

HASTINGS THRIVES

England & Wales · Charity number 1170342

Details

Status Registered

Legal form CIO

Registered 2016-11-23

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

Contact

Address 242 Old Church Road
St. Leonards-On-Sea
East Sussex
TN38 9LR

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Activities

Objects: The advancement of education in Hastings and surrounding areas for the public benefit by (but not limited to) 1. Work with parents, schools and the wider community to encourage academic and personal achievement through providing inclusive enrichment activities 2. Provision of training to professionals working with our children in all schools and settings 3. Overcome barriers to learning.

Activities: Addressing barriers to learning in the most vulnerable children from age 2 onwards through training and one to one support. The charity also provides enrichment activities in the areas of music and the arts.

Classification

- **How:** Provides Services, Provides Advocacy/advice/information
- **What:** Education/training
- **Who:** Children/young People

Geography

- East Sussex

Finances

Period end	Income	Expenditure	Assets	Employees
2024-12-31	£26,580	£31,742	-	-
2023-12-31	£62,581	£34,372	-	-
2022-12-31	£33,960	£20,117	-	-
2021-11-30	£45,000	£32,000	-	-
2020-11-30	£16,961	£14,956	-	-

Trustees

Name	Role	Appointed
Emma Anderson-Shuttleworth		2023-03-31
Jennifer Lozano		2026-01-01
Jonathan Frederick Morris		2019-09-27
Susanna Longley		2019-03-18

HASTINGS THRIVES

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Accounts



Hastings Thrives Annual Report 2024

Registered Charity No 1170342





CHAIR'S REPORT

Emma Shuttleworth

I've have the privilege of joining Hastings Thrives as a Trustee and Chair in 2024.

It has been an interesting year as we completed four years of songwriting funding from Youth Music & the Arts Council England, with the support of the Magdalen & Lasher Trust and the Co-op Community Fund. The journey has been transformative, introducing participants to the art of songwriting and fostering their personal growth. It has been truly rewarding to witness the development of skills, friendships, confidence, and self-esteem among our young people in Hastings.

Throughout this journey, we've been fortunate to have some exceptional teachers, each bringing their unique expertise and passion, all guided by the creativity of the young people themselves. Mike Willis, a seasoned songwriter with extensive industry experience in America, shared his knowledge with secondary school students. Andy Mersh, a talented primary school teacher at Silverdale, not only taught guitar but also contributed his performance skills from his involvement with the local musical theatre group, The Hastleons. Sidy Bennett, a local songwriter and member of The Ravens, has a natural gift for education, particularly with neurodiverse young people, with whom she connects deeply. We love how she captures this in her email signature: "Helping young people discover who they are through songwriting." Drummer Jason Smith, an expert in neurodiversity, did remarkable work at Saxon Mount and The Flagship School, pushing young people beyond expectations.

We were also fortunate to have Anna Page, who previously led our songwriting efforts, continue to support our program by providing Continuing Professional Development (CPD) to our current songwriters, with a special focus on musical theatre.

Musical Theatre songwriting has been a standout success, serving as a powerful outlet for young people's creativity, combining song and drama. This year, we connected with Science Week 2024 by using the theme of TIME, which proved to be an inspiring foundation for our young people's work. We're immensely grateful to the many schools that embraced songwriting as a tool for development and inclusion.

We continued our popular Musical Theatre Courses aimed at young people on benefit-related free school meals and neurodiversity. We have been running these courses for over 5 years with the wonderful Suzie Dunster and Becky Knight, both of whom now work for performing arts company APA in Eastbourne.

MUSICAL THEATRE SONGWRITING

We trialled several songwriting courses and none were as successful as our holiday musical theatre songwriting club for 8 - 12 year olds. We kept running them by request, and found the most amazing, creative, crazy and fun ideas, which brought laughter and smiles. A lot of the feedback talks about how creating and performing increased confidence. Students learnt about story arcs; wrote songs together; created the drama between songs; and did their own mini performance at the end.

Andy Mersh:

It has been a truly heart-warming experience. I have had the pleasure of working alongside young people of whom I would argue hold as much energy, character and talent as those of professional musicians. These are often children who would normally not have the experience available to them, nor the confidence to attend. It is awe inspiring to witness such rapid development of each character through the enjoyment of music and performance.



In engaging with these children, I have witnessed incredible change and a flourish of determination from each individual. The contrast seen in levels of engagement and participation from the beginning of a workshop compared to the end of our final performance clearly demonstrates the broadness of key social and interpersonal skills we can provide. This is also strongly supported by seeing the return of regular participants, some of those even carrying ideas and themes with them from previous workshops and events. Supporting this, we have received nothing less than praise and thanks from parents and carers of the children involved, just as eagerly awaiting the next workshop!

The performances have made an incredible impact with the relaxed 'it's okay to make mistakes' attitude, often leaving ear-to-ear smiles on all the faces of our audience members. This inclusive and diverse approach to performance has also encouraged participants to return to workshops, excitedly telling the leaders about their new personal projects or ventures that have been inspired from a topic we have covered or discussed.

It is wonderful to see the positive cultural capital impact of these workshops and I am thoroughly looking forward to continuing to improve the quality of children's exposure and understanding of music and performance through these incredible workshops.



Video link
JUST A DREAM

FRIDAY FEELING

I've got the Friday
La-de-da-de-de-da
I've got a bounce
And a smile on my face
Cause today we're
I've got the Friday
La-de-da-de-de-da
I've got a spring in my step
Cause today's the

FEBRUARY - JUST A DREAM

Synopsis

This story of resilience follows a young boy on his way to school.

At the time, everything is positive - he's been told there are no tests today, the sun is shining and there's a freshness in the air. Until suddenly, he arrives at school only to be caught with a surprise end of year test. He hasn't studied, he hasn't read the books and he begins to panic!

As the test begins, he begins to feel dreary and tired, his mind wandering. Out of nowhere, aliens appear and offer him a once in a lifetime opportunity - a time freezing button! Without hesitation, he engages the button, freezing the whole world around him.

At first, as you can imagine, he revels in the joy of the mischief he can cause during this time - not to mention the fact he no longer has to complete his test! However, things take a turn for the worst as he returns home and realises that he is all alone in this cold, frozen world.

Returning to school immediately to locate the aliens, he finds they have disappeared. He eventually finds them and acknowledges the error of his decision. He returns time to normal and faces his fears of completing his test. He tries his best and with a smile on his face! Reflecting on this experience, he vows to also face things head-on with a positive attitude, even if they seem challenging.





y feeling!
 in my step,
 y face,
 e learning 'bout space!
 y feeling!
 n my step,
 best,

Teacher said there's no test!
 Cause I'm on the way to school,
 And I know it's gonna be cool!
 I'm sitting down in my place.
 I'm excited to learn about space,
 So let's pick up the pace!
 I've got the Friday feeling!
 La-de-da-de-de-da
 I've got a bounce in my step,
 And a smile on my face,
 Cause today we're learning
 'bout space!
 I've got the Friday feeling!
 La-de-da-de-de-da
 I've got a spring in my step,
 Cause today's the best,
 Teacher said...
 Oh yes, the teacher said,
 That there's no test!

EVERYTHING IS FROZEN

[Solo vocal x1]
 [Chorus harmonies x1]
 Everything, everywhere,
 Everyone is frozen.
 Everything, everywhere,
 Everyone is frozen.
 [1, 2, 3, 4 - clap x7]
 I wish there was,
 A way to fix this,
 This was much bigger than the test.
 I wish there was,
 A way to go back,
 It's clear with plan was not the best.
 So it's time to act,
 Be bold and brave,
 And find those aliens,
 And save the day.
 It's gotta be time,
 It's gotta be time,
 To shine!





JUST A DREAM

Intro from teacher:

Right from the start,
I haven't had a part.

I've been trying to teach my lesson,
But the children keep on crying!

[All: Wake up Bob!]

He's got the Friday feeling!

He's not scared of the test,

He's feeling his best,

And he's full of zest

[but not the orange kind!]

Chorus

He went on a strange
adventure,

And met an alien crew.

But it was all a dream,

But dreams can come
true.

And he left his worries
behind,



When everything was frozen,
In time.

He's got the Friday feeling!

He's on top of the world.

He's had his lessons learnt and rewards earnt.

And he's gonna go and have his Weetabix,

[You had to be there last time]

[Awkward cough]

Chorus



INTERLUDE SPEECH BEFORE THE ALIENS ARRIVE

This is so unbelievable,
So unfair,
So unprofessional!
Teacher said, loud and clear, "No tests for all to hear,"



But here we are!
There's no time to prepare.
My pencil feels blunt,
My brain has gone blank,
I feel like I'm walking the plank! [splash]
Wait!
What's that mysteriously,
Not obviously a green alien-like species,
Lurking over there,
That we definitely did not see while we were talking,
And 100% did not know was appearing in this epic musical?
OMG - it's an alien!

**Video
link
JUST A
DREAM**

FEEDBACK

They helped me sing more confidently

It was super fun!!!

I enjoyed everything!

We all contributed in the song. I really enjoyed everything.

I learnt about chords

It was for fun, not too serious. More learning of music, songwriting, acting but in a fun way. Andy was very nice.

It helped me as before I didn't sing/act/dance/play piano in front of people but now I'm more confident.

It's perfect

It helped me with knowledge

I liked everything and lunch

I enjoyed learning about different things and techniques

I would improve singing louder.

I enjoyed it because I learnt how to act.

They helped me to grow my music knowledge.

I enjoyed acting and singing

It's helped being more confident with singing

I really liked it

I liked being in a group

TYSM (thank you so much)!

I liked everything and it's helped me with confidence

I enjoyed singing and acting.

I have learnt chords and some musical vocab.

I would recommend adding dancing.

MAY HALF TERM WITH A SPEEDY SPIDER

A spider named Speedy who lives in a haunted house, in the attic. He lives alone with the pigeons (who are there as the narrators, of course) and is fine with this until one day he realises how lonely he is. One day, he chooses to venture

outside and meets Morris the Mouse (from a previous workshop that some of the children were involved in), who invites him to a party. He runs across a road but poor Speedy gets left in the middle. He uses his clever thinking to get across the road using his web then meets a French toad who takes him to the party. They all have fun and celebrate their adventure with a

DO I GO

Do I go? Do I stay?
Do I find another way?
Or stay another lonely day up here?

What awaits the otherside?
What will open up my eyes?
Dare I even step outside from here?

There are dangers below
Out there in the snow
Things I do not know
Places I don't go

There are dangers below
Nasty things that grow
Creepy things that glow
Other things that go, "Agh!"

Chorus

There are good things out there

Many people who care

Lots of fun to share

If you're brave and dare

There are good things to see
It's your destiny

You deserve to be free

[solo] A new life for me

FEEDBACK -

I enjoyed the randomness
Making friends and having fun
I enjoyed it all
Working as a group
Great
Making friends and having fun
Great in General

SPIDER LIFE

Life as a spider is great **x2**

I was a little old lonely spider

In a little old lonely house

I ventured out the window

And met Morris the Mouse

He took my hand and taught me to be free

Life as a spider is great **x2**

I got stuck in the road
And didn't know what to do

I stayed calm and used my head

And my web abilities too

And I crossed the road and that's when I met Toad

Life as a spider is great **x4**

I met a lot friends on my adventure here

And now I'm smiling from ear to ear

Life is good

Life is sweet

So let's go get some flies to eat

Life as a spider is great **(out)**

Video
link
SPIDER LIFE



EASTER

Cat and Mouse The scene opens with children working in a cheese factory, called 'Feline Goods', during Victorian TIMES. Then it cuts to the mice and the cats. Cats are security guards, mice are cheese thieves. One cat, Pillow, has to guard a special piece of cheese and captures one mouse, Morris, who is attempting to steal it. Pillow takes Morris to the boss, but he is rescued by his mouse friends. During the sad song, the mice feel bad for Pillow, so they think it's TIME to make a change. They agree to escape the factory, steal the cheese together and live happily ever after.

IT'S TIME
Easter Songwriting workshops for musical theatre. Fully inclusive. Fun, easy going and friendly.

10am - 2pm St Leonards Academy
2nd & 3rd April 12 - 16yrs with Siddy Sennan
eppc.org.au/performance/7737

4th and 5th April 8 - 11yrs with Andy Marsh
eppc.org.au/performance/7799

10am - 2pm Contemporary Music School, TR37 6DG
8th & 9th April 12 - 16yrs with Siddy Sennan
eppc.org.au/performance/8270

10th & 11 April 9 - 11yrs with Andy Marsh
eppc.org.au/performance/5973

FREE Book online at EGU

ALSO AVAILABLE
RAF Musical Theatre Course for those in receipt of benefit related free school meals.
10am - 2pm at St Leonards Academy
2nd - 5th April 17 - 19yrs with Susie Dunster & Emily Knight
Lunch provided.

Email: ask@eppc.org.uk
Tel: 01927 282727

Here is the Soundcloud link.
TIME TO LEAVE

Here is the Soundcloud link.
WE ARE

Here is the Soundcloud link.
ANOTHER GOT AWAY

MICE:
We are mice!
We love cheese,
We live life,
as we please!
but the cats with the gleas,
won't let us be free,
we resort to stealing the cheese!

CATS:
We are cats,
we make cheese,
we live life,
as we please!
but the mice with gleas,
won't let us be free,
we resort to hiding the cheese!

MICE & CATS:
WE HATE MICE
WE HATE CATS

HAPPY SONG = ENDING!
We are mice, we are cats, now we
live life as we please! There's no need to fight
each other, cause we're all friends and brothers!
It's time to steal the cheese! It all started at the
factory when you told us to leave, we wanted
freedom, we only wanted cheese! So we
put our heads together and made one big
family!!! It's time to leave the factory!!!

WE ARE
Where have you gone,
you're no where to be
seen!
We searched everywhere,
that you could have been?
you got away you,
Should have stayed,
My Boss will make me pay,
I'll be another stray,
Today!
Where have you gone you're
no where to be seen!
My Boss has crushed
my dream,
In the cat without the cream!
Look what you've done,
you stole my son,
darkness coming in, the times
are getting grim!
don't worry my friend
there's nothing to fear,
there's no point getting
so sad when your mice
friends are here! So wipe away
your tears today!

REPEAT 2 TIMES

WE ARE
SAD-SONG
MUST BE GOT AWAY!!

WE HATE MICE
WE HATE CATS

TIME TO LEAVE

CAN CAN!!!!
JAZ HANDS!!!!!!!

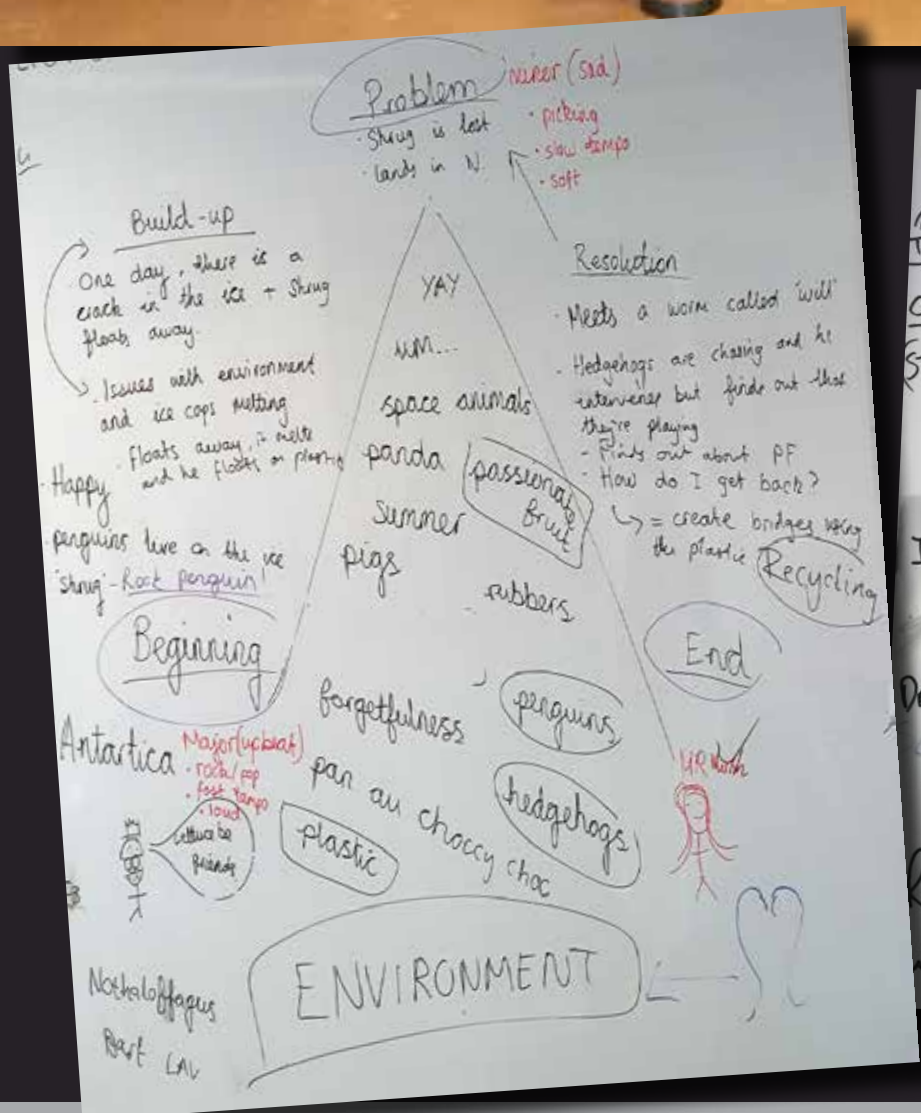
Video link
CAT AND
MOUSE





Here is the Soundcloud link to FIND A WA

Here Soundcloud ROCK PE



① 4 Rock Penguins
 "LA'S and AAH'S" - Intro/Build
 ① x 4 ② x 4 ③ x 4
 CH Rock Penguins, Rock Penguins
 (SAB) Rock Penguins "Iv'in' our lives we are..."
 Rock Penguins, Rock Penguins, Rock Penguins
 'Iv'in' our lives we are...
 I- 'LA'S and AAH'S'
 Drum Deop- What do penguins eat.
 sausage + Baked beans fish and chips
 fish and chips
 ④
 Rock Penguins, Iv'in' our life
 we are heeere!

SUMMER STORY SYNOPSIS

A 'rock penguin', named Shrug, feels down in the Antarctic due to the impact of climate change and pollution.

Suddenly, there is a crack in the ice and poor... a distant land, called Nothaloffagus - a peace... inhabitants care about keeping the place tidy

Change the World
 1) a packet + a bottle
 at a time
 I was a little ol' penguin stuck on my ice alone
 I needed a better place to call my home
 The World was full of plastic bottles
 floating in sea
 Its not a perfect place for you or for me
 and now we've changed the world 3
 and I'm happy (Roped)
 (Solos)
 'change the world'
 and now we've changed the world
 and now we've changed the world
 and you can change the world
 (Solo)
 and make our world a better
 place for..... US!!!
 Jazz hands can can.

② Find a way
 I am lost and I'm alone
 Its dark - its really cold ↑
 I'm not feeling very bold ↑
 No one is here to Cook my fish and chips
 there's no more ketchup dips and the
 world is full of plastic bits.
 I'm dreary and I'm tired
 Something's been scratching me inside
 my little penguin mind... there has
 to be a better way to find a way
 to save the day [and change the
 world for better]... all the ice is
 melting beneath my feet - my flippers
 are getting wetter
 * find a way, to save today
 find a way to save the day
 today.....

FEEDBACK - SUMMER MUSICAL THEATRE

What did you enjoy?:

Learning to play the apple and my mini sob

I enjoy playing the drums

I don't know what I didn't enjoy

I did really enjoy it because it was all fun and we all got to have a go at something.

All of it

I have really enjoyed all of it and making the songs.

I liked creating the songs and playing the games but not the rehearsal.

I liked the drums and times for snacks.

It was funny

I really liked doing this and want to do it again.

Has it helped you?:

It helped me to have more courage doing songwriting and going on the stage more.

Learning how to make a musical

It has helped me with confidence and communication

It boosted my confidence

They haven't help me.

ink.
Y

is the
oud link.
PENGUIN

Shrug gets carried away on an iceberg to
 full island where the air is fresh and the

Sad and alone, Shrug feels she has nowhere to go and no way back home, until some
 of the inhabitants pull together and suggest building a bridge from all the plastic in the
 ocean, connecting the two worlds and teaching everyone to be more respectful to their
 planet.

1:2:1 SONGWRITING

Here's Noah and Toby with Andy Mersh



Here is the Soundcloud link.
FIN THE FISH
OUR LITTLE SONG
FRANK THE FOX



"Having the opportunity to do this recording was a dream come true, made even better by the nurturing, positive and encouraging environment created by Siddie and the team. Siddie always makes me feel so safe and supported, which allows me to feel I can be more vulnerable with my creativity, not to mention the immense talent and geniusness she brings to make the song the best it can be. Thanks to her she helps me and my music to reach its full potential whilst still making it so much fun and positive. So grateful for her and this whole experience it was truly amazing and really inspired me!"

Here is the Soundcloud link.
MY MIND

FEEDBACK

We can make the Jump

"It would be difficult to choose just one of my favourite parts of the course as I enjoyed every moment! It was wonderful being part of a small but dynamical songwriting team, made up of both experienced professionals and like-minded young people like me. The venue chosen to hold this course was the British Tea Museum, which I found a particularly lovely and also educational experience, as I felt the surroundings enhanced



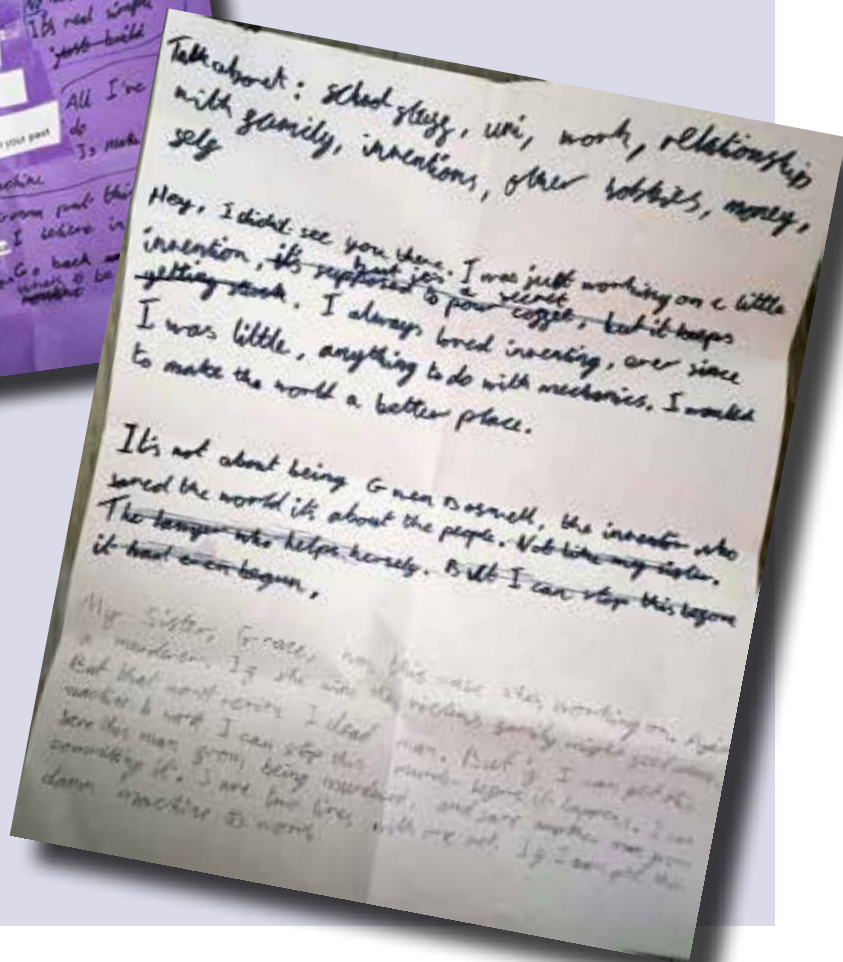
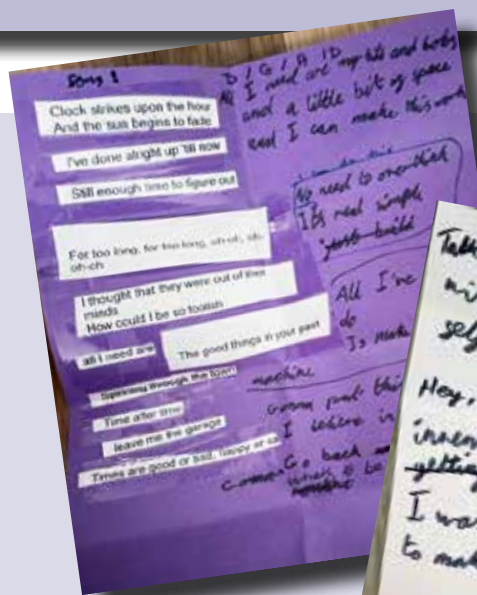
both my own and others songwriting abilities and indeed made the course itself all the more enjoyable!

I write many songs by myself, but being

able to collaborate with others really gives me the chance to develop my skills, as well as experiencing the joy of teamwork. Songwriting to a deadline can be very hard and I'm really proud of the work we created together in such a short space of time!"

THE BLOOD BROTHERS MEETS LEGALLY BLONDE

Melisa Chauhan worked with Eleanor and Elsie. They created 1 monologue each; dialogue; and 3 songs - it was Blood Brothers meets Legally Blonde meets Maurice from Beauty and the Beast - building a time machine and saving the day.



**Echo working with
Siddy Bennett.**

CUCKOO

I feel like a clown Woohoo
Been Crying Smiling through my
frown Woohoo
while juggling And cycling
around Woohoo
while shooting out a Cannon
Im heading down Woohoo

“Dead inside
Paralysed
Fucking traumatised”

Thank you dad
Thank you dad
At least it made me funny

Verse 2

I keep Laughing at the ceiling
Woohoo
I’m conniving, I’m scheming
Woohoo
Me and the ghosts have been
speaking Woohoo Just give me
something to believe in

Pre chorus

Chorus repeat

Spinning plates
Painting on my face
I just wanna fly
I just wanna fly And just let
yourself move



Chorus

Take a look around,
Don't put yourself down,
Don't let them tell you to,
Do the things they want to do.
Live your life,
Cause you are the one to be free

Those darkest times
Take your mind, seek out lonely,
Feed weakness and lack of
control.
Your skies full of pressure, your
shoulders of weight,
Break the tension from which it
controls.

Bridge

What's there in your eyes
Is for you to decide
The path is in reach can't you see

What's there in your eyes
A beating inside
A fire ignite and set free

**Star working with Siddy
Bennet.**

WILLOW

My sacred willow
I long to see you
There's always time for you
Under your curtain
I can be certain
That I will be
renewed
Invisible eyes
Holding mine

You bend to the
breeze
Stand out from
the crowd of trees
Home and shelter,
sanctuary



My sacred willow
I long to hear you
What secrets can you tell?
Sharing your wisdom
Answer my questions
With you, all is well
Silence inside
Cleansing my mind

You bend to the breeze
Stand out from the crowd of trees
Home and shelter, sanctuary

Sunlight shining through

Mother Nature's truth
Oh

You bend to the breeze
Stand out from the crowd of
trees
Home and shelter, sanctuary

You heal the pain
And make things alright
again
Hope and peace, harmony
Home and shelter, sanctuary

Here is the
Soundcloud
Cuckoo

Star working with Siddy Bennett

TURN BACK

Time haunts me
My friend, my enemy
My nightmares and my dreams
Lost in remembering
I remember
The crack of dawn as your ship came ashore
The crash of lightning, fighting the storm
Think I saw you once before
My voice was too sweet to ignore
And all of your men, so entranced by the sound
Losing control as your ship ran aground
But as I saw it, dashed on the rocks
For a moment I wished I could turn back the
clocks

Ooh Turn back Ooh Turn back

Life taunts me
Desire just out of reach
I found it in you and me
Now I'm lost in remembering

The sparks in your eyes, burning like fire
With embers that set my heart alight
Thawing my frozen shell of ice
Til I felt for the very first time

Sailing to uncharted waters
Me as your figurehead, you as my compass
From the day we met I swore
I'd never let you go

Ooh Turn back Ooh Turn back Ooh Please, turn
back

We led a merry dance
For a year and a day
Through sun and moonlight, wind and
rain
And before I knew it, you'd slipped away
Now I take flowers to your grave
Wearing the necklace that you gave me
Sitting alone in the dark of my cave
Crying to sailors upon the waves
Begging them to stay away

Ooh Turn back Ooh Turn back Ooh Please,
turn back

Turn back Turn back

**Poppy working
with Siddy Bennett.
They performed
the song at The
Piper.**

MY MIND

My mind is something
Takes quite a beating
Evil poison being spat
From its fangs

A million conversations
But you're not part of one

(Pre chorus)

What used to be a rainbow
has now merged into mud

What used to be a forest
Is all just blood

I can smell the warning
smoke

I know something is wrong

Somebody save me

I want yo ho home

(Chorus)

My My My My My My My My
my mind

My My My My My My My My
My mind

My mind is like rocks against
a glass ceiling

Crashing down the walls

Destroying what was home

I'm suffocating on the air

In my own lungs

(Pre chorus)

What used to be a sunrise
Has sunken into dark
Wishing I could feel it
Oh my bloodless heart
I can smell the warning
smoke

I know something is wrong

Somebody save me

I want to go home

(Bridge)

What a silly place to be
Won't you come and join me

Maybe you'll bring some
peace

Some quiet to soothe the
chaos

Raging on

Raging on

Here is the
Soundcloud link.
MY MIND

Elsie working with Andy Mersh

DOWN TIMES

Our hard times
Our down times
Feeling trapped and enclosed
No words to describe when
You're feeling lost and alone
It's getting harder and harder
like something,
Something that I can't control
Like a storm of emotion, the
darkest devotion,
That I can't let go

Bridge

Breathe in, breathe out
Let the music,
The feelings, emotions pour out
And just let yourself move

Chorus

Take a look around,
Don't put yourself down,
Don't let them tell

you to,
Do the things they want to do.
Live your life,
Cause you are the one to be
free
Those darkest times
Take your mind, seek out
lonely,
Feed weakness and lack of
control.
Your skies full of pressure, your
shoulders of weight,
Break the tension from which it
controls.

Bridge

What's there in your eyes
Is for you to decide
The path is in reach can't you
see
What's there in your eyes
A beating inside

Mia working wth Andy Mersh

PIGEON LIFE

Chorus

I'm a pigeon going round the town, Flying the windy
skies.
I'm a pigeon going round the town, Stealing people's
fries.
I'm a pigeon going round the town, Soaring the gold
sunrise.
Yeah I'm a pigeon, I'm a pigeon, a pigeon in the
town.
People seem to think, All I do is eat
The breadcrumbs off the floor But to me there's so
much more A pigeon to explore
With my tufty fluffy feathers,
I'll beg you for your cake, And don't make the
mistake, Of not giving me your cake.

We like to tease the cats, Talk to
the rats,
And hang out in the park, Until
it gets a little too dark, Which
is when we disembark.
While we're flying through
the sky, With all the
people walking by,
We smile
at

Here is the
Soundcloud link.
DOWN TIMES

Here is the
Soundcloud link.
PIGEON LIFE



the
ones who
feed us,

And drop a treat on
the people who don't.

Star working with Andy Mersh

PAINTED AWAY

Paint, paint, paint away the pain

'Til I see your face again

I'm gonna paint, paint, paint, paint away the pain

I saw the world, I soared the skies

I broke away, now I'm free to be

Birds and bees and
butterflies

Floating all around, I'm
surrounded by beauty

Out of darkness, I painted
light

I'm gonna paint, paint,
paint away the pain

'Til I see your face again

Painting my life away

'Til journeys reach their
end

Paint, paint, paint away the pain

'Til I see your face again

I'm gonna paint, paint, paint, paint away the pain

Journeying through constellations

North Star marks the destination

Bright petals bloom on the blank of my canvas

Gold gilded frames make up gallery walls

Of jungles and mountains and waterfalls

From Eastern heat to freezing cold

I returned back from braving them all

Returned back from braving them all

I'm gonna paint, paint, paint away the pain

'Til I see your face again

Painting my life away

'Til journeys reach their end

Paint, paint, paint away the pain

'Til I see your face again

I'm gonna paint, paint, paint, paint away the pain

Cycles of life, how time flies, sings us to sleep with
Nature's lullabies

I spoke to flora, spoke to fauna



Heard their words, songs
and secrets

Forests, deserts, stormy
seas

I came, I conquered and
I made it back in one
piece

I saw wonders, standing
up on deck looking up
into the night

I chose to paint, paint,
paint away the pain

Whatever trial it takes

Painting my life away

Till journeys reach their end

Paint, paint, paint away the pain

Till night turns into day

I'm gonna paint paint paint
paint away the pain

Paint paint paint away the
pain

Till I see your face again

All I can do is paint paint paint away the pain

Here is the
Soundcloud link.
PAINTED AWAY

SAXON MOUNT DRUMMING

Jason Smith ran a successful term of drumming with two groups of Year 8 students at Saxon Mount. Our grateful thanks to Adam Thompson, Music Lead, support staff and all participating students.

Whole session activity with a short recess between groups to allow changeover. Each session started on time with a group coming into the room and taking a seat. All students were always positive, engaged and engaging and responded really well to prompts, requests and facilitated instruction and guidance. The learners were keen to be involved and they really enjoyed all aspects of playing the drums and percussion.

Extended activities for practice at home or in other sessions was encouraged and responded too to promote



ownership of their own learning. They really enjoyed playing the drums and really enjoyed composing their own versions of rhythm to Song for Alex and other sung or drumless



Jason donating a drumkit to Adam Thompson at Saxon Mount school.

melodies. They were a lot of fun to work with and very generous with positive feedback and really enjoyed their performances and their work. I spent a number of sessions with Saxon Mount and developed excellent rapport with the children

and they were able to build on their learning and extend on the positive impact of our sessions. This was supported with feedback from staff and T/A.

The pace of learning was appropriate to their developing

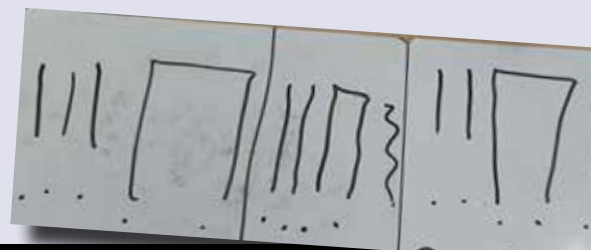
experiences and growing confidence and performance opportunities were anticipated and welcome.

Celebrating achievements as a group was fun and important to everyone in the room.

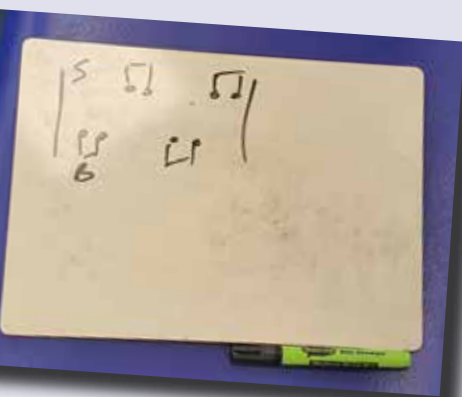
All students were developing confidence in their work and the level of positive interactions with me and each other and swapping out who they worked with and enjoyed pairing up for work and performances.

Each learner had opportunity to stage their performances and pace and volume was appropriate and managed over the sessions. Learners were always patient and reacted well to all of

the activities without any resistance or obvious reserve. After the first session, there wasn't really any point where established buy in was not at a high level. As the students progressed their knowledge and experience. The



sessions were very much facilitated and delivery reserved for a change in direction to achieve a new goal. Activity were shaped to allow inclusiveness and participation.



We worked on the idea of composition and accompanying melody with rhythm and how they may continue to practice beyond the session in an aim



to explore their own rhythms and how to create beats with musical

notation, legend and common musical terms.

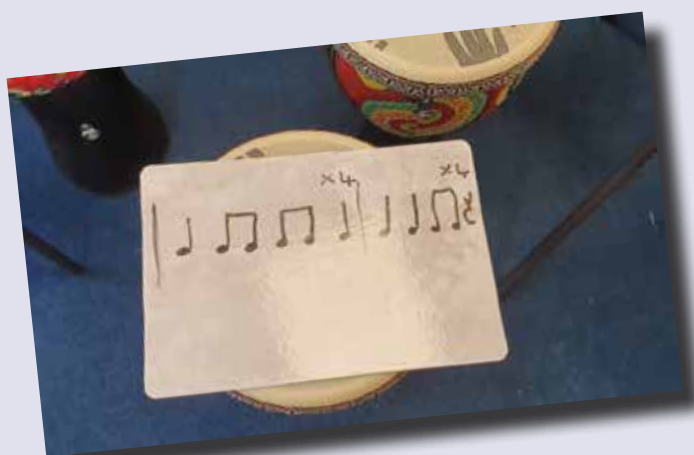


The support and teaching staff were naturally excellent and really supported learning and celebrated success throughout the workshops.

Adam Thompson: The year 8 pupils had a very successful time with Jason and engaged well with the activities. He pitched the workshop appropriately in supporting them to develop their rhythm skills using the percussion instruments. The energy he brought to the session was great and you

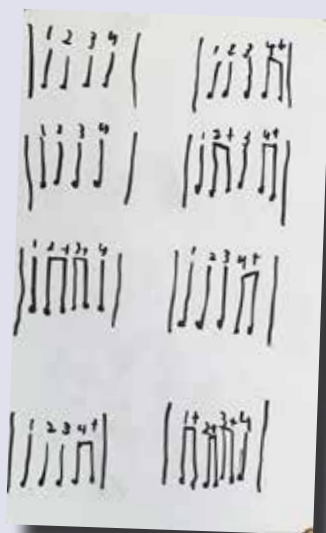
Jason Smith:

This was a wonderful experience, and the students were engaging and full of smiles and reward throughout the session. The pupils recall of learning is excellent and moves forward through each session. The value of this learning is obvious throughout the session with active participation and miles of smiles. It also extends to the wider school facility and community with



could already see growth in the pupils' confidence and positive attitudes towards music.

fist pumps and high fives and hellos from not just in these groups but also students as pupils pass me in the halls, but in particular from the pupils I work with, as we celebrate their successes from the workshops. Sessions are so super inclusive and really dynamic, all learners, including those who haven't fully engaged to start, really got involved and participated as the sessions progressed.



Here is the Soundcloud link. SAXON MOUNT YEAR 8 - SONG FOR ALEX

SILVERBURY FESTIVAL

We had a fantastic time in **Silverdale Primary**. Siddy worked with Reception children and Year 2's

Claire Baker, Olive Class Teacher: Words cannot express the impact you had on us all Siddy. Truly magical and memorable for us. We have been talking all week about how we were so blown away by your unbelievable talents. We haven't met anyone quite like you Siddy and we feel extremely fortunate to have experienced what you achieved with our classes. You are the most talented, inspirational and wonderful person. Thank you from the bottom of our hearts. We have not been able to stop singing the songs you created. Thank you very much.

Silverdale Bulletin to Parents: We were extremely fortunate to welcome 'Siddy' from Hastings Thrive today. Siddy is an inspirational songwriter and musician. She was so inspirational today...first she met the children in the hall to introduce herself, how she persevered to play the guitar, which was more challenging as she is left handed and she sang some songs to the children.

Siddy then worked in all the classes and explored what each class was interested in, she then worked to write unique songs with the children, using their phrases and ideas. It truly was a magical experience. At the end of the day we wanted to create a little festival, which we called '**Silverbury Festival**' (a take on Glastonbury) each class performed their song and it was unbelievably brilliant. The songs were very different and special; reflecting the children. What an experience! We presented Siddy with an Inspirational Ninja Sticker.



YEAR 6 LEAVERS SONGS

Siddy ran Leavers songs for Year 6's in two schools - **Ark Little Ridge** and **The Baird**.

Roz Aidie, The Baird: Just to say the leavers song went down so well when they performed it yesterday. Very moving, great feedback from parents, pupils and staff.

Katie Warren, Ark Little Ridge: I just wanted to say a big thank you to you for coming in and working with our Year 6's last week. The children really enjoyed the session and the song went down really well at our graduation and leavers assembly.

Here is the
Soundcloud link.
YEAR 6 BAIRD
SONG

FLAGSHIP DRUMMING

Jason Smith ran a successful 1:2:1 summer term drumming school in The Flagship. This was followed by an Autumn programme of 1:2:2 classes courtesy of the Magdalen and Lasher Trust. Our grateful thanks to everyone at The Flagship.

All students were positive, engaged and engaging and responded to prompts, requests and facilitated instruction and guidance. The learners were keen to be involved and they really played them drums, as well as composing their own versions of rhythm to Song for Alex and then to the leavers song. They were fun to work with and very generous with positive feedback and really enjoyed their performances and their work.

Each learner had opportunity to stage their performances and pace and volume was appropriate and managed over their whole session time. Learners were patient and reacted well. Confidence was growing and musical conversations were expressive and creative. Interactions with the students were developing too in terms of natural conversations, excitement to attend and their positive approach to me and the opportunity to access these sessions as part of their daily activities: in short, they really looked forward to coming into sessions and participated at a high and mutually rewarding level.

Individual ability and application were identified and widened to scaffold new experiences and learning and activity altered to allow inclusiveness. We worked on the idea of composition and accompanying melody with rhythm and how practice can be extended beyond the session to enable individuals to continue to explore their own rhythms and how to create beats with musical notation, legend and common musical terms.

The support and teaching staff are hugely supportive and were excellent throughout sessions, and really played a part in positive learning experiences and celebrated success

throughout the workshop. In the Autumn term we shifted to two students per class, which meant interacting and working with each, producing another level of complexity.

Anne Jones, Principle: Jason worked with 15 students who all responded well and we can't wait to welcome Jason back - I've already started to put together a list of excited children.

"I can't wait to see him again"

"When's Jason coming back?"

"He taught me some complicated stuff but I really enjoyed it"



"I got to show him some of my drumming"

"Can we get Jason in again?"

"I loved the drumming session, the man was really nice and said I was a natural, I really want to do more sessions."

Jason Smith: For a person who is rarely speechless ;) I am overwhelmed by your earnest welcome, generosity and in awe of the high level engagement, response and outstandingly 'fun filled' positive experiences when working and learning with your pupils.. in short thank you, high fives and I'm really looking forward to seeing you all again.

MUSICAL THEATRE COURSES

We ran 3 musical theatre courses over 2024 for the Holiday Activities and Food Initiative, a Government initiative managed by East Sussex County Council. Aimed at young people on income-related school benefits, as well as some other criteria, like SEND, fostered, child carers, these courses continue to be tremendously popular. We are unusual as we engage secondary school aged young people in activities.

The courses are run by the very inspiring Suzie Dunster (Drama) and Becky Knight (Dance). Suzie works for New Horizons and Becky for St Richards Catholic College in Bexhill. They are part of APA, a performing arts company in Eastbourne. www.apatheatreschool.com

Classes usually start with dance, as it's easier for young people to access body movement first. As they develop confidence in the group, they work as groups and individuals to act out scenes from musicals. Sometimes a whole class may manage a solo. We concentrate on making it fun, with a focus on participation and individual achievement rather than precision.

At the end we do a mini performance to parents, carers, friends and relatives, to celebrate learning and achievement. Each person receives a personalised certificate celebrating their strengths. We also provide food during the day.

The Easter workshop consisted of learning a variety of numbers, songs and scenes from 'Bugsy Malone,' 'Barbie,' 'Newsies' and 'Lion King' and culminated in a performance on the final day to a selection of parents and carers, followed by a short presentation of certificates for their individual achievements.

Participants also enjoyed a variety of games and exercises to strengthen performance skills, confidence and group work – and all were provided with healthy lunches and refreshments. The children also

This lovely quote from Billy Thompson, SLA, continues to apply today.

"A brilliant way of engaging students which allowed them to explore their creative side. Students socialised brilliantly – and for our students to come out of their shells in such a short space of time was brilliant to see. There were students who would not normally engage and try out new things who got involved and thoroughly enjoyed themselves."



Easter 2024

x 14 Students

*T** always enjoys her time with Hastings Thrives. The staff are amazing and always make her time here exciting, fun and educational. She can be dysregulated at the start of the holidays and this really helps to keep her in a routine*

12 completed an evaluation form

Developed

Confidence x 11
Singing x 8
Dancing x 12
Acting x 12
Working in a group x 10
Creativity and having ideas x 8

Enjoyed

Making friends x 11
Playing games x 12
Learning dances x 12
Singing Songs x 10
Working in a group x 11
Rehearsing scenes x 12

Parent Feedback

"N* has absolutely loved this course. He often struggles in groups but has had brilliant support and has grown in confidence and managed really well. He has blossomed on this course, taking solo lines and feeling very confident in himself."

"T* has absolutely loved the course and came home so excited and happy every day. He has grown in confidence and really blossomed."

"A* has really enjoyed this group and has been keen to show me her dance."

"Made friends, increased confidence and self-esteem."

"Thank you so much for organising this event including coaching. Happy that my son was able to take part in it."

"B* has come home buzzing every day!"**

"R*** has really enjoyed it, thank you all so much."**

Tutor feedback

Many young people had attended before and it was fantastic to see how much they have developed in confidence and skill since we first met them. Their repeat attendance is encouraging their leadership skills, and they are able to guide and help others who are new. There was a real sense of ownership amongst the group this time, and we were able to step back and allow them to be more independent.

One young boy with complex needs, who has attended once before, was much more engaged this time. Although he didn't participate fully, we were able to find him other roles within the sessions, and he did not dysregulate as much as before. Some older ones were keen to sit with him and chat during breaks too.



Summer 2024

x 24 Students

We ran 2 summer courses. The workshops consisted of learning numbers, songs and scenes from musicals such as 'Newsies,' 'Aladdin,' and 'The Lion King,'
The feedback is amalgamated here.

24 completed evaluation forms

Developed

Confidence x 21
Singing x 13
Dancing x 22
Acting x 23
Working in a group x 18
Creativity and having ideas x 5

Enjoyed

Making friends x 17
Playing games x 21
Learning dances x 20
Singing Songs x 12
Working in a group x 16
Rehearsing scenes x 16

Parent Feedback

"Thank you for having her, she has had the best time and always looks forward to these courses."
"It has been great to watch (him) perform when he was so nervous at the start. Thank you for giving him the chance to have lines."
"Such a well-run course, my daughter has enjoyed every part - especially dancing."
"My son really struggles with communication so it has been lovely to watch him interact with the other children. He has made a new friend so thank you."
"My child has had a good time and would like to come again."
"It is a pleasure to watch the show and they get better every time!"
"Yes, very positive and fun."
"I didnt think my son would enjoy it as much as he did, I hope he will continue to do these clubs."
"Thanks for having them, they have enjoyed it very much."
"I am so impressed that you managed to get my son to dance! Thank you for this week, I hope he will come again."
"Yes, lots of fun and great show at the end!"
"(He) has been so excited every day to come here so thanks for having him and he liked the food!"
"You supported my son so well when he was overwhelmed and you have been so patient and kind. Thank you for making him feel included and for understanding his needs."
"Great. Lovely staff and such a positive energy."
"(She) was very reluctant to come at first but is glad she did. She says you are all very funny!"

Tutor feedback

Many young people were very enthusiastic and willing to challenge themselves.

The older children who have attended previously were able to lead elements and mentor the younger children which strengthened their leadership skills and created a supportive dynamic in each group.

The content was picked up quickly and we delivered more than we expected both weeks.

The level of SEND was higher than usual but more information was provided in advance meaning we were able to prepare separate activities to suit all.

Many children took an active role in production elements which is an area we wanted to develop.

Many children had attended previous workshops and it is great to see their development over time.

All children were accepting of one another and there were very few social issues in either week.

Both shows were exceptional and the children pulled together fantastically to support each other.

pace is great for this purpose and parents/carers appreciated the easy drop off/pick up situation.

The variety of food was very gratefully received and being able to provide healthy snacks all through the workshop improved their concentration.

There was a lot of positive interaction during break and lunch times and older ones made an effort to look after younger ones, and those who did not know anyone else.

Every young person who wanted to have a solo moment was able to have one, and enthusiastically rehearsed.

General behaviour and levels of respect for the space were exemplary throughout.

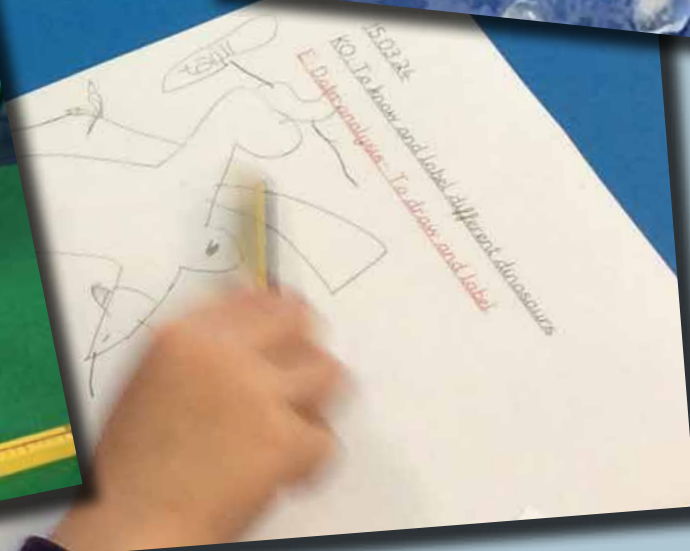


SCIENCE

Jacky Cross continued to run science network sessions throughout 2024 for local primary science leads.

For Science Week three schools received some funding for materials including Ore Valley, The Baird and Silverdale. Photographer Gary Willis, who works at the Science Observatory in Herstmonceux, also attended the Baird, talking about capturing moments in time through photography. We also ran a session on archaeology for careers day.

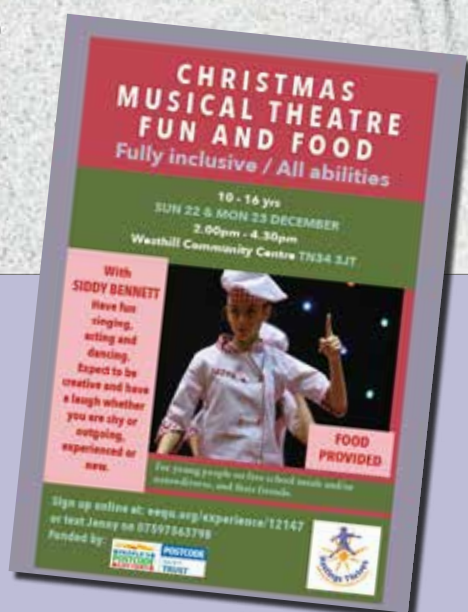
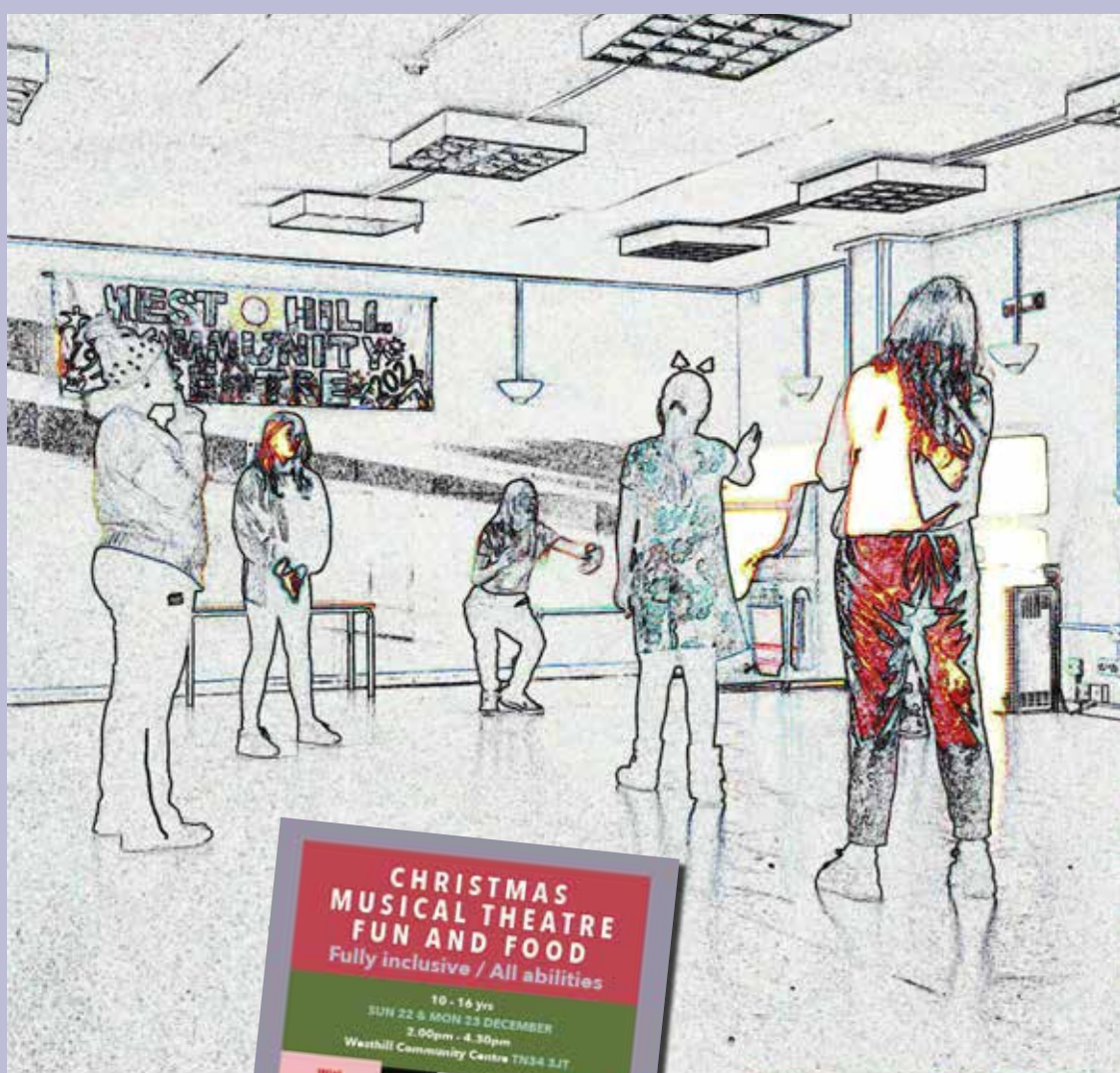
Pupil activities at The Baird for Science Week



XMAS ARTS AND FOOD

We ran a pilate project at Christmas looking at food and music activities. We started the session with games and activities before dividing into two groups, with one group writing a story and the other preparing food. It was a lovely spread, with young people preparing food and laying a christmas table to share with family.

Please let us know if you do it again. She loved it.



Annual Accounts 2024

Hastings Thrives had cash funds of £23047 at the end of 2024, with a total income of £26580 and expenditure of £31742. The vast majority of income was in the form of grants, from Government, Trusts and Companies, as we did not host a major event this year.

We continued to rely on volunteers and Trustees to carry out most of the administrative and background work of the charity, with a freelance project manager, who provides most of her services as a volunteer. We pay professionals on a project-by-project basis to deliver quality activities, meaning our overheads are kept to a minimum, while maintaining quality provision to neurodiverse young people, their friends and young people on benefit-related free school meals.

No of young people accessing songwriting	694
No of young people accessing more than 3hrs	84
No of schools involved	9
No of group sessions delivered	262
No of 1:2:1 or 1:2:2 sessions	156
No of people accessing Musical Theatre	58
No of people accessing science	210
CPD for songwriters	5hrs

Income

HAF programme £8040

Magdalen & Lasher Trust £5000

PostCode Lottery £10,000

Expenditure

SongSeeds £17667.47

HAF £7436

Admin £2376

Science £790

Post Code Lottery £580.84

Ark Alexandra Poetry group £30.40

RESERVED INCOME

Restricted Income £17729

Unrestricted Income £5317

ASSETS

Hastings Thrives has no physical or financial assets.

NOTES.

HAF overpaid by £1907 in 2023. This was noticed by Hastings Thrives and returned in 2024.

The 2024 accounts revise the restricted income from the 2023 accounts by £1870 - to allow for money allocated by the Trustees for performance.

THANK YOU

We have had a wonderful year.

We are very grateful for funding from Youth Music and Arts Council England and our matched funders: The Magdalen and Lasher Charity, The Co-op Community Trust, and Private Donations. Also to East Sussex HAF funding, for their continuing trust in our provision over the past 5 years, and to the Postcode Lottery Trust.

We are very grateful to our songwriters during the year: Andy Mersh, Siddy Bennett and Melisa Chauhan. Also to support from songwriter Anna Page (CPD training), And to Suzie Dunster and Becky Knight for continuing to deliver confidence making musical theatre courses.

We are also grateful to the many people, schools, organisations and companies who volunteer their time and help to make everything happen, including:

Adam Thompson, Saxon Mount
Anne Jones, Flagship School
Kym East, The Hastings Academy
Billy Thompson, St Leonards Academy
Andy Mersh, Silverdale
Claire Burford, Christ Church
Roz Aidie, The Baird
Rochelle Abraham, Torfield
Katie Warren, Ark Little Ridge
Gail Borrow from A Town Explores A Book
Gary Willis, Herstmonceux Science Observatory
Jacky Cross, Science Advisor
Yiote and Jessica, YiaYias Recording Studio



HASTINGS THRIVES

England & Wales - Charity number 1170342

Accounts

Let's Get Connected!



Annual Report 2023



Chair's Report

Susanna Longley

We said a very sad goodbye in September to our original Trustee and Chair, Laura Carter. She was a dedicated and efficient Trustee, doing an incredible amount of background work to make sure the charity ran correctly and efficiently. She will be sorely missed. Laura started working for Hastings Thrives as a schools co-ordinator for the Thrive approach and she helped form Hastings Thrives Charity with Liz Miles from Silverdale Primary Academy and Jenny Jones from The Hastings Academy.

Laura was a secondary science teacher and took a role in setting up Hastings Thrives science promotion in local primary schools, bringing in a teacher trainer and supporting funding initiatives and networking events. Thanks to funding from the Magdalen and Lasher Trust we were able to produce an interactive looking at the chemical oxytocin and how it drives our connections with each other - the theme of Science Week this year.

We continued throughout the year delivering music based initiatives. This included 5 weeks of Musical Theatre holiday workshops for the Government Holiday Activities and Food Programme. And also running songwriting in schools and the community as a way of developing skills and inclusion. We made a great song "We can make the Jump' for A Town Explores A Book, which looked at Mary Seacole's book And ran several school workshops.

We welcomed a new Trustee this year, Emma Shuttleworth who specialises in Science, so she can continue the work of Laura Carter. We continue to rely on some very skilled people to deliver our work, staff who give there all, and volunteers who we are very grateful to, particularly young people and those who are neurodiverse.

I have temporarily stepped into the position of Chair, as we look for new Trustees to take the Charity forward. If you would like to play a part please feel free to contact me at achieve@hastingsthives.org and I will get back to you.

Science Connections

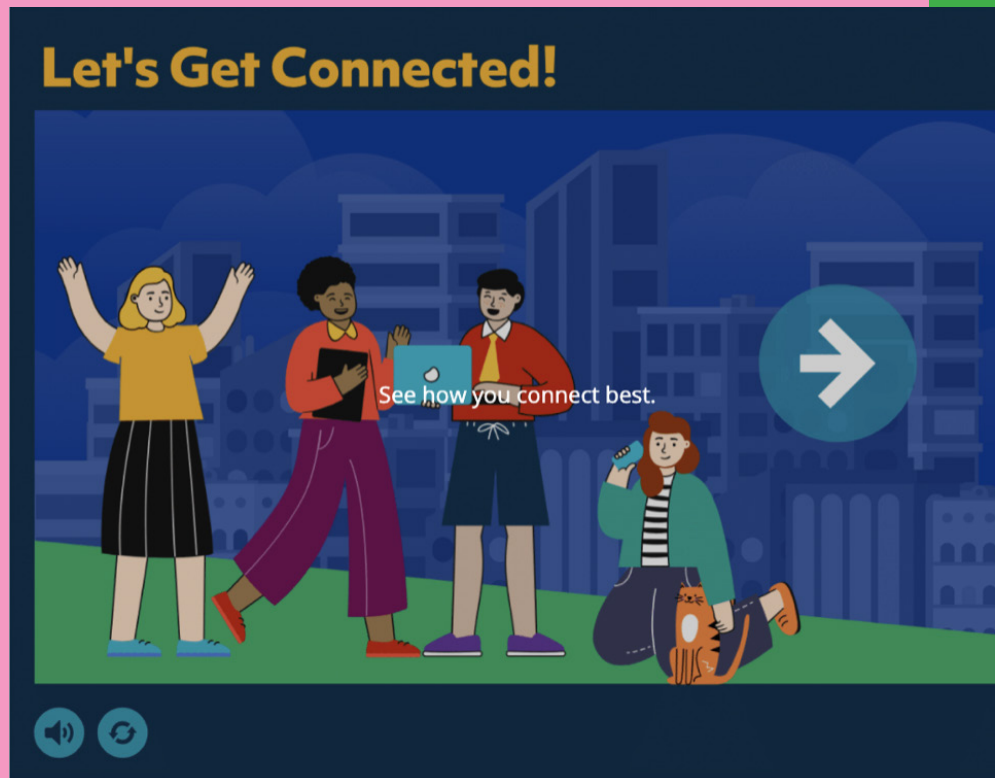
The Science Week theme for 2023 was [Connections](#).

Following up on continuing professional development teacher training in 2022, Jacky Cross ran school science network meetings in 2023.

The Magdalen and Lasher Charitable Trust continued to support Hastings Thrives science initiative by funding our interactive and money for network schools for Science Week.

The Interactive is available on Hastings Thrives website and is used by schools and professionals working with young people, enabling them to

understand how the chemical oxytocin drives our desire for connecting with people and explores healthy connect preferences. www.hastingsthives.org.



SCHOOLS IN SCIENCE WEEK

At **Silverdale Primary Academy**, each year group joined in the connections theme within their own area of learning. They bought materials and resources to build rockets, textbooks loan boxes from museum, seeds, plants, tools, materials to make egg protectors, resources and musical instruments for sounds like science theme.

Dudley Infants ran a Wild Science presentation and workshop for all children in the school.

Robsack Wood and Churchwood received funding for the year for science materials.

Hollington Primary and **The Baird** had fun with cocoa powder, balloons, string, cellotape, lolly sticks, pipe cleaners, straws and masking tape.

Musical Theatre Courses

We ran 5 musical theatre courses over 2023 for the Holiday Activities and Food Initiative. Aimed at young people on income related school benefits, as well as some other criteria, like SEND, fostered and child carers, these courses continue to be tremendously popular. We are unusual as we engage secondary school aged young people in activities.

The courses are run by the very inspiring Suzie Dunster (Drama), Becky Knight (Dance) and Emma Towner (Singing). Suzie works for New Horizons and Becky for St Richards Catholic College in Bexhill. They are part of APA, a performing arts company in Eastbourne. www.apatheatreschool.com

Classes usually start with dance, as it's easier for young people to access body movement first. As they develop confidence in the group, they work as groups and individuals to act out scenes from musicals. Sometimes a whole class may manage a solo. We concentrate on making it fun, with a focus on participation and individual achievement rather than precision.

At the end we do a mini performance to parents, carers, friends and relatives, to celebrate learning and achievement. Each person receives a personalised certificate celebrating their strengths.



This lovely quote from Billy Thompson continues to apply today.

"A brilliant way of engaging students which allowed them to explore their creative side. Students socialised brilliantly – and for our students to come out of their shells in such a short space of time was brilliant to see. There were students who would not normally engage and try out new things who got involved and thoroughly enjoyed themselves."

Billy Thompson – Assistant Head of Arts Faculty and Enrichment Coordinator at St Leonards Academy.



Easter 2023

x 14 Students

V*** thoroughly enjoyed it and says it will help him become an actor. Thank you!**

14 completed an evaluation form

Developed

Confidence x 14

Singing x 12

Dancing x 13

Acting x 13

Working in a group x 10

Creativity and having ideas x 10

Enjoyed

Making friends x 9

Playing games x 13

Learning dances x 13

Singing Songs x 12

Working in a group x 9

Rehearsing scenes x 12

Parent Feedback

"Brilliant, would highly recommend it"

"Yes, by being confident and having courage"

Yes, exciting and fun

*This course has been brilliant for I*****'s confidence and she has enjoyed it very much*

Yes, she is growing in confidence in many aspects as well as creating new friendships"

"Has done wonders for her confidence. Has helped with her coordination and physical confidence. Has encouraged her interest in musical theatre."

*"J**** thoroughly enjoyed his time at the workshop and*

Tutor feedback

All were included in the process and given opportunities to contribute to ideas, which led to the planned programme being adapted to suit their needs and interests

The majority of children had a solo moment in the final show, with many asking repeatedly to do more!

All who had lines/songs to learn went home each day and actively rehearsed them, demonstrating complete commitment to the group

By the final day the group were running warm up activities and rehearsing independently of the staff



"K was not keen on coming but after day one she was hooked!"*

July
x 13 Students

9 completed an evaluation form

Developed

Confidence x 9
Singing x 4
Dancing x 9
Acting x 8
Working in a group x 9
Creativity and having ideas x 8

Enjoyed

Making friends x 9
Playing games x 9
Learning dances x 8
Singing Songs x 7
Working in a group x 9
Rehearsing scenes x 8

Parent Feedback

"A has had a lovely time and would like to come back.*

"K was not keen on coming but after day one she was hooked!"*

"He enjoyed it all."

"Yes, they enjoyed this workshop, developed confidence and enjoyed talking about learning new dances."

"F has really enjoyed this workshop. She loves performing and being part of a group."*

"C loves coming and it's great for her confidence."*

Tutor feedback

"One child is a wheelchair user (although she didn't use it whilst in the workshop) with severe physical disabilities, and every child was considerate, ensuring the space was safe at all times. They helped her during breaks, brought her drinks when she needed it, and gave her extra space in dances so she did not feel nervous or at risk of injury."

Every child had a chance to take the lead at some point, in performance and in rehearsal. The sense of ownership was joyful to watch - they were so proud of what they produced and were so eager to perform.

Drama work was taught orally, which helped eliminate anxiety over literacy. They all ended up knowing most lines, meaning they could help each other."

Aug 2023
x 14 Students

14 completed an evaluation form

Developed

Confidence x 14
Singing x 10
Dancing x 9
Acting x 13
Working in a group x 13
Creativity and having ideas x 10

Enjoyed

Making friends x 14
Playing games x 14
Learning dances x 11
Singing Songs x 13
Working in a group x 13
Rehearsing scenes x 13

"Absolutely blown over by how amazingly I has taken to this! Totally will be looking out for you guys!"*

Parent Feedback

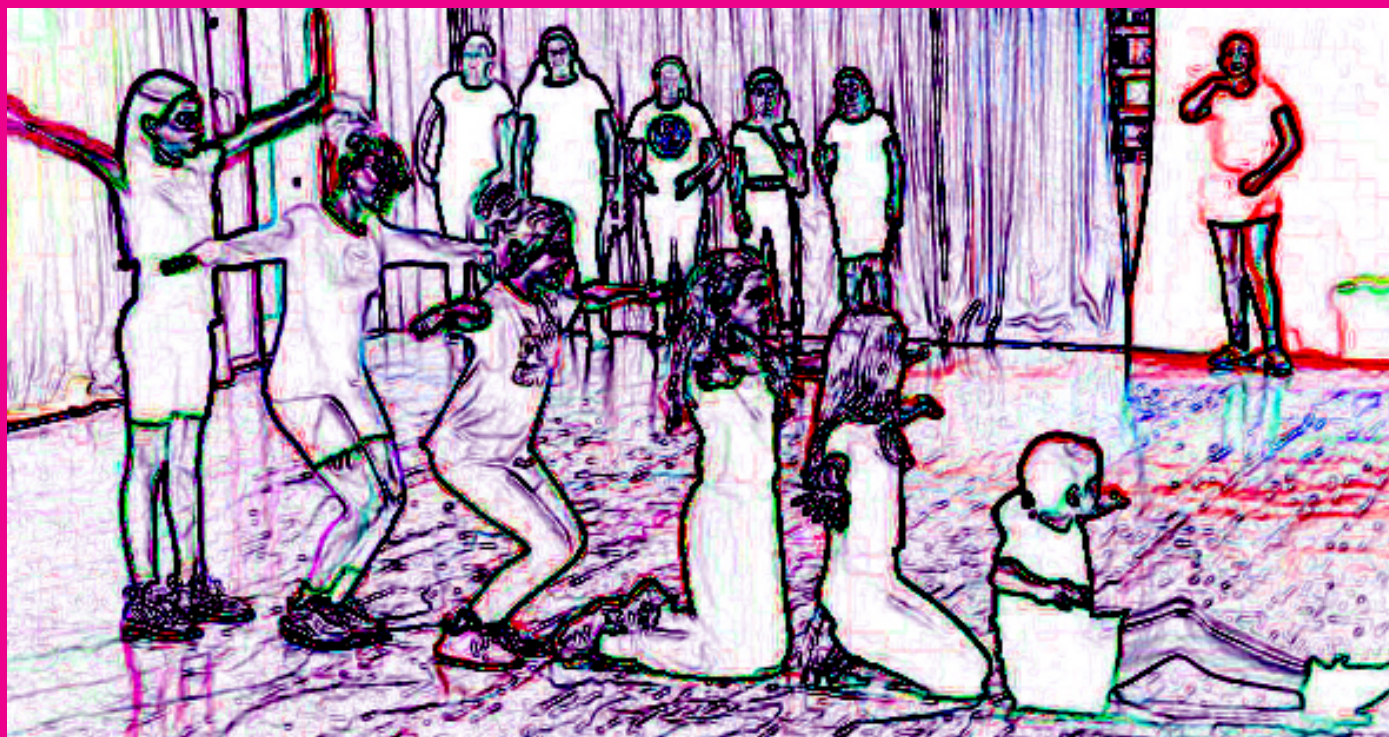
"This has been an absolute highlight of her holidays. She really looked forward to every day and enjoyed every aspect. Brilliant!"

"Great experience, building confidence and making friends."

"My child always has a positive experience, her confidence, progress and love of performing arts grows."

"Thank you, she has had the best time this week! Such a fantastic experience for her, and she adores you all. The first week of the holidays can be hard for her, and doing this has been so helpful and made such a difference."

"K has really grown in confidence attending this group, and past groups run by APA. Everyone is so kind and works together so well. We are very thankful for this opportunity!"*





Aug 2023
x 16 Students

C* comes home every day very happy and looking forward to the next day.

16 completed an evaluation form

Developed

Confidence x 15
Singing x 14
Dancing x 15
Acting x 15
Working in a group x 11
Creativity and having ideas x 13

Enjoyed

Making friends x 15
Playing games x 12
Learning dances x 15
Singing Songs x 14
Working in a group x 14
Rehearsing scenes x 12

Parent Feedback

"You made J feel part of the crew!*

C comes home every day very happy and looking forward to the next day.*

100% yes! She has really enjoyed dancing and singing and hasn't stopped talking about it.

Definitely! O loves everything this course offers and he is really happy to learn lines and moves. He enjoys meeting people and developing new skills.*

E has had a very positive experience, she has further improved her stage presence and her confidence amongst her peers and in front of crowds.*

Tutor feedback

Many of the children had issues around social interaction (ADHD, ASD, anxiety) but were able to effectively and actively participate, using good communication skills. One girl talked openly about her autism in a group discussion and the response was respectful, kind and positive.

One child was much younger with complex needs and struggled to focus in some situations. She was prone to verbal outbursts and was overly tactile with many of the group, but she was well looked after and everyone was consistently kind. Her foster carer commented that she was astounded by her performance skills and never expected her to be able to focus and control herself so well.



Christmas 2023

x 27 Students

*"As soon as we heard you were doing another course, A**** immediately asked if she could do it! She feels really comfortable here - thank you." "*

20 completed an evaluation form

Developed

Confidence x 18

Singing x 10

Dancing x 18

Acting x 17

Working in a group x 13

Creativity and having ideas x 12

Enjoyed

Making friends x 17

Playing games x 15

Learning dances x 17

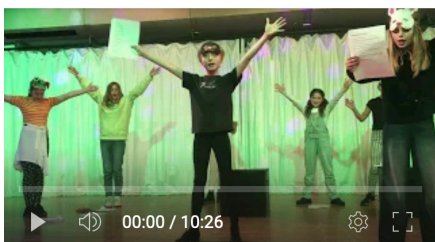
Singing Songs x 12

Working in a group x 16

Rehearsing scenes x 16

Other - "Directing, scene organising, writing and production"

"yummy food" x 5



Parent Feedback

"It's been fantastic to be able to attend the production at the end of the week. Marvellous hands-on experience for all aspects of singing, dancing and acting. 10/10 for confidence building and teamwork."

*"K***** has loved it and thoroughly enjoyed this course. I believe it has helped immensely with his confidence. Thank you so much!"*

"Yes because of the inclusive nature of the workshop."

*"N*** has struggled at times with feeling overwhelmed but has been well supported by staff and managed to stay the course. He has really enjoyed it all and grown in confidence - thank you!"*

"Yes, initial nerves/uncertainty but knew after day one she was in her element."

"Thank you for everything you do and for giving him the opportunity to shine."

*"C**** has come home happy after every day, looking forward to the next."*

"E has had a fantastic time, this has helped*

Tutor Feedback

This was the first time we have created a show with a story rather than a showcase of stand alone numbers. The group were so enthusiastic with such a range of individual talents that they were able to devise a lot of content independently. One boy was reluctant to join in with dance so was tasked with writing scripts, another was in charge of moving set - these roles ensured engagement was consistent from all, and gave the group a sense of ownership and autonomy.

Il mingled well during break and lunch times.

SongSeeds

We continued with our SongSeeds project in 2023, starting the year by exploring 'The Wonderful Adventures of Mary Seacole in Many Lands' - as part of A Town Explores a Book. And we ended the year anticipating 2024's Science Week theme of Time, creating a piece of Musical Theatre. Songseeds is funded by Youth Music.



A TOWN EXPLORES A BOOK

We joined in with the wonderful A Town Explores a Book on three occasions over the past few years. This year, they took the lead for us in schools, running songwriting sessions at The Hastings Academy, St Leonards Academy, Bexhill High and Robertsbridge Community College. We organised the community programme with Mike Willis working with young people in the holidays. One of the songs - We Can Make The Jump - was taken to a full recording. While Andy Mersh performed [Journey](#) at the Kings Road street party with a Silverdale Primary Academy after school club.

P E N G U I N



C L A S S I C S

MARY SEACOLE



We Can Make The Jump

*Do you see what I see
through the window of this train
forward in fast motion
life blurred against the pain*

*Everyone's a stranger
everyone's alone
we may share our destination
but our journey is our own*

*Here we are
open up your eyes
I will hold your hand
we can make the jump
we can make the jump
we can
we can*

*Let's be more than tourists
Let's pull the pavement up
feel the earth beneath it
it's time we re-adjust*

*Here we are
open up your eyes
I will hold your hand
we can make the jump
we can make the jump
we can
we can*

*Here we are
open up your eyes
I will hold your hand
we can make the jump
we can make the jump
we can
we can*

Students, Clara Patroa, Joe Paine and Star Ansar recording their song in YiaYia's Recording Studio, with Mike Willis, George McDonald (Kid Kapachi), James Davison and Jim Board. Song credit also to student Dylan Maynard not in photo.



Students from The Hastings Academy writing a song inspired by Mary Seacole's book, with Ruby Colley and Hannah Collinson.

1:2:1 SONGWRITING

Andy Mersh gave 1:2:1 and 1:2:2 support to neurodiverse young people.

Checkout Noah and Toby's Songs

[FIN THE FISH](#)

[OUR LITTLE SONG](#)

[FRANK THE FOX](#)

Checkout STAR's songs

[PAINTED AWAY](#)

[VISIONS](#)



SONGWRITING IN SCHOOL

Mike Willis worked with Kym East at The Hastings Academy music department to help develop students songwriting skills.

Summer Holidays

Sun is smiling
In the blue sky
People dancing
All day long

It's the season
For friendship and for freedom
Happy Summer everyone

Riding shotgun
Singing old songs
Windows rolled down
Feel the wind

Juicing lemons
Messing up the kitchen
Summers here once again

Watching Netflix
Making Tick Tocks
Staying up late
Sleeping in



IT'S TIME

The theme for Science Week 2024 was TIME, and as we were making preparations with schools, we decided to make our songwriting musical theatre course about TIME.

They did a fantastic job as they used the story of Alice In Wonderland to work with. Take a look at a film of their performance. Not only did they create songs, but also the scripts between songs and performance. What job does the rabbit want to do?



I DON'T WANT TO BE LATE

I don't want to be late
I've got an interview, an important date
I don't want to be late
I've got an interview, to make my dreams come true
I don't want to be late
(echo)
But I am already late and that's a big mistake OH NO
I don't want to be late
I'm down a rabbit hole with my best friend mole (HI)
I don't want to be late (2nd time)

NO TIME

I am lost and lonely
Without a hand to hold
I am lost and lonely
A rabbit without a mole

I said something here
You said something there
You were the tortoise
I was the hare
This is a problem that I cannot fix
Just like my broken weetabix.

WAIT (Mole)
I am here for you
And I know you're here for me
If we leave together we might be early (hopefully)

NO (rabbit)
We drew the line
When we wasted time
This job cannot be mine

We may be late
But we've got the date
The place
The Time

So we'll try our best
Put ourselves to the test
Be the best that we can be
There's no one who wants to help you more than me
I don't want to be late

I don't want to be late
I've got an interview, an important date
I don't want to be late

CHRISTMAS MUSICAL THEATRE SONGWRITING COURSE

Free / Fully inclusive / All abilities

9am - 1pm
ST LEONARDS ACADEMY

MON & TUES 18 & 19 DEC
14 - 16 yrs
with MIKE WILLIS
book at eequ.org/experience/5963

WED & THURS 20 & 21 DEC
10 - 13 yrs
with ANDY MERSH
book at eequ.org/experience/5973



Ever wanted to write a song for musical theatre? Now's your chance to learn. Easy going, fun and friendly. The theme is TIME. Don't be late!

Mini performance for family and friends on THUR @ 12.30pm

For more information contact Jenny 07597563798
Hastings Thrives Reg charity no 1170342
Funded by Youth Music

YOUTH MUSIC ARTS COUNCIL ENGLAND



Finances

Hastings Thrives had cash funds of £28,209 at the end of 2023, with a total income of £35,853 and expenditure of £34,372. The vast majority of income was from grants, from Government, Trusts and Companies, as we did not hold our annual major event this year.

We continue to rely on volunteers to carry out most of the administrative work of the charity, with a part-time project manager, who also volunteers. Project staff work on a freelance basis meaning our overheads are kept to a minimum.

INCOME

Grants and Company funding	£34,534
Donations	£197
Reimbursements	£1,122

EXPENDITURE

Administration	Insurance	£578
	Annual Report & Accounts	£340
	Charitable Activities	£205
Marketing & Fundraising	Fundraising	£160
	Website	£442
Project Expenditure	Science	£4,877
	Songseeds	£14,709
	Musical Theatre	£13,062

RESERVED INCOME

Restricted Income	£8,959
Unrestricted Income	£19,250

ASSETS

Hastings Thrives has no physical or financial assets.

Jenny Lozano 6 May 2024



Let's Get Connected!



When we connect in a good way, we release a feel-good chemical called **oxytocin**. This helps us feel better, do better, and manage better when difficulties come our way. So, it is really important to build good connections with the people around us.



THANK YOU

We are very grateful for funding from Youth Music and Arts Council England, Co-op Community Fund, The Magdalen and Lasher Charity, East Sussex County Council and Kiku Scene.

We are very grateful to Suzie Dunster, Becky Knight & Emma Towner for their Musical Theatre expertise. To Mike Willis and Andy Mersh for songwriting expertise. To Jacky Cross for her Science Training and support and to Kit Messenger of Changing Chances for parent support. Also to Anna Page for her continued support training songwriters.

We are also grateful to the many people, schools, organisations and companies who volunteer their time and help to make everything happen, including: Culture Shift, Kym East from The Hastings Academy, Billy Thompson from St Leonards Academy, Andy Mersh from Silverdale, Claire Burford from Christ Church, Roz Aidie from The Baird and Gail Borrow from A Town Explores A Book.



Supported using public funding by
ARTS COUNCIL ENGLAND





CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity Name
Hastings Thrives

No (if any)
1170342

CC16a

Receipts and payments accounts

For the period from	Period start date 1/1/2023	To	Period end date 12/31/2023
---------------------	-------------------------------	----	-------------------------------

Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
Balance brought forward	7,052	19,676		26,728	17,114
Grants	3,435	31,099	-	34,534	32,437
Fundraising Events			-		
Donation	197		-	197	1,180
Sponsorship			-		
Fees			-		2,643
Reimbursement		1,122	-	1,122	30
			-		
Sub total (Gross income for AR)	10,684	51,897	-	62,581	53,404
A2 Asset and investment sales, (see table).					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	10,684	51,897	-	62,581	53,404
A3 Payments					
Cost of Charitable Activities	205	32,647	-	32,852	25,238
Governance including Trustee Expenses	-		-		40
Fundraising	160	-	-	160	160
Insurance	578		-	578	578
Annual Report and Accounts	340		-	340	300
Marketing (website)	442		-	442	360
	-	-	-		-
	-	-	-		-
Sub total	1,725	32,647	-	34,372	26,676
A4 Asset and investment purchases, (see table)					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total payments	1,725	32,647	-	34,372	26,676
Net of receipts/(payments)	8,959	19,250	-	28,209	26,728
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	-	-	-	-	-
Cash funds this year end	8,959	19,250	-	28,209	26,728

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds		-	-	-
		-	-	-
		-	-	-
	Total cash funds	-	-	-
	(agree balances with receipts and payments account(s))	Agreement Error	Agreement Error	OK

	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B2 Other monetary assets		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-

	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
B3 Investment assets			-	-
			-	-
			-	-
			-	-
			-	-

	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
B4 Assets retained for the charity's own use			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-
			-	-

	Details	Fund to which liability relates	Amount due (optional)	When due (optional)
B5 Liabilities			-	
			-	
			-	
			-	
			-	

Signed by one or two trustees on behalf of all the trustees

Signature	Print Name	Date of approval
#VALUE!	Susanna Longley	20-May-24



Section A

Independent Examiner's Report

Report to the trustees/directors/members of

Charity Name
Hastings Thrives

On accounts for the year ended

31/12/2023

Charity no.:

1170342

Company no.:

Set out on pages

(remember to include the page numbers of additional sheets)

Responsibilities and basis of report

I report to the charity trustees on my examination of the accounts of the Company for the year ended **31/12/2023**

As the charity's trustees of the Company (who are also the directors of the company for the purposes of company law), you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ("the 2006 Act").

Having satisfied myself that the accounts of the Company are not required to be audited for this year under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ("the 2011 Act"). In carrying out my examination, I have followed the Directions given by the Charity Commission (under section 145(5)(b) of the 2011 Act.

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention (other than that disclosed below *) which gives me cause to believe that:

- accounting records were not kept in accordance with section 386 of the Companies Act 2006; or
- the accounts do not accord with such records; or
- the accounts do not comply with relevant accounting requirements under section 396 of the Companies Act 2006 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or
- the accounts have not been prepared in accordance with the Charities SORP (FRS102).

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.

* Please delete the words in the brackets if they do not apply.

Signed:

Date:

25/4/2024

Name: Mrs Jo Legg

Relevant professional qualification(s) or body (if any):

MAAT

Address:

9 Harlequin Gardens

St Leonards-On-Sea

East Sussex TN37 7PF

Section B

Disclosure

Only complete if the examiner needs to highlight material matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).

Give here brief details of any items that the examiner wishes to disclose.

HASTINGS THRIVES

England & Wales - Charity number 1170342

Accounts



Annual Report 2021



Chair Report

Laura Carter



The Covid-19 Pandemic continued to influence and impact Hastings Thrives work for most of the year, despite the country beginning to open up again.

We were fortunate to remain financially stable during the period.

We delivered new teacher training in science to 6 primary schools and have established a support network. Our parenting course with Changing Chances and The Baird was delayed until September and Covid impacted delivery, but was still a success. We continued to work with schools and partner with other organisations for delivery, particularly with the Holiday and Food Activity sessions. Our songwriting sessions were delivered online for the most part, although we did manage some in-person sessions in the summer. We joined in A Town Explores A Book with some Nonsense Songs based around Edward Lear's work, which engaged and inspired so many children.

Despite Covid, we reached over 500 young people, developed over 100 young people through musical theatre and songwriting, and affected over 20 young people indirectly through parent training in neurodiversity and empowerment. Some of the stories are truly inspiring, particularly with neurodiverse, shy, anxious and disabled young women finding their confidence to perform and grow.

Here we see the lasting impact of our work. Training done in late Autumn 2020 was still impacting children in 2021.

“My class absolutely loved the song writing sessions! We really enjoyed the training, both as a class and as teachers (myself and my TA). Ed was brilliant and made sure that everyone could get involved - encouraging scribes etc. to support and model for other children in the group. All children could access all activities and it really encouraged their creativity. Since the workshop, we have seen a real increase in interest towards song writing and poetry which has been lovely to see!”



MUSICAL THEATRE

Suzie Dunster and Becky Knight continued to successfully lead our Musical Theatre courses, during Easter, Summer and Christmas. These were part of East Sussex County Council's Holiday and Food Activities government fund and hosted at The St Leonards Academy and St Richard's Catholic College.

Courses start with Becky leading dance, as an effective way to engage young people together and build confidence, before moving onto acting and public speaking. Not only is the course fun, but it is incredible how many young people grow in confidence, with a reduction in anxiety, stammering, and increased physicality with disabilities.

For instance, one girl with an EHCP for processing and anxiety was unable to complete the first day and left early, however she returned and completed the course with great enthusiasm!

"This has been the best experience for her, she was so nervous about coming here in September but this has really alleviated a lot of her worries about secondary school."

"A brilliant way of engaging students which allowed them to explore their creative side. Students socialised brilliantly – and for our students to come out of their shells in such a short space of time was brilliant to see. There were students who would not normally engage and try out new things who got involved and thoroughly enjoyed themselves."

Billy Thompson – Assistant Head of Arts Faculty and Enrichment Coordinator at St Leonards Academy:

"I can't believe how much she has done! As a wheelchair user most of the time, she has really pushed herself and loved every minute."

*"Thank you so much for having M** this week, He's really enjoyed it. It's been good for him to be seen in a positive light for a change!"*

"She has never even spoken in front of an audience before. Let alone sung and danced! Well done and thank you."





SongSeeds

SongSeeds is our project aimed at developing the confidence, literacy and musical abilities of young people through songwriting. Building on Hastings Thrives' existing work in this area with schools and in the community, we specialise in collaborative and inclusive work, as well as supporting individuals to grow and develop.

Collaborative songwriting improves verbal and creative skills, while building friendships. Teamwork is so important in life: no person is an island and our projects are fully inclusive.

SongSeeds has affected over 200 local children, giving them the opportunity, inspiration, support, and encouragement to write songs. According to feedback we have:

- helped build friendships
- enabled children to feel included
- increased a sense of pride
- provided opportunities to learn and develop new skills
- increased co-operation and collaboration.

Songs sit in a unique part of the memory, one which is less likely to succumb to the ageing process, so songwriting is effectively a gift for life.

"I'm generally not a social person, I don't have many friends, so it's just nice to maybe connect with people a bit through these courses. I think it's actually improved my social-ness, if that makes sense! I've always just been absolutely rubbish at socialising, and I think that now I'm able to read out my songs in front of people – if I didn't take these courses, I'd be terrified of that!"

"For English it made me improve the structure."

"I continued with the courses because I just really enjoyed them and had fun, and because I made a lot of friends there - it was great sharing and discussing ideas with each other. There were also so many wonderful opportunities that came from the courses, such as performances and competitions - I especially enjoyed my first-ever time in a recording studio, professionally recording my songs!!"



NONSENSE GARDENS & SEA OF DREAMS SONGS



Playing at BADGER INC

Wed 7 April: all day • Thurs 8 & 15 April: 3-4pm



LIVE broadcast on **ISOLATION STATION HASTINGS**
Thu 8 April at 7pm - with exclusive performance by **Eve Simmonds**

Part of **ATownExploresABook21** - exploring Edward Lear's 1871 anthology *Nonsense Songs, Stories, Botany and Alphabets...*

Songs created by local young people from **Silverdale Primary Academy** and **Christ Church CofE Primary Academy**

PLUS: Twinkle Ansar, Shannon Baverstock, Maia Doye, Clara Patrao Lomba, Ted McIntosh, Marina Rolfe, Eve Simmonds and Stan Thornton with course leader **Anna Page**



aTown explores a book



Hastings Thrives: Reg Charity No 1170342

YOUTH MUSIC



Supported using public funding by **ARTS COUNCIL ENGLAND**



Creating Imaginary Nonsense Gardens

Hastings Thrives, an organisation that works with young people in Hastings to overcome barriers to learning and celebrate their achievements, has been inviting children to re-imagine their gardens with drawings and songs.

You won't be able to buy these plants in the shops, but they might tickle your imagination and lodge in your head. That's because Silverdale Primary Academy and Christ Church Primary Academy have been exploring drawing and writing Nonsense Songs based on imagination and gardens as part of SongSeeds afterschool songwriting club and half-term bootcamp in collaboration with A Town Explores A Book 2021 festival.

Perhaps you'll find the smilillium or hugolia tree - while you must know that the penatroska is a squaska - but we hope you haven't put the candyfloss dragon next to the hot dog crocodiles, as they don't get on.

Edward Lear wrote many songs which have been lost in time. "Hastings is the perfect place to re-imagine those songs," says, Jenny Lozano, Project Manager for Hastings Thrives. Creating songs with children is a major part of the work done by Hastings Thrives. "We particularly like to work with



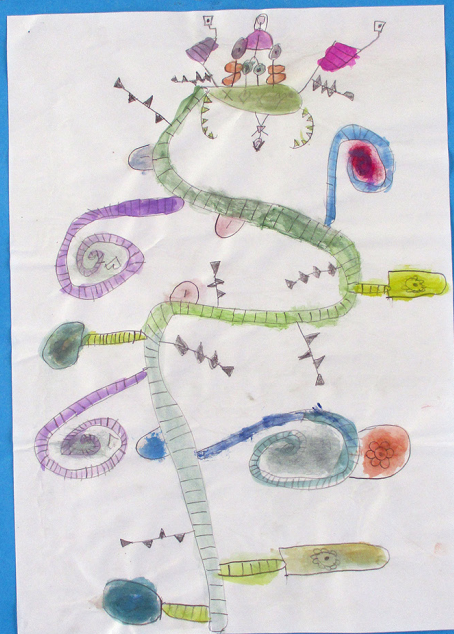
collaborative songs, which are inclusive and build so many skills and friendships: they set children up for how to work together in imaginative and creative ways," says Jenny.

And you can now watch some of the results: if you missed the 8th April performance on Isolation Station, catch up on www.facebook.com/isolationstation. [hastings/videos/937270627020474](https://www.facebook.com/isolationstation/videos/937270627020474). The show is hosted by Lily Kim, featuring Andrew Mersh from Silverdale Primary Academy, Claire Burford from Christ Church CE Primary Academy, Course Leader Anna Page and songs from Twinkle Ansar, Sharon Baverstock, Maia Doye, Clara Patrao Lomba, Ted McIntosh, Marina Rolfe, Eve Simmonds and Stan Thornton.

Jenny would like to thank everyone for the support, including Badger Inc, and SongSeeds funders Youth Music Charity with Arts England, Hastings Borough Council, Hastings Lions, Hastings Opportunity Area and the Co-op Community Fund.

For more information on the project visit hastingsthrives.org/songseeds/nonsense-gardens

RUBYXUCUM



Rubyxucum
 A fabulous house plant! The Rubyxucum lives in your house and comes out when you are happy. If you are feeling nervous, it gives you a squeeze to make you feel better. It likes dark spaces and often hides under your bed during the day as it comes out at night. It protects you from bad guys and eats them, which actually makes it stronger and taller! They have very sharp thorns and can grow up to 100m!



Twinkle

NONSENSE GARDENS & SEA OF DREAMS **SHOW TIME**

ISOLATION STATION HASTINGS

Live streaming from Facebook Thursday 8 April, 7pm - 8.20pm

HOST: Lily Kim

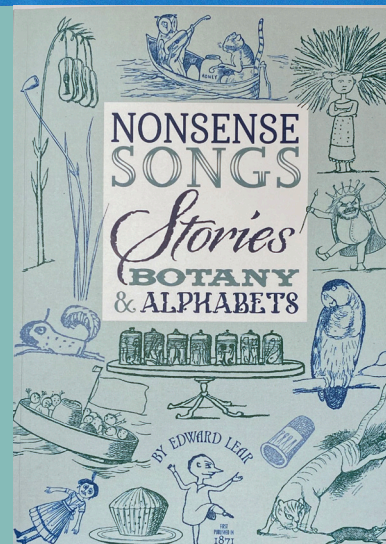
- Mr Mersh - Silverdale Primary Academy
- Ms Burford - Christ Church Primary Academy
- Anna Page - Songwriter and Courses Lead
- Twinkle Ansar - Deep Waters
- Maia Doye - Sailor in a Paper Boat
- Shannon Baverstock - Floating Through Time
- Ted McIntosh - The Domino Effect
- Clara Patrao Lomba (Live from Badger Inc) Robot Campaign
- Marina Rolfe - Waterfall of Thought
- Stan Thornton - Trip To Dreamworld
- Eve Simmonds - (Live from Badger Inc) Robot Kid



Collaborators



Hastings Thrives Charity projects funded by



Nonsense Gardens

A Town Explores A Book

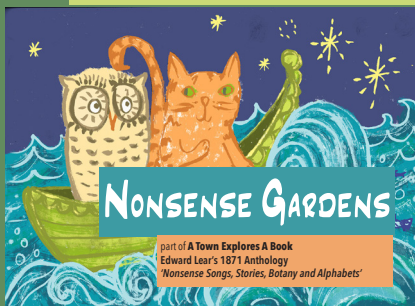
Edward Lear's 1871 Anthology, *Nonsense Songs, Stories, Botany and Alphabets*

Edward Lear wrote many songs, most of which unfortunately have been lost over time. We joined with the amazing Explore The Arch project A Town Explores A Book - to create songs inspired by his poems, songs and illustrations.

Our SongSeeds after-school songwriting club and half-term bootcamp both used Lear as a springboard for their Nonsense Gardens and Sea Of Dreams themed individual and group songs.

Silverdale and Christ Church Primary Academies explored drawing and writing songs based on imagination and Lear's nonsense botany to create quirky and fun collaborative songs.

Isolation Station Hastings and Tree Tunnel Film and Animation worked with the two schools to produce films for their songs and Jenny Lozano produced a film of the collaborative after-school club song, *The Creatures I Keep Inside*.



WOW! WOW! WOW!

Well Done Christ Church Ruby Class

You wrote some **brilliant** songs which we are sure **Edward Lear** would have loved and been very **proud** of. We **adored** the incredible video!

Thank you so much for making us smile with:

The Daddy Plong Legs
The Forkalla
The Key Bird
The Octopussy
The Penatroszka



Hastings Thrives
Reg Charity No: 1170342

This collaborative song was recorded in YiaYia's Recording Studio. It was the first time most of them had been in a recording studio. One young person initially signed up to write poems, and so was surprised to find himself later singing in a recording studio! Another exclaimed, *It's the best day of my life!* The group was an inclusive mix of young people.

We are very grateful to Isolation Station Hastings, Badger Inc and Lily Kim for a fantastic online event celebrating everyone's efforts, which was watched live online by over 1,000 people.

A sample certificate

soundcloud.com/hastings-thrives/sets/nonsense-gardens
soundcloud.com/hastings-thrives/sets/christ-church-nonsense-gardens
youtu.be/yvuLI_kHCpM
youtu.be/bmFXpUjeZvw



Sea of Dreams

Sea Of Dreams was a weeklong intensive online course during the Spring half term of 2021. It followed on from discussions with the after-school Nonsense Gardens club, where the young people had explored Freud/Jung, the subconscious, and dreams as part of their wide-ranging exploration of nonsense and the absurd. Interestingly 2 independent songs *Robot Kid* by Eve Simmonds and *Robot Campaign* by Clara Lomba included reference to robots. Eve is now studying song writing at BIMM in Brighton and her song was played on BBC Introducing and has even attracted interest from a Nashville producer!



soundcloud.com/hastings-thrives/sets/sea-of-dreams

Nature

This theme also grew out of the Nonsense Gardens course. It was inspired by the passion participants expressed for the environment, as well as their interest in local historian, singer, explorer, and artist Marianne North, who met Lear when he stayed with her family in Hastings.

With everyone's contribution the aim was to: improve visual awareness, observation and listening skills through nature • engage fully in our environment and to draw on it for inspiration • increase a sense of connectedness and wellbeing • increase complex thinking through a multi-faceted theme • allow access to science through the arts. • engage in local history through the life of Marianne North.

Things to consider were colours, texture, lines, movement, weather, sounds, effects, light, emotions, thoughts and responses.

Here is a blog written by
Twinkle Ansar on Marianne North
hastingsthives.org/mariannes-world

Songwriting Competition

The Songwriting Competition was online again and used the Nature theme.

The Christ Church Primary group winners very excitedly experienced recording their song at a professional Recording Studio.

The older group winner was *Sidewalk*, a quirky song about a crab who craves city life, but after his adventures there decides he's better off by the sea, where he lived originally: *I decided to write a song that mentions animals because they are a big part of my life. I've travelled to exotic parts of the world, but I always love coming back to Hastings.*

The public vote went to a group song by The Hastings Academy about appreciating nature, called *Living In A Dream*.

Thanks very much to Judges Andy Fyfe and Ed Boxall and to the ForeShore Trust.

soundcloud.com/hastings-thrives/sets/nature
hastingsthives.org/songseeds/nature
hastingsthives.org/enrichment/songwriting-competition-2021



Beacon of Light

We ran a series of 5 workshops in the summer of 2021 in the beautiful setting of The Beacon in Hastings. Each session explored a different aspect of songwriting, utilising the skills of guest musicians who each had a variety of performance specialities, including songwriters, a storyteller, and an actress. This enabled a wide range of learning opportunities for everyone.

We also ran a series of workshops with storyteller Sarah Corrie aimed at writing stories and songs across generations in West Hill Community Centre.

At the end we joined the two projects in an evening performance at The Beacon. We created a supportive and safe performance space with family and friends invited to celebrate new beginnings and encourage young people, as they showcased the new songs and poems they had created. It was a fantastic evening!



SuperHeroes

We worked with SenSoftPlay (www.sensoftplay.co.uk) Saturday club to create a song about Superheroes. We used voice extracts to create a song, sharing information about digital songmaking. Thanks to Annie and Gaston for their excellent work. We hope to do more work with them in the future.

St Leonards Festival

We were very kindly given a slot by 18Hours for Twinkle Ansar to perform her song *Butterflies* at the St Leonards Festival in 2021.

<https://soundcloud.com/hastings-thrives/superheroes-song>
https://youtu.be/BmpZ_oD97Cg

FINANCES

This was a productive year for Hastings Thrives, running several projects and bringing outstanding ones to near conclusion. The country gradually opened up as the COVID-19 pandemic eased and we were able to start delayed projects. The Songwriting Competition at the White Rock was postponed again, continuing online. The Trustees remain the same, but we lost the very special songwriter Anna Page, for personal reasons and are very grateful to her wonderful work for Hastings Thrives.

Hastings Thrives started the year with an **opening balance of £18057.99** and finished the year with a **closing balance of £12885.80**, with a **total credit of £26846.36** and **total expenditure of £32018.55**. This reflected grant money being spent which was outstanding from the year before due to COVID. We were able to reduce admin costs and cover much of our costs through a small admin allowance within grant applications which covered any project overspend.

Income

The total income for the year was £26845.36. Due to COVID-19, the majority of this came from Grants representing:

- i) £2000 Comic Relief fund for parenting course at The Baird
- ii) £1800 Foreshore Trust for songwriting
- iii) £9940 for running holiday and food activities
- iv) £1600 Magdalen & Lasher Trust for SongSeeds.
- v) £1010 Hastings Opportunity Area songwriting
- vi) £6531 for the second part of Youth Music's Arts Council Fund for SongSeeds

We also received £3757.36 from the Co-op Community Fund

Expenditure

The total expenditure for the year was £32,018, with all of this, except for £245, made up of restricted income.

- i) £2400 parenting project at The Baird
- ii) £14,888 for songwriting
- iii) £10063 Holiday and Food Activities
- iv) £4342 Science Teacher Training and Network Project

Unrestricted expenditure

- i) Fundraising £160
- ii) Trustee expenses £84.75

Reserved Income

Grant Reserved Income £6004

Unreserved Income £6882

Assets

Hastings Thrives has no physical or financial assets.

Jenny Lozano 1 June 2022



**ISOLATION
STATION
HASTINGS**

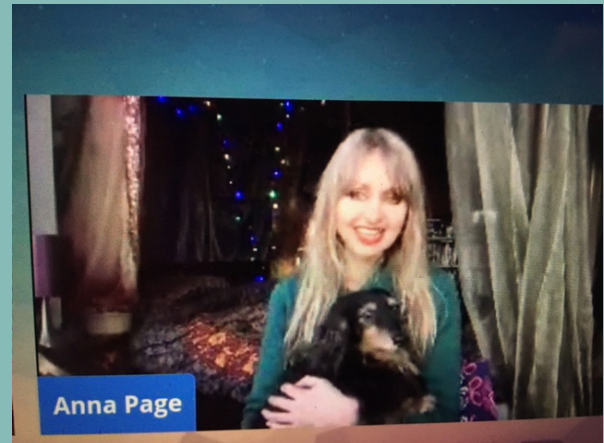


Badger Inc



**HASTINGS
OPPORTUNITY
AREA**

**co
op**



THANK YOU

We are very grateful for funding from Youth Music and Arts Council England, Co-op Community Fund, Hastings Opportunity Area, Hastings Borough Council, The Magdalen and Lasher Charity, The Foreshore Trust, Holiday and Food Activities, Comic Relief and the continued support of Hastings Lions.

We are very grateful to our Music Lead, Anna Page for her fantastic contribution. To Suzie Dunster and Becky Knight for their Musical Theatre expertise. To Ed Boxall for supporting Teacher Training, Annie and Gaston Goliath for working with SenSoftPlay and Sarah Corrie for working with families.

We are also grateful to the many people, schools, organisations and companies who helped to make everything happen: Kit Messenger, Kym East, Billy Thompson, Andrew Mersh, Claire Burford, Roz, Sophie Ingram, Dee Kelvin, Georgia Burgess, Mandy Curtis, Lily Kym, Andy Fyfe, Gabby Farrow, Gail Barrow, Erica Smith, Johnny O'Sullivan and all the parents involved.

Silverdale Primary Academy, Christ Church CE Primary Academy, Guestling Bradshaw CE Primary, Robsack Wood Primary Academy, The Baird, The Hastings Academy, The St Leonard's Academy and St Richards Catholic College.

YiaYia's Recording Studio, A Town Explores A Book, Badger Inc, St Leonards Festival and Tree Tunnel Film and Animation.

hastingsthives.org





CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity Name Hastings Thrives	No (if any) 1170342
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Receipts and payments accounts

For the period from	Period start date 1/1/2021	To	Period end date 12/31/2021
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Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £
A1 Receipts				
Balance brought forward	3,162	14,896	-	18,058
Grants	3,757	19,604	-	23,361
Fundraising Events	-	-	-	-
Donation	150	-	-	150
Sponsorship	-	-	-	-
Fees	58	3,277	-	3,335
	-	-	-	-
	-	-	-	-
Sub total (Gross income for AR)	7,127	37,777	-	44,904
A2 Asset and investment sales, (see table).				
	-	-	-	-
	-	-	-	-
Sub total	-	-	-	-
Total receipts	7,127	37,777	-	44,904
A3 Payments				
Cost of Charitable Activities		30,975	-	30,975
Governance including Trustee Expenses	85	-	-	85
Fundraising	160	-	-	160
Insurance		558	-	558
Bookkeeping and Accountancy	-	-	-	-
Marketing (website)		240	-	240
		-	-	-
	-	-	-	-
	-	-	-	-
Sub total	245	31,773	-	32,018
A4 Asset and investment purchases, (see table)				
	-	-	-	-
	-	-	-	-
Sub total	-	-	-	-
Total payments	245	31,773	-	32,018
Net of receipts/(payments)	6,882	6,004	-	12,886
A5 Transfers between funds	-	-	-	-
A6 Cash funds last year end	-	-	-	-
Cash funds this year end	6,882	6,004	-	12,886

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £
B1 Cash funds		-	-
		-	-
		-	-
	Total cash funds	-	-
	(agree balances with receipts and payments account(s))	Agreement Error	Agreement Error

	Details	Unrestricted funds to nearest £	Restricted funds to nearest £
B2 Other monetary assets		-	-
		-	-
		-	-
		-	-
		-	-
		-	-

	Details	Fund to which asset belongs	Cost (optional)
B3 Investment assets			-
			-
			-
			-
			-

	Details	Fund to which asset belongs	Cost (optional)
B4 Assets retained for the charity's own use			-
			-
			-
			-
			-
			-
			-
			-
			-

	Details	Fund to which liability relates	Amount due (optional)
B5 Liabilities			-
			-
			-
			-
			-

Signed by one or two trustees on behalf of all the trustees

Signature	Print Name

CC16a

Last year

to the nearest £

16,054
16,779
-
1
-
180
-
-
33,014

-
-
-

33,014

13,195
77
160
778
426
480
-
-
14,956

-
-
-

14,956

18,058
-
-
18,058



Endowment funds to nearest £

-
-
-
-

OK

Endowment funds to nearest £

-
-
-
-
-
-

Current value (optional)

-
-
-
-
-

Current value (optional)

-
-
-
-
-
-
-
-
-

When due (optional)

Date of approval

(if any):

Address:

9 HARLEQUIN GARDENS
ST LEONARDS O/S
EAST SUSSEX, TN37 7PF

Section B

Disclosure

Only complete if the examiner needs to highlight material matters of concern (see CC32, Independent examination of charity accounts: directions and guidance for examiners).

Give here brief details of any items that the examiner wishes to disclose.

N/A.

Independent examiner's report on the accounts

Section A

Independent Examiner's Report

Report to the trustees/ members of

Charity Name

HASTINGS THRIVES

On accounts for the year ended

31/12/2021

Charity no (if any)

1170342

Set out on pages

(remember to include the page numbers of additional sheets)

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended DD / MM / YYYY.

Responsibilities and basis of report

As the charity's trustees, 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 the Trust's accounts carried out under section 145 of the 2011 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

[The charity's gross income exceeded £250,000 and I am qualified to undertake the examination by being a qualified member of [insert name of applicable listed body]]. Delete [] if not applicable.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination (other than that disclosed below *) which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

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.

* Please delete the words in the brackets if they do not apply.

Signed:

[Signature]

Date:

26/11/2022

Name:

MRS JOANNE LECC

Relevant professional qualification(s) or body

MAAT

HASTINGS THRIVES

England & Wales - Charity number 1170342

Accounts



Trustees' Annual Report for the period

From **1 December 2019** Period start date To **31**
December 2020 Period end date

Charity name: **Hastings Thrives**

Charity registration number: **1170342**

Objectives and Activities

The advancement of education in Hastings and surrounding areas for the public benefit by (but not limited to)

- Work with parents, schools and the wider community to encourage academic and personal achievement through providing inclusive enrichment activities
- Provision of training to professionals working with our children in all schools and settings
- Overcoming barriers to learning

	SORP reference	
Summary of the purposes of the charity as set out in its governing document	Para 1.17	The advancement of education in Hastings and surrounding areas for the public benefit
Summary of the main activities in relation to those purposes for the public benefit, in particular, the activities, projects or services identified in the accounts.	Para 1.17 and 1.19	<ul style="list-style-type: none">• Provision of training to professionals working in schools• Provision of enrichment activities in the dance, drama and music
Statement confirming whether the trustees have had regard to the guidance issued by the Charity Commission on public benefit	Para 1.18	We have

Additional information (optional)

You may choose to include further statements where relevant about:

	SORP reference	
Policy on grant making	Para 1.38	
Policy on social investment including	Para 1.38	

program related investment		
Contribution made by volunteers	Para 1.38	Trustees donate time to the management of the charity and projects. A Project Manager volunteers approximately 90% of her time. Schools donate time to the charity's objectives.
Other		We commission the services of experts in the field of the Arts and other professions to run the activities.

Achievements and Performance

	SORP reference	
Summary of the main achievements of the charity, identifying the difference the charity's work has made to the circumstances of its beneficiaries and any wider benefits to society as a whole.	Para 1.20	<p>1. The School Songwriting Competition was unable to go ahead due to COVID 19. It was moved online and with focus changing to individuals. Two schools, Christ Church and The Baird primaries, participated. The online system allowed for public voting and 1,700 individual votes were cast. Each person/school who entered received a certificate with personalised Judge's comments. Songwriting continues to benefit children on many different levels including core skills, friendship, emotional support and literacy. The winners had a wow experience and recorded their songs at the YiaYia's recording studio. Eve Simmonds who won the 16 - 18 years category said it inspired her to keep developing songs through Lockdown and enter/be played on BBC Introducing.</p> <p>2. Hastings Opportunity Area funded songwriting ran online due to COVID, producing material for the songwriting competition. The course provided a lifeline in a changed world, including friendships. One parent said "I keep worrying about her school work, but then I look at her happy, learning the ukulele and creating songs and I think that's a major achievement through lockdown."</p> <p>3. We received funding from Youth Music charity, in collaboration with Arts Council England, for a 2-year</p>

		<p>programme developing songwriting in Hastings. The grant was awarded to continue developing songwriting skills with primary teachers, run an after-school club at The Hastings Academy and develop songwriting in the home education community. We received matched funding from Hastings Borough Council and Hastings Lions, to enable this to happen. The programme was delayed due to Covid 19, with two primary schools receiving training and the after-school club moving online.</p> <p>"We really enjoyed the training, both as a class and as teachers (myself and my TA). Ed was brilliant and made sure that everyone could get involved - encouraging scribes etc. to support and model for other children in the group. All children could access all activities and it really encouraged their creativity. Since the workshop, we have seen a real increase in interest towards song writing and poetry which has been lovely to see!" Georgia Burgess, Guestling Bradshaw</p> <p>4. We received funding from the Magdalene and Lasher Trust to run a primary school science training programme, as the basis to starting an annual science event.</p> <p>5. We started a Chat Project this year in Silverdale School with the aim of improving communication skills during lunch breaks in an informal and fun way. We received funding from Tesco's for a Chat Bench, however, the pandemic has meant we were unable to build on a good start.</p> <p>6. Neurodiverse Community Training and Parenting programme support continued throughout the year via What's App groups and 1:2:1 support sessions where required. They provided a lifeline for parents and workers.</p>
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Additional information (optional)

You may choose to include further statements where relevant about:

Achievements against objectives set	Para 1.41	<ul style="list-style-type: none"> Worked schools and the wider community to encourage academic and personal achievement through providing
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		<p>inclusive enrichment activities including musical theatre workshops and Song writing workshops. Worked with parents (wider community) community parental support training</p> <ul style="list-style-type: none"> • Training for teachers in science planned for implementation during 2021.
Performance of fundraising activities against objectives set	Para 1.41	Funding from grants to support activities listed above.
Investment performance against objectives	Para 1.41	
Other		

Financial Review

Review of the charity's financial position at the end of the period	Para 1.21	Hastings Thrives started the year with an opening balance of £16054 and finished the year with a closing balance of £18059. Of this £14195 represents restricted grant funding. Hastings Thrives finished the year with £3347 is unrestricted funds.
Statement explaining the policy for holding reserves stating why they are held	Para 1.22	Held within a business account. To ensure payment of insurance, so the charity can continue to run and see out any grant funded project.
Amount of reserves held	Para 1.22	£1,000
Reasons for holding zero reserves	Para 1.22	n/a
Details of fund materially in deficit	Para 1.24	n/a
Explanation of any uncertainties about the charity continuing as a going concern	Para 1.23	None at present.

Additional information (optional)

You may choose to include further statements where relevant about:

The charity's principal sources of funds (including any fundraising)	Para 1.47	The charities main source of funds is grants from charities and government led initiatives.
Investment policy and objectives including any social investment policy adopted	Para 1.46	n/a
A description of the principal risks facing the charity	Para 1.46	Recovery from Covid related low level of activity. The need to diversify income streams.
Other		

Structure, Governance and Management

Description of charity's trusts:		
Type of governing document (trust deed, royal charter)	Para 1.25	Constitution document
How is the charity constituted? (e.g unincorporated association, CIO)	Para 1.25	CIO
Trustee selection methods including details of any constitutional provisions e.g. election to post or name of any person or body entitled to appoint one or more trustees	Para 1.25	Through invitation after identifying suitably skilled and interested parties. Currently chair of trustees and 3 other trustees. The chair , Laura Carter, is entitled to appoint trustees. We are a small charity running only a few projects at any one time.

Additional information (optional)

You may choose to include further statements where relevant about:

Policies and procedures adopted for the induction and training of trustees	Para 1.51	Safeguarding, equal opps and health and safety. Other relevant policies include Complaints and privacy
The charity's organisational structure and any wider network with which the charity works	Para 1.51	Organised through trustees (4) with the support of a project manager. The charity works with an external network of local schools, organisations and project leaders.
Relationship with any related parties	Para 1.51	The chair of trustees has a family link with one occasional provider of services.
Other		

Reference and Administrative details

Charity name	Hastings Thrives
Other name the charity uses	
Registered charity number	1170342

Charity's principal address	32 Cobbold Avenue Eastbourne East Sussex BN21 1UZ

Names of the charity trustees who manage the charity

	Trustee name	Office (if any)	Dates acted if not for whole year	Name of person (or body) entitled to appoint trustee (if any)
1	Laura Carter	Chair	From Nov 2016	Laura Carter
2	Nikki Lofting	Trustee	From March 2018	
3	Susanna Longley	Trustee	From March 2019	
4	Jonny Morris	Trustee	From September 2019	
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Corporate trustees - names of the directors at the date the report was approved

Director name		

Name of trustees holding title to property belonging to the charity

Trustee name	Dates acted if not for whole year	

Funds held as custodian trustees on behalf of others

Description of the assets held in this capacity	
Name and objects of the charity on whose behalf the assets are held and how this falls within the custodian charity's objects	
Details of arrangements for safe custody and segregation of such assets from the charity's own assets	

Additional information (optional)

Names and addresses of advisers (Optional information)

Type of adviser	Name	Address

Name of chief executive or names of senior staff members (Optional information)

--

Exemptions from disclosure

Reason for non-disclosure of key personnel details

--

Other optional information

--

Declarations

The trustees declare that they have approved the trustees' report above.

Signed on behalf of the charity's trustees

Signature(s)

--	--

Full name(s)

--	--

Position (eg
Secretary, Chair, etc)

--	--

Date

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CHARITY COMMISSION
FOR ENGLAND AND WALES

Charity Name Hastings Thrives	No (if any) 1170342
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Receipts and payments accounts

For the period from	Period start date 12/1/2019	To	Period end date 12/31/2020
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Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £
A1 Receipts				
Balance brought forward	5,173	10,881	-	16,054
Grants	-	16,779	-	16,779
Fundraising Events	-	-	-	-
Donation	1	-	-	1
Sponsorship	-	-	-	-
Fees	-	180	-	180
	-	-	-	-
	-	-	-	-
Sub total (Gross income for AR)	5,174	27,840	-	33,014
A2 Asset and investment sales, (see table).				
	-	-	-	-
	-	-	-	-
Sub total	-	-	-	-
Total receipts	5,174	27,840	-	33,014
A3 Payments				
Cost of Charitable Activities	447	12,748	-	13,195
Governance including Trustee Expenses	77	-	-	77
Fundraising	-	-	-	-
Insurance	582	196	-	778
Bookkeeping and Accountancy	426	-	-	426
Marketing (website)	480	-	-	480
	-	-	-	-
	-	-	-	-
Sub total	2,012	12,944	-	14,956
A4 Asset and investment purchases, (see table)				
	-	-	-	-
	-	-	-	-
Sub total	-	-	-	-
Total payments	2,012	12,944	-	14,956
Net of receipts/(payments)	3,162	14,896	-	18,058
A5 Transfers between funds	-	-	-	-
A6 Cash funds last year end	-	-	-	-
Cash funds this year end	3,162	14,896	-	18,058

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £
B1 Cash funds		-	-
		-	-
		-	-
	Total cash funds	-	-
	(agree balances with receipts and payments account(s))	Agreement Error	Agreement Error

	Details	Unrestricted funds to nearest £	Restricted funds to nearest £
B2 Other monetary assets		-	-
		-	-
		-	-
		-	-
		-	-
		-	-

	Details	Fund to which asset belongs	Cost (optional)
B3 Investment assets			-
			-
			-
			-
			-

	Details	Fund to which asset belongs	Cost (optional)
B4 Assets retained for the charity's own use			-
			-
			-
			-
			-
			-
			-
			-
			-

	Details	Fund to which liability relates	Amount due (optional)
B5 Liabilities			-
			-
			-
			-
			-

Signed by one or two trustees on behalf of all the trustees

Signature	Print Name

CC16a



Last year

to the nearest £

5,330
49,188
4,500
677
1,500
270
-
-
61,465

-
-
-

61,465

42,771
248
400
760
783
549
-
-
-
45,511

-
-
-

45,511

15,954
-
-
15,954



Endowment funds to nearest £

-
-
-
-

OK

Endowment funds to nearest £

-
-
-
-
-
-

Current value (optional)

-
-
-
-
-

Current value (optional)

-
-
-
-
-
-
-
-
-

When due (optional)

Date of approval
