TRUSTEES' REPORT & FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 AUGUST 2024

Fair Education Alliance

The Fair Education Alliance
Charity no. 1188042
Company no. 11884952

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The trustees review the aims, objectives and activities of the charity each year. This report looks at what the charity has achieved and the outcomes of its work in the reporting period. The review helps the trustees ensure the charity's aims, objectives and activities remained focused on its stated purposes. The trustees have referred to the Charity Commission's general guidance on public benefit when reviewing the charity's aims and objectives and planning its future activities.

A welcome from our Chair

Welcome to the Fair Education Alliance's Trustees Report and Financial Statement for the 2023-24 year.

A decade ago, 25 organisations including the Mulberry Schools Trust that I lead, joined forces to form the Fair Education Alliance.
Despite being from different sectors, we united under a shared belief: that young people's futures should not be determined by their socio-economic background.

In our first Report Card in 2014, we highlighted the significant gaps between young people from low-income backgrounds and their wealthier peers. We shared that the gaps start before school and then continue to widen; that they impact beyond 'education', affecting the 'health, happiness and careers' young people aspire to; and that they are complex and 'lie within an intricate web of social issues'.

Ten years later, despite some initial success in closing them, the gaps are wider than when we first measured them. The Fair Education Alliance plays a pivotal role in addressing these gaps, bridging divides so that we advocate with a unified voice, driving forward impactful innovations, and, crucially, centring the experiences and perspectives of young people in shaping the future of education. Just over the past year, our Secretariat has enabled our 300-member alliance to:

- **Go farther:** We shared insights and bridged support to help members expand their work. They now partner with 24,000 early years settings, schools, PRUs, colleges and universities, across every Local Authority in England.
- **Go deeper:** We facilitated our members' co-creation of our four 'Priorities for the New Government', sharing practical recommendations to address the root causes that keep inequality in place. We also dug deeper into systems change to achieve equity.
- **Go wider:** We elevated the dialogue around socio-economic inequality through hosting 60 young people at our Youth Summit, engaging with hundreds of new MPs, and increasing mainstream press engagement.

We're proud that the new government is aligned with our shared priorities and is using our collective insights to shape its work. This includes prioritising the workforce, creating Skills England, reforming Ofsted and calling for multi-agency working, through the Child Poverty Taskforce and at a local level.

However, policy changes alone will not be enough to remove inequity. We need long-term commitment to finding and implementing solutions together. We must stay united over the coming decade, with the same unwavering dedication from schools, businesses, charities, social enterprises, policymakers, and young people – to create the prosperous and fulfilling future we all want for our society.

I am pleased to present this Trustees Report, and I am hopeful that the cumulative impact of all the inspirational initiatives that our members lead will help create the future that young people deserve.

Vanessa Ogden

Dr Vanessa Ogden CBE
Chair, Fair Education Alliance

An introduction from our co-CEOs

When a small group of organisations came together to create the Fair Education Alliance in 2014, *we built this coalition on principles of collective impact, envisioning a movement to drive meaningful change.*

What began as a small initiative has, over the past decade, grown into a powerful nationwide force advocating and acting for a fairer future for every young person in this country.

This journey has taught us a great deal and deepened our collective understanding. Our initial mission for social mobility has transformed into one for social justice, switching our measures of success from financial wealth alone to include health, happiness and belonging. Our approach to systems change has also expanded, focusing on relationships, power dynamics and mental models – elements that foster cohesion and amplify impact. In this report, we're proud to share insights that we've gained and tensions that we've navigated along the way. We hope they inspire others to embrace the complexity of driving systemic change.

As Vanessa highlighted, over the past year the alliance has achieved so much despite the challenging external circumstances. Although we are moving out of the immediate storm brought on by the pandemic and cost-of-living crisis, their impacts are still deeply felt across our communities. We are immensely proud of our members, who have continued to prioritise collaboration, as no single organisation or sector can shift the dial alone. It's encouraging to see that the new government recognises this too, embracing the need to break down silos and promote cross-sector collaboration. This approach is essential to tackling systemic issues and driving progress, and ensuring that children and young people are at the core of the Government's five missions.

If you are one of our supporters, staff, trustees, members, Youth Steering Group members, advisers or partners, we hope you read this report with pride. We want to thank you for your focus on tackling the root causes of inequity and building a fairer future, from neighbourhood to national.

As we look to the next decade, our plan for a fair education system is clearer than ever, but achieving it will require even greater, sustained commitment. If you are reading this, and are yet to engage with us, please join the movement so that together we can build a future where every child, regardless of background, succeeds.

Gina Cicerone and Samantha Butters
Co-Chief Executive Officers

Foreword from the Youth Steering Group

Since the Fair Education Alliance's 2022–23 Annual Report, the state of the education system and the cost of living crisis have gotten worse, and yet, even in an election year, education and child poverty has received little attention from the government. *As the Youth Steering Group, we believe we desperately need a shift across government and wider society to prioritise education in order for all young people to thrive in schools.*

Fair Education Alliance Youth Steering Group presenting at the 2024 Fair Education Summit

The Youth Steering Group is a team of young changemakers representing diverse backgrounds and experiences. Our mission is to serve as a voice for all young people, ensuring that all students receive the high-quality education they deserve. This year, we have hugely increased our impact, reaching more decision-makers and young people than ever before. We sent three young people to speak at party conferences about their experience in education and how education needs to be improved to meet demands. Another Youth Steering Group member spoke in the House of Lords about their personal experience of SEND provision, highlighting the sheer impact of underfunding on the livelihoods of vulnerable young people. We also hosted our first ever Fair Education Youth Summit, submitted evidence to government committees, took part in Department for Education strategy days and ran our own event on the role of police in schools.

In the upcoming year, the Youth Steering Group hopes to engage even more young people to gain a comprehensive perspective when sharing lived experiences with policymakers. We are compelled to have a tangible impact on all aspects of the education system, through continuing participation with member

Photo credit: Youth Steering Group

organisations, as we believe collaborative advocacy is instrumental in driving change. In discussing our education experiences at events, as well as co-developing education and social policies, we want to address challenges such as mental health, employee retention and fragmented welfare services.

Under the new government, we hope the FEA's Priorities for a New Government report will be held with higher regard, with policymakers recognising that socioeconomic disparity is the root cause of most educational barriers. We are passionate about continuing to support the FEA, wider education sector and government to tackle issues impacting us and our peers. This includes the system failing to retain teachers, children from the poorest households starting school already behind their wealthier peers, the growing mental health and SEND crisis and the lack of join-up between services needed by young people and families.

We hope you will join us in this effort to create a fairer education system for all young people.

Aisha and Ryan, on behalf of the Fair Education Alliance Youth Steering Group.

About the Fair Education Alliance

The Fair Education Alliance is a coalition of 300 member organisations tackling educational inequity. We unite behind a shared vision: no child's success is limited by their socioeconomic background.

Our members represent the voices of young people, charities and social enterprises, research organisations and think tanks, businesses and foundations, unions, universities and schools. Together, our members provide direct support to millions of young people annually, across every local authority in England, as well as indirect support such as funding, training and campaigning.

We're working towards an inclusive education system which values skills and wellbeing alongside attainment and prepares all children and young people to thrive – whatever their background. For the last decade, we have monitored gaps between children from low-income households and their peers across five measures: attainment at primary school, attainment at GCSE, socioemotional competencies and skills, post-16 destinations and higher education graduation rates. Despite the efforts of successive governments, educators, businesses, charities and social enterprises, these gaps remain – and some groups have fallen even further behind[1].

Rising poverty, increasing inequity and insufficient school funding all contribute to the stark reality that, on average, a child growing up in a low-income household is already five months behind other pupils when they start primary school. This increases to nearly two years behind by the time they take their GCSEs, impacting future employment prospects and continuing the cycle of poverty in communities across England[2].

We won't address these deep-rooted issues in isolation. We need to shift the conditions that are holding the problems in place at all layers, including policy, practice, power and mental models. We take a joined-up approach and work together to drive systems change from neighbourhood to national.

Our members

Our members are working to support children and young people from cradle to career, and work in over 24,000 education settings – crucially, this includes 95% of schools in the most deprived income areas[3]. Our membership is diverse; some members are big businesses with thousands of staff and a team dedicated to education programmes, while others are small charities with deep local relationships[4]. Most are charities and social enterprises working directly with young people, teachers, parents or other people in the education system. The rest are schools, multi-academy trusts, membership bodies, unions, research organisations, businesses, foundations, colleges or universities, reaching a further 850 schools, 8,000 youth centres and 330 businesses.

Our approach

Our secretariat is the backbone of the alliance and works to achieve four outcomes:

A UNIFIED COLLECTIVE MESSAGE, VISION AND ACTION

Our policy priorities are developed with our members, drawing on their evidence and experiences. We use these priorities to campaign for a fairer and more equitable education system, and we harness the power of our collective voice by creating opportunities for young people and members to meet and work with policymakers.

DIVERSITY OF *LEADERSHIP OF* THE COLLECTIVE AGENDA

We provide a platform for young people with lived experience of barriers to education to become co-leaders of the movement towards a fairer education system. Through our youth engagement work we support young people to develop leadership skills, amplify young people's ideas and lived experience, and build the capacity of our members, policymakers and the wider education sector to meaningfully involve young people in decision-making.

CONNECTIVITY AND CO-ORDINATION ACROSS THE ECOSYSTEM

We foster trust, the cornerstone for meaningful collaboration, through our Collective Action Working Groups, the Fair Education Summit and regular updates to our members. We create a flow of information and connections so that organisations and individuals can avoid duplication, learn from each other and act together to drive systems change. Our powerful digital Membership Tools, packed with data from our members, connects organisations working across every local authority in England, enabling collaboration across regions, sectors and specific issues.

SOLUTIONS ARE *SUPPORTED* TO SCALE SYSTEMICALLY

We find, fund and support new ideas through our Innovation Award, and our booster events provide inspiration and training for other organisations to increase their impact. Our Scaling Award supports and funds proven initiatives to target and reach more young people through training, connections and leadership development.

Our members

2-3 DEGREES
#BEE WELL
A&O SHEARMAN
Academy Transformation Trust
ACTION TUTORING
Ambition Institute
Ancestors unKnown
ALLCHILD
Ark
ASCL Association of School and College Leaders
ACT ASSOCIATION FOR CITIZENSHIP TEACHING
Artis learning creatively
ASTEL
Astrea Academy Trust
INSPIRING BEYOND MEASURE
ACC ASSOCIATION OF COLLEGES
AXIOM MATHS
Apps for Good
Arthur Terry Learning Partnership
Aspire
ASDAN
BARCLAYS | LifeSkills
BECKFOOT TRUST
Be Her Lead
Beyond Words
empowering people through pictures
BIG CHANGE.
BIG SOCIETY CAPITAL
Bates Wells
BARNARDO'S
Changing childhoods. Changing lives.
BITE BACK
Bishop Chadwick Catholic Education Trust
Bishop Hogarth Catholic Education Trust
Bloomberg
BMAT
BOOK CLUBS IN SCHOOLS
Bookmark
BookTrust
Getting children reading
boromi
brightside
BRITISH SCIENCE ASSOCIATION
Brooke Weston Trust
Bruntcliffe Academy
bts spark
BUSINESS IN THE COMMUNITY
Cabot Learning Federation
campaign for learning
Canterbury Christ Church University
CAPE MENTORS
CAREER ACCELERATOR
see yourself there
career ready
CAUSEWAY EDUCATION
CENTRE FOR LITERACY AND SOCIAL JUSTICE
CBI
CFEY The Centre for Education & Youth
CHALLENGE PARTNERS
Chapter One
CHARTERED COLLEGE OF TEACHING
Children & Young People's Mental Health Coalition
children's UNIVERSITY
CHILTERN LEARNING TRUST
CIRCL
CITY YEAR
Because growing up can be hard
CHILD POVERTY ACTION GROUP
COMMUNITY ACADEMIES TRUST
CONSTRUCTION YOUTH TRUST
coram Beanstalk
Reading · Growing · Thriving
CREATIVE EDUCATION TRUST
Knowledge Connected
CLPE
COACHBRIGHT
DEBATE MATE
darts
digital poverty alliance
Diversity Role Models
Let's end LGBTQ+ bullying
DIXONS ACADEMIES
DOORSTEP LIBRARY
EDGE FOUNDATION
CREATIVE MENTOR NETWORK
Delight
DUNRAVEN EDUCATIONAL TRUST
Early Education
100 YEARS
EAST Learning
EBOR ACADEMY TRUST
Equal Education
education and employers
ESDEG
EDUCATION SOUTH WEST
elatt
ENGLISH-SPEAKING UNION
ENVISION
envision
EY Foundation
FALINGE PARK HIGH SCHOOL
First Federation Trust
Fig Tree International Ltd
Flic
First Give
GLOBAL EQUALITY COLLECTIVE
first star
FBB FOOTBALL BEYOND BORDERS
FIRST STORY
founders4schools
Future First
future FRONTIERS
FUTURE ACADEMIES
Impetus
GET FURTHER
Girlguiding
GoodWork
GOVERNORS FOR SCHOOLS
institute of imagination
IG Group
ImpactEd Group
Ivy LEARNING TRUST
initio Learning Trust
Inspiring Futures through Learning
Greenhouse Sports
IntoUniversity
In2science UK
JAMIE'S FARM
CULTIVATING CHANGE
KING'S College LONDON
KIT THEATRE
KPMG
khulisa
ignite hubs
Jacari
kidscape
King's Trust
Learning in Harmony Trust
learn to love to read
L.E.A.D. Academy Trust
minds ahead
MEI Mathematics Education Innovation
nace
Learning with Parents
Life Lessons
LY London Youth
MISSION44
NATIONAL SATURDAY CLUB
LPT
LONDON SOUTH TEACHING SCHOOL HUB
MARTINGALE
magic breakfast
fuel for learning
MAYOR'S FUND FOR LONDON
Mulberry Schools Trust

NATIONAL CHILDREN'S BUREAU
National Numeracy
Getting on with numbers
NCA
For Schools & Trusts
NAHT
NCFE
nesta
Newcastle University
National Literacy Trust
nurtureuk
[OAT]
North East Learning Trust
NOWTEACH
NUDGE EDUCATION
Northern Education Trust
nus
Olive Academies
ORWELL
MULTI ACADEMY TRUST
Parentkind
Bringing together home & school
NYA
National Youth Agency
oarsome Chance
Ormiston Trust
IMPROVING LIFE CHANCES
PARALLEL HISTORIES
Partnership for Children
Good mental health for children - for life
phf Paul Hamlyn Foundation
people
Place 2Be
POWERED by CAN
POWER
pacey
Pears Foundation
QSG
QUEEN STREET GROUP
Purposeful Ventures
PROSPELA
Questfor Learning
rare
REAch2
ACADEMY TRUST
REACH OUT
RCS
REACH SOCIETY
BUILDING CONNECTIONS
RIGHT TO SUCCEED
Roots of Empathy
Racines de l'empathie
Save the Children
SAPERE
shs
Skills Builder PARTNERSHIP
Smart School Councils Community
SpringBoard Foundation
Schoolreaders
ssat
the schools, students and teachers network
SOCIAL FINANCE
SFET
South Farnham Educational Trust
SOUK
SPEAKERS for schools
SPIRAL
WE BELIEVE IN YOUTH
SOCIAL MOBILITY BUSINESS PARTNERSHIP
ST JOHN'S FOUNDATION EST.1174
Star
STEM LEARNING
SUCCESS 4 ALL
Stonewall
Stable & Wild
St. Stephen's School and Children's Centre
Learning for life
States of mind
TalkTheTalk
Teach First
TEACHER DEVELOPMENT TRUST
SUMMIT LEARNING TRUST
Ted Wragg TRUST
TalesToolKit
TEES VALLEY EDUCATION
tellmi
The Access Project
The Bridging Project
TGC
team up
THE CENTRE FOR EMOTIONAL HEALTH
THE CHILDREN'S LITERACY CHARITY
Country Trust
The Difference
The Economist EDUCATIONAL FOUNDATION
THE CAREERS & ENTERPRISE COMPANY
THE GIRLS' NETWORK
LITERACY PIRATES
The Elephant Group
THE ERNEST COOK TRUST
Foundation Years Trust
The Linking Network
The Health Foundation
THE NEW SCHOOL
The Talent Foundry
THE TWO COUNTIES TRUST
THE MIX
MTPT Project
THE WHITE HORSE FEDERATION
ORWELL YOUTH PRIZE
RSA
THE STORY MUSEUM
The STORY PROJECT
the switch
The Visionaries
THE TUTOR TRUST
Truro and Penwith Academy Trust
The Talent Tap
The Willow School and Broadwaters Children Centre
Thinking Reading
transforming lives for good
UNITY SCHOOLS PARTNERSHIP
TUTOR THE NATION
TUTORS UNITED
MANCHESTER 1824
The University of Manchester
THE READING AGENCY
UNIVERSITY OF LEEDS
University Education
UBS
UCL
Institute of Education
UK YOUTH
unifrog
upReach
Transforming Social Mobility
ventrus
Better for all of us
University Chichester Academy Trust
WE ARE IN BETA
XLP
UCAS
Whizz-kidz
Whole Education
WITH INSIGHT
Villiers Park Educational Trust
voice 21
WorKingOptions IN EDUCATION
Westminster Foundation
WORLD BOOK DAY
YES FUTURES
YOU BE YOU
Youn Citizen
YOUNG enterprise
YOUTH ENDOWMENT FUND
YOUTH SPORT TRUST
ZERO GRAVITY

10 years of the Fair Education Alliance

10 years ago, 25 organisations came together to found the Fair Education Alliance. Just a few months later, we published our first Report Card to document the state of educational inequality and our recommendations to close the gaps. The alliance grew, engaging diverse organisations through dialogue and action. Five years later, the alliance merged with the Teach First Innovation Unit, launched its new strategy and became an independent charity. *As we have grown to almost 300 members across this decade, we have remained committed to our values of learning and honesty. Here are our reflections on how our beliefs have evolved and what we have learned about our role.*

We believe systems change is required to truly enable every young person to thrive, regardless of socioeconomic background. Educational inequality is a wicked problem – there are many interdependent factors that can make it feel impossible to solve. We have been inspired by other organisations around the world who use systems change, community-centred change and collective impact approaches. One of the most important aspects of a systems change approach is starting with self and recognising that systems change is ultimately about human change: we are part of the system that we are trying to change. If we don't work on our own assumptions, beliefs and values, then we may be further entrenching current issues, and we can't realistically expect to create change in the rest of the system.

We believe in social justice above social mobility. The promise of social mobility hasn't achieved equity of outcomes, because it relies on individuals to succeed despite the wider context, and usually still only benefits a lucky few. We increasingly adopt a social justice lens in our work to think about what is needed for every child and young person to thrive, taking it from a focus on wealth to one also of health and happiness.

We believe that transformational change is possible, and we know it will be difficult. Shifting the status quo will take generations and although that is daunting, we believe it can be done. We try to balance hope and optimism with the bleak reality that the gaps between children from low-income households and their peers have increased in the last decade. We believe it is key to persevere with the long-term work and lay foundations for a fairer future system, while continuing to address the immediate challenges for today's young people.

Collaboration was baked into the FEA approach from day one, and building the necessary strong, trusted relationships takes time and skill. That time and skill is often not resourced properly because it can be assumed that organisations will do that work for free or that great partnerships can be established overnight. This is especially important when working with young people whose voices are not usually heard, or when facilitating intergenerational dialogue. A common challenge in our work is keeping relationships strong when, inevitably, people change roles or organisations. That's why taking a long-term view is important so that people are supported to embed their involvement with the FEA across their organisation and stay connected with our vision throughout their career.

The sheer diversity of our membership brings richness and complexity. Our member organisations represent business, charity and education sectors because we know change is possible through this cross-sector approach. Some members have just a couple of paid staff while others have thousands, and they are all over the country delivering a huge variety of activities from early years to higher education. There is strength in this diversity, but it requires constant adaptation to changes within our member organisations as well as changes in the wider external environment. We are constantly learning how to better tailor our work without it requiring more and more capacity.

> "Although we work in different areas within the system, we are all striving toward the same goal. However, if we stay in silos and don't collaborate with one another, all we can ever do is impact policies and practices without creating true transformative change around mental models. I see it as really important to collaborate and have a stronger voice together, so that we can actually change the system"
> **Katie Bareham, CEO, FEA member, Doorstep Library**

We balance being responsive to our members' individual interests and needs while remaining focused on what we believe the wider alliance, sector and system needs. Funding models and governance structures generally encourage organisations to focus on programmatic delivery, with little to no incentive to look beyond that. So, while we encourage and highlight our members' brilliant work, we also try to create spaces where we can challenge and push each other to do better.

We need dialogue and nuance. Even with a shared vision and shared values there are significant differences in our members' beliefs about how we make change happen. We try not to shy away from that. By facilitating dialogue about the messy, grey areas, we can enrich collective understanding and see that it is not 'either/or', but usually 'both/and'.

Infrastructure organisations need infrastructure. We did not start our work with a strong foundation of information about our members and their work. Information about people, organisations, programmes and the relationships between all of that is essential for enabling collaboration. As we have invested in our data infrastructure, we have seen how it helps everyone learn about the whole system, work together more effectively and spots where there are gaps or biases in the data available. It's not enough to simply open up or democratise data, we need investment in people's will and skill to use that data to its full potential.

Our work is increasingly about shifting mindsets in order to shape policy and practice. Given the scale of the challenges, it's understandable that policymakers, funders and commissioners are looking for 'the answer' to problems in our education system. While we advocate for promising approaches backed by evidence, we all need to lead with humility and acknowledge that we don't know everything. So, it's not only our role to change policy and practice, but also our role to shift the mindsets that underpin the way the system currently works.

If any of the terms we've used are unfamiliar to you, please check out the glossary[5] on our website.

2023-24 achievements and performance

Over the past year, the education sector has faced significant challenges, including persistent pupil absence, a crisis in teacher recruitment and retention, and a rising cost of living. These issues have been especially prominent as the sector adjusts to changes following the general election and a new government in July 2024. In this context, the Fair Education Alliance and its 300 members has continued to play a key role in uniting organisations to build a fairer education system by focusing on four outcomes: amplifying a collective vision for education in England, increasing coordination across the sector, diversifying leadership and scaling solutions.

A UNIFIED COLLECTIVE MESSAGE, VISION AND ACTION

To improve the education system for children and young people, we need to **harness the collective power of our membership and coalesce around a unified message** about how we achieve the change we want to see. In 2023–24, we focused on preparing for the general election, recognising that a likely new government could reshape the education landscape. To ensure our priorities were heard, we gathered insights and expertise from our members through our monthly Overarching Campaign Working Group meetings, culminating in the publication of our 'Fair Education in 2024: Priorities for a New Government' report. The report was widely praised for its practical recommendations and opportunities for collaboration between our members and government.

CONNECTIVITY AND CO-ORDINATION ACROSS THE ECOSYSTEM

We believe in **fostering strong connections among education settings[6], charities, funders, young people and policymakers,** and we do this through our Collective Action meetings, digital tools, and our Fair Education Summit. In 2023–24, we held 41 Collective Action Working Group meetings, where members supported each other with learning about policy issues, overcoming common challenges and increasing their organisation's impact. Alongside this, over 200 organisations now use our digital tools, enabling collaboration and partnerships between organisations and schools across England. The 2024 Fair Education Summit, themed "Driving system change together," united 289 attendees, with 91% gaining a deeper understanding of system change and its role in addressing educational inequality.

This report outlines the progress and impact of the FEA secretariat and its members over the past year, navigating both challenges and opportunities in a shifting education landscape. It highlights our efforts to influence policy, promote collaboration and drive systemic change through a focus on unifying voices, connection and collaboration, youth engagement and innovative solutions. As you continue through the report, you will find insights into our initiatives, key achievements from our members and our plans for building on this progress in the coming years to ensure a fairer education system for all children and young people.

Photo credit: Chiltern Learning Trust

DIVERSITY OF LEADERSHIP OF THE COLLECTIVE AGENDA

For education to become fairer, **people from diverse backgrounds and experiences must have a leading voice at the table.** We believe that young people's voices are crucial to creating meaningful impact, so we centre their perspectives in our work and enable organisations across the sector to do the same. In 2023–24, we provided tailored one-to-one support to 26 organisations to enhance their youth engagement practices. We also recruited our most diverse Youth Steering Group to date, and we are proud to have some members with no previous social action experience and some members with experience of exclusion, the care system and seeking asylum. Our Youth Steering Group played a key role in shaping education policy, building strategic networks and taking on leadership roles at major events, resulting in greater youth representation in decision-making processes and a stronger platform for advocating fairer education for all.

SOLUTIONS ARE SUPPORTED TO SCALE SYSTEMICALLY

With a widening gap in education outcomes between pupils from low-income households and their peers, **the need for innovative solutions to address educational inequity is more urgent than ever.** 2023–24 marked 10 years since the launch of our Awards programmes, where we have supported over 1,200 innovators in starting and scaling their initiatives. This year, we continued to back our 2023–25 Scaling Award winners, helping them reach over 450,000 children and young people, while also supporting our 2023–24 Innovation Award winners in building strong foundations, enabling them to impact over 37,000 children, young people and educators.

Photo credit: Summit Learning Trust

Photo credit: AllChild

A UNIFIED COLLECTIVE MESSAGE, VISION AND ACTION

"The alignment of the four priorities from the Fair Education Alliance provided a clear framework for discussion and collaboration that directly supported our mission to empower children and families in our community." **FEA member**

To improve the education system for children and young people from under-represented and underserved communities, we need to harness the collective power of our membership and coalesce around a unified message about the change we want to see. In 2023–24, a large focus of our work related to this outcome was spent preparing for the general election. With a likely new government, we knew there could be significant change in the education landscape, and that our unified message would be crucial for incoming policymakers.

Priorities for a new government

This year, we launched our report 'Fair Education in 2024: Priorities for a New Government'[7] the week after the general election. Gaps in attainment, skills, wellbeing and destinations after school between children from low-income backgrounds and their wealthier peers are at their widest in a decade. We worked with our members to co-create four key priorities for the new government that would help all children and young people to thrive, regardless of their background, which are:

- a strong and supported workforce
- a system that enables every child to thrive in work and life
- the best early education and care for every child
- a joined-up system to meet rising need.

Within each of these Fair Education priorities, we outlined specific policy recommendations and shared promising solutions from our membership that the government could learn from and build on. We distributed the report to civil servants, ministerial teams and sector stakeholders.

So far, there has been increased interest in the problems and our recommendations. We saw over double the number of reposts and reactions compared to our 2023 Fair Education Manifesto launch, and a 73% month-on-month increase in website page views. Readers praised the report as "significant", "clear and inclusive" and "on point".

There have been several government announcements since July that align with our priorities:

- **Potential teacher recruitment and retention improvements** including flexible working and changes to pay and conditions. This aligns with our first priority of a strong and supported workforce.
- **The curriculum and assessment review** and the creation of **Skills England.** Both relate to our second priority of a system that enables every child to thrive in work and life.
- **Early years changes,** such as the plans to create more school-based nurseries. This links to our third priority of the best early education and care for every child.
- The creation of a **Child Poverty Taskforce** to focus on children from low-income backgrounds through a joined-up approach. This echoes our fourth priority of a joined-up system to meet rising need.

A unified collective message, vision and action

Wider policy and advocacy work

We bring our FEA members together to shape our policy direction and activities through regular conversations, our Collective Action Working Groups and our monthly Overarching Campaign Working Group. The meetings are open to all members, and 117 people from a quarter of our member organisations attended in the last year.

We then work with government officials, sector leaders and partner organisations on a range of policy and advocacy initiatives that reflect our four priorities. In the last year, we amplified our messages through collaborations with member campaigns including Children at the Table and the Scouts' Manifesto. We contributed to the Social Mobility Commission's policy recommendations around the role of families, the home learning environment, schools and skills formation, and we co-hosted a Westminster roundtable with The Tutor Trust and other FEA members looking at tutoring and wellbeing interventions for looked-after children. Shortly after the general election, we appeared on 'Pod Save the UK' to deliver our collective messages to a broad audience.

During the annual party conferences in September and October 2023, we hosted panels and a private dinner, welcoming guests such as the then Secretary of State for Education, Gillian Keegan, the Children's Commissioner, Dame Rachel De Souza, Lord Jim Knight and Catherine McKinnell MP. We since joined a roundtable with Helen Hayes MP, then Shadow Minister for Children and Early Years, focusing on issues of youth violence, special educational needs and alternative provision reform. We hope to continue this relationship in her new role as Education Select Committee Chair.

Catherine McKinnell MP with our Board of Advisers

CONNECTIVITY AND CO-ORDINATION ACROSS THE ECOSYSTEM

We believe that to effect system change for children and young people's outcomes, there need to be strong relationships between education settings, charities, funders, young people and policymakers. That is not easy with such diverse and disparate groups, so we support those connections and coordination through our regular Collective Action meetings, our digital tools and hosting our Fair Education Summit.

Collective action

Over the past year, we hosted 41 Collective Action Working Group meetings where members discussed specific issues, often focusing on policy priorities, related sector news, or common challenges in their work. This year, 40% of our members (216 individuals) attended at least one of these meetings. We facilitate two types of Collective Action Working Groups:

1. **Using our collective insights and voice to influence policy change:** These groups include Early Years, Tuition Advocacy, Wellbeing and Inclusion, Teaching as a Sustainable Career Choice and the Overarching Campaign Group.
2. **Sharing best practice to improve each organisation's learning and impact:** These groups include AI in Education, Parental Engagement, Youth Engagement, Literacy and Delivery.

As a precursor to the AI in Education Collective Action Working Group, we hosted a virtual roundtable entitled 'How can AI help close the disadvantage gap in education?' with 47 attendees from across our members and panellists from the Department for Education (DfE), The Sutton Trust, HG Foundation and Learning with Parents. After the session, the DfE AI lead contacted at least two of our members to gather their valuable insights on the DfE's AI strategy.

Our Wellbeing and Inclusion Working Group hosted a particularly popular event with over 80 attendees about the value of data for non-academic measures. We highlighted powerful examples that we would like the government to adopt more widely, including Football Beyond Borders' use of #BeeWell wellbeing data and Envision's application of the Skills Builder framework.

FEA members discussing systems change at our office in Victoria, London

A spotlight on the Early Years Working Group

We support our members to lead collective action. Evie Keough, CEO of Boromi, and Tracy Jackson OBE, Head of Early Years at the National Literacy Trust, co-lead the Early Years Working Group.

- **Boromi** won our Innovation Award in 2017 and are now building an evidence-based, national Network of Play. They nurture and advocate for early development through building more opportunities for hands-on, language-rich and shared family play into the places and spaces families are in every day.
- **National Literacy Trust** has three decades of experience working with schools and communities to give children the literacy skills to succeed in life. Their early years work supports early language development and parental engagement locally and nationally.

Their combined expertise and diverse organisational backgrounds have strengthened the group's leadership, serving as a prime example of how co-leadership can effectively drive cross-organisational projects. This model for collaborative working is what we see in our other working groups as well.

The Early Years Working Group first met in the summer of 2023 with a vision of influencing government policy and increasing understanding of the importance of the first five years in the education system. Research consistently shows that investing in early years will have the biggest impact on a child's future. It is also one of the top education priorities for the current Labour Government. Since the group's inception, it has achieved several milestones:

- They brought together 22 key players across the early years sector such as Save the Children, Reach Foundation and Early Education to identify current gaps and develop a shared vision around reshaping the narrative surrounding the home learning environment.
- They submitted a joint response to the Sir David Bell Review of Early Years, commissioned by the Labour Party when in opposition, which fed into the Labour Party's policies now they are in government.
- They submitted a joint response to Ofsted's Big Listen with a specific focus on early years.

Photo credit: Boromi

"Early childhood matters and we need to transform the way we prioritise and invest in early childhood in the UK. We're really proud to co-lead such an inspiring group of organisations and individuals to align on our vision, messaging, priorities and asks for policy and government. We all sit within part of a greater ecosystem and working – and taking action – as a collective voice is incredibly powerful."
Evie Keough, CEO, Boromi

Digital tools for FEA members

This year, we continued to expand the reach and impact of our digital Membership Tools[8], an essential resource for targeting and fostering connection and collaboration. Over 650 FEA members from over 200 different organisations have signed up and are now using the tools.

Our **Ecosystem Map** supports our members, policy-makers and funders to target the areas of greatest need and build an in-depth knowledge of activity, need and outcomes nationally. It combines national-level data on attainment and deprivation with information about where FEA members operate. The map now includes 120 FEA members working in 22,000 schools and 2,000 additional education settings. Crucially, this includes 95% of schools in the most deprived income areas. FEA members are delivering impactful work across every region, local authority and parliamentary constituency in England, with an average of 2.7 FEA members working in every school across England.

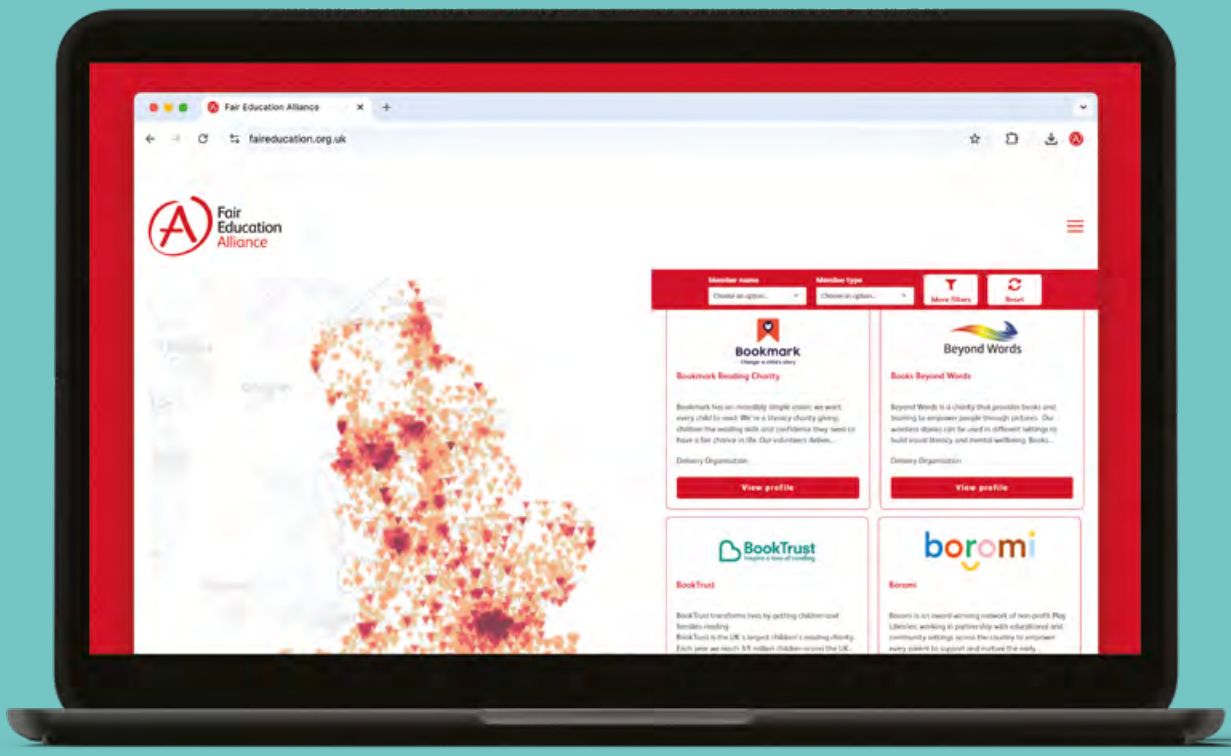
Our **Member Directory** is a central place for members to access key information about each other. Using this tool, members can search and filter based on type of organisation, specific outcomes and where they work.

"It's clear that it's going to be a really amazing resource for us moving forward."
Now Teach

Members can also use our **People Directory** to connect with individuals working across the FEA network, and we now have on average three staff members per member signed up, indicating the tools' deepening reach and influence within their organisations. Furthermore, as part of this year's Fair Education Summit, we launched the **Summit Directory** within our Member Directory, which helped attendees network before, during and after the event.

Throughout the year, we delivered training workshops to support our members in effectively using the Membership Tools. Since launching the tools in September 2022, we have now trained nearly 200 individuals across more than 100 member organisations, and they continue to highlight how these tools are already making a difference in their work:

"The interactive map will be super helpful for keeping our schools' data up to date. It's great to be able to see who is working with both the schools and higher education institutions we collaborate with. This will be a handy tool to foster more partnerships and collaborations!"
SAPERE



Envision's strategic growth: Using the Ecosystem Map to drive targeted expansion and collaboration

FEA member Envision empowers young people from diverse backgrounds to develop essential skills by developing and delivering leading social action projects in their communities. We sat down with Envision's CEO, Elisabeth Paulson, to hear how the Envision team has utilised the FEA Membership Tools to refine their approach and expand their work into new geographical areas. This targeted approach aimed to ensure Envision's programmes could make a meaningful difference and reach those who need them most.

Envision began using the Ecosystem Map in May 2023 to assess the educational landscape in their existing areas of operation of London, Bristol and Birmingham. Though previously aware of the Membership Tools, it was through attending one of FEA's monthly training workshops that Elisabeth discovered the tools' full potential to enhance Envision's targeting strategy.

In preparation for the launch of a three-year strategy in September 2024, Envision conducted a research project in late 2023 that combined data from the Ecosystem Map alongside national data and internal market research to pinpoint a cluster of schools in the Black Country, as a target for the first wave of expansion. The goal was to identify clusters of schools in deprived areas that:

- had a higher-than-average enrolment of economically disadvantaged students
- were rated 'Good' or 'Needs Improvement' in their latest Ofsted visit
- were within commutable distance to an Envision office
- were underserved by high-quality educational charities offering essential skills, work readiness or mentoring to young people
- were near businesses capable of funding and mentoring the programme.

As a result of this targeting exercise, Envision has subsequently onboarded five new schools in the Black Country in September 2024. This positive outcome has encouraged Envision to continue using data-driven insights to guide strategic planning and expansion efforts.

The Ecosystem Map has also facilitated connections with other FEA members, fostering collaborative efforts that enhanced Envision's strategic objectives: "Our team was excited to discover that the Ecosystem Map could not only highlight underserved areas but also help us find potential local and regional partners. For example, members of our team connected with organisations like Get Further and the EY Foundation which are working near or in schools and colleges where we operate, showing us how powerful collaboration can be for increasing our collective impact."

Overall, Elisabeth praised the Ecosystem Map for its role in enhancing strategic decision-making and identifying collaboration opportunities. Elisabeth's advice to other organisations considering the Ecosystem Map for strategic work is simple:

> "The Ecosystem Map is an invaluable resource for identifying collaboration opportunities and spotting gaps in service delivery. Whether you're looking to expand into new areas or deepen your existing impact, these tools provide the necessary data and insights to make informed, strategic decisions."
> **Elisabeth Paulson, CEO, Envision**

Envision's proactive use of the Ecosystem Map reflects their organisational commitment to improving the life chances of young people across the UK. By strategically utilising the FEA Membership Tools, Envision has not only broadened its own reach but also continues to play a vital role in fostering a more collaborative and effective educational support network.

> "The Ecosystem Map helped us understand where areas were underserved by quality education provision. By using this tool, we could quickly identify where there was both need and demand, allowing us to engage with new schools from a standing start."
> **Elisabeth Paulson, CEO, Envision**

Fair Education Summit: Driving systems change together

The 2024 Fair Education Summit took place just five days after the UK general election. *We brought together 289 attendees from across England including staff from 160 member organisations, young people and influential education policy stakeholders. It was a pivotal event to gather and discuss how we can drive systems change and highlight our four Fair Education priorities.*

We designed the Summit to encourage attendees to think about the role they can collaboratively play to tackle the conditions that keep inequity in place. Our theme of 'Driving system change together' allowed us to discuss how we need to go further, work differently and address the root causes of inequity. Across mainstage sessions and breakouts, we looked at the lenses of changing power dynamics, place-based work and policy influencing. Twenty-five different speakers shared their expertise, including 16 FEA members and six young people.

Attendees shared that their highlights from the day were:

- a performance from Impact Dance, an award-winning art-for-social-change organisation that specialises in hip-hop theatre, street dance and youth development
- Nish Kumar and Coco Khan from the hit podcast 'Pod Save the UK' in conversation with Youth Steering Group members Jayden, Esther and Angel about their education experiences
- Paul Amuzie from Citizens UK, Sean Harris from Tees Valley Education Trust, Fozia Irfan from BBC's Children in Need, and Bronwyn Lee from Learning Creates Australia in conversation with our CEO, Gina Cicerone, about what we need to do to drive system change across the sector
- a moving spoken word poem by Youth Steering Group member Angel, who conveyed her obstacles and lived experience with the education system in England
- spotlights on our four Fair Education priorities, featuring FEA members Mission 44, National Literacy Trust, Summit Learning Trust and The New School, who shared how they're working towards one or more of the priorities.

"I LOVED how young people were featured in every aspect of the Summit, as this really demonstrated the FEA's commitment to redistributing power and was a great lived example for all members to see in practice. Powerful for all of us to witness how intelligent, articulate and insightful the young people all were. This is something we need more of."
FEA member

Feedback from attendees

The majority of surveyed attendees[9] agreed that our key outcomes for the event were met, specifically that they:

- gained an increased understanding of what systems change is and how it relates to educational inequality (91%)
- gained an increased confidence in how their organisation could address some of the root causes of educational inequality (66%)
- felt they could champion the FEA's policy priorities by promoting these within their organisations and externally (66%)
- made new connections, and strengthened existing connections with FEA members, the secretariat and other key sector stakeholders (73%).

Building on the Summit

While we designed the Summit for all FEA members to attend, only 56% (160 organisations) were able to join us, along with 71 sector stakeholders and young people. Most of our absent members were schools or trusts who had conflicting commitments on that date. The Summit was just the start of our conversations with members about systems change, and we are excited to host a series of follow-up roundtable events in autumn and winter 2024.

"From the performance by Impact Dance to Angel's poem at the end, you centred young people at the heart of every discussion, and it has totally re-energised us to ensure we are doing the same. Your call to action around systems change has had us both reflecting on how we can contribute more as an organisation, and we have already been thinking about how we can use the tools better in order to collaborate with other members. We definitely met some new faces and have already had several connections on LinkedIn as a result! But as you say, we need to make sure this leads to action… or why are we here!?"
FEA member

With thanks to FEA member A&O Shearman for hosting the Summit.

DIVERSITY OF *LEADERSHIP OF* THE COLLECTIVE AGENDA

"When I get an invite from the FEA for something that's for young people to attend, we are really confident that that is an appropriate and safe opportunity to pass on to our young people with very little input from us as an organisation."
FEA member

People with different backgrounds, experiences, skills and ideas need to work together and contribute to policy change to make education fairer. We believe that the voices of young people are essential to driving meaningful change, so we place young voices and perspectives at the core of our work and empower schools, policymakers and organisations across the sector to do the same. It is particularly crucial to elevate the voices of those who have faced barriers to their education, particularly due to socioeconomic background which can compound other barriers such as special educational needs, disabilities, poor mental health and/or discrimination based on race, gender and/or sexuality.

Our Youth Steering Group

When recruiting for our Youth Steering Group (YSG), we strive to reflect the full diversity of children and young people currently in education across England. This year, we assembled our most diverse YSG cohort yet. Here is what we know about the 17 new members:

The group are **aged 14 to 24** and seven of them have no previous social action experience. The group includes those with experience of exclusion, the care system, the asylum and immigration system, and those who are young carers and/or young parents.

They represent all regions across England other than the South West, with 14 young people based outside of London.

Six young people identify as disabled.

The group includes nine females, six males and two non-binary young people.

11 young people are or have been eligible for Free School Meals.

Three young people are of Asian background, one is of Arab background, four are of Black African or Caribbean backgrounds, six are from White British or other White backgrounds and three are of mixed or multiple ethnic backgrounds.

Keira's journey to making a difference

We spoke with Keira, who joined the FEA YSG in February 2024, to learn about her experience, her passion for social action in education and the impact she has had through her role.

Why did you join the Youth Steering Group (YSG)?

"I found out about it through another group – the Greenhouse Sports Youth Advisory Board, who sent us to the FEA Youth Summit in 2023. Being part of another Board, I was always interested in creating social action, specifically in education. But then being able to see it and the vibe and how everyone was inputting, it felt like you could genuinely make a difference."

How have you found being on the YSG overall?

"I've enjoyed interacting with everybody else on the Board, and also the opportunities that have come through it. On top of our collective action as a Youth Steering Group, I've been able to go on to do other things adjacent to it. Getting to be a youth judge for the Innovation Award and doing a speech at the Awards Final, and being on a panel at the Wellington Festival of Education!"

If you had to pick one thing that's been a highlight of your time on the YSG, what would it be?

"I could say my first time speaking publicly, but I think my highlight was the first meeting that we had. Seeing everybody and realising how like-minded we were, but also different in our own ways and experiences. That was the first time we could really come together and see like, wow, together we can all make a change."

What do you think has been the YSG's most impactful activity?

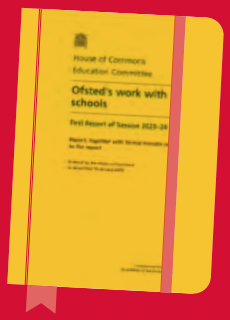
"So far, it would be when I was a youth judge for the Innovation Award. Because what comes out of that [are] new initiatives that are going to help a vast range of young people. And then the Youth Summit hasn't happened yet, but so far, just building up to it, you can tell it's also going to be a highlight. Because we're going to reach so many people."

What skills do you feel you've developed during your time on the Youth Steering Group?

"The ability to interact with more people. I've already had experiences with networking, but now, just more so. It's become easier to interact with more people, even if you don't have much in common with them or you might not necessarily agree with what they're trying to say. Also being able to manage social situations and put yourself out there has been important."

2023

SEPTEMBER 2023: The YSG as a collective submitted written evidence to the Education Select Committee's Ofsted Inquiry and took part in a roundtable on the future of GCSEs with the 11–16 Education House of Lords Committee.



OCTOBER 2023: Denise, Esther and Elijah represented the FEA on panels at the Labour and Conservative Party Conferences alongside the Centre for Social Justice and the Education Policy Institute.

DECEMBER 2023: The YSG as a collective hosted an online panel event, where young people, advocates, teachers and police officers had a comprehensive discussion on the role of police in schools.

NOVEMBER 2023: We brought together 65 young changemakers for our first ever Fair Education Youth Summit. The day, planned and facilitated by young people, resulted in young people making new connections and developing leaderships skills. Attendees were overwhelmingly positive about the day, feeling united behind a shared plan for change towards an education system that is fair for all. One attendee said, "The future belongs to us, and events like this provide a platform for us to actively shape it. This Summit stands as a stellar example of how youth-led initiatives can effectively catalyse change"

2024

A year with the Youth Steering Group

JANUARY 2024: Two YSG Alumni Ambassadors, Esther and Oghale, began their two-year terms on our Board of Advisers. This is the first time we have had young people on that Board.

FEBRUARY 2024: Our nine second year YSG members welcomed 17 new YSG members from across England. At their first training day, they developed their networking and content creation skills, and formulated their policy focuses.

JULY 2024: Fourteen members of the YSG held various roles at the Fair Education Summit, where they shared their creativity, perspectives and ideas around making education fairer.

AUGUST 2024: We hosted two Youth Engagement Interns, Ryan and Elijah from our YSG, who worked on preparations for the 2024 Youth Summit, and two Teach First work experience students, Adenike and Arora, who did a takeover of the FEA member bulletin.

JUNE 2024: Thomas, Keira and Elijah attended the Festival of Education, and spoke on panels exploring perspectives on party manifestos ahead of the general election and on preventable exclusions.

MAY 2024: Naomi and Israa attended the All-Party Parliamentary Group for Children. They spoke with the Children's Commissioner Rachel de Souza and other representatives from different political parties about how they would involve young people in addressing the issues facing young people.

MARCH 2024:
Ellie, Nana, Farzana and Jayden took part in two internal Department for Education strategy events. They spoke on panels and contributed to strategic planning discussions about the National Tutoring Programme and the challenges and opportunities facing the teaching workforce.

APRIL 2024: S spoke in the House of Lords about the importance of supporting neurodivergent students within schools and ensuring inclusive practice. This was part of the Speaker's Trust My Maiden Speech event.

How the Child Poverty Action Group's Youth Panel is shaping policy and awareness of child poverty

The Child Poverty Action Group (CPAG) works on behalf of the 4.3 million children growing up in poverty in the UK. They have a Youth Panel made up of 14–19-year-olds from diverse backgrounds. The Youth Panel has been working together for two years to feed into campaigns, deliver workshops, support with bid writing and represent CPAG at national policy events.

We spoke to Kelly, a Youth Panel member, to understand their experience of being on the panel:

"Child poverty wasn't spoken about in school. Through the Youth Panel, I've been able to see myself and other Youth Panel members develop skills on advocating on child poverty and we are networking and being able to express our concerns. Being part of the panel has given me a platform to raise awareness and reduce the stigma attached to child poverty, and CPAG has created a better environment for us to be talking about these kinds of issues. One of my personal achievements is being able to meet with the European Commissioner for Human Rights Dunja Mijatović and being able to express to her that young people in the UK are facing poverty and that it is a human rights issue that needs to be addressed."

We provided CPAG with one-to-one support for their youth engagement work and they regularly attended our Youth Engagement Working Group. We spoke to Georgina Burt, the Senior Education Policy Officer at CPAG, who reflected on the support that we provided. "There was no judgement from the FEA about where we were on the spectrum of youth engagement. That acceptance was incredibly helpful as an organisation embarking on what youth engagement might look like. We have a really engaged, empowered group of young people that can talk confidently about child poverty. The panel has really added a vital new perspective to our work and some of our Youth Panel members are taking up other opportunities to talk about issues that matter to them."

Improving youth engagement practice across the sector

We provided free bespoke one-to-one support to 26 organisations looking to strengthen their youth engagement practice. This support included running an inset day session to support senior school staff at a MAT to assess their student voice practice, helping a growing charity to develop a youth engagement strategy and alumni programme, and helping a national democracy charity establish and recruit a YSG.

We hosted our Youth Engagement Working Group where people across the education and youth sector can share and learn from experts and each other to improve the quality of the youth engagement opportunities they provide. Across the year, 96 people from 70 different organisations attended three different workshops which focused on maximising youth engagement opportunities in an election year and recruiting diverse and underserved young people onto Youth Boards.

Our new Youth Participation in Policy Working Group aimed to bring together FEA members to identify opportunities for young people to engage directly with decision- and policymakers. The group was co-chaired between staff and young people from the FEA and States of Mind. While there was strong appetite for the group, attendees did not have the necessary access to policymakers, so we decided to focus on building direct relationships ourselves.

"I love that their sessions are open and anyone from our organisation can go. This means we're spreading knowledge and practice of youth engagement beyond just the dedicated roles, and it makes it everyone's business."
Delivery organisation attending our Youth Engagement Collective Action Working Group

"The proactive advice from the FEA helped us benchmark youth engagement initiatives and build our knowledge of best practice, establishing our YAG was a much smoother process as a result of this support."
Delivery organisation receiving one-to-one youth engagement support

Our Head of Youth Engagement speaks at the London Inclusion Charter Launch on youth engagement in inclusive education

SOLUTIONS ARE *SUPPORTED* TO SCALE SYSTEMICALLY

As we witness the impact of persistent learning losses from the pandemic and the gap in education outcomes continues to grow between pupils from low-income households and their peers, we know that the education system needs innovative solutions that tackle the root causes of educational inequity now more than ever before. To nurture innovation and scale impactful and innovative initiatives based on need, we deliver high-quality and targeted support to FEA members and members of the public through our awards programmes.

Scaling Award

FEA members often know what works to improve children's outcomes, but they struggle with how to scale their work to the schools, communities and children who need them most. As organisations grow, it can be difficult to maintain high-quality delivery at scale, understand new local contexts and develop the necessary operations and governance.

Our Scaling Award programme provides two years of tailored support to help organisations scale well. This year, our 2023–25 cohort of seven Scaling Award winners have significantly increased their reach and impact. Collectively, the seven winners supported 453,869 children and young people, reflecting an impressive 88% increase since they began receiving support from the FEA. This growth was primarily through strengthening existing partnerships with education settings and building relationships with a small number of carefully chosen additional partners such as local authorities and violence reduction units. In total, the cohort is now partnering with 1,525 schools, colleges and other education settings.

To help the cohort achieve this growth, we provided a range of tailored capacity-building support focused on whatever the organisation most needs help with, for example impact and evaluation, effective operations, financial sustainability, and personal and organisational leadership. Award winners received training, consultancy, peer support, introductions and over £80,000 of grant funding that unlocked a further £90,000 of matched funding.

Our 2023–25 Scaling Award winners attended a CEO leadership retreat at Jamie's Farm

Here are some examples of the support we have provided:

- A leadership away day for Get Further to establish ways of working across the new executive team. They also used a small grant from the FEA to expand their advocacy work, including panel discussions at party conferences and building relationships with policymakers, and they are using a further grant to facilitate advocacy training across the Scaling Award cohort.
- Support for Khulisa to conduct an operations audit and review their values and people strategy. They then received a grant from the FEA to address some of the challenges they identified, and they are now implementing a centralised HR system.
- Advice and mentoring for Life Lessons to map their school partnership process and to identify where efficiencies could be made.
- A grant for Villiers Park to revamp their Theory of Change and impact measurement framework, enhancing their ability to track and report their impact.
- A grant for Learning with Parents to access communications consultancy to enhance their marketing capabilities.
- A grant for Magic Breakfast to commission systems change workshops for senior leadership and trustees across the Scaling Award cohort.
- A grant for Power2 to implement a centralised HR system to improve the quality, consistency and efficiency of their recruitment and retention.
- Opportunities for Scaling Award winners to lead collective action and form partnerships with other FEA members and stakeholders. In 2023, four of our Collective Action Working Groups were led by alumni of our awards programmes. These groups pursue national policy change, raise public awareness and change organisational practice.
- Line management training for 35 senior and middle leaders across 10 current and former award winners, with 100% of participants rating the training as excellent.
- A leadership retreat at Jamie's Farm where the CEOs had the opportunity to reflect, share experiences and build stronger relationships through workshops and action learning sets, as well as walks and shared meals. All the CEOs agreed that the retreat helped deepen their relationships and provided valuable insights for leading their organisations. One participant shared, "The action learning sets and systems change sessions gave me fresh perspectives and tools to implement with my senior leadership team."

Villiers Park Education Trust's journey to scaling their impact

Villiers Park Educational Trust is a national charity that empowers young people from under-represented backgrounds to reach their full potential. They work in schools and colleges based in areas of historically low progression to higher education such as Hastings and Bexhill, Swindon, Norwich and Tyneside. Their Future Leaders programme provides long-term personalised support, coaching and development opportunities to build young people's confidence, broaden their horizons and support them to plan pathways to their future. Since winning the Scaling Award in 2023, Villiers Park has increased their reach by over 200%, working with 2,000 young people across 50 schools in the last year.

Villiers Park used the support of the Scaling Award to enhance their capacity and impact across multiple areas. They used a grant to work with The Social Investment Consultancy (TSIC) to update their Theory of Change and evaluation framework to track short- and long-term impact. The process upskilled staff through workshops and training, and they have now embedded robust evaluation practices so that they can make evidence-led decisions. Recent evaluation surveys have highlighted the value of long-term coaching to young people on Villiers Park's programmes, with 92% of young people saying that it was helpful, and over two thirds reporting increased certainty about their futures.

Villiers Park also benefited from a brokered session with Bain & Company to develop their digital strategy and online learning platform, LaunchPad. They explored barriers faced by young people from under-represented backgrounds and helped develop a strategy to enhance engagement, leading to more intuitive, engaging content tailored to their needs.

Leadership development and building a high-performing team has also been a key focus for Villiers Park. They took advantage of the leadership retreat, targeted strategy sessions and line management training offered by the Scaling Award.

"Scaling Award support has enabled Villiers Park Educational Trust to scale our impact and reach significantly over the last year, and doing so in a sustainable way. Being part of a Scaling Award cohort has also been incredibly valuable in building a peer network with other chief executives and their wider teams, all of whom share a commitment to young people's futures. In Villiers Park's 100th year, and as we develop our new five-year strategy, this support has been exceptional."
Gaby Sumner, CEO, Villiers Park

Photo credit: Villiers Park Education Trust

Innovation Award

Through our Innovation Award, we take a networked approach to nurture new ideas that tackle the entrenched issues and root causes of educational inequity in England. We provide a year-long programme of financial and practical support to help people turn their ideas into impactful initiatives that will thrive beyond their pilot and make real change in the sector.

Our 2023–24 Innovation Award cohort

- **Campaign for Learning** is developing a multimedia resource to improve parental engagement, helping parents enrich their children's learning both at home and in school.
- **Chartered College of Teaching** seeks to enhance teaching for students with SEND through an online journal club for teachers and support staff. This platform shares effective teaching strategies, integrating them into everyday practice.
- **GoodWork** helps young people overcome barriers to workforce entry by providing training and mentorship programmes that connect employers with young talent.
- **InsideUni** empowers disadvantaged students through a peer-driven platform that crowdsources advice on navigating university applications, from choosing courses to interview preparation.
- **Stone Soup Group** is establishing a cooperative nursery in Walthamstow, offering affordable childcare and educational experiences while helping parents build skills and employability.
- **The Story Project** uses children's stories to enhance emotional literacy, helping young people better understand and manage their emotions by discussing characters facing similar challenges.

During the year-long incubator programme, the award winners received a £22,500 salary contribution and ongoing support to develop their impact measurement frameworks, pilot their ideas and create strategic plans to sustain and scale their work. In addition to group sessions, they received personal leadership development and one-to-one support from the Head of Innovation and the Fair Education Alliance team. As Ellie Cassidy from InsideUni shared, "The incubator sessions have been excellent, and the FEA team are brilliant at supporting us. The Business Model Canvas incubator workshop gave me a real boost of confidence to understand what I was selling and why." Beth O'Brien from Chartered College of Teaching added, "From developing a Theory of Change to evaluating project impact, the incubator sessions have equipped me with the skills to lead my innovation successfully."

Beyond funding the Innovation Award, Bloomberg provide volunteer mentors for the award winners. Eri Shima, a Bloomberg mentor, remarked, "It was an absolute joy getting to know Laura, and I was able to see firsthand her passion and enthusiasm – both during our mentoring sessions and through observing the collaborative, joyful work at Stone Soup nursery."

Over 2023–24, our Innovation Award winners:

- **worked with over 37,000 children, young people and educators**
- **generated £716,000 in additional funding**
- **gained recognition as leading social innovators.**

The 2023–24 incubator programme has now ended, but these award winners have strong foundations in place to scale their initiatives and continue their journey toward greater impact.

How GoodWork is breaking barriers in employment for marginalised youth

GoodWork, founded by Felicity Halstead, is dedicated to creating equitable employment opportunities for young people from marginalised communities. By addressing systemic barriers in workplace culture and supporting employers in making essential changes, GoodWork ensures that under-represented talent can thrive. Their innovative approach not only equips young people with the skills needed to enter the workforce but also helps companies embrace diversity and inclusion.

Reflecting on the award, Felicity Halstead said, "The Innovation Award has been a brilliant programme, and I am a huge advocate for it. The quality of the support has been really strong, and the impact of the FEA on me and GoodWork has been game-changing. Having support from Bloomberg colleagues to refine my approach to corporate partnerships has also been invaluable."

GoodWork has achieved significant milestones since receiving the Innovation Award, such as publishing their first Impact Report[10], which highlights the far-reaching effects of their initiatives. The organisation has also expanded its team by hiring two additional staff members and growing its non-executive director Board to strengthen governance and strategic oversight.

Additionally, GoodWork was recognised as a LinkedIn Top Voice for Social Impact, further raising its profile in the sector and solidifying its reputation as a leading advocate for inclusive employment.

The impact of GoodWork's programme on marginalised youth is evident through the success of its participants[11]:

- 100% of graduates would recommend GoodWork's support to other young people.
- 75% of alumni are now in long-term work or education aligned with their goals.
- £76,000 was secured in grants to fund the programme.
- Over 1,300 hours of in-person training were delivered to young people.

Photo credit: Celie Nigoumi, GoodWork Impact Report 2023

Our 2024–25 Innovation Award cohort

We received 87 applications for the 2024 Innovation Award, a 61% increase from the previous year. Our diverse judging panel of 24 experts, including school leaders, policymakers and innovation specialists from organisations such as Chiltern Learning Trust, Social Investment Business, Impetus and the Rank Foundation, shortlisted 20 ideas, with 10 finalists presenting to the final panel. We now have a new cohort of six Innovation Award winners for 2024–25, all tackling different aspects of educational inequity:

- **The Aspiring Medics:** This mentoring programme supports aspiring medical students from under-represented backgrounds, guiding them through the medical school application process.
- **Body Happy Programme:** Focused on promoting body positivity and healthy relationships with food and exercise, this initiative offers workshops, resources and community events aimed at young people.
- **The Early Years Movement:** This programme recruits and trains men, particularly those nearing retirement, as early years practitioners to foster gender equity in early childhood education.
- **The Firefly Project:** A grief education programme, offering workshops, school-based programmes and training students as grief ambassadors to help equip teachers and students with tools to cope with grief.
- **FirstGens CIC:** This initiative provides training and resources to facilitate university access for first-generation students, empowering them through mentorship and guidance.
- **Tees Valley Education:** This project tackles child poverty and educational inequality in the Tees Valley region through strategic partnerships, community interventions and workforce development.

"This award is a game-changer for The Firefly Project as it will give us the support we need to reach more young people, break taboos and create a more compassionate world where no-one has to feel alone in their grief."
Jenna Maudlin, The Firefly Project, 2024–25 Innovation Award winner

Supporting 2024–25 Innovation Award applicants

Of the six Innovation Award winners, 43% are from minority ethnic backgrounds, and 83% work on projects based outside of London. The size, quality and diversity of the application pool is due to our proactive applicant support. In the months before the application deadline, we hosted our Innovation and Scale Booster event for FEA members and the general public, featuring 12 workshops and one-to-one clinics led by 16 sector experts. Seventy-three people attended, with 74% rating the event as "Excellent", 77% reporting they gained knowledge they could directly apply to their initiatives, and 69% of attendees indicating they were more likely to apply for the Innovation Award[12]. After the Booster, we delivered webinars on crafting strong applications and pitching innovations, which each attracted up to 80 sign-ups. Our Head of Innovation also conducted over 100 one-to-one clinics offering tailored guidance to help prospective applicants refine their submissions, which helped many overcome initial doubts about their eligibility or entrepreneurial skills.

"I've found the whole application process so supportive and it's really helped me think through my ideas in a thorough and structured way. Coming from a teaching background, there were elements I didn't even know I had to consider and have since learnt more about, which has been invaluable. No matter the outcome of my application, I'm so glad to have done it. The webinars in particular were really helpful in fleshing out the details of the application a little more."
2024–25 Innovation Award applicant

A decade of innovation

2023 marked a decade of our Innovation and Scaling Award, which seeks to invest in high-impact ideas and scale impactful practice within the education sector in England. To mark the occasion, we published a new report, 'Scaling Impact: A Decade of Innovation'[13]. We worked with a team of academics from the London School of Economics to better understand the landscape for social purpose organisations and how best to support them. We also consulted our alumni to see how they continue to scale their impact and how the FEA enabled this progress.

Over the last 10 years, we have supported over 1,200 innovators and organisations on their journey to scale.

At a high level, we have:

- helped over 1,175 innovators to develop their ideas
- incubated 55 new organisations that are dedicated to making a difference in our education system and provided them with £810,000 in salary contributions
- supported 35 organisations to deepen their impact, accelerate their growth and scale to areas of greatest need.

In the last academic year alone, our alumni[14] worked with:

- over 6 million children and young people
- over 44,000 parents and guardians
- 217,000 teachers and support workers.

To do this they formed 21,751 partnerships with nurseries, schools, colleges, universities and other organisations. These partnerships happen across every local authority in the country. Fourteen of our alumni have scaled to other nations in the UK, and 10 now work internationally to tackle the issue on a global stage. To deliver their impactful work in 2023–24, they generated over £83 million and employed over 1,600 staff and 7,700 volunteers.

"The Innovation and Scaling Awards have been a key part of our journey in first establishing and then growing ImpactEd to operate at national scale. The networks, support and mentorship provided by the awards have helped us reflect on our model, iterated and ultimately supported us to achieve a greater impact for the partners and young people we serve."
Owen Carter, ImpactEd Group, 2018 Innovation Award winner and 2020–23 Scaling Award winner

Jamie's Farm's journey from innovation to scale

"The FEA community has been a vital part of Jamie's Farm's success ever since our early days. Originally through the Teach First Innovation Unit, we benefited greatly from the mutual assistance and peer support from mission-aligned charities at a similar stage of growth, as well as the insight, expertise and guidance provided by FEA staff. Their commitment to the 'bigger picture' – the shared mission that should inspire and focus all our attention – has enabled multiple fruitful partnerships and collaborations to develop.

The 'leg up' that this kind of support enabled helped us to go from one farm, working with 500 children and young people a year, up to five farms supporting 2,500 each year. With another expansion afoot – a 50% increase in our capacity thanks to opening two new farms – we know that being part of this community will not only ensure we can maintain the quality of our impact even as we grow, but also that we will ensure we stay motivated to maximise our impact even further, by remaining nimble and responsive to the evolving needs of our young people. Remaining connected to and working in partnership with the broader team of organisations within the FEA umbrella is utterly essential if any of us are to seriously consider achieving our ambitious missions."

Jake Curtis, Co-CEO at Jamie's Farm, Scaling Award winner 2013–17

Photo credit: Jamie's Farm

This impactful year of work has been made possible thanks to the incredible support of our business, trust and foundation members.

A&O SHEARMAN

"Businesses play an important role in addressing educational inequality. We're proud to continue to support the FEA to help build a fair and equitable society for all young people. At a time when the school system in England is under significant pressures with the financial climate and tough accountability contributing to a teacher recruitment and retention crisis, we all need to invest and focus our efforts collectively to bring around change." **Jessica Kerslake, Partner, A&O Shearman**

BARCLAYS | LifeSkills

"We are delighted to be members of the FEA and part of the important work that they do, especially during these unprecedented times. The pandemic has widened the social equity gap for young people across the country and we acknowledge that without equitable action this gap will continue to move further, further apart." **Kate McGoey, Head of Barclays LifeSkills (Senior VP), Barclays LifeSkills**

Bloomberg

"At Bloomberg, we know that innovation can play a vital role in unlocking opportunity. We're incredibly proud of the transformative impact our partnership with the FEA has enabled, and remain committed to working alongside cross-sector partners to support impactful education programmes which drive opportunity for young people." **Caroline Rowley, Head of Corporate Philanthropy (Europe), Bloomberg**

IG Group

"We couldn't think of a better place to learn about all the complex challenges around educational inequality, or to find inspiration from all of the fantastic initiatives that are being developed by FEA members. Being a member of the FEA gives us confidence that we are putting our energy in the right places, and we have been so impressed at the scale of the FEA's ambition and their excellence and expertise in this field. We are incredibly proud to be part of this alliance and hope we can play our role in helping achieve the collective vision." **Ben Hemington, Group Head of Social Impact, IG Group**

MISSION 44

"Mission 44's priorities are to build an inclusive education system in which every young person is supported to succeed while empowering them to take action and shape the world they live in. We are delighted to continue to partner with the FEA to increase young people's voices in shaping the decision-making of their 300-strong organisational membership." **Sharon Jones, Head of UK Partnerships (Impact), Mission 44**

phf Paul Hamlyn Foundation

"We are delighted to support the FEA through our Backbone Fund, enabling the coalition to increase collaboration and use its powerful collective voice at such an important time. With the cost-of-living crisis and political shifts, it's crucial that the FEA continues to advocate for a fair education for all children and young people, and in doing so, achieve a just and equitable society in which everyone, especially young people, can realise their full potential." **Catherine Sutton, Head of Programme: Education, Paul Hamlyn Foundation**

Pears Foundation

"We are passionate about creating opportunities for young people to be active citizens, and we understand the hugely important role of schools and colleges in supporting those experiences. We were delighted to support three years of the FEA's work to develop and celebrate social action opportunities with, and through, their members." **Bridget Kohner, Deputy Director, Pears Foundation**

UBS

"Excellent and inclusive education is crucial in enabling all young people to reach their potential. The complexity of the challenges facing many children and young people requires a joined-up approach and cross-sector collaboration – which is why the collective action championed by FEA is so important."
Sarah Payne, UK Head of Social Impact and Philanthropy, UBS

FINANCIAL REVIEW

GOVERNANCE AND MANAGEMENT

TRUSTEES' STATEMENT OF RESPONSIBILITIES

Financial review

Thank you to our supporters

As we look back over the year, we want to thank the community of people and organisations who have powered our work.

We are grateful to everyone that supported us in 2023-24. This includes A&O Shearman, Barclays LifeSkills, Bates Wells, Bloomberg, Credit Suisse, CVC Capital, Fidelity UK Foundation, IG Group, KPMG, Mission 44, Paul Hamlyn Foundation, Pears Foundation, St John's Foundation, UBS, and the Westminster Foundation.

Financial update

We focused on growth and sustainability in 2023-24. We increased the reach and impact of our work, while ensuring that the growth of our costs was sustainable and we were preparing for the future.

Over the past two years, we received several multi-year grants. Following our first audit in autumn 2024, most of those multi-year grants are now recognised when they were granted which is reflected in the restated 2023 figures in the accounts. This meant that our unrestricted reserves at the start of 2023-24 were higher than our reserves policy of 4 months. The trustees therefore agreed to utilise those accumulated reserves to cover activity in 2023-24 and 2024-25. During the year, we utilised £24k of restricted reserves and £202k of unrestricted reserves. As such, we anticipated that our in-year income for 2023-24 would be lower than the year prior, and our income decreased by 33% to £824,757 (2023: £1,238,912).

In 2023-24 we strengthened our activities with members around policy influencing, expanded our events including a successful Fair Education Summit and stronger presence at party conferences, increased our youth engagement work and grew our Innovation Award pipeline. As such, we grew the team to deliver this work, adding youth engagement capacity and new senior roles for communications and operations. This resulted in a 17% increase in expenditure compared to the prior year.

Unrestricted reserves decreased to £748,752 (2023: £950,673). The charity plans to use these accumulated reserves to strengthen our existing activities with our members around policy influencing, collective action, youth engagement and our awards for new and growing education interventions. We are also investing further in our communications capacity.

We are carefully monitoring ongoing financial risks, including inflation and tax changes, to ensure the charity's ongoing financial stability. The charity is also exploring opportunities to improve returns on cash reserves.

Principal risks and uncertainties

The trustees have overall responsibility for risk management but also recognise that for risks to be identified and managed successfully, there needs to be shared accountability throughout the organisation.

In line with our risk management policy, a risk register is maintained that captures the nature of the risk, its likelihood and impact, and mitigations that are put in place to reduce the likelihood and/or impact. The risk register is updated by the Co-CEOs on a quarterly basis and reviewed by trustees at quarterly meetings.

The principal risks facing the charity are:

Financial risks:

The financial performance of the charity is monitored against an annual budget and monthly management information on the charity's financial position is produced to inform any decisions. This management information and fundraising pipeline is reviewed monthly by the leadership team and a quarterly review is undertaken by the trustees. In addition, forecasting is updated throughout the year to reflect changes that impact on income and expenditure. The charity has robust anti-fraud policies, training and systems in place. The charity continues to work closely with funders to ensure deep partnerships and strong, sustained relationships even if staff move on.

Although inflation has slowed compared to prior years, we have planned for and experienced inflationary price increases.

The charity is considering diversifying its income streams in future years beyond grant funding and exploring high interest savings accounts to improve returns on cash reserves.

Reserves are maintained as per the reserves policy and the trustees review the reserves policy annually.

Safeguarding:

The charity has a designated Trustee with responsibility for safeguarding and internal safeguarding leads. All staff have a safeguarding induction and annual refresher and must adhere to our safeguarding policy. A safeguarding review is completed annually.

Member engagement:

As a network, member participation in our activities is essential. For the last few years, 75-80% of our members have taken part in at least one FEA activity and we aim to increase this each year.

Member engagement is monitored monthly and reported quarterly to our trustees. The charity's staff use that data to adapt and improve activities and communications as well as to identify members who no longer meet our expectations of membership and want to end their membership. The charity offers a variety of opportunities for members to lead or become involved with, collects feedback from members about their experience, and has invested more in communications capacity to improve targeted communications to members.

Reserves policy and going concern

Reserves policy

The charity holds unrestricted reserves in order to:

- provide a safeguard against the risk of downturn in support of our activities (which could lead to expenditure exceeding income)
- provide working capital to finance day-to-day operations; and
- cover the costs of wind-down of one or more programmes in the event of key funding being curtailed

At the year end, the charity held £748,752 (2023: £950,673) in unrestricted reserves, the equivalent of eight months of future operating costs.

The Board of Trustees aims to have a level of unrestricted reserves which equates to four months of future running costs. The current level of unrestricted reserves is the result of two years of successful fundraising for multi-year grants, some of which needed to be recognised upfront. The current plans for 2024-25 will see the levels of reserves reduce during the next financial year while remaining at or above the level set out in the policy.

Going concern

Given forward business planning and forecasts, the trustees have a reasonable expectation that the charitable company has adequate resources to continue in operational existence for the foreseeable future.

For this reason, they continue to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Accounting Policies, in Note 1 to these accounts.

Governance and management

Constitution

The Fair Education Alliance is a registered charity in England and Wales (No. 1188042) and a company limited by guarantee (No. 11884952).

It is governed by its Memorandum of Association and Articles of Association, last revised in February 2020. The Articles of Association define the Directors of the Company as "the trustees". To avoid confusion, the Directors of the Company are referred to as trustees throughout this document.

Board of Trustees

The charity is governed by a Board of Trustees that consists of seven professionals from a range of backgrounds and sectors. Trustees are responsible for decision-making on long-term strategic direction and governance, meeting formally four times a year. The trustees receive quarterly updates on day-to-day activities, including risk and financial performance, which informs their decision-making.

Any person who is willing to act as a trustee, and who would not be disqualified from acting, may be appointed by a majority decision of the trustees. The trustees take into account the skills and composition of the Board when making such appointments. They receive an induction with the Chair of Trustees and the CEO that helps them to understand both the organisation and their own responsibilities.

Management

Day-to-day running of the charity is managed by the two Co-CEOs who lead a six-person Senior Leadership Team.

Employee engagement

We believe employees should be engaged with and involved in our charitable mission and how the Fair Education Alliance is managed. Employees attend regular team days hosted by different member organisations, where they discuss organisational strategy, learning and development and generate ideas about the charity's activities or ways of working. Employees are updated through staff emails and weekly team meetings, and there is a strong feedback culture.

Remuneration

The salary of the Co-CEOs is set by two members of the Board of Trustees following an annual performance review. This review is also used to set targets and development objectives for the year ahead. The trustees also approve organisational salary band changes, annual pay increases where relevant and other benefits. The full list of key management personnel can be found on page 63.

Trustees' statement of responsibilities

The trustees (who are also directors of the charity for the purposes of company law) are responsible for preparing the trustees' report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102: The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare financial statements for each financial year, which give a true and fair view of the state of affairs of the charity and of the income and expenditure of the charity for that period.

In preparing those financial statements the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgements and accounting estimates that are reasonable and prudent;
- state whether applicable UK accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at anytime the financial position of the charity and which enable them to ensure that the financial statements comply with the Companies Act 2006.

The trustees are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as the trustees are aware:

- there is no relevant audit information of which the charitable company's auditors are unaware; and
- the trustees have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Members of the charity guarantee to contribute an amount not exceeding £1 to the assets of the charity in the event of winding up. The trustees are members of the charity but this entitles them only to voting rights. The trustees have no beneficial interest in the charity.

Auditors

Godfrey Wilson Limited were appointed as auditors to the charitable company during the year and have expressed their willingness to continue in that capacity.

Approved by the trustees on 20 May 2025 and signed on their behalf by

Vanessa Ogden

Dr Vanessa Ogden
Chair of the Board of Trustees
Date: 20/05/2025

PLANS FOR THE FUTURE

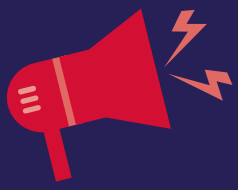
In 2024-25, we will:

SCALE OUR DIGITAL MEMBERSHIP TOOLS

to help members, philanthropists and government target the areas of greatest need, connect and collaborate.

SUPPORT OUR 13 AWARD WINNERS TO START-UP & SCALE

to the areas of greatest need.



STRENGTHEN OUR COMMUNICATIONS & EXTERNAL AFFAIRS,

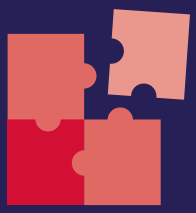
using the collective insights and voice of our diverse membership to

ADVOCATE FOR POLICY & PRACTICE CHANGE

that will close the gap in outcomes.

MEET OUR VOLUNTARY INCOME TARGET

through clear communication of our purpose and our impact.

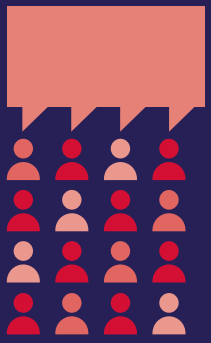


CONTINUE TO ACCELERATE MEMBER ORGANISATIONS' IMPACT & INCREASE CROSS-SECTOR COLLABORATION

through Collective Action Working Groups and member trainings on systems and place-based change.

PLAN & DEVELOP OUR STRATEGY

for 2025-2030, leveraging member and stakeholder insights to set our outcomes and activities.



SCALE YOUTH LEADERSHIP

across the Secretariat and member organisations' activities, including our Youth Summit, to

CREATE A MOVEMENT

of young people co-leading system change.

FINANCIAL STATEMENTS

Independent auditors' report to the members of The Fair Education Alliance

Opinion

We have audited the financial statements of The Fair Education Alliance (the 'charitable company') for the year ended 31 August 2024 which comprise the statement of financial activities, balance sheet, statement of cash flows and the related notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102: The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2024 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- and have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs(UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the annual report other than the financial statements

and our auditor's report thereon. The trustees are responsible for the other information. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinion on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the trustees' report, which includes the directors' report prepared for the purposes of company law, for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the directors' report included within the trustees' report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the directors' report included within the trustees' report. We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

Responsibilities of the trustees

As explained more fully in the trustees' responsibilities statement set out in the trustees' report, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Our responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or

error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The procedures we carried out and the extent to which they are capable of detecting irregularities, including fraud, are detailed below:

(1) We obtained an understanding of the legal and regulatory framework that the charitable company operates in, and assessed the risk of non-compliance with applicable laws and regulations. Throughout the audit, we remained alert to possible indications of non-compliance.

(2) We reviewed the charitable company's policies and procedures in relation to:
- Identifying, evaluating and complying with laws and regulations, and whether they were aware of any instances of non-compliance;
- Detecting and responding to the risk of fraud, and whether they were aware of any actual, suspected or alleged fraud; and
- Designing and implementing internal controls to mitigate the risk of non-compliance with laws and regulations, including fraud.

(3) We inspected the minutes of trustee meetings.

(4) We enquired about any non-routine communication with regulators and reviewed any reports made to them.

(5) We reviewed the financial statement disclosures and assessed their compliance with applicable laws and regulations.

(6) We performed analytical procedures to identify any unusual or unexpected transactions or balances that may indicate a risk of material fraud or error.

(7) We assessed the risk of fraud through management override of controls and carried out procedures to address this risk. Our procedures included:
- Testing the appropriateness of journal entries;
- Assessing judgements and accounting estimates for potential bias;
- Reviewing related party transactions; and
- Testing transactions that are unusual or outside the normal course of business.

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. Irregularities that arise due to fraud can be even harder to detect than those that arise from error as they may involve deliberate concealment or collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditors responsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

Date: 20 May 2025

William Guy Blake

William Guy Blake ACA
(Senior Statutory Auditor)

For and on behalf of:
GODFREY WILSON LIMITED
Chartered accountants and statutory auditors
5th Floor Mariner House
62 Prince Street
Bristol
BS1 4QD

The Fair Education Alliance

Statement of Financial Activities (incorporating the Summary Income and Expenditure Account) for the year ended 31 August 2024

	Notes	Unrestricted funds £	Restricted funds £	Total funds 2024 £	Restated Total funds 2023 £
Income from:					
Donations	**4**	648,207	176,400	**824,607**	1,238,912
Charitable activities		150	-	**150**	-
Total income		648,357	176,400	**824,757**	1,238,912
Expenditure on:					
Raising funds	**5**	1,771	-	**1,771**	-
Charitable activities	**6**	848,507	200,197	**1,048,704**	900,976
Total expenditure		850,278	200,197	**1,050,475**	900,976
Net income / (expenditure) and net movement in funds	**10**	(201,921)	(23,797)	**(225,718)**	337,936
Reconciliation of funds:					
Total funds brought forward		950,673	98,573	**1,049,246**	711,310
Total funds carried forward		748,752	74,776	**823,528**	1,049,246

A comparative Statement of Financial Activities can be found under note 21.

All of the above results are derived from continuing activities. There were no other recognised gains or losses other than those stated above. Movements in funds are disclosed in note 17 to the accounts.

The prior year income and expenditure comparatives have been restated for a prior period adjustment, as set out in note 3 to the accounts.

The Fair Education Alliance
Balance Sheet at 31 August 2024

	Notes	2024	Restated 2023
		£	£
Fixed assets			
Tangible assets	12	**5,921**	740
		5,921	740
Current assets			
Debtors	13	**48,693**	454,666
Cash at bank and in hand		**813,060**	750,222
		861,753	1,204,888
Creditors: Amounts falling due within one year	14	**(44,146)**	(156,382)
Net current assets		**817,607**	1,048,506
Total assets less current liabilities		**823,528**	1,049,246
Total net assets		**823,528**	1,049,246
The funds of the charity			
Restricted funds			
Restricted funds	17	**74,776**	98,573
Unrestricted funds			
General funds	17	**748,752**	950,673
Total funds		**823,528**	1,049,246

These accounts have been prepared in accordance with the special provisions applicable to companies subject to the small companies' regime.

Approved by the Board of Trustees on 20 May 2025 and signed on its behalf by:

Vanessa Ogden

V. Ogden
Trustee
Date: 20 May 2025
Company No. 11884952

The Fair Education Alliance

Statement of Cash flows for the year ended 31 August 2024

	2024	Restated 2023
	£	£
Cash flows from operating activities		
Net movement in funds	**(225,718)**	337,936
Adjustments for		
Depreciation of property, plant and equipment	**1,872**	1,320
Decrease / (increase) in debtors	**405,973**	(451,849)
(Decrease) / increase in creditors	**(112,236)**	138,817
Net cash provided by operating activities	**69,891**	26,224
Cash flows from investing activities		
Purchase of tangible fixed assets	**(7,053)**	(480)
Net cash used in investing activities	**(7,053)**	(480)
Net increase in cash and cash equivalents	**62,838**	25,744
Cash and cash equivalents at the beginning of the year	**750,222**	724,478
Cash and cash equivalents at the end of the year	**813,060**	750,222

The charity has not provided an analysis of changes in net debt as it does not have any long term financing arrangements.

The Fair Education Alliance

Notes to the Accounts for the year ended 31 August 2024

1 Accounting policies

General information and basis of preparation

The Fair Education Alliance is a charitable company limited by guarantee registered in England and Wales. The registered office address is 8-10 Grosvenor Gardens, London, SW1W 0DH .

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (effective 1 January 2019) - (Charities SORP (FRS102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.
The Fair Education Alliance meets the definition of a public benefit entity under FRS102. The financial statements have been prepared under the historical cost convention. They are prepared in sterling, which is the functional currency of the charity. Amounts presented are rounded to the nearest pound.

Going concern

The accounts have been prepared on the assumption that the charity is able to continue as a going concern, which the trustees consider appropriate having regard to the current level of unrestricted reserves. There are no material uncertainties about the charity's ability to continue as a going concern.

Fund accounting

Unrestricted funds

These are available for use at the discretion of the trustees in furtherance of the general objects of the charity.

Designated funds

These are unrestricted funds earmarked by the trustees for particular purposes. See note 17 to the accounts for full information.

Restricted funds

These are available for use subject to restrictions imposed by the donor or through terms of an appeal. See note 17 to the accounts for full information.

Income

Recognition of income

Income is included in the Statement of Financial Activities (SoFA) when the charity becomes entitled to the funds, any performance conditions attached to the item of income have been met, it is probable that the income will be received and the amount can be measured reliably.

Income with related expenditure

Where income has related expenditure the income and related expenditure is reported gross in the SoFA.

Donations and legacies

Voluntary income received by way of grants, donations and gifts is included in the SoFA when receivable and only when the charity has unconditional entitlement to the income.

1 Accounting policies (continued)

Income (continued)

Speaker and appearance income

This is included in the accounts when receivable.

Tax reclaims on donations and gifts

Income from tax reclaims is included in the SoFA at the same time as the gift/donation to which it relates.

Volunteer help

The value of any volunteer help received is not included in the accounts.

Deferred income

Income received in advance of delivery of conferences is deferred until criteria for income recognition are met.

Expenditure and irrecoverable VAT

Recognition of expenditure

Expenditure is recognised on an accruals basis. Expenditure includes any VAT which cannot be fully recovered, and is reported as part of the expenditure to which it relates.

Expenditure on raising funds

These comprise the costs associated with attracting voluntary income, fundraising trading costs and investment management costs.

Expenditure on charitable activities

These comprise the costs incurred by the charity in the delivery of its activities and services in the furtherance of its objects, including the making of grants and governance costs.

Grants payable

All grant expenditure is accounted for on an actual paid basis plus an accrual for grants that have been authorised and communicated to recipients at the end of the year but not yet paid.

Governance costs

These include those costs associated with meeting the constitutional and statutory requirements of the charity, including any audit/independent examination fees, costs linked to the strategic management of the charity, together with a share of other administration costs.

Other expenditure

These are support costs not allocated to a particular activity.

Taxation

The charity is exempt from corporation tax on its charitable activities.

The Fair Education Alliance
Notes to the Accounts for the year ended 31 August 2024

1 Accounting policies (continued)

Allocation of support and governance costs

Support costs are those functions that assist the work of the charity but do not directly under take charitable activities. Governance costs are the costs associated with the governance arrangements of the charity, including the costs of complying with constitutional and statutory requirements and any costs associated with the strategic management of the charity's activities. These costs have been allocated in full to expenditure on charitable activities as there are minimal fundraising costs incurred.

Tangible fixed assets and depreciation

Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life:

Plant and Machinery	33% straight line

Trade and other debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

Cash and cash equivalents

Cash and cash equivalents comprise cash at bank and on hand, demand deposits with banks and other short-term highly liquid investments with original maturities of three months or less and bank overdrafts. In the statement of financial position, bank overdrafts are shown within borrowings or current liabilities. In the Statement of Cash Flows, cash and cash equivalents are shown net of bank overdrafts that are repayable on demand and form an integral part of the company's cash management.

Trade and other creditors

Short term creditors are measured at the transaction price. Other creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

Conduit funding

Conduit funds are monies received for third parties and do not belong to the charity. The incoming funds and outgoing payments are excluded from the Statement of Financial Activities. Any conduit funds in hand at the year end are shown as creditors in the accounts.

Financial instruments

The charitable company only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value with the exception of bank loans which are subsequently recognised at amortised cost using the effective interest method.

1 Accounting policies (continued)

Pension costs

The charity operates a defined contribution plan for its employees. A defined contribution plan is a pension plan under which the company pays fixed contributions into a separate entity. Once the contributions have been paid the company has no further payments obligations. The contributions are recognised as expenses when they fall due. Amounts not paid are shown in accruals in the balance sheet. The assets of the plan are held separately from the company in independently administered funds.

Operating leases

Rentals paid under operating leases are charged to the statement of financial activities as they fall due.

Accounting estimates and key judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying values of assets and liabilities that are not readily apparent from other sources. The estimates and underlying assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affects both current and future periods.

The key sources of estimation uncertainty that have a significant effect on the amounts recognised in the financial statements are depreciation and accrued income as described above.

2 Company status

The company is a private company limited by guarantee and consequently does not have share capital.

The Fair Education Alliance
Notes to the Accounts for the year ended 31 August 2024

3 Prior period restatement

Prior year funds have been restated due to identification of omitted accrued income, incorrectly deferred income and omitted accruals. The effects of the restatement are set out below:

	Unrestricted	Restricted	Total
	£	£	£
Funds			
Funds per original accounts at 31 August 2022	378,596	46,568	425,164
Adjustment to income	109,166	176,980	286,146
Restated funds at 31 August 2022	487,762	223,548	711,310
Funds per original accounts at 31 August 2023	569,812	46,617	616,429
Adjustment to prior period income	109,166	176,980	286,146
Adjustment to income	271,695	9,976	281,671
Adjustment to expenditure	-	(135,000)	(135,000)
Restated funds at 31 August 2023	950,673	98,573	1,049,246

	Unrestricted	Restricted	2023
	£	£	£
Income			
Income per original accounts at 31 August 2023	623,359	333,882	957,241
Adjustment to deferred income	(109,166)	(42,397)	(151,564)
Adjustment to accrued income	380,861	52,373	433,235
Restated income at 31 August 2023	895,054	343,858	1,238,912

	Unrestricted	Restricted	2023
	£	£	£
Expenditure			
Expenditure per original accounts at 31 August	437,112	328,864	765,976
Adjustment to accruals	-	135,000	135,000
Restated expenditure at 31 August	437,112	463,864	900,976

3 Prior period restatement (continued)

	2023	2022
	£	£
Creditors		
Creditors per original accounts at 31 August	155,964	303,711
Adjustment to deferred income	(134,582)	(286,146)
Adjustment to accruals	135,000	-
Restated creditors at 31 August	156,382	17,565

	2023	2022
	£	£
Debtors		
Debtors per original accounts at 31 August	21,432	2,817
Adjustment to accrued income	433,234	-
Restated debtors at 31 August	454,666	2,817

4 Income from donations

	Unrestricted	Restricted	**Total 2024**	Restated Total 2023
	£	£	£	£
Grants and donations	648,207	176,400	**824,607**	1,238,912

Prior year comparative (restated)	Unrestricted	Restricted	Total 2023
	£	£	£
Grants and donations	895,054	343,858	1,238,912

5 Expenditure on raising funds

	Unrestricted	Restricted	**Total 2024**	Total 2023
	£	£	£	£
Costs of generating voluntary income				
Salaries and wages	1,771	-	**1,771**	-

There were no fundraising costs in the prior year.

The Fair Education Alliance
Notes to the Accounts for the year ended 31 August 2024

6 Expenditure on charitable activities

	Unrestricted	Restricted	**Total 2024**	Restated Total 2023
	£	**£**	**£**	£
Expenditure on charitable activities				
Direct programme costs	650,513	170,943	**821,456**	631,206
Award grants	43,680	-	**43,680**	135,000
Support costs				
Salaries & wages	71,830	2,869	**74,699**	74,744
Legal & professional	6,600	-	**6,600**	1,091
Depreciation	1,872	-	**1,872**	1,321
General administration	74,012	26,385	**100,397**	57,614
	848,507	200,197	**1,048,704**	900,976

Prior year comparative (restated)	Unrestricted	Restricted	Total 2023
	£	£	£
Expenditure on charitable activities			
Direct programme costs	357,092	274,114	631,206
Award grants	-	135,000	135,000
Support costs			
Salaries & wages	47,324	27,420	74,744
Legal & professional	782	309	1,091
Depreciation	947	374	1,321
General administration	30,967	26,647	57,614
	437,112	463,864	900,976

Total governance costs were £10,320 (2023: £500).

7 Analysis of charitable expenditure

	Activities undertaken directly	Support costs	Total 2024	Restated Total 2023
	£	£	£	£
Direct programme costs	821,456	183,568	1,005,024	765,976
Award grants	43,680	-	43,680	135,000
	865,136	183,568	1,048,704	900,976

Prior year comparative (restated)

	Activities undertaken directly	Support costs	Total 2023
	£	£	£
Direct programme costs	631,206	134,770	765,976
Award grants	135,000	-	135,000
	766,206	134,770	900,976

8 Grants payable

During the year, 8 (2023: 6) new grants were awarded to 8 institutions (2023: 6) for innovation and scaling project delivery.

Total grants committed to during the year were as follows:

	2024	Restated 2023
	£	£
Grants payable to institutions:		
Innovation		
Stone Soup	500	22,500
InsideUni	-	22,500
The Story Project	-	22,500
The Chartered College of Teaching	-	22,500
The GoodWork Group	-	22,500
NCFE	-	22,500
Scaling		
Life Lessons	7,000	-
Villiers Park Educational Trust	4,580	-
Magic Breakfast	9,500	-
Power2 Ltd	2,450	-
Khulisa	4,500	-
Get Further	10,000	-
Learning with Parents	5,150	-
Total grants payable to institutions	43,680	135,000

The Fair Education Alliance
Notes to the Accounts for the year ended 31 August 2024

9 Grant commitments

	Total 2024 £	Restated Total 2023 £
Grant commitments brought forward	**135,000**	-
Grants committed during the period	**43,680**	135,000
Grants paid during the period	**(178,680)**	-
Grant commitments carried forward	**-**	135,000

10 Net movement in funds

	2024 £	2023 £
This is stated after charging:		
Depreciation of owned fixed assets	**1,872**	1,320
Operating lease payments	**50,747**	29,124
Trustees' remuneration	**Nil**	Nil
Trustees' reimbursed expenses	**534**	Nil
Auditors' remuneration (excluding VAT):		
• Audit fee	**8,600**	Nil
Independent examiner's remuneration (excluding VAT):		
• Independent examination	**Nil**	500
• Other fees paid to the Independent Examiner	**Nil**	6,876

Trustee reimbursed expenses relate to travel and subsistence costs for 2 trustees.

11 Staff costs

	2024 £	2023 £
Salaries and wages	**666,255**	508,573
Social security costs	**71,087**	52,807
Pension costs	**31,927**	25,754
	769,269	587,134

One employee received emoluments between £80,000–£90,000 (2023: 1). Two employees received emoluments between £60,000–£70,000 (2023: 0).

Key management personnel comprise the trustees, Co-Chief Executive Officers and Director of Operations and Impact. In the prior year key management personnel comprised the trustees and Co-Chief Executive Officers. The total cost of employing the key management personnel was £238,858 (2023: £160,640).

The average number of staff employed, including part time staff was 15 (2023: 13).

12 Tangible fixed assets

	Plant and Machinery	Total
	£	£
Cost		
At 1 September 2023	6,910	**6,910**
Additions	7,053	**7,053**
Disposals	(4,870)	**(4,870)**
At 31 August 2024	9,093	**9,093**
Depreciation		
At 1 September 2023	6,170	**6,170**
Charge for the year	1,872	**1,872**
On disposals	(4,870)	**(4,870)**
At 31 August 2024	3,172	**3,172**
Net Book Value		
At 31 August 2024	5,921	**5,921**
At 31 August 2023	740	**740**

13 Debtors

	2024	Restated 2023
	£	£
Trade debtors	**283**	-
Accrued income	**9,000**	433,234
Other debtors	**39,410**	21,432
	48,693	454,666

The Fair Education Alliance
Notes to the Accounts for the year ended 31 August 2024

14 Creditors; amounts falling due within one year

	2024	Restated 2023
	£	£
Trade creditors	**140**	-
Accruals	**10,320**	-
Other taxes and social security	**17,617**	13,610
Deferred income (note 15)	**9,282**	-
Grants payable (note 9)	**-**	135,000
Other creditors	**6,787**	7,772
	44,146	156,382

15 Deferred income

	2024	Restated 2023
	£	£
At 1 September	**-**	-
Additions during the year	**9,282**	-
Amounts released to income	**-**	-
At 31 August	**9,282**	-

Deferred income relates to income received in advance of delivery of specific projects.

16 Conduit funding

	2024	2023
	£	£
Balance at start of year	**-**	-
Funding received during year	**42,300**	-
Funding distributed during year	**(42,300)**	-
Balance at end of year	**-**	-

Conduit funds are monies received for third parties and do not belong to the charity. The charity passes them through the accounts under a unique project code as a service to other charities to help their charitable purposes, but does not claim gift aid nor have control over their use. The receipts and payments referred to above have been excluded from the Statement of Financial Activities. There is no balance held at the end of the year. Conduit funding was held on behalf of Life Lessons Education Ltd, a private limited company (company number: 12756340).

17 Movement in funds

	At 1 September 2023	Income	Expenditure	Transfers	At 31 August 2024
	£	£	£	£	£
Restricted funds:					
Scaling award	16,339	-	(16,339)	-	**-**
Digital tools	14,305	50,000	(47,029)	-	**17,276**
Party conference	17,373	9,000	(17,373)	-	**9,000**
Youth engagement	50,556	50,000	(100,556)	-	**-**
Innovation	-	35,000	-	-	**35,000**
Office space	-	32,400	(18,900)	-	**13,500**
Total restricted funds	98,573	176,400	(200,197)	-	**74,776**
Unrestricted funds:					
General funds	950,673	648,357	(850,278)	-	**748,752**
Total unrestricted funds	950,673	648,357	(850,278)	-	**748,752**
Total funds	1,049,246	824,757	(1,050,475)	-	**823,528**

Purposes of restricted funds

Scaling award

To support seven impactful initiatives to scale to the areas of greatest need through a two-year programme of training and support.

Digital tools

To support the direct staff and tool development costs for digital tools for targeting, connection and collaboration.

Party conference

To support the delivery of events at party conferences on behalf of and with FEA members and young people.

Youth engagement

To build capacity for meaningful youth engagement across our membership and increase youth voice in national change.

Innovation

To fund and support up to six Award Winners from the membership and public to pilot and scale their idea for tackling inequality in education

Office space

To support office costs.

The Fair Education Alliance
Notes to the Accounts for the year ended 31 August 2024

17 Movement in funds (continued)

Prior year comparative (restated)

	At 1 September 2022	Income	Expenditure	Transfers	At 31 August 2023
	£	£	£	£	£
Restricted funds:					
Scaling award	157,323	45,000	(185,984)	-	16,339
Digital tools	46,785	63,485	(95,965)	-	14,305
Party conference	-	17,373	-	-	17,373
Youth engagement	19,440	83,000	(46,915)	(4,969)	50,556
Innovation	-	135,000	(135,000)	-	-
Total restricted funds	223,548	343,858	(463,864)	(4,969)	98,573
Unrestricted funds:					
General funds	495,732	695,054	(242,529)	2,416	950,673
Designated funds:					
Innovation & Intrapreneurship	(7,970)	200,000	(194,583)	2,553	-
Total designated funds	(7,970)	200,000	(194,583)	2,553	-
Total unrestricted funds	487,762	895,054	(437,112)	4,969	950,673
Total funds	711,310	1,238,912	(900,976)	-	1,049,246

18 Analysis of net assets between funds

	Unrestricted Funds	Restricted Funds	**Total 2024**
	£	£	**£**
Fixed assets	5,921	-	**5,921**
Current assets	777,694	84,059	**861,753**
Current liabilities	(34,863)	(9,283)	**(44,146)**
	748,752	**74,776**	**823,528**

Prior period comparative (restated)	Unrestricted Funds	Restricted Funds	Total 2023
	£	£	£
Fixed assets	740	-	740
Current assets	971,315	233,573	1,204,888
Current liabilities	(21,382)	(135,000)	(156,382)
	950,673	98,573	1,049,246

19 Operating lease commitments

The charity had operating leases at the year end with total future minimum lease payments as follows:

	2024	2023
	£	£
Amount falling due:		
Within 1 year	**54,540**	2,432

20 Related party transactions

Nick Wright, trustee, is an employee of UBS and Richard Hardie, former trustee, was an employee of UBS. During the year the charity received grants of £150,000 (2023: £50,000) from UBS. No amounts were owed at the year end (2023: £nil). All transactions were carried out at arms length.

Russell Hobby, a trustee, is CEO of Teach First. During the year the charity made purchases of £nil (2023: £18,561) and received contributions of £9,000 from Teach First. No amounts were owed at the year end (2023: £nil). All transactions were carried out at arms length.

Natalie Perera and Russell Hobby, trustees, are the CEO and advisor of The Education Policy Institute, respectively. During the year the charity made purchases of £11,232 (2023: £2,400) from The Education Policy Institute. No amounts were outstanding at the year end (2023: £nil). All transactions were carried out at arms length.

Russell Hobby, a trustee, is a non-executive director of ImpactEd Group. During the year the charity made purchases of £31,500 (2023: £nil) from ImpactEd Group. No amounts were outstanding at the year end. All transactions were carried out at arms length.

The Fair Education Alliance
Notes to the Accounts for the year ended 31 August 2024

21 Statement of Financial Activities (incorporating the Summary Income and Expenditure Account) for the period ended 31 August 2023

	Restated Unrestricted Funds £	Restated Restricted Funds £	Restated Total funds 2023 £
Income from:			
Donations and legacies	895,054	343,858	1,238,912
Total incoming resources	895,054	343,858	1,238,912
Expenditure on:			
Charitable activities	437,112	463,864	900,976
Total outgoing resources	437,112	463,864	900,976
Net incoming / (outgoing) resources	457,942	(120,006)	337,936
Transfers between funds	4,969	(4,969)	-
Net movement in funds	462,911	(124,975)	337,936
Reconciliation of funds:			
Total funds brought forward	487,762	223,548	711,310
Total funds carried forward	950,673	98,573	1,049,246

Reference and administrative details

The Fair Education Alliance
Company No. 11884952
Charity No. 1188042

Principal Office

The Fair Education Alliance
8-10 Grosvenor Gardens
London
SW1W 0DH

Registered Office

The Fair Education Alliance
8-10 Grosvenor Gardens
London
SW1W 0DH

Bankers

HSBC Bank Plc
8 Canada Square
London
E14 5HQ

Auditors

Godfrey Wilson Limited
Chartered accountants and statutory auditors
5th Floor Mariner House
62 Prince Street
Bristol
BS1 4QD

Directors and Trustees

The Directors of the charitable company are its trustees for the purposes of charity law.
The following Directors and trustees served during the year:
J. Cleverdon (resigned 1 January 2025)
Z. Elumogo
R. Hobby
V. Ogden
O. Odanye
N. Perera
B. Wigdortz
N. Wright
S. Twigg (appointed 30 April 2025)

Key Management Personnel

Co - Chief Executive Officer: G Cicerone
Co - Chief Executive Officer: S Butters
Director of Operations and Impact: R Tait

References

[1] Education Policy Institute Annual Report 2023: epi.org.uk/publications-and-research/annual-report-2023/

[2] Fair Education in 2024: Priorities for a New Government report: faireducation.org.uk/our-fair-education-priorities

[3] We gather this data from our Digital Membership Tools. See Outcome 2 of this report for more information.

[4] Member information and feedback is from our 2023 member survey, completed by over 70% of FEA members, or our Member Directory, updated in August 2024.

[5] Please see our glossary here: faireducation.org.uk/glossary

[6] An 'education setting' refers to the physical or virtual environments where teaching and learning activities take place, such as schools, nurseries, colleges, universities, alternative provision settings, after school programmes and clubs.

[7] Fair Education in 2024: Priorities for a New Government report: faireducation.org.uk/our-fair-education-priorities

[8] The Fair Education Alliance Membership Tools: faireducation.org.uk/membership-tools

[9] Of the 289 attendees at the 2024 Fair Education Summit, 67 responded to our feedback survey, comprising of 23% of the total attendee list.

[10] GoodWork 2023 Impact Report: goodwork.org.uk/news/our-impact-in-2023

[11] This is from a sample of 22 programme graduates.

[12] This is from a sample of 48 event attendees.

[13] Fair Education Alliance Scaling Impact: A Decade of Innovation: faireducation.org.uk/innovation10

[14] Using self-reported data from 53 of the 68 Alumni still delivering programmes in the education space. These are not unique numbers of users or settings, rather they represent the number of relationships between alumni and the individuals/education settings they work with directly.

FAIR EDUCATION ALLIANCE
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The Fair Education Alliance is a registered charity (1188042)
and company (11884952) in England and Wales.