

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

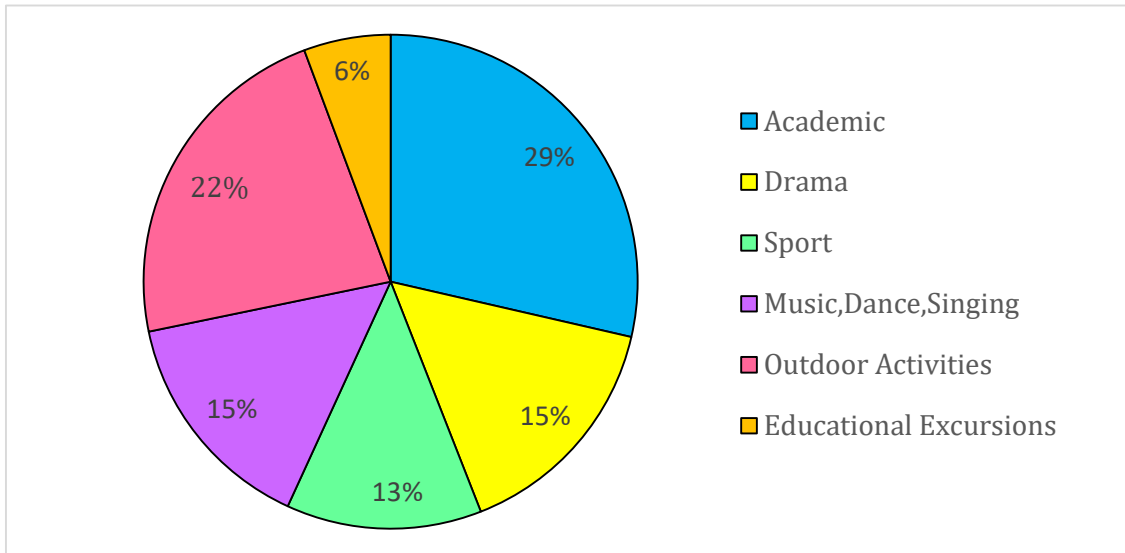
Outdoor activities

Educational excursions

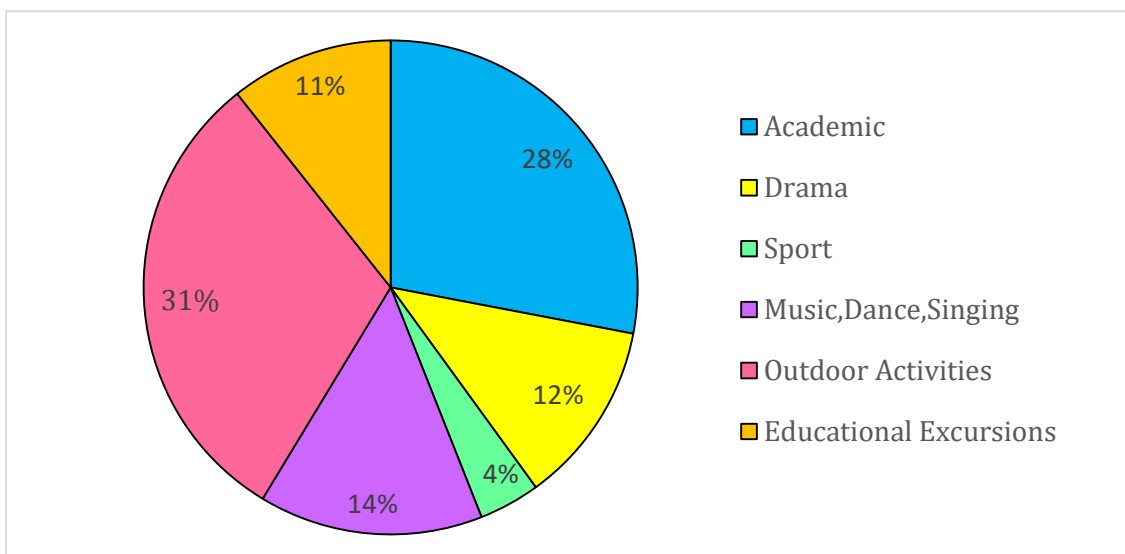
The split between these categories varies from year to year. We do not aim to achieve any particular split in any individual year. Our objective is to support what we consider to be the best projects for which we receive grant applications in each year. However, over any five year period we hope that 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

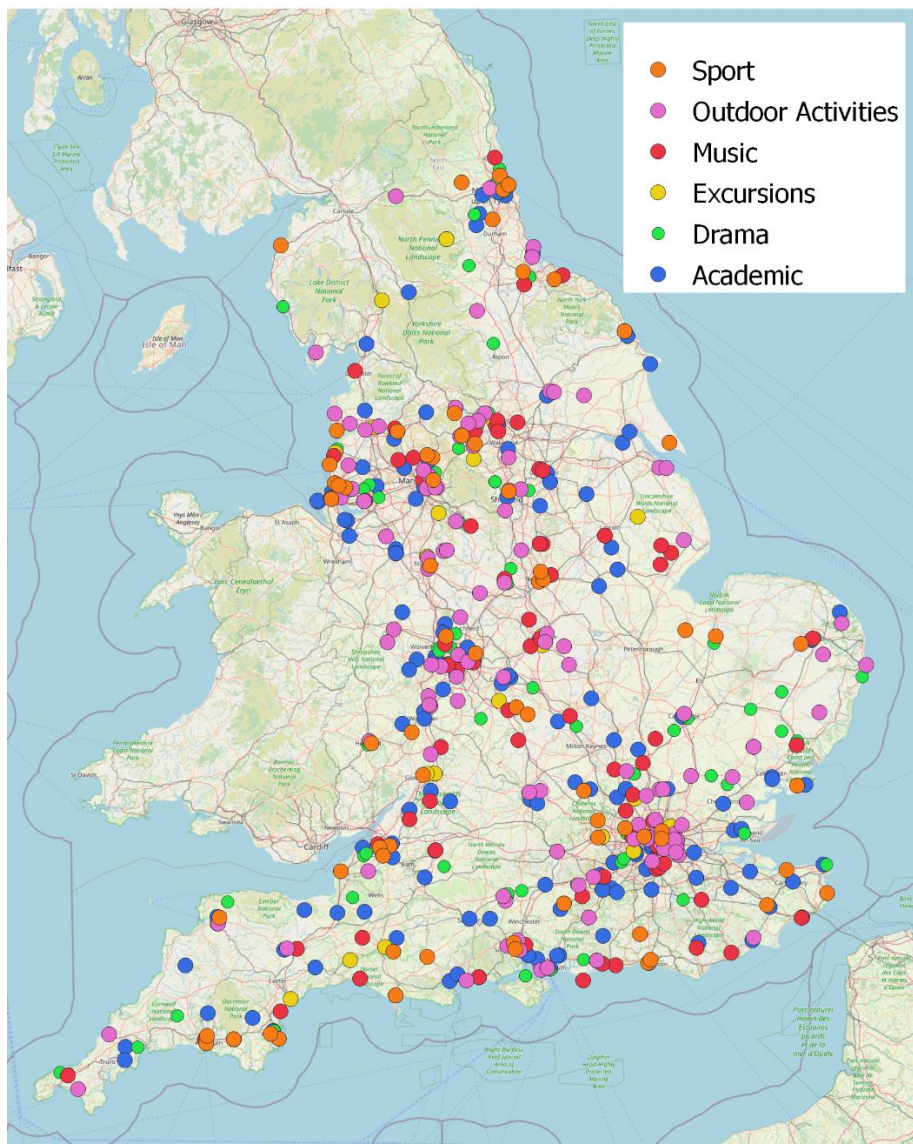


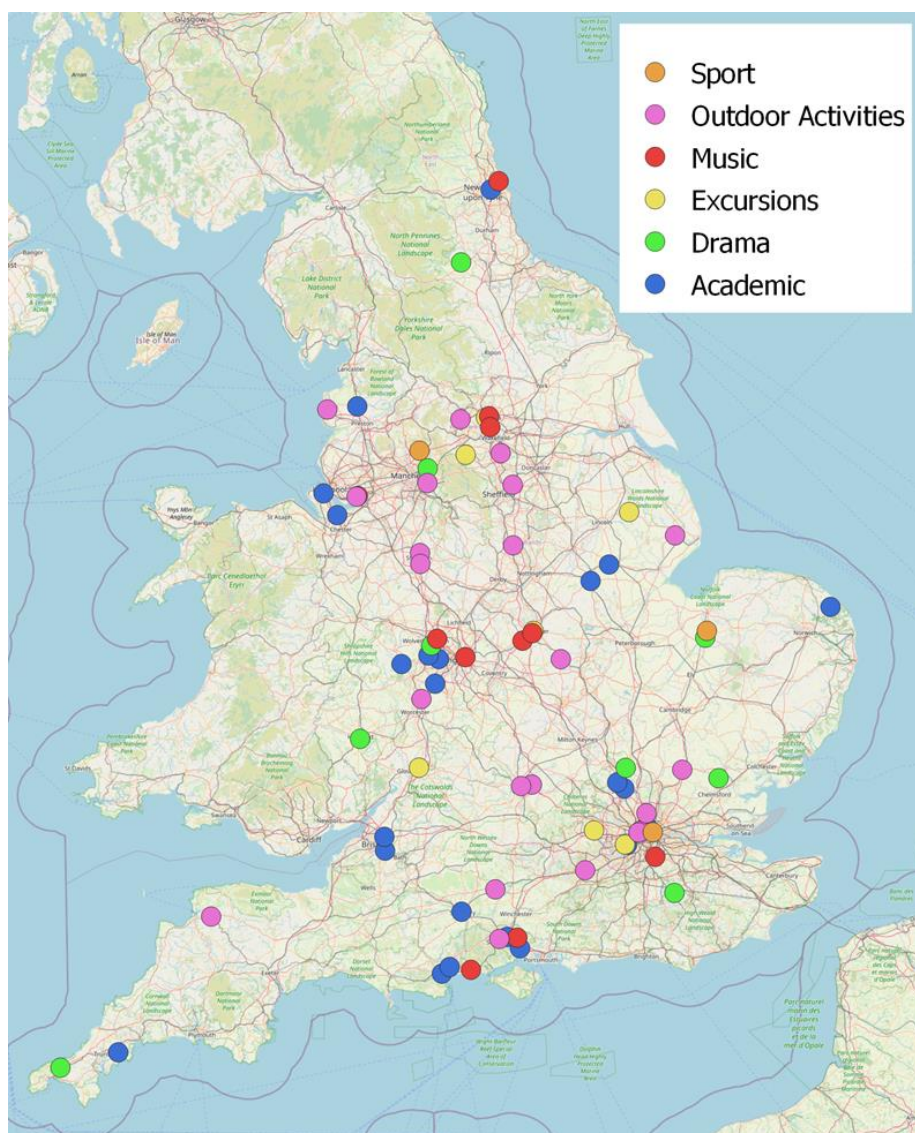
Grants by Type – for the year ended 31st March 2025



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.





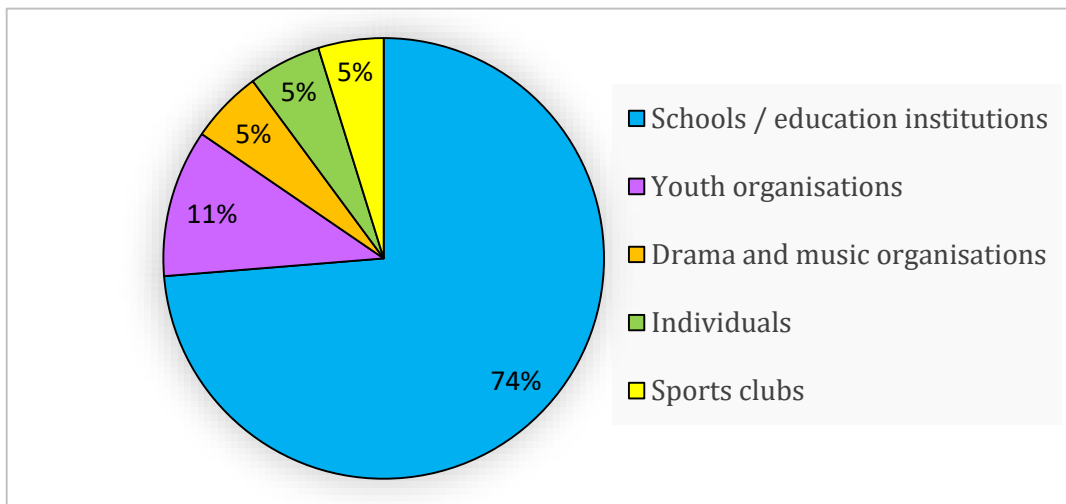
Our grant selection process does not limit the number of grants which we make by reference to geographical areas in England. However, since we started making grants, we have achieved a spread of grants which, in broad terms, is balanced across all areas in England, judged by density of population.

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.

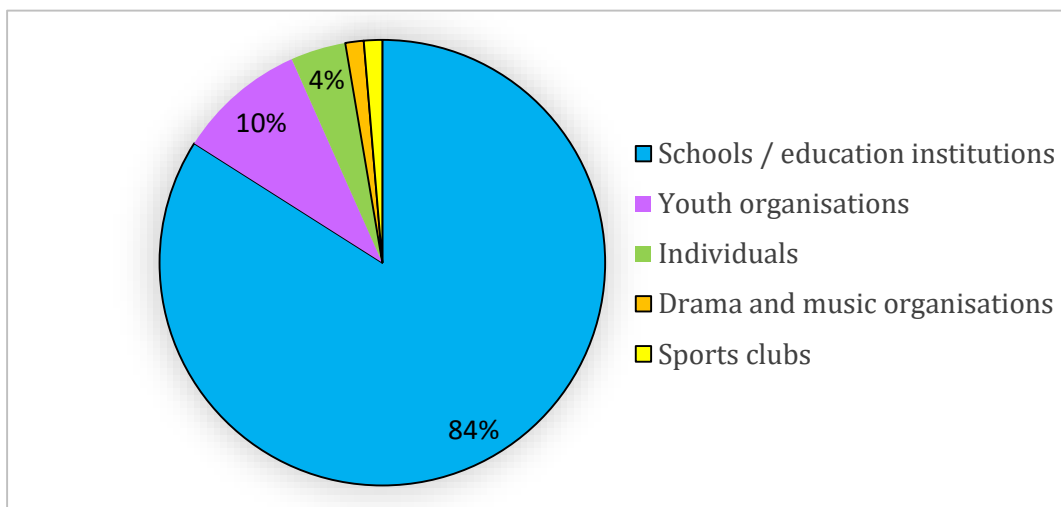
Grant recipients

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.' "





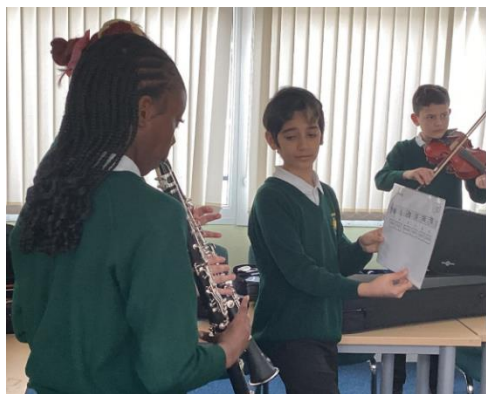
BlueSpark helped Arts Richmond to fund its Young Writers Festival of Writing Competition for young people in primary and secondary schools in the London Borough of Richmond upon Thames. There were over 700 entries, both short stories and poems on the theme of “Changes”. The final award ceremony saw the 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, Bilsborrow, 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 Ufton 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	<u>38,160</u>	<u>-</u>	<u>38,160</u>	<u>68,870</u>
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	<u>105,934</u>	<u>1,372</u>	<u>107,306</u>	<u>105,059</u>
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

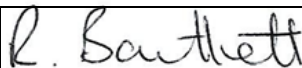

Supporting Analysis and Notes

		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

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

30th January 2026