

# THE LITERACY HUBS

England & Wales · Charity number 1189791

## Details

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**Status** Registered

**Legal form** CIO

**Registered** 2020-06-04

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

## Contact

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Meradians Cross  
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**Website** [WWW.TRUSOLV.CO.UK](http://WWW.TRUSOLV.CO.UK)

## Activities

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**Objects:** TO ADVANCE THE EDUCATION OF THE PUBLIC IN PORTSMOUTH AND THE SURROUNDING AREAS IN THE SUBJECT OF LITERACY SKILLS BY PROVIDING AND ASSISTING IN THE PROVISION OF FACILITIES (OR 'HUBS') SO AS TO IMPROVE READING ABILITY IN COMMUNITIES IN WHICH LITERACY LEVELS ARE LOW.

**Activities:** The Literacy Hubs help communities across Portsmouth gain the literacy skills they need to thrive

## Classification

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

## Geography

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- Portsmouth City

## Finances

Period end	Income	Expenditure	Assets	Employees
2025-07-31	-	-	-	-
2024-07-31	£163,203	£180,723	-	-
2023-07-31	£163,203	£180,723	-	-
2022-07-31	£186,796	£204,545	-	-
2021-07-31	£128,092	£82,512	-	-

## Trustees

Name	Role	Appointed
<b>Nicola Sutherland</b>	Chair	2023-03-20
Claire Tunnicliffe		2020-07-03
Munish Singla		2024-05-14
Terence Carvalho		2020-03-01
Vivienne Palmer		2023-03-20

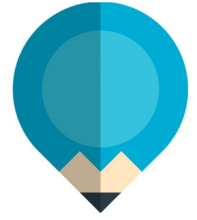
**THE LITERACY HUBS**

England & Wales - Charity number 1189791

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# Accounts

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# The Literacy Hubs

Annual Report 2022/23



The LiteracyHubs

The Omega Centre  
2 Omega Street, Portsmouth  
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info@theliteracyhubs.co.uk  
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# Letter from Jackie Rainford, Chair of Trustees

The trustees are pleased to present their annual report and the operational impact report; together with the financial statements of the charity for the period ending July 31st 2023.

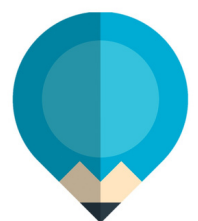
The financial statements comply with the Charities Act 2011, and accounting and reporting by charities Statements of Recommended Practice. These are applicable to charities preparing their accounts in accordance with the financial reporting standard applicable in the UK and Republic of Ireland (effective from January 2015).

Currently, we are a Portsmouth based charity, formed in May 2020, to address the gaps in attainment relating to literacy skills in our community. Initially we worked with children in Years 5 – 7, but have now expanded our reach to other areas of our community. The work we do with the children is crucial in supporting the achievement of the standards of literacy required for accessing the whole curriculum in secondary school. We want young people to feel confident in their abilities and have an improved motivation for learning, which importantly, improves their prospects in adult life.

We work with children in some of the most deprived areas of Portsmouth and surrounding areas. Our focus is always on areas where literacy attainment is at its lowest. This means specifically working with children who are in receipt of Pupil Premium funding and who are struggling to reach their age appropriate literacy levels.

In the financial and academic year August 2022 – July 2023, our Autumn term started in a difficult position; with schools struggling for funding and facing a significant increase in costs. This impacted our team and programme but, over the year, we have reduced the size of the team and streamlined processes and ended the year in a healthier position. By April 2023, we saw more schools wanting to sign up to the programme. We also received confirmation that we would be receiving Government grants, through the Department for Education, 'Priority Area Investment Funding'; this directly supports children in our city. We were also able to broaden our income streams and welcomed several new partners, including BBC Children in Need.

As the academic year finished, we saw 120 children complete our programme and without exception all had made significant progress, with both their literacy and overall confidence. An additional 12 children accessed our programme over the last two terms. The impact results for the children, shown later in this report, illustrate what a difference the individualised care and attention we provide makes to a child's confidence and performance in school generally. We listen and talk to each child at every session; they have 2.5 hours a week with the team and volunteers for a whole academic year; in total 98 hours of additional support.



The team were exceptional at developing the programme further this year and also delivered some additional creative opportunities for the children. This included the children carrying out interviews and producing documentaries on the raising of the Mary Rose, which were included in the Mary Rose Museum displays over the Summer.

As stated at the beginning of this report, we started in September with schools struggling with funding; two further schools pulled out of the programme despite very much wanting to send their children. They know the work we do makes a difference but the Pupil Premium funds were required elsewhere, to fund essential staffing in the school. As a result, we decided that in September 2023 we would reduce the amount of Pupil Premium money asked from schools and make up the difference ourselves through grants and foundations.

Our CEO went on maternity leave for a year in July 2022 and additional people had been recruited to cover aspects of her role and to cope with the increased number of pupils we had anticipated joining us. The schools pulling out were an immediate loss of income and we needed to focus on bridging the gap. At the same time, our COO took an extended period of unpaid compassionate leave. It was as our treasurer said, 'a perfect storm'.

After discussions with the Charity Commission and Portsmouth City Council, the Trustees decided to take over the running of the charity, with the Chair involved in the day to day operations and decisions about the children and programme. She also led on the funding and partnership activities for the rest of the academic year.

We needed to reduce our costs in line with projected income, and with regret we decided to make two roles redundant. The Head of Fundraising also chose to leave us following bereavement leave. Staff took a temporary reduction in salary to keep the programme running and support the children. They should be applauded for doing so, especially in a very difficult economic climate with bills rising weekly. Ultimately, we all believed in the charity and the fact that we were making a difference for the children. The COO did a great job running the charity once back from her extended period of unpaid compassionate leave, despite a smaller team.

Our funding strategy was rewritten in December 2022 and we began, with the help of Stephen Morgan, MP, to enlist support from local companies. This was achieved through presentations, marketing and direct contact with Company Directors. We had previously secured support from Abri Housing and we were able to secure additional support from Thales – banking and finance division, Carrington West, IMS Industrial Services and Anglepoise; with other companies expressing an interest, which is being pursued in this new academic year.

We also increased our funding bids to foundations and grant awarding bodies and were delighted to secure three years of funding from BBC Children in Need; we learnt that we are the only Literacy charity they currently support. We also received funds from Fat Face Foundation, HiWCF, The John Thaw Foundation, The Masonic Society, Moneybarn, Hampshire Dyslexia Association and SJP charitable foundation, as well as considerable amounts from individual donors. Our Teaching Assistant and



another supporter also achieved fundraised income for us by running the Great South Run. All of which made a huge difference to our finances. We are now running a much leaner operation, with the team involved in funding presentations and meetings with companies. It has been, and continues to be, an exceptional team effort.

We also welcomed two new Trustees to the board. They are both experienced leaders, who complemented the skills we already had in the charity.

Ultimately, our procedures and contracts with schools have been changed and we started our recruitment of schools for the 23/24 academic year much earlier. This enabled us to spend more time with the leadership teams in schools to support their decisions and discuss funding issues and meet with parents. We were also able to reduce the amount of Pupil Premium taken from schools; because of our increased financial support from local companies and foundations.

For the first time this year, we ran an Easter holiday club, fully funded by a local recruitment company - Carrington West, and the children thoroughly enjoyed the range of activities organised. We trained volunteers from Carrington West, who supported the children joining us in the holidays. The Easter club also included a visit and presentation from Anita Mangan, who is currently, amongst other things, illustrating her brother, Stephen Mangan's books for children. It's wonderful to have Anita supporting our work.

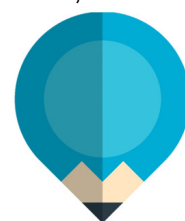
In the Spring, we made a successful proposal for funds to The Hampshire Dyslexia Association. We have developed a programme to update the whole team's knowledge on neurodiversity and how to help children with learning and processing issues. We are also able to provide a toolkit of resources for parents and guardians of children who are neurodivergent. Hampshire Dyslexia Association were so impressed with what they saw during their visit that they made an additional donation to fund a significant number of new books for the children, as well as bean bags and IT equipment. We are delighted that they have committed to an ongoing partnership.

At the end of the year, we welcomed over 40 supporters and partners to an open evening, at our pirate ship hub, and raised nearly £800 from fundraising on the night. We have continued to receive help and support from Portsmouth City Council and 'in kind' support from University of Portsmouth.

We promoted our Volunteer Officer and Hub Lead to Volunteer Manager, and she attended volunteer management training. We developed and extended our communication with schools, parents and carers and we were delighted that 80 plus adults came to see each showing of the children's films, which were based on their pirate stories.

The Trustees increased their involvement with the charity on a day to day basis and were incredibly supportive to the operations team, especially when numbers were cut and the team needed more support. They continued to dedicate time to supporting fundraising activities and to publicising the work we do on social media.

As our final report and accounts show, we're in a healthier position, but closed the accounts for the year on a deficit. Additional funding was applied for in May/June and we were successful. However, the funds



arrived in our bank account in the new financial year. Our reserves policy is firmly in place and we have a strong support network. This position took a lot of difficult decisions, hard work and considerable enthusiasm. With regular interim board meetings, to reflect on the programme and financial situation of the charity, we were able to use our knowledge and skills to enable the charity to move more quickly as opportunities presented themselves and build a sustainable income by applying for multi-year funding, for example with BBC Children in Need and The Masonic Society.

The small operational team have gone 'above and beyond' and have been incredibly supportive with an ever changing environment for funding. Their dedication has been exemplary and we're incredibly proud to have all worked so well together as a team.

October 2022 presented us with a perfect storm, but the whole team - staff, Trustees, our dedicated volunteers and all our partners - rose to the challenge.

Most importantly, the children also enjoyed a fantastic graduation event at Portsmouth University with size appropriate hats and gowns.



The year culminated by being invited to run the reading tent and literacy activities on the children's stage at Victorious Festival in Portsmouth. We applied to be an approved charity for the event and heard recently that we will receive significant funds from the festival, which again shows great community support for the charity.

We ended the year with large funding bids, made to support the schools with funding in the 2023/2024 academic year and to ensure that the children that most need it can access our inspirational programme. Since the pandemic, many more children are in need of our help and it's imperative that we



secure a sustainable income to continue our programme. We are pleased to say that two of those funding bids have been successful. We have also now received some of the Government's Priority Education Investment Area (PEIA) funding (awarded to Portsmouth as one of the 27 priority areas). This will continue for a further two years.

In July, the Board carried out its annual review of the charity's strategy. We reviewed the current economic climate, the funding position for schools and the funding landscape for charities generally. We then updated the charity's strategy and determined the focus for the new academic year. Following the CEO's decision to return from maternity leave part time, we also restructured the team and altered responsibilities.

The CEO, Becca Dean, returned from maternity leave in September and has taken over the helm. In July, she was awarded an honorary doctorate, by the University of Portsmouth, for her work founding The Literacy Hubs and the impact it has made in the community over the past three years.

The Board are incredibly proud of the hard work, focus and dedication that everyone has put into the charity in the past year. The charity is in a stronger position and we were pleased to welcome another 115 children at the beginning of this current academic year.

Our work continues, the team is strong and confident, and the creative programme continues to make a difference. We welcomed children from Gosport for the first time in September and Infant School children joined us for the first time in January.

We all look forward to developing more Partnerships and extending our reach in this coming academic year.



Jackie Rainford  
Chair of Trustees  
14.03.2024



Michael Cripps  
Treasurer  
14.03.2024



# Who We Are & Why We Exist

## What we do

The Literacy Hubs works with young people from the least advantaged communities to improve their literacy skills and ignite a passion for reading and writing.

We work with local communities to create hubs which are designed to best support their literacy needs. Our initial hubs focussed on areas across Portsmouth. Each hub will have a different approach because every community has different needs.



We believe that by taking coordinated action at a local level to drive up literacy levels, we can support increased educational attainment and employability skills, leading to long term improvements in public health and economic engagement

Our first hub, Pompey Pirates, launched in the heart of the Charles Dickens Ward, Portsmouth in September 2020, and was swiftly followed by the opening of our second hub, Portsea Sailors, in January 2022. Our hubs offer unique, magical and adventurous learning environments that inspire young people to pick up a book or pen and be more creative.

## How we do it

We work within the local community to create a hub that best supports its literacy needs – this might involve young people or adults.

In our Pompey Pirates hub, for example, we work with schools to identify children between the ages of nine and thirteen who'll benefit most from our support. They attend sessions once a week, after lunch or after school, for a year. This transition phase – beginning the change from primary to secondary school – can often be a critical point for children when progress in reading and writing can really slow down.

In our exciting and engaging learning environments, working one-to-one or in small groups, we help our learners to catch up. Our aim is simple: to grab the children's imaginations, fire up their enthusiasm and draw them into a wonderful world full of adventure through the power of reading, while also developing their skills. In this way, they can achieve more, in life, in school or later on at work.

In a programme devised and led by education professionals, with the help of volunteers from the community, we nurture and encourage learners to:

- Improve their reading skills by focusing on the magic, escape and simple enjoyment that books offer
- Work on creative writing projects, eventually producing published projects such as books, films, podcasts and even radio shows



## Why we are needed

Two in three children living in low-income households in the UK fall below the expected levels in reading and writing by the age of 11, compared to one in three of their wealthier peers. The attainment gap widens further as they transition from primary to secondary school.

Children living in poverty start school with vocabularies up to 19 months behind their better-off peers and are twice as likely to leave secondary school without good GCSEs in English and Maths.

One in three children, from lower socio-economic backgrounds, leave primary school without reaching expected levels of reading.

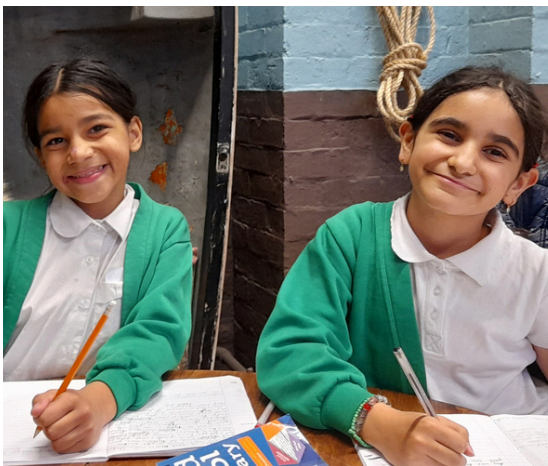
Following the previous year's school closures because of the pandemic our work has become even more crucial as the literacy gap between those less advantaged children and their peers has become even wider.

## The context of Portsmouth

On average, nine year-olds, from low income communities across Portsmouth, are 13 months behind and 11 year-olds are 28 months behind the reading and writing age they need in order to keep up with their peers.

Nearly a quarter of the children in Portsmouth live in poverty and, in some parts of the city, the poverty levels are extremely high. In The Charles Dickens ward, 44.2% of children live in poverty and 45% of low-income boys are not reading well by the age of 11.

Across Portsmouth, children from low-income backgrounds are twice as likely as their wealthier peers to fall below expected levels of reading and writing by age 11. Therefore, they are already at least two years behind in reading ability when they start secondary school, putting them at a huge disadvantage. If a child does not learn to read well when young, their lifelong outcomes are severely limited.



## Our impact

Our Portsmouth hubs are making a transformative impact on the literacy, confidence and perseverance of children aged nine to 13, so that they can achieve both at school and in the world beyond.

Impact measurement is at the heart of what we do. In order to monitor and evaluate our impact we use baseline and follow-up questionnaires asking teachers, pupils, and parents to rate statements describing confidence and perseverance, STAR reading tests using the Accelerated Reader programme and a writing assessment using the CLPE writing scale.

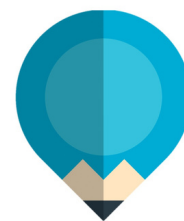
During our third year, 45% of the children on our programme for the full academic year left working at age related expectations in reading and writing; improving their reading age by 12 months rather than the expected eight to nine months over an academic year.

Over 80% of the children noted improved confidence in reading, writing, and their ability to persevere, while parents and teachers noted an improvement both in children's communication skills and in their overall confidence.



# The Literacy Hubs

Impact Report: 2022/2023



## Whole Cohort Highlights

120 children attended The Literacy Hubs this academic year. A further 12 students were late starters who accessed part of the programme. Weekly sessions host an average of 15 students from 6 schools across the city.



On average, students attending our programme have improved their reading age by

**12 months**

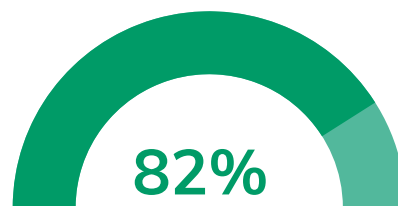
over the course of the year.

By the end of the year,

**42%**



of students were **working at or above their age related expectations in reading**, compared to just 12% at the start of their time with us.



**82%**

of students felt their ability to persevere had improved since joining The Literacy Hubs. 52% felt they were 'much better' in this area.

**83%** of students felt increased confidence in their reading and writing following their time on the programme.



**45%** of children on the programme are now **meeting or exceeding their Age Related Expectations** for writing, compared to just 10% at the start of their time with us.

# The Literacy Hubs

Impact Report: 2022/2023



## Pompey Pirates


112 children attended Pompey Pirates this academic year. 100 joined the programme in September and completed a whole academic year, with the remainder starting in January 2023 to complete two terms on the programme.



**83%** of students felt that The Literacy Hubs had a **clear, positive effect on their work at school.**

**36%** of Pompey Pirates improved their reading age by more than a year, with some making as much as three years progress.



According to school writing data,   
**1 in 3 children** who attended Pompey Pirates were **working at or above their age related expectations in writing**, compared to just 8% at the start of their time with us.



**86%** of students reflected that they enjoy reading, with 25% saying that they 'really enjoy reading'.

“When I am doing my work, [Pompey Pirates] has helped me carry on, and think about what we learnt there and use that in my work.”

# The Literacy Hubs

Impact Report: 2022/2023



## Portsea Sailors

20 children, from 2 schools, attended our Portsea Sailors programme for the whole academic year.

**2 in 3 children** who attended Portsea Sailors were **working at or above their age related expectations in writing**, compared to just 10% at the start of their time with us.



42% of Portsea Sailors improved their reading age by more than a year, **with some making as much as two years progress.**



According to school assessments,

**65%**

of students **improved their writing skills** by at least one 'stage' of their assessment frameworks during their 6 months at Portsea Sailors.

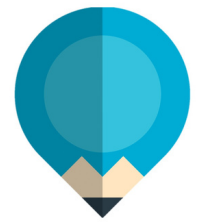


**78%** of students felt that their **writing confidence had improved** since joining Portsea Sailors.

“I can write stories so much better. I got a head teachers award for one.”

# The Literacy Hubs

Impact Report: 2022/2023



## Parental Feedback

"His confidence has grown a lot with the attendance of Pompey Pirates and he was always happy to attend. I'm sure he will miss the team. "

"[My child is] more enthusiastic about learning in general."

"You brought Penny on leaps and bounds from when she started which we are very thankful."

"Thankyou. Clemence has really enjoyed her time overall at Pompey Pirates. It's a great opportunity for the kids."

## Student Feedback

"It's a lot easier to keep trying."

"They made my dreams come true."

"It has made me write more in English and made me more confident!"

"Everything was helpful. It was one of the best things in this whole year. Thank you for letting me go. It was so fun."

"It has shown me different vocabulary."

"I can read more words or words that I did not know before."

"It's helped me because I feel more confident with reading out loud."

# The Literacy Hubs

Impact Report: 2022/2023



## 2022/23 Highlights

### Albie (Year 6)

When Albie joined us at the beginning of the year he told us that he didn't like reading. This soon changed. He worked extremely hard to overcome the challenges that reading used to present and, by the end of year, his determination and perseverance paid off. He is now an enthusiastic and confident reader, making over two years progress over the course of the year.

Albie's commitment to learning also shone through during both the filming project and his persuasive speech for the radio.

"If you try your hardest, you will go far."

"It has helped with my progress in my writing skills and my ability at reading books."

"Don't worry, everything will be okay. It's not as scary as you think. It's the most fun thing you'll ever do in Year 4, trust me. Your first day will be amazing!"

### Lola C (Year 5)

From the outset, Lola demonstrated her confidence and enthusiasm. During the story writing project, she started off with so many ideas, but soon understood the importance of planning to ensure her ideas could be developed and her story made sense to the reader. Her engagement and enthusiasm during the filming project was amazing and she showed herself to be a natural director.

Reading her story on the Literacy Stage at The Victorious Festival gave the opportunity to share her progress and shine as she read her exciting pirate story. During her time with us, Lola has made over two years progress with her reading.

### Aland (Year 5)

Aland began the year reluctant to share his ideas but soon grew in confidence. During his time with us, he has demonstrated that he can lead a group. This was very evident during the filming project with him regularly taking over the role of director. He now understands the importance of planning to ensure his writing is always clear and aimed at his target audience. His focus and commitment to both his reading and writing has led to him making good progress. By the end of his time with us, Aland made over 16 months of progress with his reading.

"I used to not be brave enough to share my ideas but now I am."

"I can read more words or words that I did not know before."

# The Literacy Hubs

Impact Report: 2022/2023



## Community Impact Statement

**132 families**

have been supported by The Literacy Hubs this academic year.



Between September and July,  
an incredible

**1,800 hours were volunteered**

across our two hubs, with 41 volunteers providing an average  
of 47 hours each across the year.

Our volunteers come from a range of backgrounds, and from different sections of the Portsmouth community, including:

- **Students, (20% of our active volunteers)**
- **Retirees (32.5%)**
- **Working professionals (45% with 22.5% working full-time)**
- **Self-employed**
- **Part-time workers**

*"Pompey Pirates has been great for me. I'm naturally quite logical and focussed and I'm forced to break out of that a lot. I feel like I'm doing something that will have an enduring positive impact, and it's fun: the children's enthusiasm (whether it's for literacy or not!) is infectious and I always leave feeling happy to have spent the afternoon with them."*

# Contribution Made by Volunteers

Our work would not be possible without the support of our volunteers. We are so grateful to our wonderful team of volunteer crew mates who so generously give us their time and expertise. Our crewmates are a variety of ages and come from all walks of life, from students to retirees. Our volunteers are committed to the aims of The Literacy Hubs and have the potential to make a real difference to the lives of the young people we support. The young 'pirates' and 'sailors' love the fact that they have enthusiastic, adult support throughout each session, which they may not receive at school. Our volunteers provide invaluable 1:1 support for the children during our weekly reading sessions, which considerably impacts their progress. When working on projects, or writing tasks, our volunteers work closely with the children in small groups, enabling them to support the pirates or sailors where needed. They are also able to facilitate positive group work and help each child feel more confident. Often volunteers choose to attend the same sessions each week, which really helps to cement pirate/sailor/crewmate relationships. All our volunteers complete an application form and, if successful, attend an online assessment and training session. Before becoming a fully fledged crewmate, our volunteers undergo shadow shifts - where they observe a more experienced volunteer crewmate.

## A word from one of our volunteers



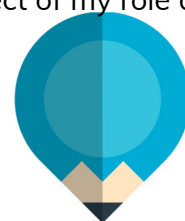
**Evelyn Brown**  
Teaching Assistant

I started volunteering with The Literacy Hubs in May 2022, after hearing about it through The University of Portsmouth where I was a student at the time. I had my heart set on working in education and knew I would need experience in some form of education setting to help me get there, so I applied and never looked back.

The first time I came aboard The Ship, I was absolutely stunned at the uniqueness of the space and the sheer amount of books that the children had access to. My first session was very daunting as I had no real experience in working with children but the entire crew soon eased that feeling and gave me the confidence and skills I needed to support the sessions. The team at The Literacy Hubs are amazing and so supportive to not only the children that they help but all of the crewmates that walk through the doors as well.

I remember seeing the children walk onto the main deck for the first time and every session after that they were still in awe of the space and their enthusiasm and energy was incredibly infectious. Starting a new academic year with a new group of children was an amazing experience. Being able to watch their confidence and literacy skills grow as time went on was incredible. The projects the children complete are unlike anything I had ever experienced, by the time the Pompey Pirates graduated (in a ceremony hosted by The University of Portsmouth) they were published authors, movie stars, and radio presenters, and along the way they would have made some amazing memories, improved their reading and writing skills, and have spent time in one of the most amazing places.

After I graduated from my degree I began applying for jobs, I work now as a teaching assistant in a secondary school, which is a wildly different environment to Pompey Pirates but I was excited for the new challenge and being able to bring all the skills that I had learnt during my time volunteering into my new role, the hardest part of all of it was not being able to volunteer but my time at The Literacy Hubs was so special and is something that shaped me as a person and influences every aspect of my role as a teaching assistant.



# Governance & Accountability

**Charity object:**

To advance the education of the public in Portsmouth and the surrounding areas in the subject of literacy skills by providing and assisting in the provision of facilities (or 'hubs') so as to improve reading ability in communities in which literacy levels are low.

**Public benefit:**

All of our activities are undertaken to further our purposes for the public benefit, and are overseen by the Trustees to ensure that this is the case.

**Name of the charity:**

The Literacy Hubs

**Charity registration number:**

1189791

**Address of the principal office of the charity:**

The Omega Centre, 2 Omega Street, PO5 4LP

**Charity Trustees (see Trustee and Leadership Bios below):**

Trustees who served during the year and up to the date of this report were as follows:

Jackie Rainford (Chair)

Michael Cripps (Treasurer)

Claire Tunnicliffe

Terence Carvalho

Nicola Sutherland (Instated March 2023)

Vivienne Palmer (Instated March 2023)

Charlotte Harding (Resigned December 2022)

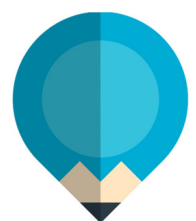
Andrea Spreafico (Resigned January 2023)

Pete Davison (Resigned April 2023)

**Key Management Personnel:**

CEO and founder: Becca Dean MBE (on Maternity Leave from August 2022)

COO: Natasha Turner



# Governance & Accountability

## Structure Governance and Management

The Literacy Hubs is constituted as a Charitable Incorporated Organisation, whose only voting members are its charity trustees. The charity has a board of six trustees and one CEO. Throughout this financial year, the CEO has been on maternity leave. The charity has a payroll of 2 full time staff and 3 part time staff. Trustee roles are outlined following an audit of the existing skills and resources on the board, and an examination of the key needs of the charity. Trustees are appointed for a term of three years by a resolution passed at a properly convened meeting of the charity trustees. In selecting individuals for appointment as charity trustees, the charity trustees must have regard to the skills, knowledge and experience needed for the effective administration of the CIO.

### Decision Making and Governance

Charity trustees make decisions about spends over £5,000 that are not part of the agreed budget for the charity. Trustees make decisions about partnerships or associations that could be deemed a risk to reputation or quality of delivery of the programme, as identified by the Trustees and acting interim CEO. Our CEO and founder was on Maternity Leave for this period. Trustees delegate the day-to-day running, recruitment and staff management, growth planning and spending decisions that are part of the core business of the charity to the interim CEO of the charity.



# Governance & Accountability

## Trustee and Leadership Team Bios



**Becca Dean MBE - CEO and Founder**  
**(Was on maternity leave for this financial year. Becca returned to lead the charity in September 23)**

Becca is a former English teacher and also the Co-founder of the award winning charity The Girls' Network. In June 2021 Becca was awarded an MBE in The Queen's birthday honours list for both her work with The Literacy Hubs and The Girls' Network. In 2017, Becca was listed as one of Forbes 30 under 30 Social Entrepreneurs. She is also the winner of the Stylist Magazine 'Women With Heart' Awards 2017, been featured in The Independents 'Happy List', a recipient of a Shaping Portsmouth Award and was awarded The Teach First Innovation award in 2012. In 2023, Becca was awarded an honorary Doctorate at The University of

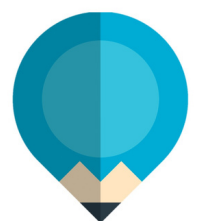
Portsmouth for her work with The Literacy Hubs. Becca believes that coordinated, local, action to raise literacy levels, will lead to increased educational attainment, employment and economic engagement across the city.

**Natasha Turner - COO (acted as interim CEO in Becca's absence)**

Natasha is a former History and Politics teacher, and academic mentor, who has worked with children to develop the skills they need to improve their attainment.

After moving out of a school setting she spent time working in cultural heritage, including with the Education Team at the award winning Weald & Downland Living Museum, and training to deliver high quality learning experience in out of classroom settings.

Trained as a Beach School practitioner, Natasha believes strongly in the importance of using learning environments to enhance student engagement, change mindset, and deepen their learning.



# Governance & Accountability

## Trustee and Leadership Team Bios



### Jackie Rainford - Chair

Jackie Rainford has lived in Portsmouth for 27 years. Jackie worked as a manager and training manager for John Lewis before moving into consultancy training which has included running her own business for over 20 years. She has her own Learning and Development company and carries out Leadership training and coaching in companies, as well as running personal development sessions with private clients.

Previously a Trustee for the YMCA Fairthorne Group, which covers the whole of Hampshire, Jackie enjoys being involved in events and fundraising.

### Claire Tunnicliffe - Vice Chair

Claire is currently an Assistant Principal at an all-through school in Chichester where she leads on teaching and learning. She has been teaching for fifteen years across the primary age range, working mainly in schools in disadvantaged areas such as Leigh Park and Wecock Farm in Waterlooville. Claire is passionate about supporting Pupil Premium children and those from disadvantaged backgrounds both in the classroom and in their wider lives. Claire, as a child, was in receipt of free school meals herself and so feels personally invested in inspiring children from disadvantaged backgrounds to meet and then exceed national expectations.



### Michael Cripps - Treasurer

Michael is an CGMA accountant with over 25 years experience in retail, construction and property service support industries. Michael recently completed an MBA at the University of Portsmouth.

He was born and raised in Portsmouth, returning to the city after a spell working in London. He is currently the Finance Director for a Building Services company based in Southampton, as well as Treasurer for Havant Cricket Club. Michael served as a Governor at Havant and South Downs College, supporting two mergers, serving as Chair of The Finance Committee.

### Nicola Sutherland - Trustee

Nicky works as the People and Culture Director for an automotive repair group, with branches up and down the country. She previously worked in financial services and has a strong background in HR, learning and development, and organisational change and transformation.

Nicky has lived in Southampton her whole life, so is familiar with the coastal communities on the south coast. As a voracious reader, literacy is really important to her on a personal level; and as an HR professional, she sees that literacy and communication are at the heart of any effective organisation.



# Governance & Accountability

## Trustee and Leadership Team Bios

### Terrance Carvalho - Trustee

Portsmouth born and bred, Terence Carvalho is Chief Operating Officer of Digital Marketing Agency - Delivered Social. Terence made the decision to leave his previous career choice of Hospitality Management during the Covid-19 pandemic following 10 months during the final lockdown of running Portsmouth's Covid-19 test centre at Portsmouth Guildhall and Somers town Community Hub.

Previously, a multi award winning hospitality manager. Most notably known for his role as General Manager at Becketts Southsea from 2019 to 2022 in which he gained recognition from city leaders for his portrayal on Channel 4's Four In A Bed, Prior to this Terence served as House Manager & Corporate Manager for The King's Theatre in Southsea for 5 years.

Terence is a 4 time nominee of The Portsmouth News Business Excellence Awards since 2019 and won The Shaping Portsmouth Business Award in 2023 for his contribution to supporting the business community and charitable organisation in Portsmouth. Since 2023, Terence has been programme lead for Shaping Portsmouth's Portsmouth Ambassadors programme.



### Viv Palmer -Trustee

Viv is a Marketing Manager with over 20 years experience in a range of industries, and has worked for a number of household names. Viv recently returned to Waterlooville after moving away from the area about 17 years ago – as is often the case, she missed living near the sea!

Viv is an avid reader, and as a youngster was often found quietly sat in the corner reading, long after her older siblings had been sent to bed. As well as the educational benefits of having learned to read at a young age, Viv loves the escapism offered by a good book and sees it as a form of self care.



# Financials

At the time of approving the accounts, the Trustees believe the Charity has adequate financial resources, however the current economic environments continues to place additional funding risk on the Charity. In light of this, the Charity looks to ensure a balanced spread of funding sources and is well placed to manage its business risks. The Trustees believe there are no material uncertainties that call into doubt the Charity's ability to continue. The accounts therefore have been prepared on the basis that the Charity is a going concern.

Please see below for the Statement of Financial Activity.

**The Literacy Hubs**  
**Statement of Financial Activities**  
**For the period 1st August 2022 to 31st July 2023**

	Unrestricted funds £	Restricted funds £	Total YE 2023 £	YE 2022 £
<b>INCOME AND ENDOWMENTS FROM</b>				
Donations and legacies	27,079	62,100	89,179	115,676
Charitable activities	74,024	-	74,024	71,120
<b>Total</b>	<b>101,103</b>	<b>62,100</b>	<b>163,203</b>	<b>186,796</b>
<b>EXPENDITURE ON</b>				
Charitable Activities	169,003	11,720	180,723	182,155
Other			-	22,390
<b>Total</b>	<b>169,003</b>	<b>11,720</b>	<b>180,723</b>	<b>204,545</b>
<b>NET INCOME</b>	<b>(67,900)</b>	<b>50,380</b>	<b>(17,520)</b>	<b>(17,749)</b>
Transfer between Funds	72,517	(72,517)	-	
Net Movement in Funds	4,617	(22,137)	(17,520)	(17,749)
<b>RECONCILIATION OF FUNDS</b>				
Total Funds brought forward	(1,219)	29,999	28,780	46,529
Total Funds carried forward	3,398	7,862	11,260	28,780



# Financials

**The Literacy Hubs  
Balance Sheet  
As at 31st July 2023**

	Unrestricted funds £	Restricted funds £	Total YE 2023 £	YE 2022 £
<b>Fixed Assets</b>				
Tangible Assets		19,622	19,622	29,999
<b>Current Assets</b>				
Debtors	55,210	7,862	63,072	3,572
Cash at bank and in hand	1,567		1,567	3,471
Total Current Assets	<u>56,777</u>	<u>7,862</u>	<u>64,639</u>	<u>7,043</u>
<b>CREDITORS</b>				
Amounts falling due within one year	73,002		73,002	8,262
Net Current Assets	(16,225)	7,862	(8,363)	-1,219
TOTAL ASSETS LESS CURRENT LIABILITIES	(16,225)	27,484	11,260	28,780
Net Assets	<u>(16,225)</u>	<u>27,484</u>	<u>11,260</u>	<u>28,780</u>
<b>Capital and Reserves</b>				
Unrestricted funds			(16,225)	(1,219)
Restricted funds			27,484	29999
TOTAL FUNDS			<u>11,260</u>	<u>28,780</u>

## 1. ACCOUNTING POLICIES

### Basis of preparing the financial statements

The financial statements of the charity, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) '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 (FRS 102) (effective 1 January 2015)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Charities Act 2011. The financial statements have been prepared under the historical cost convention.

### Going concern

At the time of approving the accounts, the Trustees believe the Charity has adequate financial resources however the current economic environments continues to place additional funding risk on the Charity. In light of this the Charity looks to ensure a balanced spread of funding sources and is well placed to manage its business risks. The Trustees believe there are no material uncertainties that call into doubt the Charity's ability to continue. The accounts therefore have been prepared on the basis that the Charity is a going concern.



# Financials

## Income

All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

## Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

## Tangible Fixed Assets

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

Computer equipment	25% straight line
Fixtures and fittings	20% straight line
Office equipment	20% straight line

## Taxation

The charity is exempt from tax on its charitable activities.

## Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

## 2. TRUSTEES REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 July 2021.

### Trustees' expenses

	31 July 2023
	£
Trustees expenses paid	<u>0</u>



# Financials

## 3. Staff costs

The average monthly number of employees during the year was as follows:

	31 July 2023
Carrying out charitable activities	2.6
Management and administration	1.8
	<u>4.4</u>

No employees received emoluments in excess of £60,000.

## 4. TANGIBLE FIXED ASSETS

	Computer equipment £	Fixtures and fittings £	Office equipment £	Total £
<b>COST</b>				
At 1 August 2022	20,176	27,034	244	47,454
Additions	244	190		434
At 31 July 2023	<u>20,420</u>	<u>27,224</u>	244	<u>47,888</u>
<b>DEPRECIATION</b>				
At 1 August 2022	7,088	10,293	74	17,455
Charge for year	5,316	5,445	49	10,809
At 31 July 2023	<u>12,404</u>	<u>15,738</u>	123	<u>28,264</u>
<b>NET BOOK VALUE</b>				
At 31 July 2023	<u><u>8,016</u></u>	<u><u>11,486</u></u>	<u>121</u>	<u><u>19,623</u></u>

## 5. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31 July 2023
	£
Trade debtors	<u>43,072</u>



# Financials

## 6. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31 July 2023
	£
Trade creditors	70
Payroll taxes and payments due	72,932
	<u>73,002</u>

## 7. MOVEMENT IN FUNDS

	Unrestricted funds £	Restricted funds £	Total £
At 1 August 2022	<u>(22,305)</u>	4,556	<u>(17,749)</u>
Restricted grants received		62,100	62,100
Other	101,103		101,103
Total grants	101,103	62,100	163,203
Expenses	(169,003)	(11,720)	(180,723)
Transfers between funds	72,517	(72,517)	-
Net movement in funds	<u>4,617</u>	<u>(22,137)</u>	<u>(17,520)</u>

## 8. RELATED PARTY DISCLOSURES

There were no related party transactions for the year ended 31 July 2023.



# Financials

## Profit and Loss

The Literacy Hubs

For the year ended 31 July 2023

Account	2023	Year to date
<b>Turnover</b>		
Pupil Premium	60,320	60,320
<b>Total Turnover</b>	<b>60,320</b>	<b>60,320</b>
<b>Cost of Sales</b>		
Cost of Goods Sold – Student Generated Media	420	420
Direct Expenses	2,334	2,334
<b>Total Cost of Sales</b>	<b>2,754</b>	<b>2,754</b>
<b>Gross Profit</b>	<b>57,566</b>	<b>57,566</b>
<b>Administrative Costs</b>		
Advertising & Marketing	228	228
Audit & Accountancy fees	3,782	3,782
Bank Fees	20	20
Charitable and Political Donations	(541)	(541)
Depreciation Expense	10,810	10,810
Employers National Insurance	12,433	12,433
General Expenses	689	689
Insurance	221	221
Interest Paid	4	4
IT Software and Consumables	846	846
Pensions Costs	2,942	2,942
Postage, Freight & Courier	126	126
Printing & Stationery	2,254	2,254
Professional Fees	2,137	2,137
Rates	214	214
Salaries	137,799	137,799
Staff Training	2,047	2,047
Telephone & Internet	1,378	1,378
Travel - National	40	40
<b>Total Administrative Costs</b>	<b>177,429</b>	<b>177,429</b>
<b>Operating Profit</b>	<b>(119,862)</b>	<b>(119,862)</b>
<b>Other Income</b>		
Donations received	13,163	13,163
Grant Income - Restricted	62,100	62,100
Grant Income - Un Restricted	27,079	27,079
<b>Total Other Income</b>	<b>102,342</b>	<b>102,342</b>
<b>Profit on Ordinary Activities Before Taxation</b>	<b>(17,520)</b>	<b>(17,520)</b>
<b>Profit after Taxation</b>	<b>(17,520)</b>	<b>(17,520)</b>



# Financials

## Balance Sheet

The Literacy Hubs

As at 31 July 2023

Account	31 Jul 2023
<b>Fixed Assets</b>	
<b>Tangible Assets</b>	
Computer Equipment	20,138.68
Fixtures & Fittings	27,223.74
Less Accumulated Depreciation on Computer Equipment	(12,123.00)
Less Accumulated Depreciation on Fixtures and Fittings	(15,738.00)
Less Accumulated Depreciation on Office Equipment	(123.00)
Office Equipment	243.97
<b>Total Tangible Assets</b>	<b>19,622.39</b>
<b>Total Fixed Assets</b>	<b>19,622.39</b>
<b>Current Assets</b>	
<b>Cash at bank and in hand</b>	
The Literacy hubs	1,567.36
<b>Total Cash at bank and in hand</b>	<b>1,567.36</b>
Accounts Receivable	41,500.00
Accrued Income	20,000.00
Prepayments	1,572.13
<b>Total Current Assets</b>	<b>64,639.49</b>
<b>Creditors: amounts falling due within one year</b>	
Accounts Payable	69.62
Deferred Income (Invoices in advance)	41,500.00
HSBC Business Current Account	2,074.90
NIC Payable	20,755.37
PAYE Payable	6,320.79
Pensions Payable	464.28
Student Loan Deductions Payable	1,817.00
<b>Total Creditors: amounts falling due within one year</b>	<b>73,001.96</b>
<b>Net Current Assets (Liabilities)</b>	<b>(8,362.47)</b>
<b>Total Assets less Current Liabilities</b>	<b>11,259.92</b>
<b>Net Assets</b>	<b>11,259.92</b>
<b>Capital and Reserves</b>	
Current Year Earnings	(17,520.12)
Retained Earnings	28,780.04
<b>Total Capital and Reserves</b>	<b>11,259.92</b>



# Independent Examiners Report

TB3 Little Tapnage  
Titchfield Lane  
Fareham  
Hampshire  
PO17 5PQ



## Independent Examiner's Report on the Accounts

Report to the Trustees of: ***The Literacy Hub***  
With Offices at: ***The Omega Centre, 2 Omega Street, Portsmouth, PO5 4LP***  
Charity Number: ***1189791 (England and Wales)***  
For the Year Ended: ***31<sup>st</sup> July, 2023***

### Responsibilities and Basis of Report

I report to the Trustees on my examination of the accounts of the above charity ("the Trust") for the year ended 31/07/2023.

As the Charity's Trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act"). I report in respect of my examination of the Trust's accounts carried out under Section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under Section 145(5)(b) of the Act.

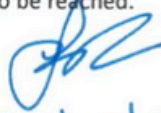
### Independent Examiner's Statement

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

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

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

Signed



Jonthan Kemp BA(Hons), MBCS, MICB

Date

29/05/2024.

Professional Qualifications/ body:

Member of the Institute of Certified Bookkeepers  
Affiliate Member of the Association of Charity  
Independent Examiners

Registered as a Limited Company in England and Wales, number 7646453; VAT number 128 5552 05  
ICB Membership Number: 346038; ICB Practice Licence Number: 13056



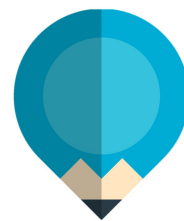
**THE LITERACY HUBS**

England & Wales - Charity number 1189791

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# Accounts

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# The Literacy Hubs

Annual Report 2021/22



The LiteracyHubs

The Omega Centre  
2 Omega Street, Portsmouth  
Hampshire, PO5 4LP

07458307437  
info@theliteracyhubs.co.uk  
theliteracyhubs.co.uk

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- Why we are needed
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- Overarching aims: The why
- Three year strategy roadmap

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# Letter from Jackie Rainford, Chair of Trustees

The trustees present their annual report and the operational impact report; together with the financial statements of the charity for the period ending July 31st 2022.

The financial statements comply with the charities Act 2011 and accounting and reporting by charities statements of recommended practice. These are applicable to charities preparing their accounts in accordance with the financial reporting standard applicable in the UK and Republic of Ireland (effective from January 2015).

We are a Portsmouth based charity, formed in May 2020, to address the gaps in attainment relating to literacy skills for children in years 5 – 8 but also aiming to reach other areas of our community, importantly the parents and guardians of the children on our programme. The work we do with the children is crucial in supporting the achievement of the standards of literacy required for secondary school and further education and, importantly, their prospects in adult life.

We focus on children in some of the most deprived areas of Portsmouth, and where literacy attainment is at its lowest. This means working with children who are in receipt of pupil premium, for a variety of reasons.

Our first hub, an impressive pirate themed space at the Omega Centre, Portsmouth has proved to be extremely popular with the children who attend sessions there. They are known as Pompey Pirates, and they see it as a special treat to join us there for literacy support. This is incredibly important for the motivation and interest of the children, and it feels quite different to coming out of regular classes at school for additional support.

In the early part of our second year, we were still affected by the Covid pandemic and lost some of our older volunteers, because of fears of becoming ill with the virus; students also went home to complete their studies. However, we ran a recruitment campaign for new volunteers and focussed on embedding the programme and standards achieved in year one and extending our reach, so that we could support more children across Portsmouth.

Information coming from Head Teachers and Portsmouth City Council showed that the children most needing support had fallen further behind during the pandemic. Head Teachers were also reporting a general decline in confidence in the classroom, with children feeling less able to get involved in whole class discussions or not willing to put their hand up to answer questions.

Our programme was designed to develop all aspects of literacy and with it the confidence to question and take part in lessons. The children are excited to experience film making, writing stories for publication, acting, and recording pieces for the radio. With all of this comes exposure to different people, with different jobs, which in turn engages and inspires the children.



In line with our initial three-year strategy, we equipped and then opened a second Literacy Hub in January 2022. We were fortunate to be given access to a learning space in the Historic Dockyard in Portsmouth, which was available for our sessions. We were able to recruit a second qualified teacher as Hub Lead and a teaching assistant and purchase all of the necessary resources and equipment to run the programme with the children.

The Dockyard site for the Portsea Sailors, as they are known, has an amazing and inspiring museum and just outside the door there are the historic ships and often visiting aircraft carriers and navy frigates. At the end of his first session, one young sailor asked, “Do we get to come here every week?” and was absolutely delighted when he was told, “yes!”

During the 2021/22 academic year, 175 children completed our programme and were delighted to have their stories professionally published in a book, their film scripts filmed and screened at a local cinema, and persuasive pieces they had written about single use plastic recorded for the local radio station. Many children sat with their families to listen to the end results, which were played over a series of evenings.

The CEO had a period of extended sick leave in the summer of 2021 and the COO ran the charity, with interim support from an ex Deputy Head teacher and the Trustees.

In line with our three-year operational strategy, our team grew and with the support of the CEO and COO the whole team were able to add additional creative ideas to the programme. They also made practical suggestions for training volunteers and supporting the children further. At the beginning of the year Portsmouth City Council asked us to open a third hub, to match the demand from schools for additional Literacy support, and we began looking for suitable premises, knowing that we would have Community Infrastructure Levy (CIL) funding from the council to open and equip the hub. However, in July we hadn't found a suitable location for the third hub and we decided to pause the strategy and our plans to open a third hub in the north of the city, until the CEO returned from maternity leave in August 2023.

We have had over 80 volunteers on our books, with 74 volunteering for one or two sessions a week. We couldn't function without them and the children's progress and confidence comes from the care and concern they show each child. Some of our volunteers, who have been with us since our launch, have provided support for new volunteers, allowing them to shadow sessions before supporting children on their own.

We wanted to share our programme more widely and bring more children and potentially adults into a literacy scheme. With this in mind, we introduced a parental engagement programme, which includes regular newsletters for parents and guardians as well as inviting them to attend sessions, so they can talk to their children about the work they're doing. As a result, more parents and relatives attended the film showing at the independent No.6 Cinema at the Historic Dockyard than the previous year. We will continue to build on those initiatives in the coming year.

This year we also felt that it was important that we had a clear, recognisable identity for all our communications and social media posts. The team worked with a small consultancy to define our requirements and they then provided an eye-catching and engaging new logo design and website, which appeals to both children and adults.



To achieve our strategy, it was vital that we worked on a variety of funding streams and started approaching local companies to support us via their CSR programmes. Abri housing now sponsor some of the children on our programme and have been hugely supportive of our work with the children.

We also secured funding from a grant provider and local funding bodies, and continued to receive a percentage of the pupil premium funding from schools for each child attending the programme. We are very grateful for all the support we've had, both financially and in kind.

The COO revisited all of our policies and procedures, including the risk assessments for each hub and the overall charity risk register. Trustees have each brought their specialism to board meetings and have supported the operations team behind the scenes in areas of HR, recruitment and funding, social media use, the content of the programme and safeguarding. Each trustee takes the lead on a key area. The trustees also review all policies and procedures, including the full risk register, on an annual basis.

The Trustee team have worked hard to support the operations team this year. All attended a training session in July 2022 on the importance of the role of a Trustee and identifying and managing risks for the charity. All trustees had a 1:1 with the chair and we completed a Trustee skills analysis to ensure that we had all the necessary skills to support the operational team.

As the academic year came to an end, we discussed funding for schools at our last board meeting in July. Head Teachers were facing higher staffing costs and we also discussed the projected worrying increase in energy bills. It was felt that this might be an issue for us over the coming year and that the funding landscape in general may be more challenging. We had increased the size of the team to cover for the CEO's upcoming maternity leave and to support the development of our programme and a sustainable income for the charity to support our growth strategy. We also received a request from a neighbouring coastal city to open a hub for children facing the same challenges as children in Portsmouth.

It was clear that schools were starting to find funding for their own operations an issue. Unfortunately, in July two schools pulled out of the 2022/3 programme, which was due to start in September 2022: worried about lack of money available for energy and price increases across the board. The aim then became one of consolidation and refining our practice and ensuring that the impact results were clear and telling a comprehensive story of the children's progress and our successes. We also want to share our story more widely in our community and beyond.

The CEO appointed a Head of Fundraising in May to build a detailed and sustainable income stream. This was clearly going to be a priority for the coming year. We approved a new fundraising strategy, with comprehensive targets, at our July board meeting and this would be driven by the Head of Fundraising. However, in the light of all the current funding issues for schools, we started to look again at where we could put additional emphasis, particularly with local companies. We continue to be supported well by Portsmouth City Council, who also provides the venue for our hub at the Omega Centre, and other key organisations and individuals in the city, including our MPs.

The final impact results from the children are a vital measurement of our success and we're pleased to report that they were again impressive. Anecdotal comments from their teachers were really positive; the growth in confidence and general engagement in lessons was particularly good.



The charity is now an incredibly important part of the education offer for children in Portsmouth and we strive to ensure that we continue to provide an inspiring, safe, and well thought out programme.

Our financial results show an end of year deficit, in the main due to increased staffing and two schools withdrawing from the programme, because of lack of funds. We are working hard to support schools with this and secure other funding.

We recognise the current and emerging cash flow risks with regards to security of funding, in what is a very challenging economic environment. The board and operational team continue to address and reduce costs, particularly around staff costs relative to incomes, to ensure adequate funds to run the charity effectively. We continue to actively bid for and diversify funding streams, both now and in future, to strengthen solvency and protect and secure our short to medium term financial sustainability.

We want to extend our reach and encourage more members of our community to participate, in line with our overall mission. We will achieve this is by securing more funding from foundations and grant providers, and importantly continue to develop strong partnerships with local companies.

The support and development of our small team is vital, and although funds are limited, we want to explore innovative ways of increasing the knowledge and skills required to run The Literacy Hubs so that it continues to thrive.



Jackie Rainford  
Chair of Trustees  
26.5.2023



Michael Cripps  
Treasurer  
26.5.2023



# Who We Are & Why We Exist

## What we do

The Literacy Hubs works with young people from the least advantaged communities to improve their literacy skills and ignite a passion for reading and writing.

We work with local communities to create hubs which are designed to best support their literacy needs. Our initial hubs focussed on areas across Portsmouth. Each hub will have a different approach because every community has different needs.



We believe that by taking coordinated action at a local level to drive up literacy levels, we can support increased educational attainment and employability skills, leading to long term improvements in public health and economic engagement

Our first hub, The Pompey Pirates, launched in the heart of the Charles Dickens Ward, Portsmouth in September 2020, and was swiftly followed by the opening of our second hub, The Portsea Sailors, in January 2022. Our hubs offer unique, magical and adventurous learning environments that inspire young people to pick up a book or pen and be more creative.

## How we do it

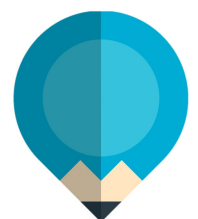
We work within the local community to create a hub that best supports its literacy needs – this might involve young people or adults.

In our Pompey Pirates hub, for example, we work with schools to identify children between the ages of nine and thirteen who'll benefit most from our support. They attend sessions once a week, after school, for a year. This transition phase – beginning the change from primary to secondary school – can often be a critical point for children when progress in reading and writing can really slow down.

In our exciting and engaging learning environments, working one-to-one or in small groups, we help our learners to catch up. Our aim is simple: to grab the children's imaginations, fire up their enthusiasm and draw them into a wonderful world full of adventure through the power of reading, while also developing their skills. In this way, they can achieve more, in life, in school or later on at work.

In a programme devised and led by education professionals, with the help of volunteers from the community, we nurture and encourage learners to:

- Improve their reading skills by focusing on the magic, escape and simple enjoyment that books offer
- Work on creative writing projects, eventually producing published projects such as books, films, podcasts and even radio shows



## Why we are needed

Two in three children living in low-income households in the UK fall below the expected levels in reading and writing by the age of 11, compared to one in three of their wealthier peers. The attainment gap widens further as they transition from primary to secondary school.

Children living in poverty start school with vocabularies up to 19 months behind their better-off peers and are twice as likely to leave secondary school without good GCSEs in English and Maths.

One in three children, from lower socio-economic backgrounds, leave primary school without reaching expected levels of reading.

Due to recent school closures, the work of The Literacy Hubs has become even more crucial as the literacy gap between those less advantaged children and their peers is becoming even wider.

## The context of Portsmouth

On average, nine year-olds, from low income communities across Portsmouth, are 13 months behind and 11 year-olds are 28 months behind the reading and writing age they need in order to keep up with their peers.

Nearly a quarter of the children in Portsmouth live in poverty and, in some parts of the city, the poverty levels are extremely high. In The Charles Dickens ward, 44.2% of children live in poverty and 45% of low-income boys are not reading well by the age of 11.

Across Portsmouth, children from low-income backgrounds are twice as likely as their wealthier peers to fall below expected levels of reading and writing by age 11. Therefore, they are already at least two years behind in reading ability when they start secondary school, putting them at a huge disadvantage. If a child does not learn to read well when young, their lifelong outcomes are severely limited.



## Our impact

Our Portsmouth hubs are making a transformative impact on the literacy, confidence and perseverance of children aged nine to 13, so that they can achieve both at school and in the world beyond.

Impact measurement is at the heart of what we do. In order to monitor and evaluate our impact we use baseline and follow-up questionnaires asking teachers, pupils, and parents to rate statements describing confidence and perseverance, STAR reading tests using the Accelerated Reader programme and a writing assessment using the CLPE writing scale.

During our second year, the children on our programme for the full academic year made progress, on average, at a rate 50% faster than age related expectations; improving their reading age by 14 months rather than the expected eight to nine months over an academic year.

Over 80% of the children noted improved confidence in reading, writing, and their ability to persevere, while parents and teachers noted an improvement both in children's communication skills and in their overall confidence.



# The Literacy Hubs

Impact Report: 2021/2022



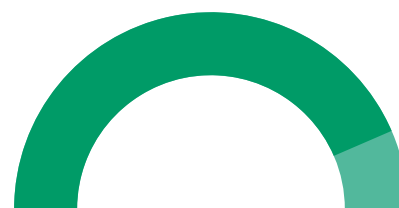
## Whole Cohort Highlights

175 children attended The Literacy Hubs this academic year. 70 joined the programme in September and completed a whole academic year, and an additional 76 started in January 2022 to complete two terms on the programme. A further 29 students were late starters who accessed part of the programme. Weekly sessions host an average of 16 students from 11 schools across the city.



**91%** of students felt that The Literacy Hubs had a **clear, positive effect on their work at school.**

**1 in 3** of students improved their reading age by more than a year, with some making as much as three years progress.



**88%**

of students felt their ability to persevere had improved since joining The Literacy Hubs. 54% felt they were 'much better' in this area.

**85%** of students felt increased confidence in their reading and writing following their time on the programme.



**1 in 2** pupils improved their reading at an above average rate compared to children nationally.

# The Literacy Hubs

Impact Report: 2021/2022



## Pompey Pirates

136 children attended Pompey Pirates this academic year. 70 joined the programme in September and completed a whole academic year, with the remainder starting in January 2022 to complete two terms on the programme.



**88%** of students felt **increased confidence in their reading and writing** after attending Pompey Pirates sessions.

**40%** of Pompey Pirates improved their reading age by more than a year, **with some making as much as three years progress.**



By the end of the year,

**54%**



of the Pompey Pirates were **working at or above their age related expectations in writing**, compared to just 14% at the start of their time with us.

"I'm more confident at school with my writing since coming to Pompey Pirates and when I'm stuck, I don't just sit there, I ask for help. Even if I still don't understand, I'll give it a try."

# The Literacy Hubs

Impact Report: 2021/2022



## Portsea Sailors

39 children, from 3 schools, attended our Portsea Sailors programme for the two terms between January - July 2022.

**1 in 3 children** who attended Portsea Sailors improved their reading age by **1 year or more**, in the course of just 6 months



**60%**

of the Portsea Sailors

improved their reading at an above average rate when compared to children nationally.

According to school assessments,

**85%**

of students improved their writing skills by at least one 'stage' of their assessment frameworks during their 6 months at Portsea Sailors.

After just two terms, **53%** of children on the Portsea Sailors programme were working at or above their age related expectations for writing, compared to just 10% in January.

"Portsea Sailors gave me more confidence in everything and I am grateful for this. When I started I used to doubt my work."

# The Literacy Hubs

Impact Report: 2021/2022



## Teacher Feedback

"He has become noticeably more interested in reading and books."

"Portsea Sailors has made a huge difference in her reading and writing."

"Pavlo has improved his attitude to learning in general over the year; particularly his confidence and stamina for writing."

"Grace is becoming more self-motivated and can concentrate for greater periods of time."

"He has made huge progress all around."

"Her speaking has gone from strength to strength this year and she is happy to read aloud to adults."

## Parental Feedback

"Being at Portsea Sailors had helped bring up her literacy skills."

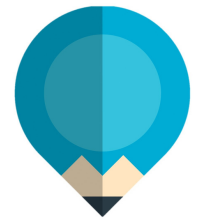
"[My child] is better at communicating with children of different ages and from different classes."

"I've noticed [my child] has got more confident since attending Pompey Pirates and he reads a lot more than he used to."

"[My child's] confidence has improved since being at Portsea Sailors."

# The Literacy Hubs

Impact Report: 2021/2022



## 2021/22 Highlights

### Matthew (Year 5)

When Matthew first joined us, he was very quiet and independent - often choosing to sit alone and work quietly. During the film project, he became much more confident in sharing his opinions with others and working in a group. He also made huge improvements in his reading; improving by an incredible five years and ten months. In the beginning of the year, Matthew had a reading age of just under 8 years old, which is one year behind his expected level. By the end of the year, he was reading at the same level of a 13 and 9 month-year-old.

"The only thing that would make Pompey Pirates better is being able to come in all day everyday!"

"My favourite part of Portsea Sailors is being able to communicate with other people and make friends. I'm so happy to be a part of this group."

### Christian (Year 5)

When Christian first joined us, he was quite reserved and rarely joined in. By the end of the year, he became much more confident working in a group and speaking out when he needed help. He made a big improvement in his reading; improving by 1 year 8 months. At the beginning of the year Christian was reading below his expected level and now he is working at his expected level.

His writing has also improved; at the beginning of the year, Christian was working towards his expected level and now he is at his expected writing age level.

### Skarlette (Year 6)

When Skarlette first joined us, she lacked confidence both in herself and in her work. During her time on the programme, she improved her reading age by 2 years and 2 months, meaning she is now working at her age-related expectations. Her teachers also noted a change in attitude from Skarlette, telling us her enthusiasm for reading in school had grown and that they'd seen an improvement in her spelling and grammar.

"Pompey Pirates is better than school!"

"I've made more friends at Pompey Pirates."

"My english skills have improved a lot."

# The Literacy Hubs

Impact Report: 2021/2022



## Community Impact Statement

**174 families**

have been supported by The Literacy Hubs this academic year.



Between September and July,  
an incredible

**1,982 hours were volunteered**

across our two hubs, with 81 volunteers providing an average  
of 24.5 hours each across the year.

Our volunteers come from a range of backgrounds, and from different sections of the Portsmouth community, including:

- **Students, (41% of our active volunteers)**
- Retirees (19%)
- **Working professionals (30% with 17% working full-time)**
- Self-employed
- **Part-time workers**

*"Volunteering is a rewarding and enjoyable way of contributing to the community. In addition, doing something outside my comfort zone and learning new skills is good for my personal confidence and energy."*

# Three Year Strategy

## Overarching Aims

### 1. Deepen Impact in Portsmouth

Establish up to two additional hubs to serve ten more schools in key areas of Portsmouth and increase numbers attending our current programmes.

### 2. Prepare for National Scale

Identify the next region(s) for The Literacy Hubs and acquire the funds required to expand there.

## Overarching Aims: The Why

### 1. Deepen Impact in Portsmouth

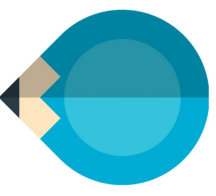
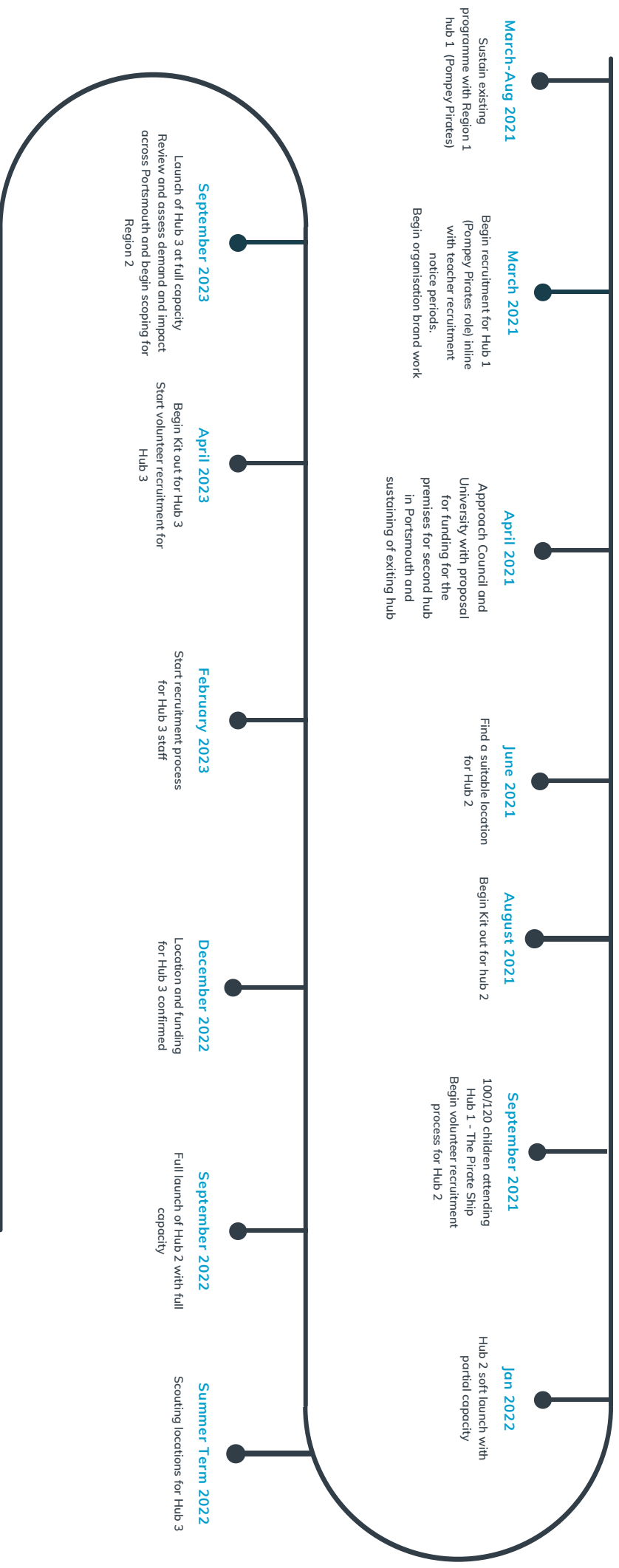
- Close existing relationship with funders who are keen to fund more work
- Large unmet demand from other schools and age groups
- Existing infrastructure will allow for easy collaboration between hubs
- Brand established within volunteering and school markets
- Large volunteer base can be shared between hubs located in the same city

### 2. Prepare for National Scale

- Brighton council have approached the charity about launching a hub in the city. They would like to explore this possibility from early next year after we have experience and impact behind us
- Large national funding pots exist for national education charities
- Low literacy affects communities across the UK and with our experience we can help millions of children
- Taking time to prepare will allow us to be thoughtful in our choice of pilot location and give us time to scale up our central team



# Three Year Strategy Roadmap



# Contribution Made by Volunteers

Our work would not be possible without the support of our volunteers. We are so grateful to our wonderful team of volunteer crew mates who give so generously of their time and expertise. Our crewmates are a variety of ages and come from all walks of life, from students to retirees. Our volunteers are committed to the aims of The Literacy Hubs and have the potential to make a real difference to the lives of the young people we support. The young 'pirates' and 'sailors' love the fact that they have enthusiastic, adult support throughout each session, which they may not receive at school. Our volunteers provide invaluable 1:1 support for the children during our weekly reading sessions, which considerably impacts their progress. When working on projects, or writing tasks, our volunteers work closely with the children in small groups, enabling them to support the pirates or sailors where needed. They are also able to facilitate positive group work and help each child feel more confident. Often volunteers choose to attend the same sessions each week, which really helps to cement pirate/crewmate relationships. All our volunteers complete an application form and, if successful, attend an online assessment and training session. Before becoming a fully fledged crewmate, our volunteers undergo shadow shifts - where they observe a more experienced volunteer crewmate.

## A word from one of our volunteers



**Ed Wheelhouse**  
Analyst

I started volunteering at Pompey Pirates in January 2022. I was lucky enough to have some free time one afternoon a week and was looking to do something useful. I was also aware that, despite the best efforts of teachers, the education system still struggles to meet everyone's needs. I believe that literacy is the key skill that underpins all future learning, so if children struggle with it then they're going to struggle with everything. It felt to me the most efficient way to improve their long-term outcomes and when I heard about Pompey Pirates it was an easy decision!

The introductory session was interesting and fun – it included a story splurge task, the children are taught to do - and it gave me confidence that the way they worked would suit me. I love working with the children.

The biggest impact I see as a volunteer is the developing confidence of the children over time. As they get more involved in the group projects and get to know us, they become more willing to read and write. The projects inspire them to do both as a means to an end, so I think it feels less like a chore. I feel that the adult/child ratio helps to keep their attention on their tasks and being the centre of our attention helps them believe in themselves. The focus on fun and doing something different in a different setting is really beneficial too.

I've had the benefit of working with a couple of inspirational Pirate Captains. I've tried to learn from the way they drop a word or phrase in here and there that completely changes a child's mood and attitude. The volunteers are a diverse group so there's more to learn from them too, and it's heart-warming to see people coming together to help. Pompey Pirates has been great for me. I'm naturally quite logical and focused and I'm forced to break out of that a lot. I feel like I'm doing something that will have an enduring positive impact, and it's fun: the children's enthusiasm (whether it's for literacy or not!) is infectious and I always leave feeling happy to have spent the afternoon with them.



# Governance & Accountability

**Charity object:**

To advance the education of the public in Portsmouth and the surrounding areas in the subject of literacy skills by providing and assisting in the provision of facilities (or 'hubs') so as to improve reading ability in communities in which literacy levels are low.

**Public benefit:**

All of our activities are undertaken to further our purposes for the public benefit, and are overseen by the Trustees to ensure that this is the case.

**Name of the charity:**

The Literacy Hubs

**Charity registration number:**

1189791

**Address of the principal office of the charity:**

The Omega Centre, 2 Omega Street, PO5 4LP

**Charity Trustees (see Trustee and Leadership Bios below):**

Trustees who served during the year and up to the date of this report were as follows:

Jackie Rainford (Chair)

Michael Cripps (Treasurer)

Claire Tunnicliffe

Terence Carvalho

Charlotte Harding (Resigned December 2022)

Andrea Spreafico (Resigned January 2023)

Pete Davison (Resigned April 2023)

**Key Management Personnel:**

CEO and founder: Becca Dean MBE

COO: Natasha Turner



# Governance & Accountability

## Structure Governance and Management

The Literacy Hubs is constituted as a Charitable Incorporated Organisation, whose only voting members are its charity trustees. The charity has a board of six trustees and one CEO. The charity has a payroll of 6 full time staff, including the CEO. Trustees are recruited through existing networks of professionals, volunteers and partner organisations. Advertisements are also posted on national news websites and charity sector websites. Trustee roles are outlined following an audit of the existing skills and resources on the board, and an examination of the key needs of the charity. Trustees are appointed for a term of three years by a resolution passed at a properly convened meeting of the charity trustees. In selecting individuals for appointment as charity trustees, the charity trustees must have regard to the skills, knowledge and experience needed for the effective administration of the CIO.

### Decision Making and Governance

Charity trustees make decisions about spends over £5,000 that are not part of the agreed budget for the charity. Trustees make decisions about partnerships or associations that could be deemed a risk to reputation or quality of delivery of the programme, as identified by the CEO. Trustees delegate the day-to-day running, recruitment and staff management, growth planning and spending decisions that are part of the core business of the charity to the CEO of the charity.



# Governance & Accountability

## Trustee and Leadership Team Bios



### **Rebecca Dean MBE - CEO and Founder**

Becca is a former English teacher and also the Co-founder of the award winning charity The Girls' Network. In June 2021 Becca was awarded an MBE in The Queen's birthday honours list for both her work with The Literacy Hubs and The Girls' Network. In 2017 Becca was listed as one of Forbes 30 under 30 Social Entrepreneurs. She is also the winner of the Stylist Magazine 'Women With Heart' Awards 2017, been featured in The Independents 'Happy List', a recipient of a Shaping Portsmouth Award and was awarded The Teach First Innovation award in 2012. Becca is Portsmouth born and bred and passionate about putting local female voices on the air.

Each week she presents 'In Conversation' on Express FM where she welcomes a woman who has achieved incredible things both professionally and personally in order to share their story, wisdom and of course their favourite tracks. Becca believes that coordinated, local, action to raise literacy levels, will lead to increased educational attainment, employment and economic engagement across the city.

### **Natasha Turner - COO**

Natasha is a former History and Politics teacher, and academic mentor, who has worked with children to develop the skills they need to improve their attainment.

After moving out of a school setting she spent time working in cultural heritage, including with the Education Team at the award winning Weald & Downland Living Museum, and training to deliver high quality learning experience in out of classroom settings.

Trained as a Beach School practitioner, Natasha believes strongly in the importance of using learning environments to enhance student engagement, change mindset, and deepen their learning.



# Governance & Accountability

## Trustee and Leadership Team Bios



### Jackie Rainford - Chair

Jackie Rainford has lived in Portsmouth for 27 years. Jackie worked as a manager and training manager for John Lewis before moving into consultancy training which has included running her own business for over 20 years. She has her own Learning and Development company and carries out Leadership training and coaching in companies, as well as running personal development sessions with private clients.

Previously a Trustee for the YMCA Fairthorne Group, which covers the whole of Hampshire, Jackie enjoys being involved in events and fundraising.

### Claire Tunnicliffe - Vice Chair

Claire is currently an Assistant Principal at an all-through school in Chichester where she leads on teaching and learning. She has been teaching for fifteen years across the primary age range, working mainly in schools in disadvantaged areas such as Leigh Park and Wecock Farm in Waterlooville. Claire is passionate about supporting Pupil Premium children and those from disadvantaged backgrounds both in the classroom and in their wider lives. Claire, as a child, was in receipt of free school meals herself and so feels personally invested in inspiring children from disadvantaged backgrounds to meet and then exceed national expectations.



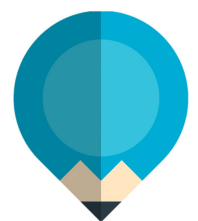
### Michael Cripps - Treasurer

Michael is an CGMA accountant with over 25 years experience in retail, construction and property service support industries. Michael recently completed an MBA at the University of Portsmouth.

He was born and raised in Portsmouth, returning to the city after a spell working in London. He is currently the Finance Director for a Building Services company based in Southampton, as well as Treasurer for Havant Cricket Club. Michael served as a Governor at Havant and South Downs College, supporting two mergers, serving as Chair of The Finance Committee.

### Charlotte Harding - Trustee

Charlotte has been a journalist for nearly ten years training at Highbury College in Portsmouth. She spent two years working in local newspapers in Horsham and Haywards Heath before becoming a feature writer at etc Magazine, based in Sussex. Charlotte has been a mentor through The Girls Network and is the co-founder of Generation Tribe, a website aimed at empowering teenage girls and young women. Charlotte has lived in Portsmouth her whole life.



# Governance & Accountability

## Trustee and Leadership Team Bios



### **Terrance Carvalho - Trustee**

Portsmouth born and bred Award-Winning Hospitality Manager, Terence Carvalho joined Becketts Southsea in 2019, having previously served as House Manager & Corporate Manager for The King's Theatre in Southsea for 5 years. In addition to his role at Becketts, Carvalho, currently serves as a Portsmouth Ambassador for Shaping Portsmouth and Member of The Leaders Council for Great Britain and Northern Ireland. His appointment as House Manager at The Kings Theatre in Southsea in 2014 made him the youngest Theatre House Manager in the UK and was the base of the 5 of the most successful years in The Kings Theatre 110+ year history.

### **Andrea Spreafico -Trustee**

With over 15 years' experience in Learning and Development, Andrea started her career teaching English as a foreign language in Italy. A chartered member of the CIPD, Andrea is passionate about supporting others to find and develop their strengths and build their confidence. Andrea has worked in the private and public sectors in the UK and Italy, designing and delivering training programmes for a wide variety of international clients and supporting staff with all aspects of their personal development. In her spare time, Andrea has provided tutoring support to dyslexic students and been a volunteer helper with Rainbows (5-7 year olds in Girlguiding).



### **Pete Davison - Trustee**

Pete was born and educated in Portsmouth and has worked in the Creative Industries, particularly in talent development, for over fifteen years. Pete has worked for Arts Council England since 2016 where he is the Relationship Manager for Creative Media in the South East.

During the pandemic, Pete took a year-long secondment as Head of Development and Programmes at Portsmouth Creates CIC, fundraising for and part-programming the first We Shine Festival; delivering the Thriving Communities social prescribing activity; and commissioning audio trails of the city by diverse, hidden voices. Pete's work has been published by Firewords Quarterly and Bath Flash Fiction Anthology (AdHock Press).



# Financials

At the time of approving the accounts, the Trustees believe the Charity has adequate financial resources and is well placed to manage its business risks. The Trustees believe there are no material uncertainties that call into doubt the Charity's ability to continue. The accounts therefore have been prepared on the basis that the Charity is a going concern.

Please see below for the Statement of Financial Activity.

**The Literacy Hubs**  
**Statement of Financial Activities**  
**For the period 1 August 2021 to 31 July 2022**

	Unrestricted funds £	Restricted funds £	Total £
<b>INCOME AND ENDOWMENTS FROM</b>			
Donations and legacies	65,547	50,129	115,676
Charitable activities	71,120	-	71,120
Total	<u>136,667</u>	<u>50,129</u>	<u>186,796</u>
<b>EXPENDITURE ON</b>			
Charitable Activities	122,975	59,180	182,155
Other	10,398	11,992	22,390
Total	<u>133,373</u>	<u>71,172</u>	<u>204,545</u>
<b>NET INCOME</b>	<u>3,294</u>	<u>(21,043)</u>	<u>(17,749)</u>
Transfer between Funds	(25,599)	25,599	-
Net Movement in Funds	<u>(22,305)</u>	<u>4,556</u>	<u>(17,749)</u>
<b>RECONCILIATION OF FUNDS</b>			
Total Funds brought forward	21,086	25,443	46,529
Total Funds carried forward	<u>(1,219)</u>	<u>29,999</u>	<u>28,780</u>



# Financials

## The Literacy Hubs Balance sheet As at 31 July 2022

	Unrestricted funds £	Restricted funds £	Total £
<b>Fixed Assets</b>			
Tangible Assets	-	29,999	29,999
<b>Current Assets</b>			
Debtors	3,572		3,572
Cash at bank and in hand	3,471		3,471
Total Current Assets	<u>7,043</u>	-	<u>7,043</u>
<b>CREDITORS</b>			
Amounts falling due within one year	8,262	-	8,262
Net Current Assets	(1,219)	-	(1,219)
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>	<b>(1,219)</b>	<b>29,999</b>	<b>28,780</b>
Net Assets	<u><b>(1,219)</b></u>	<u><b>29,999</b></u>	<u><b>28,780</b></u>
<b>Capital and Reserves</b>			
Unrestricted funds			(1,219)
Restricted funds			<u>29,999</u>
TOTAL FUNDS			<u><b>28,780</b></u>

## 1. ACCOUNTING POLICIES

### Basis of preparing the financial statements

The financial statements of the charity, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) '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 (FRS 102) (effective 1 January 2015)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Charities Act 2011. The financial statements have been prepared under the historical cost convention.



# Financials

## Going concern

At the time of approving the accounts, the Trustees believe the Charity has adequate financial resources however the current economic environments continues to place additional funding risk on the Charity. In light of this the Charity looks to ensure a balanced spread of funding sources and is well placed to manage its business risks. The Trustees believe there are no material uncertainties that call into doubt the Charity's ability to continue. The accounts therefore have been prepared on the basis that the Charity is a going concern.

## Income

All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

## Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

## Tangible Fixed Assets

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

Computer equipment	25% straight line
Fixtures and fittings	20% straight line
Office equipment	20% straight line

## Taxation

The charity is exempt from tax on its charitable activities.

## Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

## 2. TRUSTEES REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 July 2021.

## Trustees' expenses

	31 July 2022
	£
Trustees expenses paid	<u>0</u>



# Financials

## 3. Staff costs

The average monthly number of employees during the year was as follows:

	31 July 2022
Carrying out charitable activities	3.7
Management and administration	2.0
	<u>5.7</u>

No employees received emoluments in excess of £60,000.

## 4. TANGIBLE FIXED ASSETS

	Computer equipment £	Fixtures and fittings £	Office equipment £	Total £
<b>COST</b>				
At 1 August 2021	7,333	24,432	124	31,889
Additions	12,843	2,602	120	15,565
At 31 July 2022	<u>20,176</u>	<u>27,034</u>	<u>244</u>	<u>47,454</u>
<b>DEPRECIATION</b>				
At 1 August 2021	1,833	4,886	25	6,744
Charge for year	5,255	5,407	49	10,710
At 31 July 2022	<u>7,088</u>	<u>10,293</u>	<u>74</u>	<u>17,455</u>
<b>NET BOOK VALUE</b>				
At 31 July 2022	<u>13,088</u>	<u>16,741</u>	<u>170</u>	<u>29,999</u>

## 5. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31 July 2022
	£
Trade debtors	<u>3,572</u>

## 6. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31 July 2022
	£
Trade creditors	1,719
Payroll taxes and payments due	6,543
	<u>8,262</u>



# Financials

## 7. MOVEMENT IN FUNDS

	Unrestricted funds £	Restricted funds £	Total £
At 1 August 2021	21,086	25,443	46,529
Portsmouth City Council	17,129		17,129
Abri Employment Services	30,000		30,000
The Blue Thread	22,000		22,000
Local Schools	40,950		40,950
University of Portsmouth	15,000	50,129	65,129
Other	11,588		11,588
Total restricted grants	136,667	50,129	186,796
Expenses	(133,373)	(71,172)	(204,545)
Transfers between funds	(25,599)	25,599	-
Net movement in funds	(22,305)	4,556	(17,749)

## 8. RELATED PARTY DISCLOSURES

There were no related party transactions for the year ended 31 July 2022.



# Financials

## FINANCIAL EXTRACTS:

### Profit and Loss

The Literacy Hubs

For the year ended 31 July 2022

Account	2022
<b>Service delivery income</b>	
Other Revenue	0.01
Pupil Premium	70,890.00
Student Generated Media	229.65
<b>Total Service delivery income</b>	<b>71,119.66</b>
<b>Other Income</b>	
Donations received	2,947.23
Grant Income - Restricted	50,129.00
Grant Income - Un Restricted	62,600.00
<b>Total Other Income</b>	<b>115,676.23</b>
<b>Total Income</b>	<b>186,795.89</b>
<b>Cost of service delivery</b>	
Cost of Goods Sold – Student Generated Media	3,349.85
Direct Expenses	6,690.50
<b>Total Cost of service delivery</b>	<b>10,040.35</b>
<b>Net operating income</b>	<b>176,755.54</b>
<b>Administrative Costs</b>	
Advertising & Marketing	7,571.43
Audit & Accountancy fees	1,745.08
Bank Fees	43.74
Depreciation Expense	10,711.00
Employers National Insurance	7,423.70
Entertainment-100% business	55.25
General Expenses	1,280.74
Insurance	420.00
Interest Paid	10.57
IT Software and Consumables	4,016.46
Pensions Costs	2,956.90
Postage, Freight & Courier	153.17
Printing & Stationery	1,386.64
Rates	(1,021.71)
Salaries	153,705.32
Staff Training	334.80
Subscriptions	339.80
Telephone & Internet	1,133.21
Travel - National	316.07
Professional Fees	973.20
<b>Total Administrative Costs</b>	<b>193,555.37</b>
<b>Operating surplus</b>	<b>(6,759.48)</b>
<b>Operating surplus</b>	<b>(6,759.48)</b>
<b>Operating surplus after Taxation</b>	<b>(6,759.48)</b>
Add	
<b>Total Cost of service delivery</b>	<b>10,040.35</b>
<b>Reported Operating surplus after Taxation</b>	<b>(16,799.83)</b>



# Financials

## Balance Sheet

The Literacy Hubs  
As at 31 July 2022

Account	31 Jul 2022
<b>Fixed Assets</b>	
<b>Tangible Assets</b>	
Computer Equipment	19,895.01
Fixtures & Fittings	27,033.74
Less Accumulated Depreciation on Computer Equipment	(6,807.00)
Less Accumulated Depreciation on Fixtures and Fittings	(10,293.00)
Less Accumulated Depreciation on Office Equipment	(74.00)
Office Equipment	243.97
<b>Total Tangible Assets</b>	<b>29,998.72</b>
<b>Total Fixed Assets</b>	<b>29,998.72</b>
<b>Current Assets</b>	
<b>Cash at bank and in hand</b>	
HSBC Business Current Account	500.10
The Literacy hubs	2,970.64
<b>Total Cash at bank and in hand</b>	<b>3,470.74</b>
Accounts Receivable	30,600.00
Prepayments	(27,027.87)
<b>Total Current Assets</b>	<b>7,042.87</b>
<b>Creditors: amounts falling due within one year</b>	
Accounts Payable	1,718.87
Accruals	0.00
NIC Payable	3,322.82
PAYE Payable	2,109.49
Pensions Payable	845.37
Student Loan Deductions Payable	265.00
<b>Total Creditors: amounts falling due within one year</b>	<b>8,261.55</b>
<b>Net Current Assets (Liabilities)</b>	<b>(1,218.68)</b>
<b>Total Assets less Current Liabilities</b>	<b>28,780.04</b>
<b>Net Assets</b>	<b>28,780.04</b>
<b>Capital and Reserves</b>	
Current Year Earnings	(16,799.83)
Retained Earnings	45,579.87
<b>Total Capital and Reserves</b>	<b>28,780.04</b>



# Financials

## Statement of Cash Flows

The Literacy Hubs

For the year ended 31 July 2022

Account	2022
<b>Operating Activities</b>	
Receipts from customers	88,989.66
Payments to suppliers and employees	(202,045.61)
Cash receipts from other operating activities	100,676.23
<b>Net Cash Flows from Operating Activities</b>	<b>0.00</b>
<b>Investing Activities</b>	
Proceeds from sale of property, plant and equipment	13,685.00
Payment for property, plant and equipment	(19,382.14)
Other cash items from investing activities	27,027.87
<b>Net Cash Flows from Investing Activities</b>	<b>0.00</b>
<b>Financing Activities</b>	
Other cash items from financing activities	(34,946.28)
<b>Net Cash Flows from Financing Activities</b>	<b>0.00</b>
<b>Net Cash Flows</b>	<b>0.00</b>
<b>Cash and Cash Equivalents</b>	
Cash and cash equivalents at beginning of period	29,466.01
Net change in cash for period	(25,995.27)
Cash and cash equivalents at end of period	3,470.74



# Independent Examiners Report

## Independent examiner's report to the trustees of The Literary Hubs

I report to the trustees on my examination of the accounts of The Literary Hubs for the year ended 31 July 2022.

### Responsibilities and basis of report

As the charity trustees of The Literary Hubs you are responsible for the preparation of the accounts in accordance with the requirements of the *Charities Act 2011* ('the Act').

I report in respect of my examination of the Trust's accounts carried out under s. 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under s. 145(5)(b) of the Act.

### Independent examiner's statement

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

(1) accounting records were not kept in respect of the Trust as required by section 130 of the Act; or

(2) the accounts do not accord with those records; or

(3) the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the *Charities (Accounts and Reports) Regulations 2008* other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.

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



Simon Challacombe

FCA, BA(Hons)

Penarth Avenue, Portsmouth, Hampshire

26.05.2023



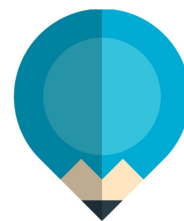
**THE LITERACY HUBS**

England & Wales - Charity number 1189791

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# Accounts

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# The Literacy Hubs

Annual Report 2021/22



The LiteracyHubs

The Omega Centre  
2 Omega Street, Portsmouth  
Hampshire, PO5 4LP

07458307437  
info@theliteracyhubs.co.uk  
theliteracyhubs.co.uk

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- Challenges

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## Letter from Jackie Rainford, Chair of Trustees

The trustees are pleased to present their annual report, together with the financial statements of the charity for the period ending July 31, 2021. The financial statements comply with the charities Act 2011 and accounting and reporting by charities statements of recommended practice. These are applicable to charities preparing their accounts in accordance with the financial reporting standard applicable in the UK and Republic of Ireland (effective from January 2015).

We are a Portsmouth based charity, formed in May 2020, to address the gaps in attainment relating to literacy skills for children in years 5 to 7. These years are crucial to children achieving the standards of literacy required for their future education and, importantly, their prospects in adult life.

Initially, we focused on children in The Charles Dickens Ward, one of the most deprived areas of Portsmouth and we continue to focus on areas where literacy attainment is at its lowest.



We built a fantastical learning space in the Omega Centre, Portsmouth. The bare functional rooms were converted into a pirate ship and cave. Pompey Pirates then became our first Literacy Hub. This creative learning space provided comfort, as well as the props to engage and motivate the children to imagine and write beautiful pirate stories.

With the support of more than 100 trained and DBS checked volunteers, the children wrote a book of pirate stories, and then produced a recording for a radio show and finally a film of pirate stories, shown at the University of Portsmouth cinema.

These projects were achieved in 'a year like no other' for the country and importantly children's education. The charity was in its infancy when the Covid pandemic struck and we knew we had to respond creatively to the crisis to be able to continue with our activities.

The CEO and operational team did an extraordinary job providing much needed support for children throughout three periods of lockdown. The sessions in the ship were converted to online support; this would have been a challenge for some children who:

- didn't have access to Wi-Fi at home
- missed the face to face focused support at the pirate ship.

However, the team overcame these challenges by providing sessions through schools and the majority of volunteers continued online throughout the year. This was an exceptional achievement.

Throughout the year, we have received excellent financial support from Portsmouth City Council and the University of Portsmouth, as well as individual donations and support from local businesses.



Towards the end of the year, the Chief Executive, and the newly appointed Chief Operating Officer and trustees, set their sights on developing a second hub in the city. This was in line with our three year strategy, to have three literacy hubs in Portsmouth by 2023, helping over 300 children develop their literacy skills.

At the same time, our CEO Becca Dean, was awarded an MBE in the Queen's birthday honours list. This was given in recognition of her successful work co-founding and leading The Girls' Network (a mentoring charity for teenage girls) and launching The Literacy Hubs in Portsmouth. This was a fantastic achievement and the whole team are incredibly proud of Becca.

During this first year of operation, we have successfully supported 108 students and the results of the support have been phenomenal. All of the literacy educational measurements of success have been very positive, but two headlines really show the difference made:

On average the children attending Pompey Pirates sessions have made progress 50% faster than age related expectations and 88% of students feel more confident in their reading; with 54% of these students feeling a lot more confident.

In January 2022, a further 60 children will join us at our second hub, at the Portsmouth Historic Dockyard. This new hub will welcome Portsea sailors, students will use the venue to write creative stories and scripts for radio and film.

Throughout 2020/21 the trustees have seen the ability to achieve sustained funding as a priority. We receive payments via pupil premium provision from schools, and our additional funding came from Portsmouth University and Portsmouth City Council. More recently the CEO has made large bids to other funders and has been very successful in achieving sizeable amounts. We have also obtained funding (and recruited volunteers) from local business and organisations.

The CEO and operations team, have successfully fine tuned all of the structures and procedures required to run a compliant, successful and efficient charity. The trustees will review all of the policies and procedures, including the full risk assessment on an annual basis.

The trustee team have worked incredibly hard to learn about their role, the running of the charity and how they can add value to the organisation. We did a skills audit of trustees and as a result have recruited two additional trustees; to support with fundraising and learning and development. We have a knowledgeable, enthusiastic and dedicated board of trustees. The CEO and her team and the trustees are a cohesive team, with the needs of the children at its very heart.

This coming financial year will be one of growth, as we increase the size of the operation – in line with our strategy – and welcome more children to the hubs.

We currently have a waiting list of Portsmouth schools wanting to participate in our programmes and interest in the charity from outside of Portsmouth, which includes Government ministers and other local authorities.

The future of The Literacy Hubs is an exciting one.



# Who We Are & Why We Exist

## What we do

The Literacy Hubs works with young people from the least advantaged communities to improve their literacy skills and ignite a passion for reading and writing.

We work with local communities to create hubs which are designed to best support its literacy needs. Our initial hubs focussed on areas across Portsmouth. Each hub will have a different approach because every community has different needs.



We believe that by taking coordinated action at a local level to drive up literacy levels, we can support increased educational attainment and employability skills, leading to long term improvements in public health and economic engagement

Our first hub, The Pompey Pirates, launched in the heart of the Charles Dickens Ward, Portsmouth in September 2020, and was swiftly followed by the opening of our second hub, The Portsea Sailors, in January 2022. Our hubs offer unique, magical and adventurous learning environments that inspire young people to pick up a book or pen and be more creative.

## How we do it

We work within the local community to create a hub that best supports its literacy needs – this might involve young people or adults.

In our Pompey Pirates hub, for example, we work with schools to identify children between the ages of nine and 13 who'll benefit most from our support. They attend sessions once a week, after school, for a year. This transition phase – beginning the change from primary to secondary school – can often be a critical point for children when progress in reading and writing can really slow down.

In our exciting and engaging learning environments, working one-to-one or in small groups, we help our learners to catch up. Our aim is simple: to grab the children's imaginations, fire up their enthusiasm and draw them into a wonderful world full of adventure through the power of reading, while also developing their skills. In this way, they can achieve more, in life, in school or later on at work.

In a programme devised and led by education professionals, with the help of volunteers from the community, we nurture and encourage learners to:

- Improve their reading skills by focusing on the magic, escape and simple enjoyment that books offer
- Work on creative writing projects, eventually producing published projects such as books, films, podcasts and even radio shows



## Why we are needed

Two in three children living in low-income households in the UK fall below the expected levels in reading and writing by the age of 11, compared to one in three of their wealthier peers. The attainment gap widens further as they transition from primary to secondary school.

Children living in poverty start school with vocabularies up to 19 months behind their better-off peers and are twice as likely to leave secondary school without good GCSEs in English and Maths.

One in three children, from lower socio-economic backgrounds, leave primary school without reaching expected levels of reading.

Due to recent school closures, the work of The Literacy Hubs has become even more crucial as the literacy gap between those less advantaged children and their peers is becoming even wider.

## The context of Portsmouth

On average, nine year-olds, from low income communities across Portsmouth, are 13 months behind and 11 year-olds are 28 months behind the reading and writing age they need in order to keep up with their peers.

Nearly a quarter of the children in Portsmouth live in poverty and, in some parts of the city, the poverty levels are extremely high. In The Charles Dickens ward, 44.2% of children live in poverty and 45% of low-income boys are not reading well by the age of 11.

Across Portsmouth, children from low-income backgrounds are twice as likely as their wealthier peers to fall below expected levels of reading and writing by age 11. Therefore, they are already at least two years behind in reading ability when they start secondary school, putting them at a huge disadvantage. If a child does not learn to read well when young, their lifelong outcomes are severely limited.



## Our impact

Our first hub, The Pompey Pirates, is making a transformative impact on the literacy, confidence and perseverance of children aged nine to 13, so that they can achieve both at school and in the world beyond.

Impact measurement is at the heart of what we do. In order to monitor and evaluate our impact we use baseline and follow-up questionnaires asking teachers, pupils, and parents to rate statements describing confidence and perseverance; STAR reading tests using the Accelerated Reader programme and a writing assessment using the CLPE writing scale.

During our first year, the children on our programme made progress, on average, at a rate 50% faster than age related expectations; improving their reading age by 14 months rather than the expected eight to nine months over an academic year.

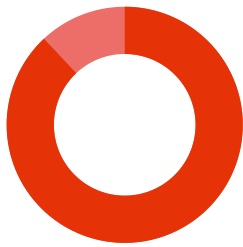
Over 80% of the children noted improved confidence in reading, writing, and sharing their opinions, while parents and teacher noted an improvement both in children's ability to persevere and in their overall confidence.





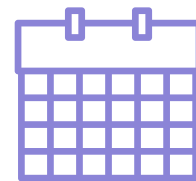
On average the Pompey Pirates made progress  
**50% faster**  
than age related expectations.

Their reading age improved by an average of 14 months over the course of 9 months, whilst they would otherwise have been expected to make less than 9 months progress.



**88%**  
of students feel more confident in their reading abilities, with 54% of these students feeling a lot more confident.

31% of students improved their reading age by more than a year, with some making as much as three year's progress.



According to The Accelerated Reader Student Growth Percentile - which compares students with others of the same age and ability level nationally -



**43% of Pompey Pirates are making progress at an above average rate with 21% being classed as making progress at an 'exceptional' rate**

# The Literacy Hubs

Impact Report: 2020/21

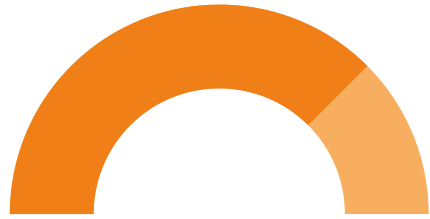


The LiteracyHubs  
Learning that inspires, spaces to enthral

Over 80% of students reported feeling **more confident telling people their opinion** since attending Pompey Pirates with 50% saying they felt a lot more confident in this area.



Over 80% feel **more confident in their writing abilities**, with 48% feeling a lot more confident.



74% of students feel **better at persevering**, with 35% of these students feeling a lot more confident.

Over **80%** of parents noticed an **improvement in their child's ability to persevere**.



## Students felt they'd shown perserevance by:

- 'Trying over and over again'
- 'Always trying my best'
- 'Pushing through when my friend wasn't there'
- 'Working alone'
- 'Not giving up and working hard'
- 'Trying my best even when I don't want to'



## Parental Feedback

**A high proportion of parents specifically mentioned an improvement in confidence particularly in the work they produce, as well as an increased enthusiasm in learning.**

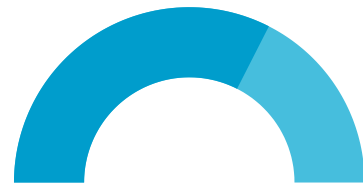
"I have seen a lot of positive changes in my daughter's willingness to read and write"

"Amazing work by everyone. A short story being published and being on the radio were such big events for them and Isabelle was so proud of her achievements as were we."

"My daughter loved every session. [...] It boosted her confidence."

"I was skeptical at first but have seen a real improvement in Zach since attending Pompey Pirates."

**88% of parents** felt their child's confidence had improved. 47% felt it had improved by a lot.



**65% of parents** felt their child was **more willing and more interested in reading** at home after attending Pompey Pirates sessions.



**71% of parents** felt their child was **more willing or interested in writing** since attending Pompey Pirates sessions.

# The Literacy Hubs

Impact Report: 2020/21

## School Feedback



The LiteracyHubs  
Learning that inspires, spaces to enthral



**72%** of students who attended Pompey Pirates feel **more confident in asking for help in lessons.**

"Mimi now puts up her hand in class without being asked and will speak out loud in front of everyone. She will even repeat what she has said if I think it's too quiet. So much more confident."

"Jake's enthusiasm for writing has grown, he has earned his pen licence and clearly really enjoys writing lessons. He also has been writing his own stories at home."

"Kim is more enthusiastic about English and does now ask for help."

"Harley has made significant improvements in his word choices, tenses, handwriting and also the flow of his writing."

"Confidence and belief in herself has improved. Written work and creative writing has improved drastically."

"Niko will read out loud to the class with a clear and confident voice now."

"Louis has gone from hating writing, to looking forward to writing lessons."

"He seems more focused in lesson and certainly starting to put his eloquence into his writing..."

# The Literacy Hubs

Impact Report: 2020/21



The Literacy Hubs  
Learning that inspires, spaces to enthral

## 2020/21 Highlights

### Mark (Year 7)

Mark came to us with a reading age of 7 years and 5 months, 3 years and 7 months below where he should be for a year 7 student, Mark has made fantastic progress. During his time at Pompey Pirates he has improved his reading age by 2 years and 1 month, bringing it up to 9 years and 6 months. Mark's teachers noted he was more confident since joining Pompey Pirates and that he was starting to use a wider range of vocabulary in his writing. His parents felt he had improved in confidence and perseverance, as well as enjoying reading and writing more.

"[It's helped] by giving new vocabulary that I can use"

"I have lots of people to support me"

"[My favourite part was] doing projects that something would actually happen with it not just stuck in a book"

### Lola (Year 5)

Having joined us with a reading age of 6 years 8 months, 2 years and 4 months below the expected reading age for a year 5 student, Lola has made good progress. In the 11 months she has been attending The Pompey Pirates she has improved her reading age by 2yrs 2 months to 8yrs and 10 months. Lola is now only 2 months behind her age related expectations. Lola has shown a huge increase in her confidence and her willingness to engage with reading and writing tasks. She now frequently asks questions and will seek out help when she needs it.

### Frederick (Year 6)

After improving his reading age by an impressive 3 years and 3 months, Frederick now has a reading age of 13 years and 3 months - well above his age-related expectation. Having started the year as a very shy and quiet student, Frederick reported feeling a lot more confident in his written work as well as feeling more confident expressing his opinion and asking for help. This was demonstrated in his enthusiastic participation in our final film project.

"It has helped a lot with my spelling and writing"

"We learn whilst having fun!"

"It has given me more confidence"

# Covid-19 Response, Impact & Challenges

## Impact:

COVID-19 is set to have a disastrous impact on the literacy of the 4.6 million children living in poverty in the UK. Due to school closures, our work has become even more crucial as the literacy gap between those less advantaged children and their peers has become even wider. Analysis of government data by the Education Policy Institute (2020) suggests that the learning gap between rich and poor primary age pupils in England has widened for the first time since 2007. Disadvantaged secondary pupils are more than 18 months behind their better-off classmates by the time they take their GCSEs. The study also highlights several strong indications that the overall gap has started to widen, including:

- disadvantaged primary pupils more than nine months behind, with the gap widening for the first time since 2007
- disadvantaged reception pupils nearly five months behind, the same as in 2013

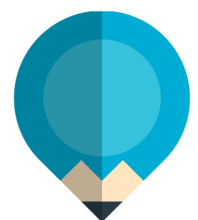
Research by Teach First also found the poorest pupils in England and Wales are suffering disproportionately, as many schools don't have the resources to ensure they can keep learning during lockdowns. Without adequate catch up support, we risk the Covid-19 generation experiencing worse outcomes in the future. Timely support given to a child who is falling behind with their literacy skills can stop them from falling further behind, catch them up with their peers and transform their life, giving them an equal chance to achieve their potential.

## Response:

The Pompey Pirates opened its doors to sixty children from four schools, across the city of Portsmouth, in September 2020. Until November (2020) we were operating our programme in person at the 'Ship' based at The Omega Centre in Portsmouth . The safety of our children, volunteers and staff is paramount so we operated very strict Covid policies to ensure everyone's safety. However, in line with government requirements, we had to close the ship in November. We moved the programme to an online format, on our 'Virtual Ship'. The sessions continued to be a success, we continued to experience high levels of attendance. Despite being virtual we were still able to complete the children's first published project, a collection of short stories. We created learning packs for all the children so they could continue to engage in the online sessions; these packs included a copy of their published book. For those children without technology we worked with the council to provide them with the equipment they needed to participate in the virtual ship. In line with government guidelines returned to in person sessions from (insert exact date)

## In the words of our community:

"Thanks for keeping the sessions going virtually. It has made a huge difference to our children and ensured they don't fall further behind. We can see the difference in their work already and they are also having a lot of fun! (Headteacher)



"I still love coming to the sessions even though they are online because I get to read to my crewmate (volunteer) and get help with my writing. The sessions are so fun and I look forward to them all the time.. It has made lockdown a lot better for me and my twin because he loves Pompey Pirates too!" (Young Pirate, year 5)

"Volunteering for The Literacy Hubs during the lockdowns has saved my mental health. I am a single, retiree and supporting on the virtual sessions has been incredibly rewarding and gave me purpose in such a difficult time. The children have made such good progress and it's such a pleasure to be a small part of their day." (Volunteer Crewmate)

## **Safeguarding:**

A virtual programme and any kind of online communication with young people brings with it additional and different challenges related to child protection. Our existing safeguarding policy provided a solid foundation to create an additional virtual safeguarding policy, which we continuously adapted for the first few months of the pandemic based on learnings and feedback. Ensuring that all our volunteers were familiar and comfortable with our virtual safeguarding policy was a priority.

## **Challenges:**

### **Logistics**

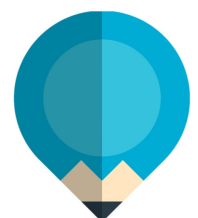
We are a charity premised on the power of in-person connection, so when the initial restrictions were put in place, we had to re-think how we operated and engaged with our schools and families. While the solution of switching to a virtual programme was a natural one, we had to consider how this was actually going to take place: on what virtual platforms, how would schools be communicating with families regarding sessions and how would we ensure that the impact of our programme was not affected.

### **Income Streams**

The biggest challenge is the uncertainty for the future. While we have weathered this period of time, we can't know for sure how an ongoing pandemic and associated recession will affect income streams longer term. We will continue to proactively take action and we will continue to deliver our programme, with regular tracking and careful evaluation.

### **Staff Wellbeing and Retention**

Many agree that the global healthcare crisis brought with it a mental health crisis of equal scale. Like other employers we have tried to be very mindful of staff wellbeing, provide support wherever possible, and show the same adaptability and flexibility that the new situation demands of our team. As a relatively small charity with limited resources we continue to put time and energy into supporting everyone on the team (with provisions for home office arrangements, for example, or childcare needs).



# Three Year Strategy

## Overarching Aims

### 1. Deepen Impact in Portsmouth

Establish two additional hubs to serve ten more schools in key areas of Portsmouth and increase numbers attending The Pompey Pirates (hub 1).

### 2. Prepare for National Scale

Identify the next region(s) for The Literacy Hubs and acquire the funds required to expand there.

## Overarching Aims: The Why

### 1. Deepen Impact in Portsmouth

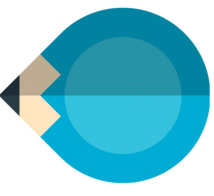
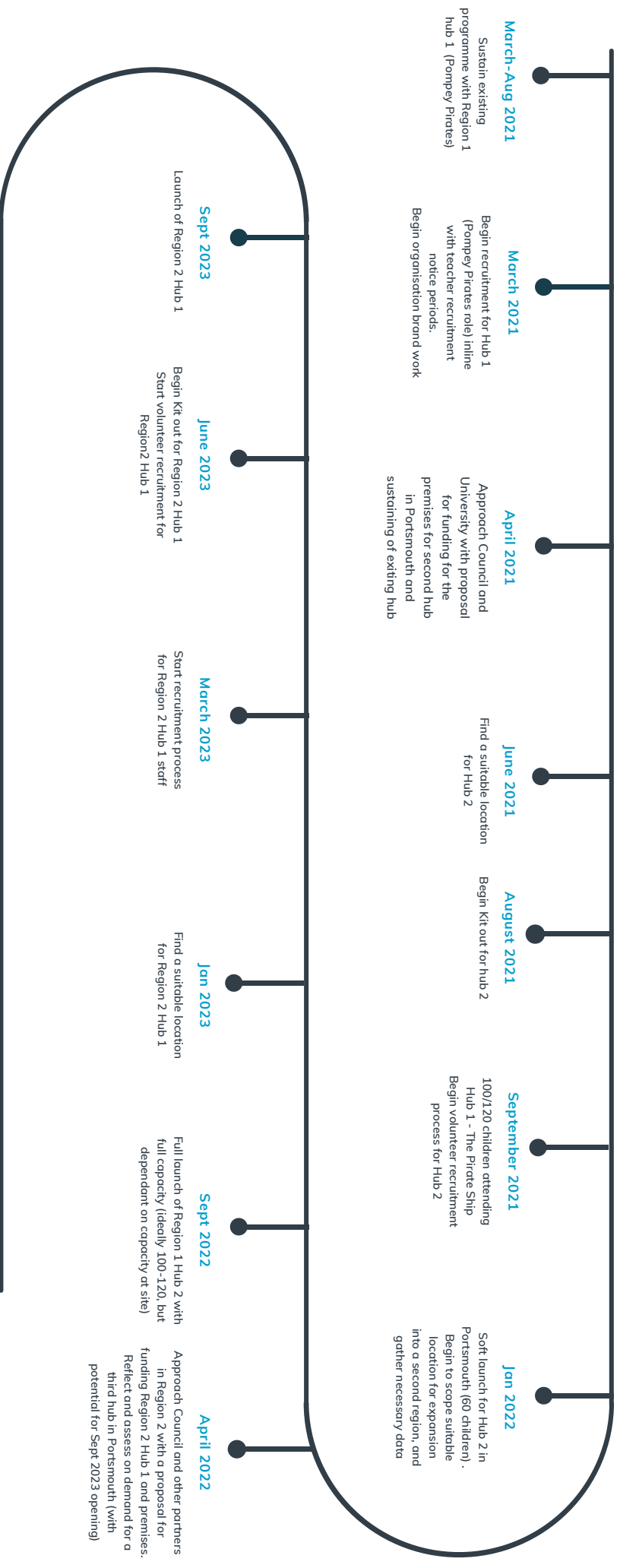
- Close existing relationship with funders who are keen to fund more work
- Large unmet demand from other schools and age groups
- Existing infrastructure will allow for easy collaboration between hub
- Brand established within volunteering and school markets
- Large volunteer base can be shared between hubs located in the same city

### 2. Prepare for National Scale

- Brighton council have approached the charity about launching a hub in the city. They would like to explore this possibility from early next year after we have experience and impact behind us
- Large national funding pots exist for national education charities
- Low literacy affects communities across the UK and with our experience we can help millions of children
- Taking time to prepare will allow us to be thoughtful in our choice of pilot location and give us time to scale up our central team



# Three Year Strategy: Roadmap



# Contribution Made by Volunteers

Our work would not be possible without the support of our volunteers. We are so grateful to our wonderful team of volunteer crew mates who give so generously of their time and expertise. Our crewmates are a variety of ages and come from all walks of life, from students to retirees. Our volunteers are committed to the aims of The Literacy Hubs and have the potential to make a real difference to the lives of the young people we support. The pirates love the fact that they have enthusiastic, adult support throughout each session, which they may not receive at school. Our volunteers provide invaluable 1:1 support for the pirates during our weekly reading sessions, which considerably impacts their progress. When working on projects, or writing tasks, our volunteers work closely with the pirates in small groups, enabling them to support the pirates or sailors where needed. They are also able to facilitate positive group work and help each pirate feel more confident. Often volunteers choose to attend the same sessions each week, which really helps to cement pirate/crewmate relationships. All our volunteers complete an application form and, if successful, attend an online assessment and training session. Before becoming a fully fledged crewmate, our volunteers undergo shadow shifts - where they observe a more experienced volunteer crewmate.

## A word from one of our volunteers



**Dave Allport MBE**  
Vessel Traffic Service  
Officer Portsmouth  
Historic Dockyard

As I looked at my session schedule for this coming 2022 spring term my mind returned to my first meeting at the Omega Centre, Somerstown, back in September 2020. I had walked into a pirate fantasy world, complete with a galleon bridge, fishing nets and floats, pirate murals on the walls and shelves full of colourful reading books. My first impression was: I'm going to enjoy this experience; and I have certainly not been disappointed. As I commence my fifth school term as a crewmate, my enjoyment and sense of accomplishment have not diminished either.

Being a Pompey Pirate Crewmate, for me, has been one of the most rewarding and satisfying projects I have ever experienced, and from a long career as a serviceman, that's saying something. The sense of achievement and satisfaction

is immeasurable for both the youngsters and the volunteers. For the youngsters they have a great opportunity to enjoy the personal attention of a crewmate as they navigate through their reading and writing projects. I use the term 'navigate' deliberately in reference to the galleon we all crew during a Pirate session. Also, not only have I witnessed a marked improvement in both the youngster's ability with reading and writing over the terms, but I have also seen the results of the personal attention that I, and my fellow crewmates, have been able to give the youngsters to help them build their confidence and self-esteem. Strongly guided by a crew of professional teachers, we crewmates have also developed our own style of working alongside the youngsters as we've faced the challenging projects set for them together. Being a crewmate for me ticks all the boxes. It has not only given me a great chance to help a youngster to achieve his or her aspirations and build a love for reading and writing, but also has given me a personal sense of achievement and wellbeing, too. Nothing can be better than when a youngster looks back as he or she leaves after a session and waves saying, "Bye Dave! See you next week!" That's really special.



# Governance & Accountability

**Charity object:**

To advance the education of the public in Portsmouth and the surrounding areas in the subject of literacy skills by providing and assisting in the provision of facilities (or 'hubs') so as to improve reading ability in communities in which literacy levels are low.

**Public benefit:**

All of our activities are undertaken to further our purposes for the public benefit, and are overseen by the Trustees to ensure that this is the case.

**Name of the charity:**

The Literacy Hubs

**Charity registration number:**

1189791

**Address of the principal office of the charity:**

The Omega Centre, 2 Omega Street, PO54LP

**Charity Trustees (see Trustee and Leadership Bios below):**

Trustees who served during the year and up to the date of this report were as follows:

Jackie Rainford (Chair)

Michael Cripps (Treasurer)

Claire Tunnicliffe

Terence Carvalho

Charlotte Harding

Andrea Spreafico

Pete Davison

**Key Management Personnel:**

CEO and founder: Becca Dean MBE

COO: Natasha Turner



# Governance & Accountability

## Structure Governance and Management

The Literacy Hubs is constituted as a Charitable Incorporated Organisation, whose only voting members are its charity trustees. The charity has a board of six trustees and one CEO. The charity has a payroll of 5 full time staff, including the CEO. Trustees are recruited through existing networks of professionals, volunteers and partner organisations. Advertisements are also posted on national news websites and charity sector websites. Trustee roles are outlined following an audit of the existing skills and resources on the board, and an examination of the key needs of the charity. Trustees are appointed for a term of three years by a resolution passed at a properly convened meeting of the charity trustees. In selecting individuals for appointment as charity trustees, the charity trustees must have regard to the skills, knowledge and experience needed for the effective administration of the CIO.

### Decision Making and Governance

Charity trustees make decisions about spends over £5,000 that are not part of the agreed budget for the charity. Trustees make decisions about partnerships or associations that could be deemed a risk to reputation or quality of delivery of the programme, as identified by the CEO. Trustees delegate the day-to-day running, recruitment and staff management, growth planning and spending decisions that are part of the core business of the charity to the CEO of the charity.



# Governance & Accountability

## Trustee and Leadership Team Bios



### **Rebecca Dean MBE - CEO and Founder**

Becca is a former English teacher and also the Co-founder of the award winning charity The Girls' Network. In June 2021 Becca was awarded an MBE in The Queen's birthday honours list for both her work with The Literacy Hubs and The Girls' Network. In 2017 Becca was listed as one of Forbes 30 under 30 Social Entrepreneurs. She is also the winner of the Stylist Magazine 'Women With Heart' Awards 2017, been featured in The Independents 'Happy List', a recipient of a Shaping Portsmouth Award and was awarded The Teach First Innovation award in 2012. Becca is Portsmouth born and bred and passionate about putting local female voices on the air.

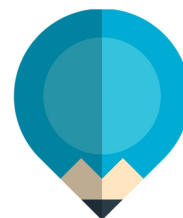
Each week she presents 'In Conversation' on Express FM where she welcomes a woman who has achieved incredible things both professionally and personally in order to share their story, wisdom and of course their favourite tracks. Becca believes that coordinated, local, action to raise literacy levels, will lead to increased educational attainment, employment and economic engagement across the city.

### **Natasha Turner - COO**

Natasha is a former History and Politics teacher, and academic mentor, who has worked with children to develop the skills they need to improve their attainment.

After moving out of a school setting she spent time working in cultural heritage, including with the Education Team at the award winning Weald & Downland Living Museum, and training to deliver high quality learning experience in out of classroom settings.

Trained as a Beach School practitioner, Natasha believes strongly in the importance of using learning environments to enhance student engagement, change mindset, and deepen their learning.



# Governance & Accountability

## Trustee and Leadership Team Bios



### **Jackie Rainford - Chair**

Jackie Rainford has lived in Portsmouth for 26 years. Jackie worked as a manager and training manager for John Lewis before moving into consultancy training which has included running her own business for 20 years. She has her own Learning and Development company and carries out Leadership training and coaching in companies, as well as running personal development sessions with private clients.

Jackie is also a Trustee for the YMCA Fairthorne Group, which covers the whole of Hampshire, and enjoys being involved in events and fundraising.

### **Claire Tunnicliffe - Vice Chair**

Claire is currently an Assistant Principal at an all-through school in Chichester where she leads on teaching and learning. She has been teaching for fifteen years across the primary age range, working mainly in schools in disadvantaged areas such as Leigh Park and Wecock Farm in Waterlooville. Claire is passionate about supporting Pupil Premium children and those from disadvantaged backgrounds both in the classroom and in their wider lives. Claire, as a child, was in receipt of free school meals herself and so feels personally invested in inspiring children from disadvantaged backgrounds to meet and then exceed national expectations.



### **Michael Cripps - Treasurer**

Michael is an CGMA accountant with over 25 years experience in retail, construction and property service support industries. Michael recently completed an MBA at the University of Portsmouth.

He was born and raised in Portsmouth, returning to the city after a spell working in London. He is currently the Finance Director for a Building Services company based in Southampton, as well as Treasurer for Havant Cricket Club. Michael served as a Governor at Havant and South Downs College, supporting two mergers, serving as Chair of The Finance Committee.

### **Charlotte Harding - Trustee**

Charlotte has been a journalist for nearly ten years training at Highbury College in Portsmouth. She spent two years working in local newspapers in Horsham and Haywards Heath before becoming a feature writer at etc Magazine, based in Sussex. Charlotte has been a mentor through The Girls Network and is the co-founder of Generation Tribe, a website aimed at empowering teenage girls and young women. Charlotte has lived in Portsmouth her whole life.



# Governance & Accountability

## Trustee and Leadership Team Bios



### **Terrance Carvalho - Trustee**

Portsmouth born and bred Award-Winning Hospitality Manager, Terence Carvalho joined Becketts Southsea in 2019, having previously served as House Manager & Corporate Manager for The King's Theatre in Southsea for 5 years. In addition to his role at Becketts, Carvalho, currently serves as a Portsmouth Ambassador for Shaping Portsmouth and Member of The Leaders Council for Great Britain and Northern Ireland. His appointment as House Manager at The Kings Theatre in Southsea in 2014 made him the youngest Theatre House Manager in the UK and was the base of the 5 of the most successful years in The Kings Theatre 110+ year history.

### **Andrea Spreafico -Trustee**

With over 15 years' experience in Learning and Development, Andrea started her career teaching English as a foreign language in Italy. A chartered member of the CIPD, Andrea is passionate about supporting others to find and develop their strengths and build their confidence. Andrea has worked in the private and public sectors in the UK and Italy, designing and delivering training programmes for a wide variety of international clients and supporting staff with all aspects of their personal development. In her spare time, Andrea has provided tutoring support to dyslexic students and been a volunteer helper with Rainbows (5-7 year olds in Girlguiding).



### **Pete Davison - Trustee**

Pete was born and educated in Portsmouth and has worked in the Creative Industries, particularly in talent development, for over fifteen years. Pete has worked for Arts Council England since 2016 where he is the Relationship Manager for Creative Media in the South East. During the pandemic, Pete took a year-long secondment as Head of Development and Programmes at Portsmouth Creates CIC, fundraising for and part-programming the first We Shine Festival; delivering the Thriving Communities social prescribing activity; and commissioning audio trails of the city by diverse, hidden voices. Pete's work has been published by Firewords Quarterly and Bath Flash Fiction Anthology (AdHock Press).



# Financials

At the time of approving the accounts, the Trustees believe the Charity has adequate financial resources and is well placed to manage its business risks. The Trustees believe there are no material uncertainties that call into doubt the Charity's ability to continue. The accounts therefore have been prepared on the basis that the Charity is a going concern.

Please see below for the Statement of Financial Activity.

**The Literacy Hubs**  
**Statement of Financial Activities**  
**For the period 4 June 2020 to 31 July 2021**

	Unrestricted funds £	Restricted funds £	Total £
<b>INCOME AND ENDOWMENTS FROM</b>			
Donations and legacies	31,761	64,747	96,508
Charitable activities	31,583	-	31,583
Total	63,345	64,747	128,092
<b>EXPENDITURE ON</b>			
Charitable Activities	68,317	4,443	72,760
Other	2,759	6,993	9,752
Total	71,076	11,436	82,512
<b>NET INCOME</b>	<b>(7,731)</b>	<b>53,311</b>	<b>45,580</b>
Transfer between Funds	29,835	(29,835)	-
Net Movement in Funds	22,104	23,476	45,580
<b>RECONCILIATION OF FUNDS</b>			
Total Funds brought forward	-	-	-
Total Funds carried forward	22,104	23,476	45,580



# Financials

## The Literacy Hubs Balance sheet As at 31 July 2021

	Unrestricted funds £	Restricted funds £	Total £
<b>Fixed Assets</b>			
Tangible Assets	-	24,302	24,302
<b>Current Assets</b>			
Debtors	33,470	-	33,470
Cash at bank and in hand	30,292	(826)	29,466
Total Current Assets	63,762	(826)	62,936
<b>CREDITORS</b>			
Amounts falling due within one year	41,658	-	41,658
Net Current Assets	22,104	(826)	21,278
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>	22,104	23,476	45,580
Net Assets	22,104	23,476	45,580
<b>Capital and Reserves</b>			
Unrestricted funds			22,104
Restricted funds			23,476
TOTAL FUNDS			45,580

## 1. ACCOUNTING POLICIES

### Basis of preparing the financial statements

The financial statements of the charity, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) '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 (FRS 102) (effective 1 January 2015)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Charities Act 2011. The financial statements have been prepared under the historical cost convention.

### Going concern

At the time of approving the accounts, the Trustees believe the Charity has adequate financial resources and is well placed to manage its business risks. The Trustees believe there are no material uncertainties that call into doubt the Charity's ability to continue. The accounts therefore have been prepared on the basis that the Charity is a going concern.

### Income

All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.



# Financials

## Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

## Tangible Fixed Assets

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

Computer equipment	25% straight line
Fixtures and fittings	20% straight line
Office equipment	20% straight line

## Taxation

The charity is exempt from tax on its charitable activities.

## Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

## 2. TRUSTEES REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 July 2021.

### Trustees' expenses

	31 July 2021
	£
Trustees expenses paid	<u>88</u>

## 3. STAFF COSTS

The average monthly number of employees during the year was as follows:

	31 July 2021
Carrying out charitable activities	3
Management and administration	<u>1</u>
	<u>4</u>

No employees received emoluments in excess of £60,000.



# Financials

## 4. TANGIBLE FIXED ASSETS

	Computer equipment £	Fixtures and fittings £	Office equipment £	Total £
COST				
At 4 June 2021	nil	nil	nil	nil
Additions	6,209	24,432	124	30,765
At 31 July 2021	<u>6,209</u>	<u>24,432</u>	<u>124</u>	<u>30,765</u>
Depreciation				
At 31 July 2021	<u>1,552</u>	<u>4,886</u>	<u>25</u>	<u>6,463</u>
NET BOOK VALUE				
At 31 July 2021	<u>4,656</u>	<u>19,546</u>	<u>99</u>	<u>24,301</u>

## 5. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31 July 2021
	£
Trade debtors	<u>33,470</u>

## 6. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31 July 2021
	£
Trade creditors	224
Accruals	37,740
Payroll taxes and payments due	3,693
	<u>41,658</u>

## 7. MOVEMENT IN FUNDS

	Unrestricted funds £	Restricted funds £	Total £
At 4 June 2020	-	-	-
Restricted grants received			
Portsmouth City Council		30,765	30,765
University of Portsmouth		15,000	15,000
Hampshire & Isle of Wight Community Fund		4,147	4,147
Total restricted grants	-	<u>49,912</u>	<u>49,912</u>
Expenses		(26,436)	(26,436)
Net movement in funds	<u>22,104</u>		<u>22,104</u>
	<u>22,104</u>	<u>23,476</u>	<u>45,580</u>

## 8. RELATED PARTY DISCLOSURES

There were no related party transactions for the year ended 31 July 2021.



# Independent Examiners Report

## Independent examiner's report to the PCC of St Boniface, Bonchurch

I report on the accounts of the The Literacy Hubs, Portsmouth for the year ended 31 July 2021, which are set out on the accompanying pages.

### Respective responsibilities of trustees and examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 (the 2011 Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts under section 145 of the 2011 Act
- to follow the procedures laid down in the general Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act
- to state whether particular matters have come to my attention.

### Basis of independent examiner's report

My examination was carried out in accordance with the general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statement below.

### Independent examiner's statement

In connection with my examination, no matter has come to my attention:

(1) which gives me reasonable cause to believe that in any material respect the requirements:

- to keep accounting records in accordance with section 130 of the 2011 Act
- to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2011 Act

have not been met; or

(2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.



Fiona Leonard Date: 13/5/2022

ACMA CGMA

Langdale House, Long Copse Lane, Emsworth, Hampshire

