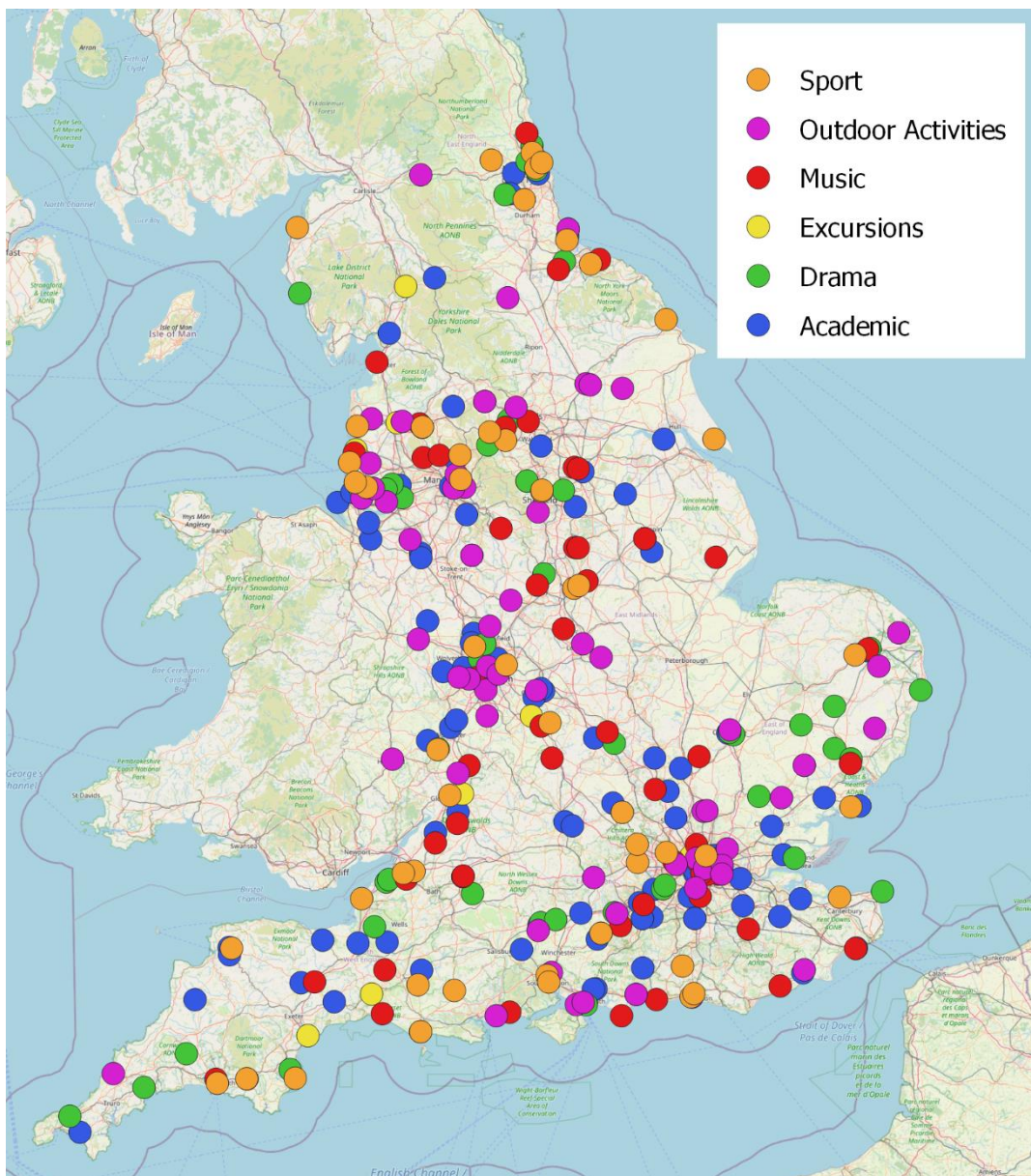


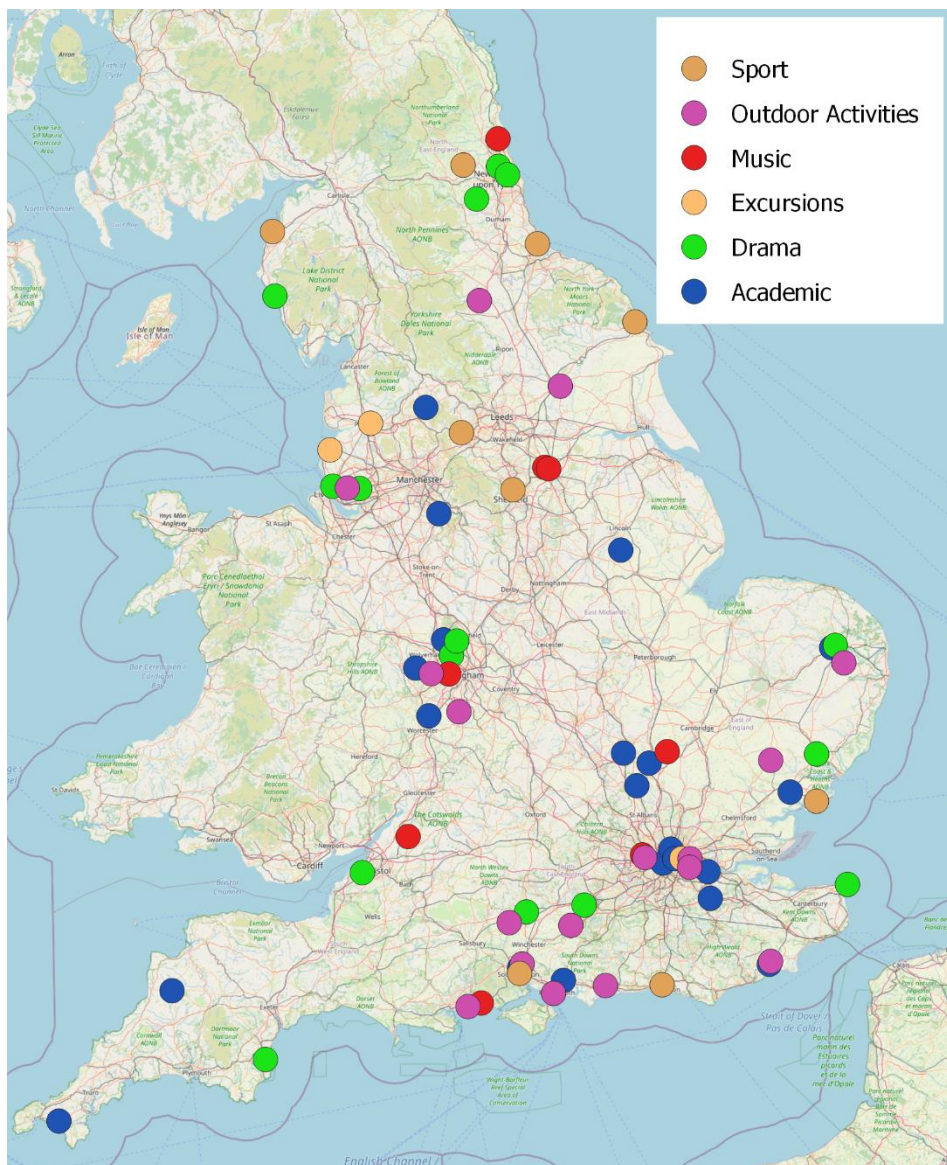
Grants by Type – for the year ended 31st March 2022



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.





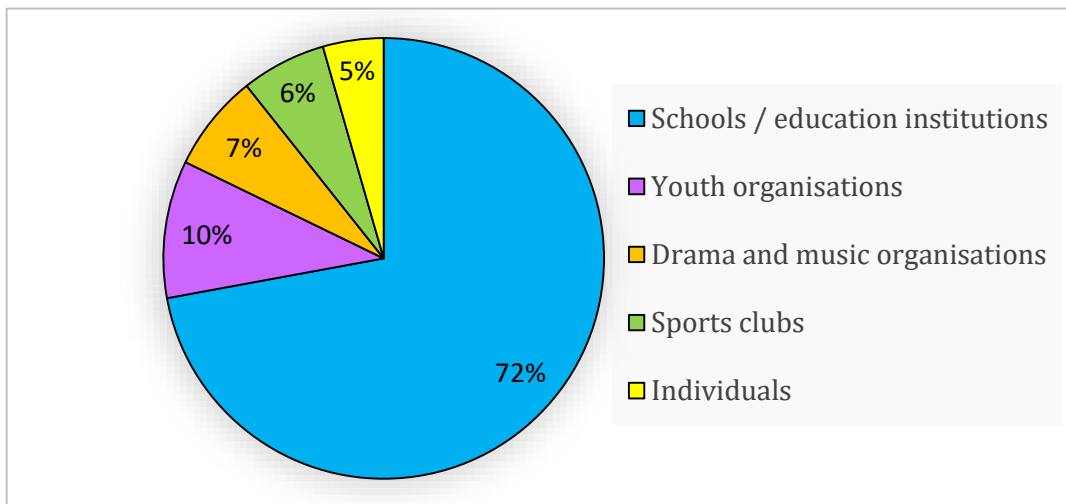
Our grant selection process does not limit the number of grants which we make by reference to geographical areas in England. However, since we started making grants, we have achieved a spread of grants which, in broad terms, is balanced across all areas in England, judged by density of population.

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.

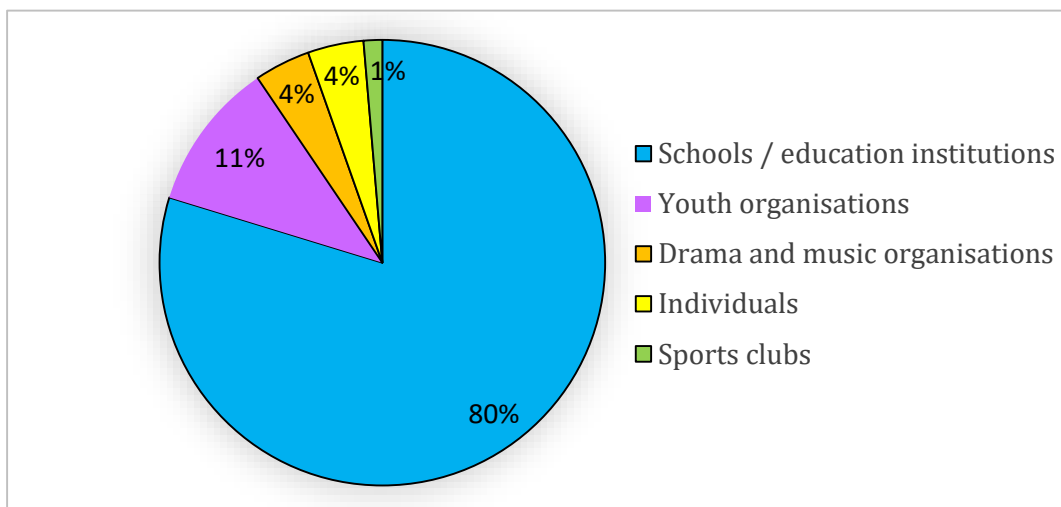
Grant recipients

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

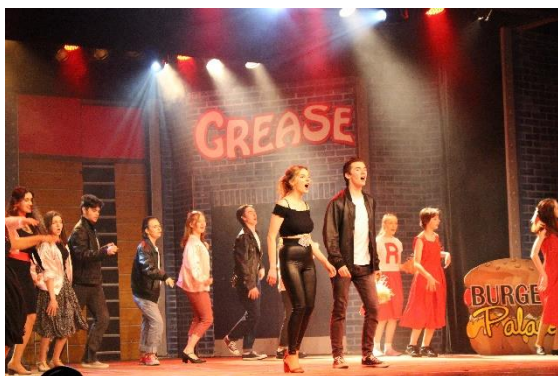


Grants by Type of Organisation - Year to 31st March 2022



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.

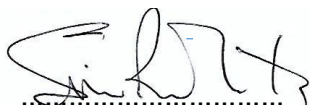
Independent examiner's statement

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